

Impact of Life Skill Education Training Programme on Emotional Competence among 8th std Students

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Abstract:-

In this era, life, globally, is undergoing significant transition and change. Young people hold the promise of our future. They are our demographic force. With the life situations becoming more complex and challenging, there is great need for the generation to learn how to cope with change. Life skills enable them to face the challenges of life with confident and positive attitude. Researcher tried to focus on acquisition of life skills by 8th std students will be effective on their emotional competency. Life skills education programme is planned to enhance knowledge and enable them to deal effectively with life's diversities and stressful moments with a sense of calm.

The present experimental pre-post study is conducted on total 60 students of 8th std separated equally in experimental and control group. The study has revealed significant changes in emotional competency of experimental group. The result of the present study indicating LSE is an effective way of empowering adolescents.

Key Words: - 8th Std. Students, Emotional Competence, Life Skill Education Training Programme.

Introduction:

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Children are considered to be the productive members of a society due to their physical and intellectual capacity. But unfortunately most of the children are engaging in antisocial activities and spoiling their life. To make life of children valuable and to convert them to individuals with high potential, educational system should be reformed giving due importance to life skill education. Life skills are those abilities which will help in the promotion of general well being and psychosocial competence of the individual. Life skills empower children to take positive action to protect them and promote health and positive social relationships. It also entails being able to establish productive interpersonal relationships with others.

Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life [WHO, 1996]. Life skill education aims to provide students with strategies to make healthy choices that contribute to a meaningful life. Life skills are the abilities that help to promote mental well being and competence in children.

Life Skills

The ten core life skills as laid down by WHO are:

- Self-awareness
- Empathy
- Critical thinking
- Creative thinking
- Decision making
- Problem solving
- Effective communication
- Interpersonal relationships
- Coping with stress
- Coping with emotion

World Health Organization in 1994 in their programme on mental health stated importance of life skills education for children and adolescents in schools. Guidelines were mentioned in their programme about the development and implementation of life skills.

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According to it life skills contribute to our perceptions of self-efficacy, self-confidence and self-esteem. Life skills therefore play an important role in the promotion of mental well-being. The promotion of mental well-being contributes to our motivation to look after ourselves and others, the prevention of mental disorders also prevention of health and behavior problem.

Life skill education training programme:

Life skill education training [LSET] 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 social environment with life skills empowerment of students can increase peer bonding, which in turn, may enhance academic achievement and reduce problematic behavior.

Life skills fall into three basic categories which compliment, supplement and reinforce each other:

- Social or interpersonal skills: 1.communication skills, 2. assertiveness skills, 3.cooperation skills, 4.empathy.
- Cognitive or thinking skills: 1.problem solving, 2.critical thinking, 3.creative thinking, 4.decision making, 5.self-awareness.
- Emotional skills: 1.managing stress, 2.managing emotions, 3.resisting peer pressure.

8th std. students:

Children those who are studying in 8th grade of high school and usually of 13 to 15yrs of age are falls in this standard.

Emotional competence:

In the 1920s and 1930s, many psychologists explored emotional intelligence in the arena of “social intelligence” as a single concept. Goleman furthered his research in emotional competencies in relation to two key domain facets: ability and target. Salovey and Mayer first used the term “emotional intelligence” and stated it in four domains: knowing one's emotions,

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knowing others' emotions, handling one's emotions, and handling others' emotions. Recently, psychologists have been paying attention to the complexity of the construct and describing it in terms of multiple capabilities and competencies. The multiplicity and integration of the concepts provide a more comprehensive framework for investigating emotional competence. Emotional competence is understood as the capabilities that are used as predictors of performance and effectiveness in management and leadership.

Boyatzis et al. offer a descriptive definition of emotional competence that “a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation”.

Statement of problem:

To study the impact of life skills training programme on emotional competence of 8thstd children.

Objective of this Study:

1. To study the effects of life skill training programme on students emotional competence skills.
2. To compare between experimental and control group in emotional competence skills.
3. To search gender wise difference due to life skill training programme.
4. To suggest the life skills training programme's benefits.

Hypotheses:

1. There is no significant difference between students' emotional competence skills of experimental group and controlled group in pretest condition.
2. There is no significant difference between students' emotional competence skills in pretest and posttest condition of controlled group.
3. There would be significant difference between students' emotional competence skills of experimental group and controlled group in posttest condition due to life skills training programme.
4. There would be significant difference between students' emotional competence skills in pretest, posttest condition of experimental group due to life skills training programme.
5. There is no significant difference between boys and girls, emotional competence skills in pre test condition of experimental group due to life skills training programme

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6. There is no significant difference between boys and girls, emotional competence skills in post test condition of experimental group due to life skills training programme.

