

Effectiveness of Life Skills Activities on Academic Anxiety of Middle School Students of Indore City

Assistant Professor Dr. Sangeeta Ranadive, Scholar Ms Mamta Narvariya
Vidyasagar College Indore

Abstract- The main purpose of the study was to check the Effectiveness of life skills activities on academic anxiety of middle school students of Indore city. Objectives of the study was to study the Effectiveness of life skills activities on academic anxiety of middle school students. Null hypotheses were formulated for testing. One group pre post group design was used for this experimental study. Purposive sampling technique was used. There were 17 boys and 34 girls of private school were randomly assigned for the treatment group. Data were collected by standardized scales and questionnaire. The correlated t test and non-parametric test were used for data analysis purpose. It was revealed in the study that the life skills were effective on change the academic anxiety positively.

Index Terms- Life Skills, Academic Anxiety.

I. INTRODUCTION

Education lays the foundation for the fulfilment of a person's dreams and aspirations because it is a gateway to the opportunities. It helps a person to meet his/her career objectives and achieve an economic growth and thus builds a resourceful individual out of a raw human being. It contributes to the cultivation of a prudent person and earns the personal satisfaction of having met his/her goals. An educated human being, having experienced the positive effects of education on his/her personality is bound to encourage the idea of education and effectively educate his/her children. Middle education plays an important role in India's education system. It is the bridge between primary education and secondary education. Middle education is a vital component in the establishment of knowledge-based society. It is regarded as one of the most significant instruments for a country's development. It is a stage on which future citizen of the state are taught social and moral ideals, as well as composite cultural values and a proper understanding of work ethos. Present era New Education Policy has launched based on 5+3+3+4 for betterment of education.

educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;

- Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice.
- Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
- Life skills such as communication, cooperation, teamwork, and resilience; Students who possess effective life skills are better able to cope with the challenges of a carrier outside of study than students who lack life skills. The United Nations International Children's Emergency Fund (UNICEF) defines life skills as "psychosocial abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life."

II. LIFE SKILLS

Life skills is a general term and its significance to the individual depends on their life circumstances, culture, beliefs age and geographic location (skills you need, 2014). There are variety of definitions of the term life skills according to Rooth (2000), Life skills are crucial skills that make our lives easier and increase the possibility that we realize our potential and become productively involved in the community.



Figure 1: NEP2020

And focus on the following points:

- A 'light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency of the

The skills you need website defines life skills as skills that we need which allows us to better manage our lives and achieve our full potential (Life skills 2011)

Cronin (1996) defines life skills as” Those skills or tasks that contribute to the successful independent functioning of an individual in adulthood”

According to Donald, Lazarus and Lolwana(1997) life skills education enhances coping resources by promoting personal and social competence and confidence. Life skills 2003, ‘Life skills are grouped into three broad categories

- Cognitive Skills (for analyzing and using information)
- Personal skills (for developing personal agency and managing oneself)
- Inter-personal skills (communicating and interacting effectively with others).’

III. RATIONALE OF THE STUDY

The reason of selecting this topic is to find Anxiety is one of major predictors of academic performance. Students with anxiety disorder display a passive attitude in their studies such as lack of interest in learning, poor performance in exams and on assignments.

Andrews and Wilding, (2004) Anxiety creates significant barriers to learning and academic performance. High level of anxiety was more closely associated with lower performance among low ability students (Sena et al., 2007). Nadeem, Ali, Maqbool and Zaidi (2012) showed that when anxiety increases, academic achievement decreases both in male and female students.

School environment being a strong correlate of achievement has got an unshakeable place in educational researchers. Performance of a student largely depends on the school environment also which he/she is getting. Students may be born intelligent and nourished well in home environment but it needs hardly and stating that a conducive school environment helps a student to exhibit better achievement studies. Kumar (1981) and Pandey (1981) concluded that an urban environment was more conducive to better achievement than rural. Misra (1982) and Upadhyaya (1982) found that school environment was significantly related to academic achievement. Poor learning environment have always been identified as key factors that lead to poor performance in public primary school (UNICEF, 2003).

In today’s world when things are changing at very fast pace. It is very important for children to be prepared for ever-changing future. To be able to adapt to new situations, work collaboratively, think out of the box, use failure as learning milestones are important skills the learners should have to

succeed in future NEP 2020 has highlighted on inclusion of certain life skills under the sub heading curricular integration of essential subjects, skills and capacity in school education. NCF 2005 also gave emphasis on life skills should be involved in students study.

