



LIFE SKILLS AND ACADEMIC ANXIETY OF HIGH SCHOOL STUDENTS

ILAVARASI K.¹ AND Dr. K. S. PREMILA²

¹Ph.D Research Scholar and ²Associate Professor,

¹ School of Education, Tamil Nadu Open University, Chennai – 15,
Tamil Nadu, India

² School of Education, Tamil Nadu Open University, Chennai – 15,
Tamil Nadu, India

ABSTRACT

The present study aims to assess the relation between life skills and academic anxiety of high school students in relation to their gender and type of school. The finding reveals that there is no significant difference in academic anxiety between boys and girls and private and government school students. there is a significant difference in life skills between boys and girls and private and government school students. It is found that students from private school have better life skills than government school to study also reveals significant highly negative relationship between life skills and academic anxiety.

Keywords: life skills, academic anxiety, high school students.

1. INTRODUCTION

Life skills

Life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life.

They include creativity, critical thinking, problem-solving, decision-making, the ability to communicate and collaborate, along with personal and social responsibility that contribute to good citizenship – all essential skills for success in the 21st century, both for healthy societies and for successful and employable individuals.

Certain skills may be more or less relevant to you depending on your life circumstances, your culture, beliefs, age, geographic location, etc. However, in 1999, the World Health Organization identified six key areas of life skills: Communication and interpersonal skills. This broadly describes the skills needed to get on and work with other people, and particularly to transfer and receive messages either in writing or verbally Decision-making and problem-solving. This describes the skills required to understand problems, find solutions to them, alone or with others, and then take action to address them Creative thinking and critical thinking. This describes the ability to think in different and unusual ways about problems, and find new solutions, or generate new ideas, coupled with the ability to assess information carefully and understand its relevance. Self-awareness and empathy, which are two key parts of emotional intelligence. They describe understanding yourself and being able to feel for other people as if their experiences were happening to you. Assertiveness and equanimity, or self-control. These describe the skills needed to stand up for yourself and other people, and remain calm even in the face of considerable provocation. Resilience and ability to cope with problems, which describes the ability to recover from setbacks, and treat them as opportunities to learn, or simply experiences.

Academic anxiety

Every student feels stress and anxiety in school at one time or another. This stress might come from having to give a speech or presentation in front of class, or maybe a performance in front of the whole school. Perhaps you feel worried every time you enter a very strict teacher's classroom. Maybe in the past you have felt stressed out while trying to complete an assignment in a subject that isn't your strongest area. Having anxiety means feeling stressed out, whether it's because you have a lot on your plate or because you worry that what is on your plate is done well. The experience of feeling under pressure at school is not all that uncommon. School is where you learn new skills, and the main way in which teachers judge how well you're learning and practicing these skills is by assigning homework, reports, and presentations, and by giving tests and quizzes. As if they were not bad enough, all of these measurements of your new skills and academic abilities are timed. Trying to remember math equations, new Spanish vocabulary, or the formula of gravity during a twenty-minute quiz can rattle even the most relaxed person. The feeling of being distressed, fearful, or stressed out as a result of school pressures is called academic anxiety. Academic anxiety is experienced most often during timed exercises and in situations in which students are expected to perform their best when the stakes are very high, such as on the Scholastic Assessment Tests (SATs), or when in front of others. The way in which someone experiences this anxiety can range from mild, momentary jitters at having to read out loud in class, to a serious disorder in which a person experiences overwhelming panic and has difficulty functioning normally.

Academic anxiety is a kind of state anxiety, which relates to the impending danger from the environments of the academic institutions including teacher, certain subjects like Mathematics, English, etc. Academic anxiety is important because, it influence the academic success of the students.

2. REVIEW OF RELATED LITERATURE

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.

Mohato & Jangir (2012) made a comparative study of academic anxiety and effect of school environment on anxiety among adolescents of Minicoy Island. Results revealed that majority of the students experienced the taste of anxiety. Gender does not affect the anxiety. Types of school and the facilities in them does affect the anxiety. It was also reported that government school students are more anxious than private school students.

