



Study of the Anxiety and life skills of upper primary school students in RohilKhand Region.

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Abstract

This study aimed to measure the relationship between academic Anxiety and life skills of upper primary school students studying in Budaun and Bareilly District of RohilKhand Region. The major finding revealed that there was no significant difference in Academic anxiety of school students of Rural Urban Areas also there was no significant difference in life skills of upper primary Boys & Girls students. But there was significant difference in life skills of Rural and Urban upper primary school students. The study also revealed significant highly negative relationship between Academic Anxiety and life skills.

Keywords:- Anxiety, life skills, worry, emotionality, task generated-interference upper primary school students RohilKhand Region.

Anxiety our body's way of telling us that there is something in the environment in need of our attention. It is basically a series of biochemical changes in our brain and body, such as an increase in adrenaline and decrease in dopamine. Generally, Anxiety can be either a trait anxiety. A trait Anxiety is a stable characteristic of a person. Trait anxiety is one which is aroused by some temporary condition of the environment such as examination, accident, punishment etc.

ACADEMIC ANXIETY

It is a normal response to the pressures of school. Academic anxiety is a type of state anxiety which relates to the unwanted danger from the environment of institutions, teachers certain subjects like – Maths, Physics, and English help motivate students to study for complete assignment, exam tests. Some time it can reach level that binder academic performance instead of improving. Some students procrastinate and others cannot concentrate academic anxiety can adversely affect performance on examination or tests as well.

Timely development of essential life skills in young generation may help to reduce their. Academic anxiety these life skills help in leading a normal and satisfied life with very successful social outcomes in fact these are lifelong blessing for students in spite of their low academic achievement. The prevailing education system has filled academic anxiety among the students when they are transformed from upper primary live to secondary level &

secondary to higher level. This has led to many personality disorders among them. They are not able to face the real challenges of society that are beyond their academic life such students sorely lack the life skills that are essential for even day to day existence.

Components of academic Anxiety:-

- ❖ Worry
- ❖ Emotionality
- ❖ Task generated interference
- ❖ Study skill deficits
- ❖ Procrastination

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LIFE SKILLS

W.H.O has defined life skills “as the abilities for adaptive and positive behaviour that enable individual to deal effectively with the demands and challenges of everyday life”. Life skills are essential abilities that help promote mental well being and competence students as they face realities of life. They are perfect companions for the students to make positive differences in their lives. Life skills education equips individuals to behave in pro-social ways and it is additionally with giving (Birell weisenad orby 1996) life skills education act a bridge to human capabilities (Paral Bakshi 2008)

COMPONENTS OF LIFE SKILLS

WHO categories life skills in to three components:

- ❖ Critical thinking skills/decision making skills
- ❖ Inter personal/communication skills.
- ❖ Coping and self-management skills.

James Daniels categorized teen core life skills in his study:

- ❖ Creativity
- ❖ Problem Solving
- ❖ Communication
- ❖ Leadership
- ❖ Critical thinking
- ❖ Self-awareness
- ❖ Time management
- ❖ Coping with stress
- ❖ Empathy
- ❖ Assertiveness

Prajapati Sharma & Sharma 2017 clarify, components of life skills is:

- ❖ Thinking skills
- ❖ Social skills
- ❖ Emotional skills

Keeping above views there are four like. Skills namely- self-system, ambition, sociability and responsibility were selected for study.

NEED OF STUDY

Student is the future of a nation. So it necessary that from the very beginning such feelings merits and innate value traits, temperaments and characters should be development by education in to students so that they could utilize them for the development of the society, nation and humanity. The two third development of the whole personality is based upon the academic records of his student level, mainly he influenced by the academic anxiety, life skills factors directly. Thus the importance of this study of know about all aspects of academic anxiety and life skills in self explanatory.

OBJECTIVNESS

- ❖ To study effect of gender on academic anxiety among upper primary school students in RohilKhand Region.
- ❖ To study the effect of Rural Urban schools on academic anxiety among upper primary school students in RohilKhand Region.
- ❖ To study the effect of gender on life skills among upper primary school students in RohilKhand Region.
- ❖ To study the effect of Rural and Urban schools on life skills among upper primary school students in RohilKhand Region.
- ❖ To explore the relationship between academic anxiety and life skills of upper primary students in RohilKhand Region

Hypotheses- the following null hypotheses were testes-

- ❖ There is no significant difference in academic anxiety of gender wise of upper primary school's students in RohilKhand Region.
- ❖ There is no significant difference in academic anxiety in Rural and Urban students of upper primary schools in RohilKhand Region.
- ❖ There is no significant deference in life skills of gender wise of upper primary schools students in RohilKhand Region.
- ❖ There is no significant difference in life skills of Rural Urban students of upper primary schools in RohilKhand Region.

