

Research Paper

## Life Skills of Secondary School Girl Students in Relation to their Academic Anxiety

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### ABSTRACT

The aim of education is holistic development of an individual. But, our present education system has fuelled academic anxiety among the students. This has led to many personality disorders among them. They are not able to meet the real challenges of the world that are beyond their academic life. Such students are having lacking of the life skills that are essential for daily life. Everyone is struggling with problems and suffers to find the ways to meet the challenges in life. It is essential that everyone masters those basic life skills to solve their problems in daily life. Hence the present study was intended to study the relationship between life skills and academic anxiety of secondary school girl students. Descriptive survey method was used for the present study. The sample used in the present study was 50 secondary school girl students from Kanya Gurukul Senior Secondary School, Khanpur Kalan, Sonapat district. The tools used for the study were Life Skill Scale – Developed by Dr. M.N. Vranda (2009) and Academic Anxiety Scale – Dr. A. K. Singh and Dr. A. Sen Gupta (2012). Analysis of the data was done by using Pearson's product moment of correlation coefficient. The study revealed that there is a substantial negative correlation exists.

**Keywords:** *Life Skills, Academic Anxiety, Secondary School, Girls*

In the present times, the usefulness of education in life is not just earning a living, but it is a means of experiencing the joy of life by connecting with the physical and spiritual world. From the education received from the parents in childhood, the life stream of continuous acquisition of knowledge continuously develops life skills. Thus, making life easy is also a life skill. These life skills can be learned and improved upon. Life skills empower youth to participate in their communities, engage in continuous learning, protect themselves, and take positive action to promote healthy and positive social relationships. Life skills are those positive abilities that enable a person to deal with everyday needs and difficulties. Life skills are essential to our social success and long-term happiness and well-being.

### *Life Skills*

In a constantly changing environment having life skills is an essential part of being able to meet the challenges of everyday life. Life Skills are those abilities, knowledge and behaviors

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that help in promoting mental well-being and competence to live with and relate to others. Life skills are essential for the promotion of healthy child and adolescent development. Life skills education contributes to basic education, gender equality, Democracy and good citizenship, child care and safety. There are many life skills such as self-awareness, empathy, critical thinking, problem solving, decision making, coping with stress, coping with emotions etc. Life skills develop a greater sense of self awareness and appreciation for others.

### *Academic Anxiety*

Anxiety is an intense feeling of unease, worry, and fear. It may be caused by factors with the environment, stress from school, due to financial problems. The Feeling of being distressed, fearful on stressed out as a result of school pressures is called academic anxiety. Today, we are living in the age of anxiety. It is common condition noticed in people of all age groups, it may be caused by physical conditions, mental conditions or effect of drugs. There are many external factors that may contribute to anxiety. These include stress from school, stress at work, and stress from serious illness. The present study aimed all through the ages is to achieve holistic development of students.

## **REVIEW OF RELATED LITERATURE**

Ilavarasi & Premila (2022) revealed through the study of life skills and academic anxiety of high school students that there is no significant difference in life skills of boys and girls of high school students. Girls possess more life skills than boys. There is no significant difference in academic anxiety of boys and girls of high school students however; girls have more academic anxiety than boys.

Bhatia, I.S. (2021) revealed through the study on academic anxiety of high school students in relation to their life skills that there was negative and significant relationship between life skills and academic anxiety of high school students. Life Skills of high schools students was negatively related to academic anxiety. Garg (2011) revealed that there was negative and significant relationship between life skills and academic anxiety of high school students. A significant difference was found in the life skills of rural schools students it has been found that maximum students have moderate level of life skills and academic anxiety.

Rani, Choudhary, Kusum (2018) studied attitude of college students towards life skills and revealed that students of private institutions have more life skills as compared to students of govt. institutions. There is no significant difference exists on the basis of their stream. Male students have more life skills than female.

Attri and Neelam (2013) studied and concluded that students' academic anxiety is a time-based nervousness, apprehension of tension building up, as the test date draws near.

Mohato & Jangir (2012) made a study on academic anxiety among regular residential adolescent students of Government and private Schools of the age range 14 to 16 years of Minicoy Island. The purpose of the study was to evaluate and compare the academic anxiety of boys and girls and to find the relationship between academic anxiety and school environment. The results revealed that majority of the adolescents felt anxiety and gender does not affect academic anxiety. It was also found that the type of school and the environment had a significant relation with the academic anxiety.

