



EFFECTIVENESS OF LIFE SKILLS TRAINING ON ABILITY TO COPE WITH STRESS AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT:

At present the world is transforming very quickly, youth who are the future of the world are struggling to get adjusted to this transforming world. Youth are pressurized much from various aspects causing to stress. Hence the researcher felt to take up the experimental study to find the effectiveness of life skills training on ability to cope with stress among secondary school students. For the present study 84 secondary school students were chosen using multipurpose sampling technique. The research carried out by pre-test post-test experimental design was used. Researcher developed life skills training modules to give training for experimental group and given training find the significance difference between experimental group and control group pre-test and post-test scores. Analysis the result proper statistical techniques used. The result revealed that life skills training significantly impacted on experimental group.

Key Words: Stress, Coping, Strategies, Emphasize, Experimental, Control

INTRODUCTION:

In today's fast-paced and competitive world, youth who are suppose to shoulder more responsibility, are facing increasing levels of stress. From academic pressure to societal expectations, young people find themselves caught in different responsibilities. This mounting stress can have profound effects on their mental, emotional and physical well-being. Hence, there is an urgent need to teach youth at school levels to

learn the ability to cope with stress to overcome from all the difficulties and help to lead the society towards sustainable development.

STRESS MEANING:

Stress can be defined as our physical and mental responses to some external event. The event might be considered “good” like preparing to go to the prom, or bad, like feeling tense after an illness, an argument with a friend, or while preparing for an upcoming test.

CAUSES FOR STRESS AMONG SECONDARY SCHOOL STUDENTS

- **Academics.** In high school, not only are you worried about next week’s English, History or Calculus exam, but you’re also worried about applying to college and taking the SAT tests, too. It can all feel overwhelming, and you may feel pressure to please your parents and teachers.
- **Social Stress.** Even without the pressures of academics, life in high school can be demanding. Dealing with friends and classmates, starting new romantic relationships, handling bullies and peer pressure both online and off, can be a lot to handle.
- **Family Issues.** If your parents are divorcing, if your family is experiencing financial problems, or even if you just have trouble getting along with siblings, your stress levels can go up.
- **Trauma.** Dramatic life events ranging from a death in the family, to an accident, to emotional and physical abuse, can cause stress. Also in this category, you can include the collective trauma of such global events such as school shootings, terrorism, and natural disasters.
- **Big Life Changes.** Changes like moving and starting a new school can be a major stress for teens.

SIGNS OF STRESS INCLUDE:

- Feeling more agitated, anxious, short-tempered, or depressed
- Getting sick more often
- Having more headaches, stomachaches, or other aches and pains
- Feeling more tired than usual
- Not being able to sleep, or sleeping too much
- Skipping meals or overeating
- Neglecting chores or hobbies
- Trouble concentrating and forgetfulness

ABILITY TO COPE WITH STRESS

The ability to cope with stress, or coping skills, refers to the methods a person uses to manage stressful situations, both emotionally and physically. It's crucial because prolonged or overwhelming stress can negatively impact mental and physical health, leading to anxiety, depression, and other health problems.

RESEARCH OBJECTIVES:

- ❖ To find the effects of Life Skills Training on Ability to cope with stress among secondary school students.

RESEARCH HYPOTHESE

- There is no significant difference in the mean gain scores of the experimental and control groups with respect to Ability to cope with stress of secondary school students.
- There is no significant difference in post-test and delayed post-test mean scores of Ability to cope with stress of the experimental group.

RESEARCH DESIGN

For the present study pre-test and post test experimental design was adapted. Using Multistage sampling technique 84 students from two CBSE schools at Mysuru city were selected. Using lottery method groups were allotted as experimental and control group. For both the groups pre test was conducted using self prepared Ability to cope with stress scale. Then for the experimental group using life skills training trained them to learn ability to cope with stress for the period of 90 days. The control group was kept neutral during the experimental session. After the training session post test was conducted for both the groups. Then after one month of gap to test the suitability of the experimental group of life skills training delayed post-test conducted for the experimental group.

DATA ANALYSIS

Ho: 1

There is no significant difference in the mean gain scores of the experimental and control groups with respect to Ability to cope with stress of secondary school students.

The 't' test was calculated to test hypothesis Ho.1. The results are presented in Table 1.

Table No.1: Showing mean gain score, SD, and t-value of experimental and control group with respect to the Ability to cope with stress.

Groups	N	Mean	S.D	df	't' value	Level of significance
Experimental	42	48.97	20.29	82	5.601	Significant at 0.01 level
Control	42	0.476	16.45			

Table No. 1 shows that the obtained 't' value of 5.601 is greater than the tabled value of 2.629 at a 0.01 level of significance. Hence the null hypothesis Ho.5 is rejected and the alternate hypothesis stating that there is a significant difference in mean gain scores of Ability to cope with stress of the experimental group (48.97) is greater than that of the mean gain scores of the control group (0.476), it is concluded that the experimental group has scored higher in Ability to cope with stress than the control group.