Methodology:**Sample:**

The random sampling technique will be used. 240 participants (120 boys and 120 girls, N= 240) will be selected from 8th class in St. Joseph's Convent Senior secondary school of Jalgaon city of the Maharashtra. That age group ranged from 14 to 16 years. Out of this 240 participants 120 divided in experimental group and 120 divided into control group. Among them 60 Male and 60 Female will be divided equally.

Group Gender	Experimental Group	Control Group	Total
Boys	60	60	120
Girls	60	60	120
Total	120	120	240

Tools:

Emotional competence scale by H.Sharma and R.Bhardwaj is used for this study. Reliability of test is .74 and validity is .69.

B) Variables under Study:

Independent Variables –

1. Types of groups –

A) Experimental group

B) Control group

Dependent Variables –

A) Emotional competence scale scores

C) Design: - Pre-test and post test design will be used for present research. In this design Role Play, Debate, Drama, Simulation, etc. techniques will be used.

Design- Pre-test and Post-test Design

Experimental Group	Control Group
Pre testing	
Treatment	No Treatment
Regular teaching with 3 Months life skill training programme (2hrs. 30 secession will be conducted= total 60 hrs. training)	Regular teaching with no life skill training programme
Post testing	
N=120(60 Boys+ 60 Girls)	N=120(60 Boys+ 60 Girls)

Results:

Hypothesis No. 1- There is no significant difference between students' emotional competence skills of experimental group and controlled group in pre test condition.

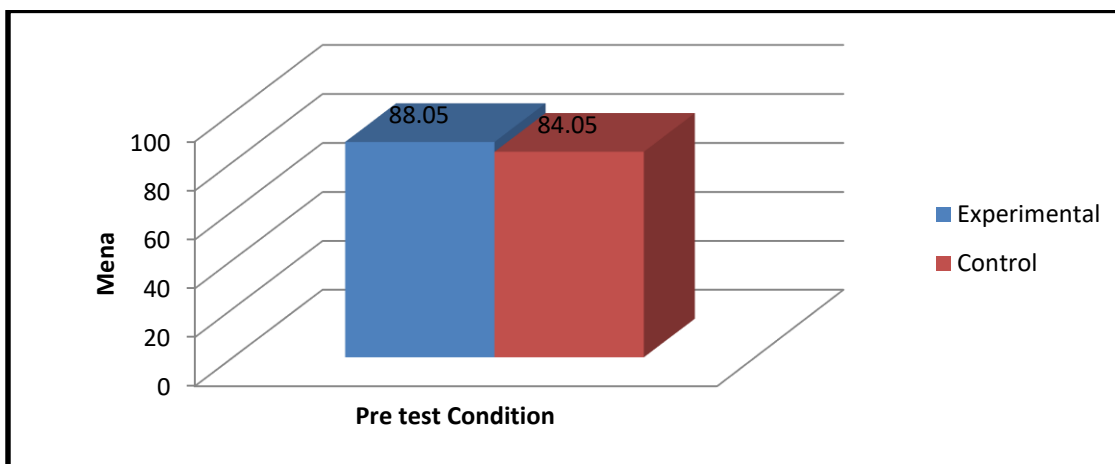
Condition	Group	N	Mean	SD	t Value	Level
Pre Test	Experimental	120	88.05	16.92	.188	NS
	Control	120	87.67	15.97		

df = 238; 0.05=1.97 ; 0.01=2.60 NS= Not Significant

In order to search the significant of difference between the means independent group 't' test was applied. It is observed that the mean of an experimental group is 88.05 and S.D. is 16.92 while the mean of the controlled group is 87.67 and S.D. is 15.97. The obtained value of 't' is .188. ($t(df\ 238) = .188, p > 0.05$) In order to be significant at 0.05 level the minimum required value of 't' is 1.97; since the computed value of 't' is less than what is need to be significant at 0.05 level. It could be inferred that the difference between the means is not significant. In other

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words the different observed in the means could be attribute to be factor of chance only. So the null hypothesis, 'There is no significant difference between students' emotional competence skills of experimental group and controlled group in pre test condition is *accepted*. It means that both the groups are at equal level at the initial stage. The same is explained through the following graph.



Hypothesis No. 2- There is no significant difference between students' emotional competence skills in pre test and post test condition of controlled group.

