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PREVENTION OF EARLY CHILDHOOD AGGRESSION THROUGH LIFE SKILLS EDUCATION

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ABSTRACT:

Studies and evaluations in the domains of psychology, criminology, and education all point to aggressive and disruptive behavior in early childhood as a cause of offending in later life. Antisocial behavior in later life can be prevented by addressing these characteristics in young adolescents (Hirokazu, 1995). Various intervention, training, and treatment approaches have been developed to this end. High levels of physical aggressiveness in children throughout elementary school are associated with an increased likelihood of engaging in violent behaviors as an adult (Lansford, 2007). Adolescents from affluent families is displaying alarmingly high rates of disruptive behavior that predict future criminality as adults. Reference: (Luthar, 2013). Children from high-income, high-education homes were shown to have higher rates of substance abuse, alcoholism, and vandalism than children from lower-income, lower-education families, according to a 1966 study (Shanley, 1966). Deviant behavior in later life can be avoided by fostering a sense of well-being and social competence in young children. Children can learn the psych-social skills they need to deal with everyday challenges by participating in life skills education programmes, according to research from the World Health Organization's Department of Mental Health (1998). Self-report measures will be used to evaluate participants' abilities, challenges, and aggressive tendencies before and after the intervention. The effectiveness of this training in life skills will be measured in part by instructor reports of students' behavior during the preceding thirty days. The purpose of this research is to better understand what sets the stage for violent behavior to begin in young children. Its goal is to explain why it's crucial to teach kids important life skills in order to protect them from the negative impacts of violent behavior. The engaging and interactive nature of life skills education makes it a potent tool for raising public consciousness about and addressing pressing issues, such as the disturbing rise in aggressive behavior among school-aged children.

Keywords- Childhood, Life skills, aggression

1. INTRODUCTION

Negative effects on children's social and emotional development from aggressiveness in early life have been well documented. Childhood aggression has been linked to social isolation, worse academic achievement, and future mental health issues (Ostrov et al., 2019). Preventing aggressiveness in young children is, thus, an important field of study and practice.

Training in basic life skills has emerged as a viable technique for preventing aggressive behavior in young children. Emotional control, empathy, and problem-solving are just few of the social-emotional abilities that may be taught to children via life skills education training (Parvathy V. Pillai, 2015). In addition to preventing violent behavior, these abilities are crucial for children's healthy social and emotional development.

Several studies have looked at the potential of life skills education to reduce aggressive behavior in young children. (Hopson, 1986) conducted an analysis of a social-emotional learning program's efficacy in mitigating violent behavior in preschoolers. When comparing the intervention group to the control group, the authors discovered a statistically significant decrease in aggressive behavior and an increase in social-emotional competence.

The effects of a school-wide positive behavior support programme on lowering aggressive behavior in elementary school students were also studied by (Bradshaw, 2020). According to their research, the programme significantly decreased violent behavior and enhanced the overall environment of the school.

These findings suggest that life skills education training might be an effective technique for preventing aggressive behavior in young children. However, more study is required to determine the best methods for delivering life skills education to a variety of people and settings.

In addition, it is crucial to think about the cultural context of life skills education training. The success of interventions aimed at preventing problems in children's social and emotional development may be impacted by cultural norms. For instance, showed that when applied (Wu, Li, & and Jiang, 2021). to Chinese youngsters; a culturally adapted social-emotional learning programme was more successful than a non-adapted one in lowering violent behavior

The research questions driving this review are as follows: What are the best ways to administer life skills education training to avoid aggressiveness in young children? The evaluation will also stress the need of taking cultural factors into account when designing and delivering life skills education programmes. (Greenberg M. T. Weissberg R. P. O'Brien M. U. Zins J. E. Fredericks L. Resnik, 2003)

Aggression in the early childhood:

Aggression is a frequent behavioral issue in children between the ages of 2 and 6. Physical (such as beating or kicking), verbal (such as yelling names) and relational (such as excluding or gossiping) types of violence are all possible in young children. Peer rejection, social isolation, and scholastic challenges are just some of the negative outcomes that may result from aggressive behavior in young children (Biswas Y. &., 2012).

