

## DEVELOPMENT AND STANDARDIZATION OF LIFE COPING SKILLS SCALE (LCSS)

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### **Abstract**

There are so many situations in our lives that cause worry. Life seems to be really difficult. This is due to the fact that somewhere we lack the essential skills that are required to handle these difficult situations. This is where Life Skills come to our rescue. The investigator generalizes that Life Coping Skills helps in regulating our lives. Hence the main aim of the study is to find out the level of Life Coping Skills among Higher Secondary School students. The researcher used Normative Survey is the method to carry out the research. Type of Family is not influenced in their Life Coping Skills.

**Keywords:** Standardization, Life Coping Skills, motivation

### **Introduction**

The ultimate aim of Education is the overall development of a child's personality which cannot be achieved without exposing students to various Life Coping Skills. Life Coping Skills are the abilities that help in the promotion of mental and social well being and competence in young children to face the realities of life. Hence, Life Skills Education plays a key role in the growing years. Activities designed to strengthen Thinking Skills, Social Skills, Personal Self-Management Skills and Emotional Skills will help learners to be actively engaged in school. Enhancing the social environment with Life Coping Skills empowerment of students can increase school bonding, which in turn may enhance academic achievement and reduce problem behaviour. Hence the researcher made an attempt to study of Life Coping Skills among Higher Secondary School Students. Despite the many tools available on Life Coping Skills, the researcher what to update the tool to get appropriate results according to the recent development. The Likert type scale is a five-point scale of “Strongly Agree”, “Agree”, “Undecided”, “Disagree”, “Strongly Disagree”. In this scale 70 items have been collected from the various sources like students from the expert’s, other web resources, books and so on.

## Pilot Study

This scale contains 70 items as been administering to the sample of 100 higher secondary school students studying in different schools in Dharmapuri district, Tamil Nadu, India, In order to carry out the pilot study. Then their responses have been scored carefully and their marks secured by all the samples have been arranged in the descending order from the highest scorer to lowest scorer .Then they were subjected to item analysis.

## Item Analysis

The next step is the student’s Life Coping Skills scale after pilot study is to find out the t-value of each item, which forms the basis for item selection in order to build up a final scale. The Likert type scale calls for a graded response to each item on a five- point scale ranging from “Strongly Agree”, “Agree”, “Undecided”, “Disagree”, “Strongly Disagree” .The individual score for all the hundred students were ranked from the highest to lowest score .Then 25 percentages of the subjects with the highest total scores and 25 percentage of the subjects with the lowest total scores were scored out for the purpose of item selection. The high and low groups, were selected, formed the criterion groups and each group was made up of 25 students. (Edward.L.Allen, 1957)

**TABLE 1**  
**ITEM SELECTED FOR STUDENTS**  
**LIFE COPING SKILLS SCALE (LCSS)**

Item Number	‘t’ Value	Item selected
1	1.28	NS
2	1.68	NS
3	3.41	S
4	3.23	S
5	3.27	S
6	4.14	S
7	3.96	S
8	4.91	S
9	3.07	S
10	1.16	NS
11	4.76	S
12	4.01	S

13	4.27	S
14	1.74	NS
15	3.03	S
16	2.36	S
17	2.13	S
18	3.70	S
19	3.07	S
20	0.13	NS
21	1.03	NS
22	3.83	S
23	0.44	NS
24	2.97	S
25	3.26	S
26	2.35	S
27	2.33	S
28	2.68	S
29	4.34	S
30	4.42	S
31	1.61	NS
32	4.46	S
33	3.15	S
34	2.38	S
35	1.46	NS
36	3.29	S
37	4.52	S
38	2,32	S
39	1.22	NS
40	2.54	S
41	2.63	S
42	2.54	S
43	3.16	S
44	2.82	S
45	1.68	NS
46	1.92	S
47	2.56	S
48	2.12	S
49	2.27	S
50	3.84	S
51	3.51	S
52	1.61	NS

53	3.48	S
54	1.23	NS
55	2.93	S
56	2.63	S
57	3.25	S
58	3.26	S
59	2.85	S
60	2.94	S
61	1.91	NS
62	4.63	S
63	2.17	S
64	1.87	S
65	1.02	NS
66	3.78	S
67	3.83	S
68	4.07	S
69	4.31	S
70	3.09	S

**S – Selected**

**NS – Not selected**

In each item is followed by five different responses of “Strongly Agree”, “Agree”, “Undecided”, “Disagree”, “Strongly Disagree” in the Life Coping Skills scale. Then each item was taken individually and the number of students who responded “Strongly Agree”, “Agree”, “Undecided”, “Disagree”, “Strongly Disagree”. Was found out both the high and low groups separately. Thus, for all the 70 items, the number of students coming under each category was found out separately for both the high and low groups and the t-values of all the 70 items have been calculated with the formula suggested by Allen Edwards (1957). As many as 55 items having the t-value greater than or equal to 1.75 (Edward L.Allen, 1957. have been chosen in order to form the final scale (vide: table -I). Then this final scale has been administered to 100 students studying in different higher secondary schools of Dharmapuri District, Tamil Nadu, India, In order to establish the scoring procedure, validity and reliability of this scale.

## Scoring Procedure

The Life Coping Skills scale as 55 items out of which 40 items are positively worded and the remaining 15 items are negatively worded. An individual score is the sum of the scores of all the 55 items. The scores range from 55 to 275. Higher score indicates the high. The details of scoring are given in the following table. The scoring to the response given by the respondents should be like the following.

**Table-II**

Response	Positive	Negative
Strongly agree	5	1
Agree	4	2
No Idea	3	3
Disagree	2	4
Strongly Disagree	1	5

## Reliability

Reliability refers to the consistency with which a test measures, whatever it measures. The concept of reliability suggests both stability and consistency of measurement. The investigator calculated the reliability analysis and it was given in the following table.

**Table-III**

**Table showing the reliability method and co-efficient values**

Method of Reliability Analysis	Reliability Co-Efficient
Correlation between forms	0.817
Equal-length Spearman-Brown	0.862
Guttman Split-half	0.821
Unequal-length Spearman-Brown	0.813

Method of reliability analysis reliability co-efficient correlation between forms 0.817 equal-length Spearman-Brown 0.862, Gutt Man Split-half 0.821, Un equal length Spearman Brown 0.813.

**Validity**

Validity reveals the merits of our measurement. This Life Coping Skills scale was given to the experts in order to find out its content validity. The experts agreed that items in the scale provided adequate coverage of the concept. This Life Coping Skills scale also has construct validity.

The intrinsic validity is also called as the index of reliability (Guilford, 1954). The formula to be used to determine the intrinsic validity is the square root of its reliability. Thus the validity of this test is

$$V = \sqrt{R} \quad = V = \sqrt{0.85} = 0.921$$

**Percentile Norm**

The following table represents the percentile norm for this Life Coping Skills scale.

**Table-IV**

Percentile	Score Range	Norm
Below P25(Q1)	Below 120	Low level
P25 To P75(Q1 to Q3)	Between 121 and 200	Average level
Above P75 (Q3)	Above 200	High level

**Conclusion**

Life Coping Skills Development is a lifelong process that helps individuals grow and mature; build confidence in their decisions taken on the basis of adequate information and thought, and discover sources of strength within and outside. It is noteworthy that from times immemorial, every culture and society has invested in educating and empowering its younger generation to lead fulfilling and responsible lives. The Life Coping Skills Program can be effectively provided to young adolescents by teachers, peer educators, parents, counselors, psychologists, health workers and social workers.

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