Devi (2009) conducted a study titled as "A Study of the Relationship between Problem Solving Ability and Academic Achievement of Secondary School Students" which indicates the scope for development of life skill like problem solving to improve academic achievement. Objectives of the study were 1. To investigate the problem -solving ability of IX standard students based on sex and type of school. 2. To investigate the mean differences, if any, between the level of problem -solving ability of IX standard students with their academic achievement. 3. To investigate the relationship between problem solving ability and academic achievement of IX standard students. Method used was investigation study of correlation type. The sample comprised of 200 IX standard students of which 100 boys and 100 girls were selected randomly from both private and government secondary schools of Advancer city, Karnataka. Findings of the study are, 1. There is no significant difference in problem solving ability of boys and girls. 2. There is a significant difference in problem solving ability of students studying in government and private schools. 3. There is significant difference in academic achievement of students with high, moderate and low problem- solving ability. 4. There is a positive relationship between problem solving and academic achievement of class IX students hence there is a scope to develop life skills in secondary school adolescents through teaching of curricular subject

Sidhu & Singh (2005) studied “Comparative Study of Concept Attainment Model, Advance Organizer Model and Conventional Method in Teaching of Physics in Relation to Intelligence and Achievement Motivation of Class IX Students”. The Objectives of the study were, (i) To study the effect of Bruner’s concept Attainment Model on scholastic achievement as compared to conventional method of teaching in Physics in relation to intelligence and achievement motivation; (ii) to study the effect of Ausubel’s Advance Organizer Model on scholastic achievement as compared to conventional method of teaching in physics in relation to intelligence and achievement motivation; and (iii) to study the relative effectiveness of Bruner’s Concept Attainment Model and Ausubel’s Advance Organizer Model on scholastic achievement in Physics in relation to intelligence and achievement motivation. The sample consisted of 240 students of Class IX, enrolled in Government Senior Secondary School, Kangana; Government High School, Junger, and Government Senior Secondary School, Sandaun (District Sangrur, Punjab) divided into three groups (n=80 each), two experimental groups and one control group. Pre-test, Post-test control group quasi-experimental design was employed. The statistical technique of three-way analysis of variance ($3 \times 2 \times 2$) was used on gain scores for finding out the main effect and interaction effect of teaching techniques, intelligence and achievement motivation on scholastic achievement in physics of Class IX students. The experiment was conducted in three stages pre-test treatment and post-test in all the three groups. Meenakshi’s Socio-economic Status Scale, Jalota’s Verbal Group test of General Mental Ability, Achievement Motivation test of Pratibha Deo and Asha Mohan, Lesson plans and a criterion test in physics were used for the study. Finding of the study was no significant effect between various teaching techniques, intelligence and achievement motivation on scholastic achievement of students for learning of concepts in physics.

3. STATEMENT OF THE PROBLEM

“LIFE SKILLS AND ACADEMIC ANXIETY OF HIGH SCHOOL STUDENTS”

4. OBJECTIVES OF THE STUDY

- To assess the impact of gender on life skills among high school students.
- To assess the impact of private and government schools on life skills among high school students
- To assess the impact of gender on academic anxiety among high school students
- To assess the impact of private and government schools on academic among high school students
- To assess the relationship between life skills and academic anxiety of high school students

5. HYPOTHESES OF THE STUDY

The hypotheses formulated for verification are

- There is no significant difference in life skills of boys and girls of high school students
- There is no significant difference in life skills of private and government high school students
- There is no significant difference in academic anxiety of boys and girls of high school students
- There is no significant difference in academic anxiety of private and government high school students
- There is no significant relationship between life skills and academic anxiety of high school students