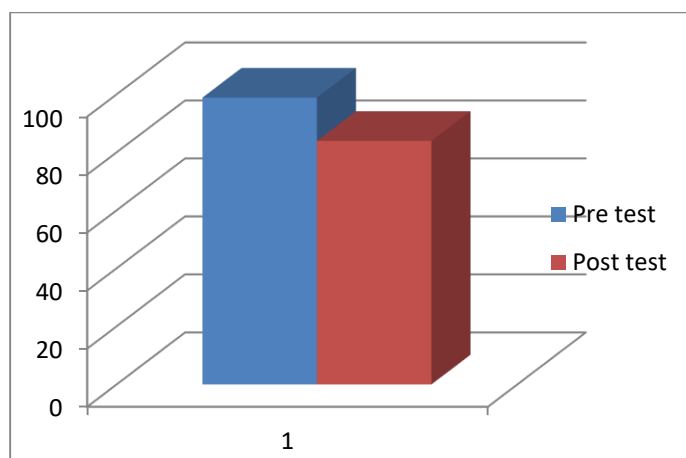
Group	Condition	N	Mean	SD	t Value	Level
Control	Pre test	120	87.67	15.97	4.86	0.01 S
	Post test	120	83.94	16.96		

df = 119; 0.05=1.98 ; 0.01=2.63 S= Significant

The paired sample t-test procedure compares the means of two conditions for a single group. In order to search the significant of difference between the means paired sample 't' test was applied. It is observed that the mean of the pre test condition is 87.67 and S.D. is 15.97 while the mean of the post test condition is 83.94 and S.D. is 16.96. The obtained value of 't' is 4.86. (df 119) =4.86, $p > 0.01$) In order to be significant at 0.01 level the minimum required value of 't' is 1.98; since

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the computed value of 't' is more than what is need to be significant at 0.01 level. So the null hypothesis, 'There is no significant difference between students' emotional competence skills in pre test and post test condition of controlled group is *rejected*. The same is explained through the following graph.



Hypothesis no.3 There would be significant difference between students' emotional competence skills of experimental group and controlled group in post test condition due to life skills training programme.

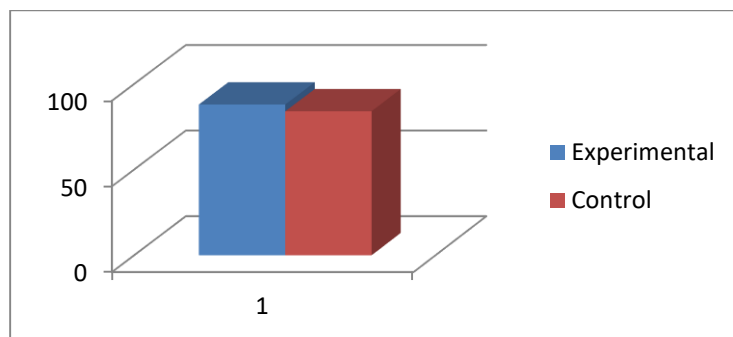
Condition	Group	N	Mean	SD	t Value	Level
Post Test	Experimental	120	98.89	16.34	6.95	0.01
	Control	120	83.94	16.96		

df = 238; (One tailed) 0.05=1.97; 0.01=2.60

The above table shows significant difference between the means independent group. It is observed that the mean of an experimental group is 98.89 and S.D. is 16.34 while the mean of the controlled group is 83.94 and S.D. is 16.96. The obtained value of 't' is 6.95. ($t(df\ 238) = 6.95, p < 0.01$, one tailed) In order to be significant at 0.01 level the minimum required value of 't' is 2.60; since the computed value of 't' is larger than what is required to be significant at 0.01 level. It is concluded an experimental group is definitely improve their

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emotional competence skills due to life skill training programme than control group. So, stated hypothesis, 'There would be significant difference between students' emotional competence skills of experimental group and controlled group in post test condition due to life skills training programme is *accepted*. The same is explained through the following graph.

**Supportive studies:-**

These results are consistent with the studies conducted by Mark T Greenburg [1995], which stated that for promoting emotional competence in school aged children, there should be an alternative thinking strategies intervention model for improving range of vocabulary and fluency in discussing emotional experiences, efficacy beliefs regarding the management of emotions, developmental understandings of some aspects of emotions also in some instances greater improvement observed in children with higher ratings of psychopathology.