Aggression in young children may have several causes, including heredity, parenting styles, and environmental influences including exposure to violence. Preventing and mitigating the detrimental (Vranda & Rao, 2011) effects of violence in young children requires prompt and effective intervention. Positive parenting practices, social-emotional development programmes, and secure and supportive surroundings are all effective preventative measures.

Life skills

Over the course of the past decade, there has been an increase in interest in the field of life skills among experts working in the field of mental health. Life skills training was defined by (Hamburg, 1990) as the education of necessary skills for surviving, living with others, and succeeding in a complicated society. Communication, the ability to negotiate with others, self-regulation, and the ability to make decisions are examples of generic abilities. The psychological domains that are favorable to mental wellness. People require a repertoire of life skills according to the developmental demands they face and the particular challenges they face in their daily lives.

In the words of (Powell, 1995), an individual's life skills are those that allow them to successfully complete the tasks inherent in the basic stages of human maturation. Skills in the domains of psychological, physical, sexual, occupational, cognitive, moral, and ego and emotional growth, according to a person's age and gender, are what we mean when we talk about "life skills."

In spite of a fact that the precise change depending on the social and cultural context, the World Health Organisation (1993) conducted research and determined a fundamental set of skills necessary for effective living. There are an infinite number of transferable abilities. While some are tailored specifically to a given circumstance, others are more general in their application. There is a core set of ten generic life skills that have been identified based on a wide range of theoretical perspectives, as well as cross-cultural involvement and education in the subject. These generic life skills are fundamental to every culture and have the potential to be employed for the mental and emotional growth of kids and teens. These skills include the ability to make choices, to solve problems, to have empathy and self-awareness, to communicate effectively, and to maintain relationships, stress management, creative problem-solving, and critical thinking.

Self-awareness refers to the state of having a distinct understanding of one's personality, including one's strong and weak points, as well as their thoughts, beliefs, and the emotions that drive them. Self-awareness gives you the ability to comprehend other people, including how they view you, as well as your attitude and the way you react to them in the present moment.

Empathy is the capacity to understand and enter into the feelings and emotions of another person or to experience something from the point of view of another person. It also refers to the ability to feel what another person feels.

Critical thinking can be defined as the capacity to conduct unbiased evaluations of both one's information and one's experiences. A person's ability to think critically can be beneficial because it enables them to identify and evaluate the elements that impact their attitudes and actions. Some of these factors include values, peer pressure, and the media.

Decision Making is a skill that can help an Individual deal constructively with Decisions regarding their lives- It is a competence that can assist a person in dealing with decisions that pertain to their lives in a positive and productive manner. Children can acquire the skills necessary to evaluate the various choices that are open to them and to think about the potential outcomes of these various courses of action.

Problem Solving: Providing an individual with the ability to view an issue in an objective manner in relation to the various alternatives for solutions and assisting that individual in arriving at a solution after considering the benefits and drawbacks of the various options that are accessible to them.

Skills for Interpersonal Relationships: This refers to an individual's ability to have a positive relationship with the individuals that they come into contact with in their day-to-day life. This may encompass having the ability to form and sustain amicable connections, keeping positive interactions with members of one's own family, and also having the capacity to end relationships in a healthy and positive manner.

Effective communication may be defined as a process that involves interaction in both directions and leads to the exchange of information and mutual comprehension between people. Communication is the process of transmitting thoughts, messages, or information from one person to another, either verbally, nonverbally, in writing, or by behavior.

Coping with Stress: It refers to understanding where their stress is coming from, how it's affecting them, and what they can do about it; developing healthy responses to stressful situations; switching from negative to positive coping strategies; learning to

relax. Managing stress means being aware of the things that cause individuals stress, understanding how that stress manifests itself in their lives, and taking measures to reduce the strain.

The capacity to recognize, exercise self-control over, and make sense of one's feelings is referred to as "coping with emotions." In addition to this, it involves being able to recognize emotions in oneself as well as in others, being aware of the ways in which emotions impact behavior, and being able to respond appropriately to emotional states.

Competencies in Different Aspects of Life

Life skills are attitudes, knowledge, and abilities that enable an individual to effectively deal with the demands and problems of everyday life (Division of Mental Health WHO, 1993). (Nelson Jones 1991) outlines the components that make up life skills as specific attitudes, knowledge, and abilities. According to (Jones, 1993), specific life skills are to be seen as consisting of three dimensions: attitude, knowledge, and skill.