## **Life Skills of Secondary School Girl Students in Relation to their Academic Anxiety**

Mokashi, Yadav, Khadi (2012) examined the gender difference on anxiety and academic achievement of 330 residential high school students in their study and reported that a significant difference found between boys and girls on anxiety making the boys more anxious than girls. Gender significantly contributes to academic achievement; girls were more achievers than boys. Over all a negative relationship was observed between anxiety and academic achievement.

### ***Justification for the Study***

India is a developing country. We see economic disparity in our society. Some people are rich while some are poor. According to income, everyone have different life styles. All the parents wish to provide better educational facilities to their children. It is very strange that lot of emphasis lays on academic scores rather than academic anxiety of children. There is dire need to reduce academic anxiety to improve academic results. Life skills are those positive abilities that enable a person to deal with everyday needs and difficulties. Life skills can have significant effect on academic anxiety. Students having better life skills may reduce levels of academic anxiety, they can adjust in a better way and their self-confidence will also be higher. After going through the review of literature all the studies, it was found that most of the studies had been done regarding both the genders. From here the investigator got the idea to conduct the study to find out the relationship between life skills and academic anxiety specifically for the girls of secondary school individually.

### ***Statement of the Problem***

Life Skills of Secondary School Girl Students in Relation to their Academic Anxiety.

### ***Objective of the Study***

To study the relationship between life skills and academic anxiety of secondary school girl students.

### ***Hypothesis of the Study***

There exists no significant relationship between life skills and academic anxiety of secondary school girl student.

### ***Sample***

In present study, a sample of 50 Secondary school girl students has been selected. The simple random sampling technique was used to select the sample of students from Kanya Gurukul Senior secondary School, Khanpur Kalan in Sonapat district of Haryana in India.

### ***Variables for the Study***

Life Skills and Academic Anxiety.

## **RESEARCH METHODOLOGY**

The present endeavor aimed to study and find out the relationship between two variables like life skills and academic anxiety. Descriptive survey method has been used in the study.

### ***Tools Used***

In the present study the investigator used the following tools;

- Life Skill Scale – Developed by Dr. M.N. Vranda (2009)
- Academic Anxiety Scale – Dr. A. K. Singh and Dr. A. Sen Gupta (2012)

## RESULT AND DISCUSSION

### *Relationship between life skills and academic anxiety of secondary school girl students*

In this part, correlation analysis was conducted to find out the relationship between variables i.e., life skills and academic anxiety of secondary school girl students taken for the study.

**Table 1 Product Moment correlation of Life Skills and Academic Anxiety of Secondary School Girl Students**

Variables	Correlation (r) N=50	'r' Value set for Significance	
		at 0.05 level	at 0.01level
Life Skills and Academic Anxiety	-0.421	±0.273	±0.354

Table 1 indicates that the co-efficient of correlation obtained between Life Skills and Academic Anxiety was -0.421 which was negatively correlated. It means that the variables Life Skills and Academic Anxiety have an inverse relationship. This meant that as the variable life skill increases, the other variable academic anxiety decreases, and vice versa. It can be verbally interpreted as there is a substantial negative correlation between Life Skills and Academic Anxiety of secondary school girl students. Since, it is well known that if  $r <$  negative critical value or  $r >$  positive critical value, then  $r$  is significant. Since  $r = -0.421$  and  $-0.421 < -0.273$ ,  $r$  is significant and the line may be used for prediction.

### *Findings*

The co-efficient of correlation between obtained between life skills and academic anxiety was -0.421 which was negatively and significantly correlated. This meant that as the variable life skill increases, the other variable academic anxiety decreases or vice versa.

## CONCLUSION OF THE STUDY

The present study was conducted to find out the relationship between life skills and academic anxiety of secondary school girl students. From the study the investigator found that there is a significant relationship between life skills and academic anxiety of secondary school girl students. Thus, we can say that there is a dire need of integrating life skills in the curriculum of school students. The study reveals that developments of life skills in the students have reduced the academic anxiety. Life skills reduce the stress and academic anxiety by helping the students in controlling their emotions and making them ready for taking right decisions in their life.

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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