



## A study on tribal adolescents of life skills effect stress with special reference to Satna district

Dr. Jag Prasad Verma

HOD, Dept. of Education, Shri Sai Mahavidyalaya, Vindhyanagar, Singrauli, Madhya Pradesh, India

### Abstract

Present study consists of the tribal adolescents belonging to different areas of Satna district of Madhya Pradesh, India. The study is mainly conducted to find out the effect of Life Skills on Stress with respect to tribes. The investigator chose the adolescent students belonging to different tribes i.e. Gonds, Baigas, Kols, Khairwar, Panika and Mawasi. The tools used for this study is a self-made Life Skill inventory, that is, "An inventory of conventional adaptation to life skills in tribal students", which consists of 10 dimensions of Life Skills viz; (1) Conflict, (2) Keep to self, (3) Physical recreation, (4) Problem solving, (5) Professional help, (6) Seeking social support, (7) Self-blame, (8) Social action, (9) Spiritual support, and (10) Tension reduction. Each dimension containing 6 items which makes it a total of 60 items with any three possible responses that is 'yes', 'no', and 'don't know'. Cronbach alpha is considered to be a measure of scale reliability. Cronbach's alpha can be written as a function of the number of test items and the average inter – correlation among the items. The alpha coefficient for the items is 0.75 suggesting that the items have relatively high internal consistency. Stress Inventory for School Students (SISS) prepared and standardized by Seema Rani and Dr. Basant Bahadur Singh (2008), published in H.P. Bhargava Book House, Agra. The results indicated that dimensions Keep to self, Social action, Tension Reduction and Life Skills Total are effecting the Stress of tribal students.

**Keywords:** life skills, stress, adolescent, tribes, Gonds, Baigas, Kols, Khairwar, Panika, Mawasi

### Introduction

Rapidly changing social, moral, ethical and religious values have influenced certain 'life styles' in the present society especially among the adolescence. Almost 30 percent of children and adolescents experience a diagnosable psychological disorder during their life, and it might that 70 to 80 percent of them didn't receive suitable intervention. These disturbances usually make dramatic dysfunctions in school, home, and family performances which ultimately may influence educational drop out; and sometimes these problems act as a gate for delinquent behaviours in society (Evans, *et al.* 2005) <sup>[2]</sup>. Adolescent boys and girls face many changes and challenges during these important growing up years. This is also the age when their personalities are being shaped along with development of personal and social skills. It is important to equip the adolescents with the necessary skills to adopt these changes and deal effectively with the demands and challenges of everyday life.

Life skill or skill for psychosocial competence is the reflection of affective skill of an individual. The cognitive skill based on the assimilated information and knowledge, the socio-cultural environment, the value system and beliefs all play a role in the development of life skills. Although life skills differ from vocational training, or livelihood skill (Psychomotor competence) that enable a person to earn a living, some have envisaged life skills as competence and actual behaviours. Life skills can be innumerable, some of the important life skills are self-awareness, empathy, interpersonal relationship skill, effective communication, decision making, problem solving, critical thinking, creative thinking, coping with stress and coping with emotions. These skills help to develop

psychosocial competence and empower young people to have control over what they do.

Present research work is conducted at district Satna of Madhya Pradesh which is located between 81°15' east longitude and 24°42' north latitude and is situated on the Vindhyan plateau at the height of 318 m above msl. There are many river, viz., Satna, Tamas, Beehar, Asrawal and Simrawal, and most of the land has been irrigated by these rivers. The land becomes fertile due this irrigation facilities. There are a hills of Kaimore and Panna. In Satna district many minerals are found, due to this many industries are running. There are two big cement factory Satna and Maihar. Satna division is situated between the longitude 80°3" and 82°20'32" east and latitudes 23°60'0" and 25°11'37" north, just north of tropics of in northern hemisphere well within the landmass and remote from the sea <sup>[1-4]</sup>.

### The scheduled tribes

India is a homeland of a large number of tribal populations. In India, the tribal form a significant section of the population, because they constitute 8.14% of the total population and have distinct cultures, dialects and economic pursuits in different ecological settings. The term Scheduled Tribes first appeared in the Constitution of India. Article 366 (25) defined scheduled tribes as, "such tribes or tribal communities or parts of or groups within such tribes or tribal communities as are deemed under Article 342 to be Scheduled Tribes for the purposes of this constitution". For the present study investigator chose the following tribes i.e. Gonds, Baigas, Kols, Khairwar, Panika and Mawasi. Tribals are usually elusive in their nature and behaviour and are very secluded

and shy people [1-4]. They do not easily accept the modernization and are still practicing their culture, customs and occupations. Their occupation is farming and collecting jungle fruits which they often sell in the market. They are not aware about the modern world and the different culture of the modern society.

**Life Skills**

It is vital to equip the tribal adolescents with necessary life skills to broaden their horizon, understand and adopt those traditional beliefs which are rational and practical and become gender sensitive so as to be a part of the national development through the building better society. If the future generation becomes more aware and sensitive, it will better equip them to stop the ill practices and beliefs prevalent in the tribal society. There is a need to identify the life skills needs of tribal students as a starting point. By identifying such needs, then it will be possible to develop life skills education programs that address them directly and also provide important information for further development. Surveying students’ needs has multiple benefits (Nicholas, 2002) [5]. Life skills have been defined as, “the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO, 1997a) [6]. Life Skills are the skills present in humans which are either learned/acquired from the direct experiences of an individual in the course of their life. The list of Life Skills is indefinite, any trait which helps an individual to live a better and satisfying life is a skill. We all are living a very advanced and luxurious life, where we meet all our needs and our requirements are getting fulfilled. We of course have learned many skills to make our life successful and satisfying according to the place we live. Our tribes also have learned the skills to live and survive in jungle and in every possible ways government has helped to uplift them.