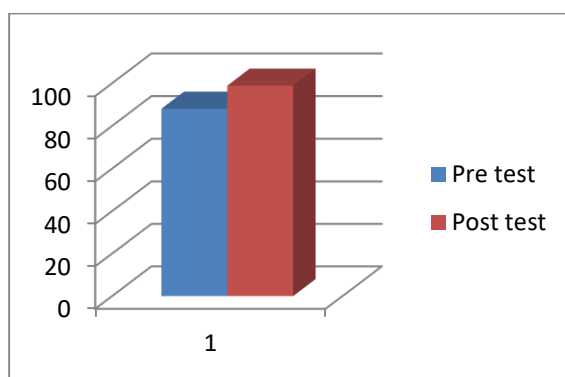
Hypothesis no.4 There would be significant difference between students' emotional competence skills in pre test post test condition of experimental group due to life skills training programme.

Group	Condition	N	Mean	SD	t Value	Level
Experimental	Pre test	120	88.07	16.92	5.03	0.01
	Post test	120	98.89	16.34		

df = 119; 0.05=1.98 ; 0.01=2.63 S= Significant

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The above table shows the significant difference between the means paired sample 't' test. It is observed that the mean of the pre test condition of an experimental group is 88.07 and S.D. is 16.92 while the mean of the post test condition is 98.89 and S.D. is 16.34. The obtained value of 't' is 5.03 ($t(df\ 119) = 5.03, p < 0.01$). In order to be significant at 0.01 level the minimum required value of 't' is 2.63; since the computed value of 't' is larger than what is needed to be significant at 0.01 level. It is concluded on post test condition is definitely improve their emotional competence skills due to life skill training programme than pre test condition. So, stated hypothesis, There would be significant difference between students' emotional competence skills in pre test post test condition of experimental group due to life skills training programme is *accepted*. The same is explained through the following graph.

**Supportive studies:-**

This is in line with study conducted by Friesenhahn [1999] which confirmed that after life skill training improvement seen in abilities to interact with others, strengthened communication skills, enhanced ability to make their own decisions and greatly improved to effectively work in groups to accomplish goals.

Hypothesis no.5 There is no significant difference between boys and girls, emotional competence skills in pre test condition of experimental group due to life skills training programme.

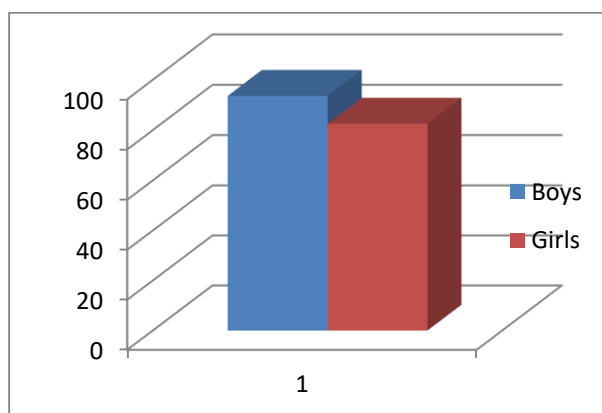
Group	Gender	N	Mean	SD	t Value	Level
Experimental	Boys	60	82.53	18.5	3.78	0.01

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(Pre-test)	Girls	60	92.56	13.16		
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$$df = 118; \quad 0.05=1.98; \quad 0.01=2.62$$

The table shows difference between the groups of boys and girls in experimental group of pre test condition on the emotional competence skills. It is observed that the mean of boys group is 82.53 and S.D. is 18.5 while the mean of the girls group is 92.56 and S.D. is 13.16 The obtained value of 't' is 3.78. ($t(df\ 118) = 3.78, p > 0.01$) In order to be significant at 0.01 level the minimum required value of 't' is 1.98; since the computed value of 't' is higher than what is need to be significant at 0.01 level. It could be inferred that the difference between the means is significant. So the null hypothesis, 'There is no significant difference between boys and girls, emotional competence skills in pre test condition of experimental group due to life skills training programme is *rejected*'. It means that girl students are at higher level at the experimental group pre test condition. The same is explained through the following graph.