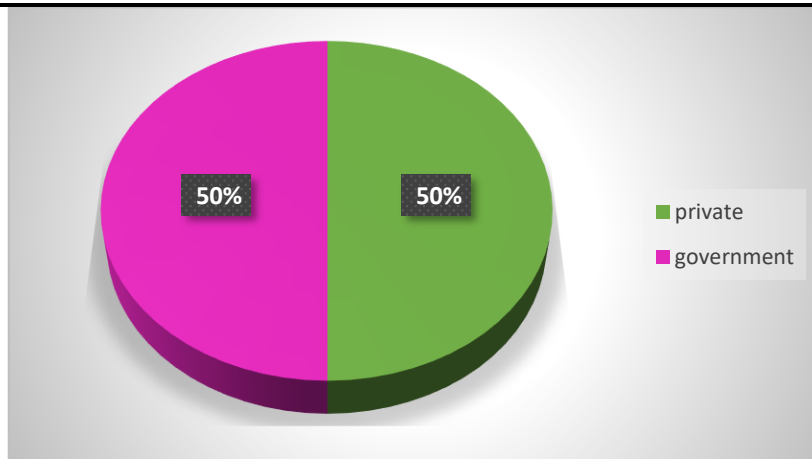
6. RESEARCH DESIGN

6.1. Sample

A sample of 120 students 9th and 10th standards was randomly selected from Chennai district in Tamil Nadu. It comprised of 60 students from private and 60 from government schools. In term of gender, it consisted of 60 boys and 60 girls.

Table-1 Sample distribution

School	Gender	No of students
private	Boys	30
	Girls	30
government	Boys	30
	Girls	30



6.2. Research tools

Two tools have been used for the data collection. These are

1. Academic anxiety: it consists of 20 items relating to academic life
2. To measure different personality traits. the researcher has selected four traits from the tool that are considered as essential life skills for the students

- Social ability
- Responsibility
- Self-esteem
- Ambition

6.3. Statistical analysis

- Mean
- Standard deviation
- 't' test was used

7. RESULT AND DISCUSSION

Table -2 Significant difference in life skills of boys and girls of high school students

Group	N	Mean	S. D	't'-Ratio	Level of significance
Boy	60	62.98	12.75	1.11	NS
Girls	60	66.05	14.27		

Table-2 indicates that the mean of boys is 62.98 and that of girls 66.05. the S.D of the same groups are 12.75 and 14.27 respectively. that 't'-value found to be 1.11 and it is not significant at 0.01 Hence null hypothesis is accepted

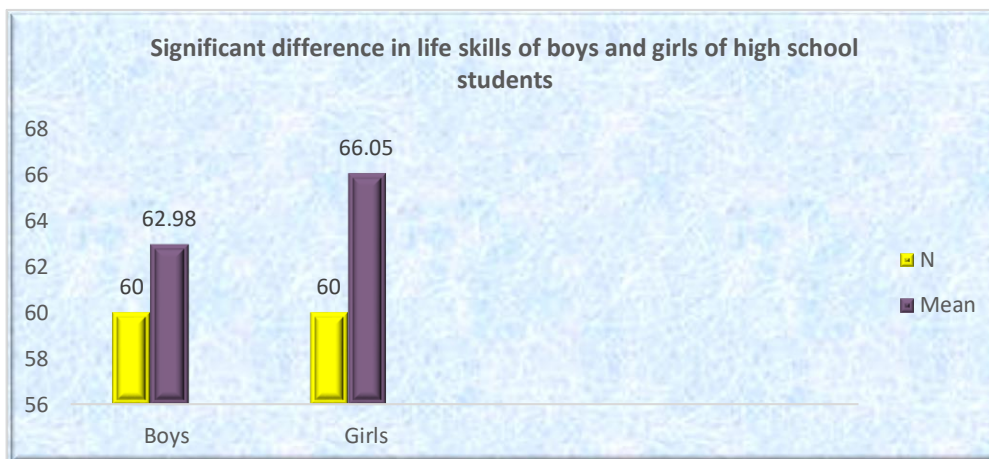


Table-3 Significant difference in life skills of private and government of high school students

Group	N	Mean	S. D	't'-Ratio	Level of significance
Private	60	68.02	14.33	5.56	S* at 0.01
Government	60	61.02	11.49		

Table-3 indicates that the mean of private is 68.02 and that of Government 61.02. the S.D of the same groups are 14.33 and 11.497 respectively. that 't'-value found to be 5.56 and it is not significant at 0.01 Hence null hypothesis is rejected. student from private school have better life skill than student of government school.