Research Objectives

- To compare the pre-score and post score of academic anxiety of middle school boys of Indore city.
- To compare the pre-score and post score of academic anxiety of middle school girls of Indore city.
- To study of effectiveness of life skills activities on academic anxiety of middle school

Research Hypothesis

- There is no significant difference between the pre-score and post score of academic anxiety of middle school student of Indore city.
- There is no significant difference between the pre-score and post score of academic anxiety of middle schoolgirls of Indore city.
- There is no significant difference between the pre-score and post score of academic anxiety of middle school boys of Indore city.

Sample

Researcher took 34 girls and 17 boys M.P. Board schools of Indore city. Details are following:

Table 1: Details of boys and girls

Sr No.	Schools Name	Boys	Girls
1	Divya Convent Higher Secondary School	17	34

Tools Description

For the present research researcher used standardized test details are following

Table 2: Tool Description

Sr No	Tool Name	Developer	Year	Validity	Reliability
1.	Life Skills activity Lesson Plan	Self-made	2023		
2.	Academic anxiety scale for children	Prof. A.K.Singh and Dr.A.Sen Gupta	2010	Correlation coefficient (AASC)	Test retest and split half method

IV. DATA ANALYSIS

Compare the effect of life skills on the academic anxiety of student of middle school students of Indore city

The objective of the study was, to compare the mean score of academic anxiety of student of middle school students of Indore city and the hypothesis was

H0: There is no significant difference between the mean score of academic anxiety of middle school students of Indore city. First do the normality test, hypothesis of normality:

H0: the academic anxiety pre scores of students do not significantly deviate from normality. H0: the academic anxiety post scores of students do not significantly deviate from normality.

Table: 3 Tests of Normality for academic anxiety

Tests of Normality				
Gender		Shapiro-Wilk		
		Statistic	df	Sig.
Academic anxiety	Pre test	.939	50	.013
	Post test	.933	50	.007

From table 3, it is clear that the value of SHAPIRO-WILK statistics for academic anxiety of pre score of students is .939 for which the significance value is 0.013 with $df = 50$, which is smaller than the 0.05 level of significance, therefore it is not significant at 0.05 level of significance. Hence the null hypothesis “the academic anxiety of pre score of students do not significantly deviate from normality” is rejected.

Therefore, it can be concluded that the self-efficacy scores of students are distributed normally. Also, for post score of self-efficacies of the students, the value of SHAPIRO- WILK statistics is 0.933, for which the significance value is 0.007 with $df = 50$, which is also smaller than 0.05 level of significance, therefore it is not significant at 0.05 level of significance. Hence the null hypothesis “the academic anxiety of post score of girls do not significantly deviate from normality” is rejected. Therefore, it can be concluded that the academic anxiety scores of students are not distributed normally.

The distribution of academic anxiety students are not normal. Therefore, the basic assumption of t test, i.e., the scores should be distributed normally, is not fulfilled.

Table 4 summary of Wilcoxon sign rank test for comparison of academic anxiety of students

Variable	Rank	N	Mean Rank	Sum of rank	Sig
Academic anxiety	Negative rank	32	28.27	904.50	.000
	Positive rank	15	14.90	223.50	

From the table 4. it is clear that the value of Wilcoxon signed rank for academic anxiety for which the value of two-tailed significance is 0.000, which is less than 0.01 level of significance,

In this view, the null hypothesis “there is no significant difference between the mean rank of academic anxiety of boys students “, is rejected. Hence, there is significant difference between the mean ranks of academic anxiety of pre score of boys and post score boys students.

Hypothesis was there is no significant difference between the mean rank of academic anxiety of pre score of students of middle school students and post score of students of middle school students

Compare the effect of life skills on the academic anxiety of girls of middle school students of Indore city

The second objective of the study was, to compare the mean score of academic anxiety of girls of middle school students of Indore city and the hypothesis was

H0: There is no significant difference between the mean score of academic anxiety of girls of middle school students of Indore city

First do the normality test, hypnosis of normality:

H0: the academic anxiety pre scores of girls do not significantly deviate from normality. H0: the academic anxiety post scores of girls do not significantly deviate from normality.