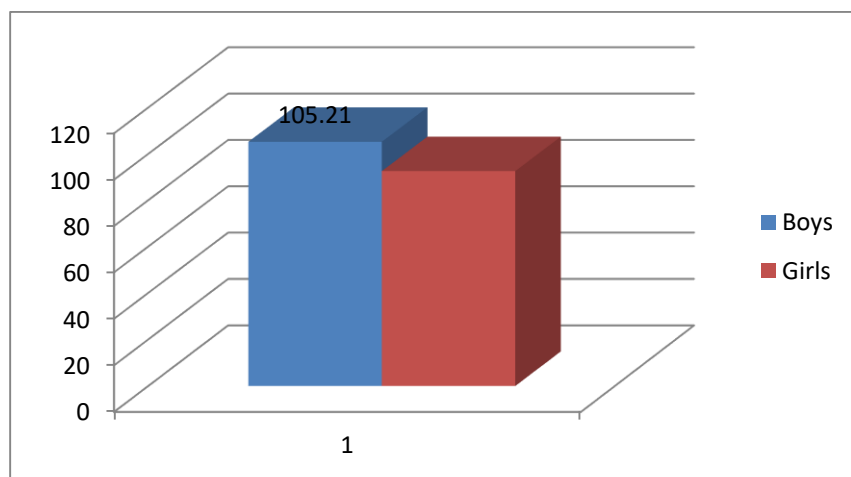
Hypothesis no.6. There is no significant difference between boys and girls, emotional competence skills in post test condition of experimental group due to life skills training programme

Group	Gender	N	Mean	SD	t Value	Level
Experimental (Post-test)	Boys	60	92.56	17.61	4.58	0.01
	Girls	60	105.21	12.11		

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df = 118; 0.05=1.98; 0.01=2.62

The table shows difference between the groups of boys and girls in experimental group of post test condition on the emotional competence skills. It is observed that the mean of boys group is 92.56 and S.D. is 17.61 while the mean of the girls group is 105.21 and S.D. is 12.11. The obtained value of 't' is 4.58 ($t(df\ 118) = 4.58, p > 0.01$) In order to be significant at 0.01 level the minimum required value of 't' is 1.98; since the computed value of 't' is greater than what is need to be significant at 0.01 level. It could be inferred that the difference between the means is significant. So the null hypothesis, 'There is no significant difference between boys and girls, emotional competence skills in post test condition of experimental group due to life skills training programme is *rejected*'. It means that both the groups are at different level at the experimental group post test condition. The same is explained through the following graph.

**Supportive Studies:-**

These findings are in line with the research published by Fataneh Naghavi, Marof Redzuan [2011] which stated that there is influence of gender difference on emotional intelligence and girls are higher than boys in emotional intelligence which contains conception, emotion appraisal and expression, emotion management and regulation and emotion utilization of emotion.

Discussions:

Changes in society and environment surrounding young people have created various problems in their growth and development of mental health.

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There are research indications that teaching skills in this way as part of broad based life skills programmes is an effective approach for primary prevention education [Errecart et al., 1991; Caplan et al., 1992]. Similar study of Mark T Greenberg, [1995] in his research on promoting emotional competence in school aged children stated that promoting alternative thinking strategies intervention model was effective for both low and high risk children in improving their range of vocabulary and fluency in discussing emotional experiences, their efficacy beliefs regarding the management of emotions, and their developmental understanding of some aspects of emotions, in some instances, greater improvement was shown in children with higher ratings of psychopathology.

Tobler et al. [2000] also indicated that non- interactive lecture- oriented programs like LST that enhance the development of interpersonal skills have greater impact. LST includes training in refusal skills, goal setting, assertiveness, communication, and coping and therefore greater benefits were also achieved.

The Bisquerra and Perez's (2007) theoretical model of emotional competence proposes that the emotional competencies can be grouped into five big dimensions: emotional awareness, emotional regulation, personal autonomy, social competence, and life competencies and well-being. Emotional awareness integrates the capacity to be aware of one's own emotions, and the ability to grasp the emotional climate in any specific context. Emotional regulation refers to the capacity to use the emotions appropriately. It requires being aware of the relation between emotion, cognition, and behaviour, and to have efficient coping strategies, and capacity to self-generate positive emotions.

Educational implications of the findings

1. Life skills are a very integral part of the student's life. Life skills are those skills that help people function well in the environment in which they live also it improves the quality of life and general well-being. Life skills help to solve the problems and questions that are commonly found in daily human life. Several national and international organizations strive to guarantee all human beings the right to live with dignity. These skills help to deal effectively with the demands and challenges of current modern society.
2. Life skills education forms a base for learning skills which are desperately needed in today's competitive world. Development of life skills education is being considered vital need to reform traditional educational system continued in many countries including India.

3. The findings of study is beneficial for health professionals, for improving physical health, psychological health, prevention of substance and drug abuse, and maintenance of healthy functioning individual.

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