The investigator chosen to work on 10 dimensions of Life Skills and studied the response of tribes on these dimensions they are: (1) Conflict, (2) Keep to self, (3) Physical recreation, (4) Problem solving, (5) Professional help, (6) Seeking social support, (7) Self blame, (8) Social action, (9) Spiritual support, and (10) Tension reduction.

**Objective of the study**

The objective taken for the present study is:

- To study the effect of Life Skills on Stress of Tribal adolescent students with respect to tribes.

**Hypothesis of the study**

The null hypothesis formulated for the present study is:

**H01** There would be no significant effect of Life Skills on Stress with respect to Tribes.

**Delimitation of the study**

- The study is limited to Gonds, Baigas, Kols, Khairwar, Panika and Mawasi tribes of Satna district of Madhya Pradesh.

**Methodology**

**Selection of Sample**

In the present research investigator has chosen a sample of total 518 students including both boys and girls. All the available population of tribes (Gonds, Baigas, Kols, Khairwar, Panika and Mawasi) were selected from different schools of Satna District of Madhya Pradesh State by stratified purposive sampling.

**Tools**

**(a) Life skill inventory**

The tool used for the study is a self made Life Skill inventory, that is, “An inventory of conventional adaptation to life skills in tribal students”, is developed for which, 10 dimensions of Life Skills were taken they are; (1) Conflict, (2) Keep to self, (3) Physical recreation, (4) Problem solving, (5) Professional help, (6) Seeking social support, (7) Self blame, (8) Social action, (9) Spiritual support, and (10) Tension reduction. The self made inventory comprises of 60 items based on each 10 dimensions mentioned above with any three possible responses that is 'yes', 'no', and 'don't know'. Cronbach's alpha reliability quotient is 0.75.

**(b) Stress Inventory for School Students (SISS)**

For the measurement of Stress the tool used is Stress Inventory for School Students (SISS) prepared and standardized by Sema Rani and Dr. Basant Bahadur Singh (2008), published in H.P. Bhargava Book House, Agra. The test – retest reliability was found to be 0.80 which was not only high but also statistically significant. Likewise, internal consistency reliability by odd – even method was found to be 0.79 which was highly significant. Thus inventory possessed a sufficient degree of reliability.

**Result and Discussion**

Following result is obtained for the proposed hypotheses –

**H01** There would be no significant effect of Life Skills on Stress with respect to Tribes.

To study the effect of Life Skills on stress of tribal Adolescents ANOVA is calculated and is shown below:

**Table 1**

S. No	Dependent Variable	SS	DS	MS	F	Sig
1.	Conflict	15.221	1	15.221	2.348	0.126
2.	Keep to self	21.283	1	21.283	4.231	0.040
3.	Physical recreation	3.616	1	3.616	0.469	0.494
4.	Problem solving	0.001	1	0.001	0.000	0.987
5.	Professional help	12.125	1	12.125	1.519	0.218
6.	Seeking social support	3.238	1	3.238	0.688	0.407
7.	Self-blame	4.499	1	4.499	1.393	0.238
8.	Social action	43.803	1	43.803	6.929	0.009

9.	Spiritual support	0.253	1	0.253	0.027	0.869
10.	Tension reduction	12.326	1	12.326	2.997	0.084
	Life Skills Total	116.365	1	715.208	3.059	0.081

Sources: Stress\* Tribes

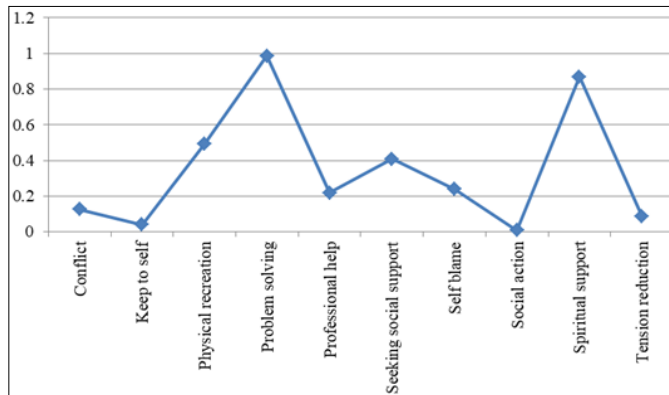


Fig 1

Analysis of above table says that the dimensions 'Keep to self' and 'Social action' are effecting the Stress of tribal students. Further the result shows that the dimension 'Tension reduction' is having slight effect on the Stress of tribal students and finally Life Skills (total) is having slight influence over their Stress.

**Conclusion**

The present study deals with the effect of Life Skills on Stress with respect to tribes of tribal adolescents. It can be concluded that due to secretive nature and lack of sharing increases Stress in them. Moreover due to change in environment and variation in activities of school and home increases confusion in their mind leading to Stress.

**References**

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