Figure No.1: Graph showing mean gain scores of Ability to cope with stress experimental and control groups.

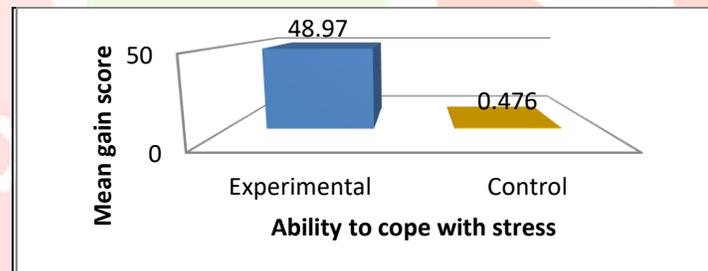


Figure No. 1 shows that the mean gain scores of Ability to cope with stress for the experimental group is greater than that of the control group.

Ho.: 2

There is no significant difference in post-test and delayed post-test mean scores of the Ability to cope with the stress of the experimental group.

The 't' value was calculated to test hypothesis Ho.2. The results are presented in table no. 2.

Table No. 2 Showing mean, SD, and t-value of post-test and delayed post-test scores of the experimental group with respect to Ability to cope with stress.

Tests for Experimental group	N	Mean	S.D	df	't' value	Level of significance
Post-test	42	190.5	10.24	41	2.787	0.01
Delayed post-test	42	205.40	14.83			

Table No.2 shows that the obtained' value of 2.787 is greater than the tabled value of 2.704 at a 0.01 level of significance. Hence the null hypothesis H_0 is rejected and the alternative hypothesis stating that there is a significant difference in post-test and delayed post-test mean scores of Ability to cope with stress of experimental group is accepted.

Since the mean value of the delayed post-test (205.40) is greater than that of the mean value of the post-test (190.5), it is concluded that the Ability to cope with stress enhanced through the treatment continues to be fostered among secondary school students.

Figure No. 2: Graph showing post-test and delayed post-test of mean scores of Ability to cope with the stress of the experimental group.

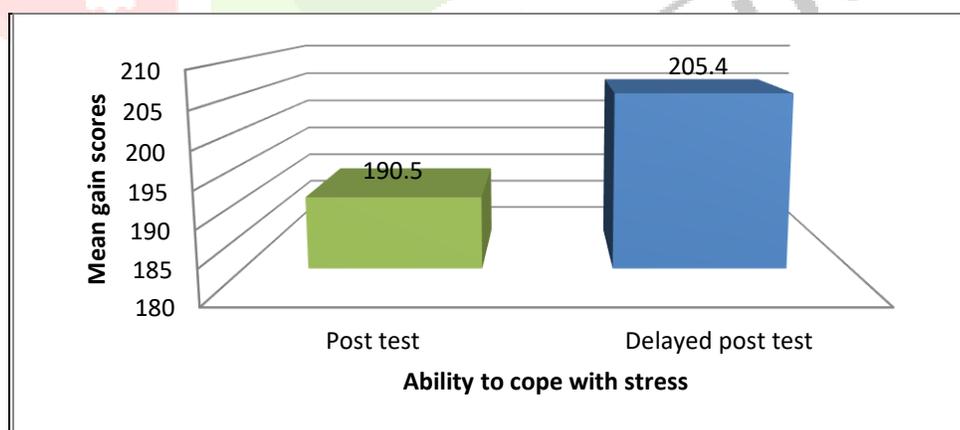


Figure No. 2 shows that the mean score of Ability to cope with the stress of the delayed post-test is greater than that of the post-test.

DISCUSSION

The results revealed that there was no significant difference between the pre-test and post-test scores in the Ability to cope with the stress of the Control group of students as the obtained t value is (0.985). The results revealed that there was a significant difference between the Pre-test and post-test scores of Ability to cope with stress in the Experimental group of students as the obtained 't' value is (15.6385). The results indicated that there was a significant difference in the mean gain scores of Ability to cope with the stress of the Control group and Experimental group students as the obtained 't' value is (10.261).

EDUCATIONAL IMPLICATIONS

- The result revealed that life skills training significantly impact on the ability to cope with stress. Hence stake holders need to plan to use these life skills training as integral part of the regular teaching learning process.
- Teachers should show the interest to use these life skills training modules in their teaching learning process to help the students to adapt stress coping abilities.

CONCLUSION

The stress experienced by today's youth is influence by various factors, including academic pressures, social expectations, mental health stigma, environmental concerns and global issues. Understanding and addressing these factors holistically is essential for creating a supportive and nurturing environment for young people. By fostering resilience, providing access to mental health resources, addressing societal inequalities, and empowering youth to make positive change, educational stakeholders can alleviate the stressors by using life skills training modules and strategies and help youth thrive in an ever-changing world.

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