METHODOLOGY

The present study was conducted On twenty upper primary Rural Urban schools from Badaun and Bareilly District in RohilKhand Region, total 127 students formed the sample for the study its comprised of sixty two boys and girls students. From Rural and sixty five students from urban upper primary schools in both district in the term of Gender it consisted of sixty girls and sixty seven boys. Considering the objectives survey method of descriptive research was used.

TOOLS AND DATA ANALYSIS

Academic anxiety scale for children developed by Singh and Sen Gupta (1984) scale consists of twenty items and sociability. Self-esteem, responsibility, ambition based and one hundred twenty three items consisted. Peter shepherds online questionairs were used the collection of data. Mean S.D. and 'T' test were considered to be feasible for required analysis.

Table- 1 Gender wise significant of difference in academic anxiety of upper primary schools students

Gender	N	Mean	S.D	T
Boys	67	11.62	4.37	0.58
Girls	60	1.90	4.63	Not significant (0.01)

Above table shows that the mean of boys students of upper primary schools is 11.62 and that of girls is 11.90 the 't' value for academic anxiety was found to be 0.58 is no significant at 0.01 level of significance: it means the null hypotheses is accepted, it is clear that girls students of upper primary schools in RohilKhand Region have more academic anxiety than their boys counterparts.

Table-2 Significance of difference in academic anxiety between Rural & Urban students of upper primary schools.

Locality	N	Mean	S.D	'T' ratio
Rural	62	11.38	4.40	0.16
Urban	65	11.69	4.69	Not significant (0.01)

Above labels show that the mean of Rural & Urban students in upper primary in selected district is 11.38 and 11.69 respectively and the 't' value was calculated to be 0.16 and not significant at 0.01 level. Hence null hypotheses is accepted, from mean it is concluded that Urban students of upper primary schools have more academic anxiety than Rural students of schools.

Table- 3 Gender wise significant difference in life skills between upper primary schools students

Gender	N	Mean	S.D	T value
Boys	67	63.00	12.43	1.14
Girls	60	66.80	14.300	Not significant

Above level show that the mean of boys. Students of upper primary schools is 63.00 and that of girls is 66.80 and S.D of same group are 12.43 and 14.30 the 't' value calculated to be 1.14 and no significant at 0.01 level and null hypotheses is accepted, from mean it is concluded that girls students of upper primary schools have more and better life skills than boys counterparts.

Table- 4 Significant difference in life skills between Rural Urban students of upper primary schools

Locality	N	Mean	S.D	Value
Rural	62	67.97	14.10	5.49
Urban	65	60.99	11.43	Significant (0.01)

Above level show that the mean of Rural and Urban students of upper primary schools is 67.97 and 60.99 and the 't' value was calculated to be 5.49, it found significant (0.01). The null hypotheses is rejected and its concluded that Urban students of upper primary schools have better life skills than students of Rural schools.

FINDING EDUCATIONAL IMPLICATION AND CONCLUSION

- ❖ There is no significant difference in academic anxiety of gender wise of upper primary school students and its was calculated that there is no significant difference in academic anxiety of Rural and Urban upper primary schools students in RohilKhand Region.

- ❖ Main finding was calculated that girls possess better life skills than boys counterparts and it is also found out that urban students of upper primary schools have better life skills than students of rural schools

There is a significant relationship between life skills and academic anxiety of upper primary school students. The result clearly revealed that the life skills lesser was the academic anxiety. Life skills were classified into self-awareness, sympathy, effective communication, interpersonal relationship, creative thinking, critical thinking, decision making, problem solving, coping with emotions and coping with stress. It clearly shows that urban schools have higher life skills. Regarding the life skills between boys and girls, girls students are having better higher life skills. Following have been suggested and recommended-

The result shows that there is a relationship between life skills and academic anxiety of the students. It is recommended that life skills and academic anxiety should be imparted in schools as part of academic and curricular program to improve the academic as well as non-academic ability of the students. Schools should also include life skills evaluation as part of school evaluation among the students.

The social professionals can impart life skills education among the students by practising the primary methods of social work that is social case work, social group work and community organisation in order to develop life skills. Life skills training and workshops should be conducted. Short-term courses should be introduced in school especially those schools having a low education level so as to upgrade their skills. Implementation of life skills education in schools requires experts; therefore training should also be provided for the teachers so that they will be able to enhance life skills to students.

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