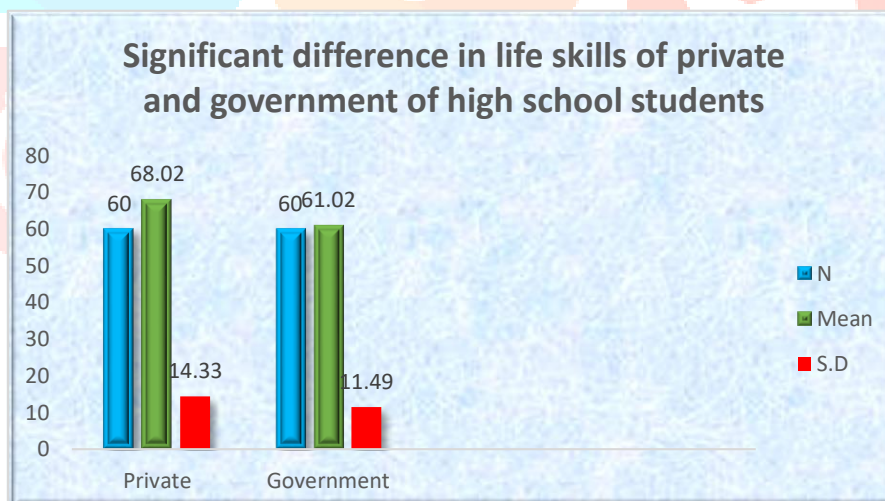


Table -4 Significant difference in academic anxiety of boys and girls of high school students

Group	N	Mean	S.D	't'-Ratio	Level of significance
Boys	60	11.68	4.49	0.57	Not significant at 0.01
Girls	60	11.95	4.67		

Table-4 indicates that the mean of boys is 11.68 and that of girls 11.95. the S.D of the same groups are 4.49 and 4.67 respectively. that 't'-value found to be 0.57 and it is not significant at 0.01 Hence null hypothesis is accepted

