

## Does stress bother if life skills are used? A study on tribal students of Surguja District in Chhattisgarh

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### Abstract

The present study is conducted to find out how Life Skills help to cope with stress. This study was done on tribal Adolescent students of Surguja district of Chhattisgarh state and the tribes chosen by the investigator were Oraon, Kanwar and Gond. 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) Seeking Social Support, (2) Problem Solving, (3) Self Blame, (4) Keep to Self, (5) Tension Reduction, (6) Conflict, (7) Social Action, (8) Spiritual Support, (9) Physical Recreation, and (10) Professional Help and Stress Inventory for School Students (SISS) prepared and standardised by Seema Rani and Dr. Basant Bahadur Singh (2008), published in H. P. Bhargava Book House, Agra. The result indicated that the dimensions of Life Skill, 'Keeping to Self', 'Tension Reduction' and 'Social Action' are effecting the Stress of tribal students.

**Keywords:** Life skills, Stress, Tribes, Adolescent

### Introduction

India is a country located in Southern Asia with over 1.2 billion people, and have 29 states and 7 union territories. One of the Indian state is Chhattisgarh which is the 10<sup>th</sup> largest state of India, with an area of 135,190 square Km. It contains 25.5 million population and is 16<sup>th</sup> most populated state of the nation. The state was formed on 1<sup>st</sup> November 2000 by partitioning 16 Chhattisgarhi speaking south eastern districts of Madhya Pradesh. This state borders the states of Madhya Pradesh, Maharashtra, Telangana, Andhra Pradesh, Orissa, Jharkhand and Uttar Pradesh.

For the present research work the researcher chosen the district Surguja of Chhattisgarh. Surguja district is located in the northern part of the state and its headquarters is at Ambikapur.

Surguja district borders Uttar Pradesh, Jharkhand, Orissa and Madhya Pradesh and overlaps the south eastern part of Vindhya - Baghelkhand region of peninsular India. It covers a land of 244.62 Km long east to west and 167.37 Km broad north to south and has an area of about 16, 359 square Km. According to census 2011 surguja district has a total population of 2,361,329 in which 11,95,145 are males and 11, 66, 184 are females. Tribal population that is near about 13, 00, 628 according to census 2011.

### The Scheduled Tribes

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 three tribes i.e. Oraon, Kanwar and Gond.

The Oraon tribe also spelled as 'Oran' or 'Uraon' they are tribal aboriginals inhabiting in various parts of India and in Chhattisgarh state.

Kanwar tribes are believed to be the descendants of the Kaurava's in Mahabharata. They are the scheduled tribes

inhabiting in many parts of Chhattisgarh mostly in Jashpur, Raigarh, Surguja and Korba districts, the researcher has collected information of this tribe from surguja district. They are also called Kawar, Kanwar, Kaur, Cherwa, Rathia, Tanwar, Chattri etc.

Gond tribe are aboriginal tribe of Gondwana area and are given official status under an administrative scheme called Scheduled Tribes of India after independence. Gond tribe is the largest tribe of India basically found in the states of Andhra Pradesh, Uttar Pradesh, Bihar, Chhattisgarh, Gujarat, Jharkhand, Madhya Pradesh, Maharashtra, Telangana, Orissa and West Bengal.

Tribals are usually very secluded and shy people. They do not easily prone to modernization and needs of modernization of the society. They are still practicing their own culture and occupations concerned with forests and agriculture. The study is an effect to understand how the tribal children cope with modernization/urban culture when they come to school and how their own life skills help them to survive in an entirely different urban culture.

### Life Skills

Life skills have been defined as, "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" (World Health Organization, 1997a, p. 1) [2]. Life Skills are the set of skills embedded in humans which are either taught or learned/acquired from the direct experiences that are encountered by an individual in the course of his life. When the tool of Life Skill is adopted by an individual he/she can live a better quality of life. Life Skills increases a person's potential so much that it can help him/her accomplish their ambitions in a more refined and accurate way. There is particularly no definite list of life skills, it depends upon the circumstances of one's life, culture, beliefs, geographic location, age, sex etc. Life Skills are the ability of a person to learn those formula which will help them to succeed in their life, one who has learned the life skills is able to understand

the world in a better way. It increases the understanding of person to live a life in a more productive manner and make his/her life more fulfilling. It equips the person and makes him/her prepared for the future challenges of life and help to cope with them. The life skills are not always taught directly but it is learned indirectly through the circumstances of different life situations and experiences. Life skills are not just a mere living a life in an easy way but it is also a technique with the help of which a more controlled life can be lead. A person is able to develop himself in a more controlled, ordered and a systematic order, where he is the master of himself and learns by his own experiences. Life skills influence an individual to learn and adopt the better things in life without any outer force.

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

**Objective of the study**

The objective taken for the present study is:

- To study the effect of Life Skills on Stress of Adolescent Tribal students.

**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 of Tribal Adolescents.

**Delimitation of the Study**

- The study is limited to oraon, kanwar and gond tribes of Surguja District of Chhattisgarh.

**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 three tribes (Oraon,Kanwar and Gond) were selected from different schools of Surguja District of Chhattisgarh 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) Seeking Social Support, (2) Problem Solving, (3) Self Blame, (4) Keep to Self, (5) Tension Reduction, (6) Conflict, (7) Social Action, (8) Spiritual Support, (9) Physical Recreation, and (10) Professional Help. 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 standardised by Sema Rani and Dr. Basant Bahadur Singh (2008), published in H. P. Bhargava Book House, Agra. The inventory has both test – retest reliability and internal consistency reliability. 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 of Tribal Adolescents.

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

Source	Dependent Variable	SS	df	MS	F	Significance
Stress	Seeking social support	0.980	1	0.980	0.199	0.656
	Problem solving	0.217	1	0.217	0.085	0.770
	Self-blame	5.570	1	5.570	1.705	0.192
	Keep to self	25.200	1	25.200	4.885	0.028
	Tension reduction	21.529	1	21.529	5.164	0.023
	Conflict	16.269	1	16.269	2.455	0.118
	Social action	45.212	1	45.212	7.068	0.008
	Spiritual support	0.012	1	0.012	0.001	0.972
	Physical recreation	10.902	1	10.902	1.390	0.239
	Professional help	22.955	1	22.955	2.797	0.095
	Life Skills Total	931.743	1	931.743	3.789	0.052

Analysis of above table says that the dimension of Life Skills which are ‘Keeping to Self’, Tension Reduction’ and ‘Social Action’ are effecting the Stress of tribal students. It seems that the tribal students feel safer in keeping things to themselves instead of sharing with others, which leads to Stress. Due to lack of sharing and keeping everything to self is making things difficult for tribal students causing stress in them. The dimension ‘Social action’ is also found to effect the Stress of tribal students, this is because of the variation in cultural diversity of tribal and urban is causing confusion and stress.

**Conclusion**

The present study deals with Life Skills of tribal adolescent in the context if their coping ability in Stress. It is observed time and again that the life styles of tribal and aboriginals in different to the people belong to modern civilization. Modernization is not accepted by the hill people as it is with plains. The present study is a submission to understand the integration of cultures, customs in Life Skills of tribal when they are coming to schools and intervene by the modern schooling system and education.

Life skills can impart the tribal adolescents with such skills that help them not only a stress free life but also promise a better living and a bright future. As the today's adolescents are tomorrow's youth who are going to handle the responsibilities of their family as well as their community too. Hence there should be more opportunities for them to accept the modernization to fill the gap in cultural diversity.

### References

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