Table: 5 Tests of Normality for academic anxiety

Test of Normality				
Gender		Shapiro-Wilk		
		Statistic	df	Sig.
Academic anxiety	Pre test	.893	34	.003
	Post test	.922	34	.018

From table 5 it is clear that the value of SHAPIRO-WILK statistics for academic anxiety of pre score of students is .893 for which the significance value is 0.003 with $df = 34$, which is smaller than the 0.01 level of significance, therefore it is not significant at 0.01 level of significance. Hence the null hypothesis “the academic anxiety of pre score of girls significantly do not deviate from normality” is rejected. Therefore, it can be concluded that the academic anxiety scores of students are not distributed normally. Also, for post score of academic anxiety of the students, the value of SHAPIRO- WILK statistics is 0.922, for which the significance value is 0.018 with $df = 34$, which is also smaller than 0.05 level of significance, therefore it is not significant at 0.05 level of significance. Hence the null hypothesis “the academic anxiety of post score of girls significantly do not deviate from normality” is rejected. Therefore, it can be concluded that the academic anxiety scores of students are not distributed normally. So, the researcher used non parametric test.

Table 6 summary of Wilcoxon sign rank test for comparison of academic anxiety of girls ’s students

Variable	Rank	N	Mean Rank	Sum of rank	Sig
Academic anxiety	Negative rank	20	19.98	397.50	.003
	Positive rank	11	8.95	98.50	

From the table 6, it is clear that the value of Wilcoxon signed rank for academic anxiety for which the value of two-tailed significance is 0.003, which is less than 0.01 level of significance, In this view, the null hypothesis “there is no significant difference between the mean rank of academic anxiety of boys students “, is rejected. Hence, there is significant difference between the mean ranks of academic anxiety of pre score of boys and post score girls students. Hypothesis was there is no significant difference between the mean rank of academic anxiety of pre score of girls of middle school students and post score of girls of middle school students Compare the effect of life skills on the academic anxiety of boys of middle school students of Indore city The third objective of the study was, to compare the mean score of academic anxiety of boys of middle school students of Indore city and the hypothesis was

H0: There is no significant difference between the mean score of academic anxiety of boys of middle school students of Indore city.

Sample of this research was 17, so the assumption of parametric test was not fulfilled so researcher used nonparametric test Wilcoxon sign rank test

The third objective was to compare the mean rank of academic anxiety of boy’s students & hypothesis was there is no significant difference between the mean rank of academic anxiety of pre score of boys students and post score of boys. The data were analyzed with the help of Wilcoxon sign rank test. The results are given in table 7 below

Table 7 summary of Wilcoxon sign rank test for comparison of academic anxiety of boy’s students

Variable	Rank	N	Mean rank	Sum of rank	Sig
Academic anxiety	Negative rank	12	9.98	118.5	.009
	Positive rank	4	4.38	17.5	

From the table 7, it is clear that the value of Wilcoxon signed rank for academic anxiety for which the value of two-tailed significance is 0.009, which is less than 0.01 level of significance.

In this view, the null hypothesis “there is no significant difference between the mean rank of academic anxiety of boys students “, is rejected. Hence, there is significant difference between the mean ranks of academic anxiety of pre score of boys and post score boys students.

Hypothesis was there is no significant difference between the mean rank of academic anxiety of pre score of boys of middle school students and post score of boys of middle school students.

Major Findings

- There is no significant difference between the mean rank of academic anxiety of students of middle school students of Indore city was rejected
- There is no significant difference between the mean rank of academic anxiety of girl’s middle school students of Indore city was rejected.
- There is no significant difference between the mean rank of academic anxiety of boy’s middle school students of Indore was rejected.

V. CONCLUSION

Enhance morals and positive attitude in the students. It helps in reducing the antisocial activities and suicidal attempts. Life skills reduce the stress and academic anxiety life skills help in controlling their emotions and making them take right decisions in life.

Hence the educators and planners have an important responsibility to give proper direction to life skill education.

The curriculum, teaching designs and classroom environment of schools should be such that it may inculcate life skills and reduce academic anxiety of middle school students.

REFERENCES

1. UNESCO (2001). Life Skills in Non-Formal Education: A review, UNESCO
2. Garg, G.(2011). Academic anxiety and life skills of secondary school children. *Edutracks: A monthly scanner of trends in Education*, 11(1), 28-32
3. Ahmad, A. and Safaria, T. (2013). Effects of self- efficacy on students' Academic Performance. *Journal of Educational Health and community Psychology*, 2(1.) 22-29
4. Chandra Rao, J.V., "Anxiety among adolescent students," *Conflux Journal of Education*, Vol. 4(2), (2014), pp. 25-28
5. Sinha, A K.P. and Sinha, L. N. K. (2017). *Sinha's Comprehensive Anxiety Test (SCAT)*, Agra: National Psychological Corporation.