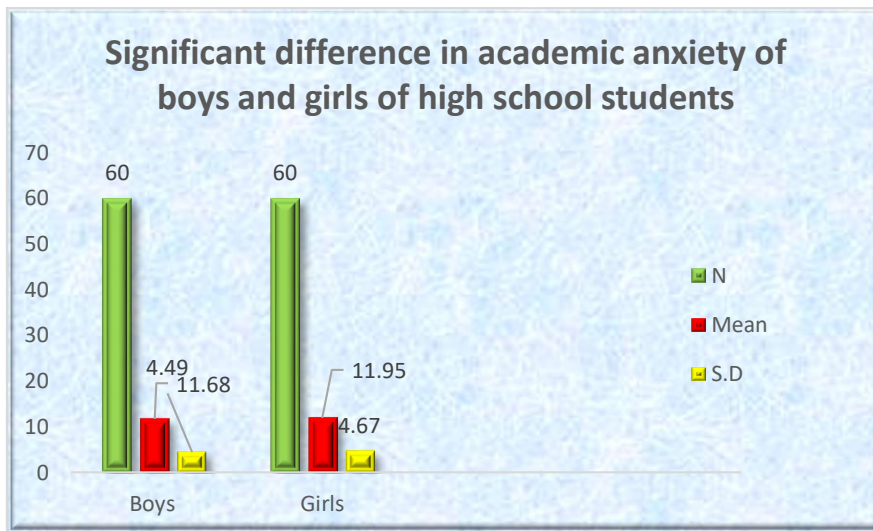
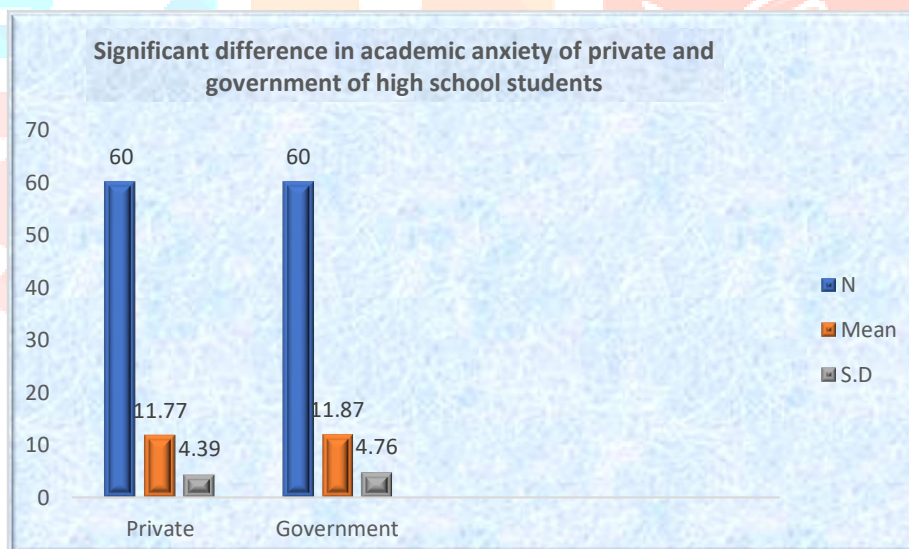


Table-5 Significant difference in academic anxiety of private and government of high school students

Group	N	Mean	S. D	't'-Ratio	Level of significance
Private	60	11.77	4.39	0.12	Significant at 0.01
Government	60	11.87	4.76		

Table-5 indicates that the mean of private is 11.77 and that of Government 11.87. the S.D of the same groups are 4.39 and 4.76 respectively. that 't'-value found to be 0.12 and it is not significant at 0.01 Hence null hypothesis is rejected.



8. MAJOR FINDINGS OF THE STUDY

- 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 a significant difference in life skills of private and government high school students. students from private school have better life skills than government school students
- There is no significant difference in academic anxiety of boys and girls of high school students. however, girls have more academic anxiety than boys.
- There is no significant difference in academic anxiety of private and government high school students. government school have more academic anxiety than private schools.
- There is a significant relationship between life skills and academic anxiety of high school students.

9. SUGGESTION AND EDUCATIONAL IMPLICATIONS

The researcher, on the basis of result, suggests incorporating life skills in the school education program itself. The curriculum needs revision in the direction. The teachers as well as teacher educators training for this inclusion.

REFERENCES

- Das, S.K. and Halder, U.K. (2014). A Study on Academic Anxiety and Academic Achievement on Secondary School Students. Indian Streams Research Journal,4(6),1-5.
- Mohato, B and Jangir, S (2012). A Study on Academic Anxiety Among Adolescents of Minicoy Island, International Journal of Science and Research,1(3).12-14.
- Mokashi, M. V., Yadav. V.S., Khadi, P.B. (2012). Gender Difference on Anxiety and Academic Achievement among Selected Residential High School Children. J Psychology,3 (2),107-111.
- Mahajan, G. (2015). Academic Anxiety of Secondary School Students in Relation to their Parental Encouragement. International Journal of Research in Humanities and Social Sciences,3(4), 23-29.
- Sharma, Sonal & Shakir, Mohd. (2020). A Study of Academic Anxiety of Senior Secondary School Students in Relation to Locale and Type of School. 10.13140/RG.2.2.35160.03846.
- <https://www.skillsyouneed.com/general/life-skills.html>

