



IMPACT OF LIFE SKILL EDUCATION TRAINING PROGRAMME ON EMOTIONAL COMPETENCE AMONG SECONDARY SCHOOL 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 secondary school 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 secondary school 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.

KEYWORDS: - Secondary School Students, Emotional competence, life skill

Introduction

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 wellbeing 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 wellbeing 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
- Self-control
- 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. 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.

❖ Secondary school students:

- Children those who are studying in till 10th grade of high school and usually of 13 to 16 yrs 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. Salvoes and Mayer first used the term “emotional intelligence” and stated it in four domains: knowing one's emotions, 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 secondary school 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:**

A) Emotional competence skills:-

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.

• **Methodology:**

A] Sample: The random sampling technique will be used. 60 participants (30 boys and 30 girls, N= 60) will be selected from secondary school in Phulambri of Aurangabad District of the Maharashtra state. That age group ranged from 14 to 16 years. Out of this 60 participants 30 divided in experimental group and 30 divided into control group. Among them 15 Male and 15 Female will be divided equally.

Group Gender	Experimental Group	Control Group	Total
Boys	15	15	30
Girls	15	15	30
Total	30	30	60

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 posttest 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 Regular teaching with 3 Months life skill training programme (2hrs. 30 secession will be conducted= total 60 hrs. training)	No Treatment Regular teaching with no life skill training programme
Post testing	
N=30(15 Boys+ 15 Girls)	N=30(15 Boys+ 15 Girls)

Results:**Table 1**

	Pretest Experimental group	Pretest Control group
Total	30	30
Mean	18.73	18.6
't'	0.25	

Table 1 shows that obtained 't' value is not significant, hence the null hypothesis is accepted as there is no significant difference between students' emotional competence skills of experimental group and controlled group in pretest condition.

Table 2

	Pre test Control group	Post test Control group
Total	30	30
Mean	18.6	18.93
T	0.64	

Table 2 shows that obtained 't' value is not significant, hence null hypothesis is accepted as There is no significant difference between students' emotional competence skills in pretest and posttest condition of controlled group.

Table 3

	Post test Experimental group	Post test Control group
Total	30	30
Mean	21.9	18.93
T	6.12	

Table 3 shows that obtained 't' value is significant [$@ 0.01$ level] and it is in line with hypothesis. Hence according to data hypothesis is accepted as there is significant difference between students' emotional competence skills of experimental group and controlled group in posttest condition due to life skills training programme.

Table 4

	Pre test experimental group	Post test experimental group
Total	30	30
Mean	18.73	21.9
T	6.34	

Table 4 indicates that obtained 't' value is significant [$@ 0.01$ level] and thus according to it hypothesis is accepted as there is significant difference between students' emotional competence skills in pre test, post test condition of experimental group due to life skills training programme.

Conclusion:

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

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