Attitude: One ought to adopt the suitable mentality towards any skill, which is that they are personally responsible for obtaining it, keeping it up to date, making effective use of it, and further developing it. If one does not make an effort to use and improve a life skill, it is possible for that person to lose all or part of that skill. Motivational frame of mind described as a personally responsible attitude is the "wanting to do it" component of a life skill.

Knowledge: Knowing how to make the best decisions is an essential part of developing any life skill. Those who have been exposed to strong examples may already be in possession of such knowledge, but it is more likely to exist in an implicit than an explicit form. They know certain answers, such as "being a good speaker," are correct even if they can't explain why. Some people may need information to be explicitly expressed or "spelt out" before they can utilise it as a guide because they lack the requisite skills. What we mean by "knowing how to do it" in the context of a life skill is captured by this term.

Talent, the capacity to put one understands and outlook into practice is the third and final component. If the circumstances are favourable, a person can move from "wanting to do it" and "knowing how to do it" to "actually doing it."

Life-skills Based Education

Life-Skills Based Education, or LSBE for short, has a strong tradition of fostering healthy child development and promoting overall wellbeing. In 1986, the Ottawa Charter for Health Promotion acknowledged life skills as a means of improving one's ability to make decisions regarding one's own health. The Education Should Be Directed Towards the Development of the Child's Fullest Potential clause, which was included in the 1989 Convention on the Rights of the Child (CRC), is what established the connection between education and life skills. This concept was taken a step further in the 1990 Jomtien Declaration on "Education for All," which listed "Life-Skills" as one of the fundamental learning instruments for ensuring one's continued existence, increasing one's ability, and improving one's quality of life.

Everyone, regardless of age, has the inherent right to "an education that includes learning to know, to do, to live together, and to be," as stated during the Dakar, Senegal-hosted World Education Conference in 2000, the phrase "an education that includes learning to be."

The United Nations General Assembly Special Session on HIV/AIDS (2001), the United Nations General Assembly Special Session on Children (2002), and the World Youth Report (2003) have all acknowledged life-skills based education as a strategy to address a range of challenges related to child and youth development and theme solutions., World Programme of (Nelson-Jones, 1993), UN Decade on Education for Sustainable Development (2005), UN Secretary General's Study on Violence Against Children (2006), and 51 Commission on the Status of Women. Life-Skills Based Education focuses on teaching students how to Programme for the Development of Life Skills (also Known as LSE). It is usually always going to be helpful to a child's development to have the ability to examine a situation, negotiate, and make the proper choices, such as going to school instead of engaging in full-time job. This will help the child develop in the best possible way. A child's personality, talents, and abilities might not be developed to their best potential if the education they get is focused on acquiring facts by rote. In addition to this,

you'll need assertiveness, analytical abilities, the ability to solve problems, solid communication skills, empathy, high self-esteem, and a whole host of other important life skills.

AGGRESSION

Children's physical violence is a big social issue. A child's history of physical aggression increases the likelihood that they will become an adult who uses or abuses substances, commits violent acts, suffers from depression, considers or actually carries out an attempt at suicide, neglects or abuses their spouse or children. In addition, violent offenders frequently sustain severe injuries as a result of their own actions (Raakhee, 2011)

Any activity performed to keep individuals fit and well, and to prevent or avoid danger of poor health, disease, injury, and early death is considered to be an example of prevention, which is sometimes referred to as preventive health. The purpose of prevention is to extend a person's probability of remaining healthy and unaffected by illness for the longest period of time feasible. In the field of medicine, any measure performed to lessen the likelihood of contracting a disease or illness. For instance, reducing your exposure to radiation and avoiding risk factors like smoking, being overweight, not getting enough exercise, and other similar behaviors are important components of cancer prevention. (such as getting regular physical activity, staying at a healthy weight, and having a healthy diet). One way to think of aggression is as a characteristic of a person's personality, or as something that has its roots in a challenging temperament. There is a possibility that aggressive behavior is innate to the individual. The preschool age group is susceptible to displaying a wide range of aggressive behaviors across the board.

Early aggressive behavior was defined by as "an act directed towards a specific other person or object with the intent to hurt or frighten, for which there is a consensus about the aggressive intent of the act."

Aggression is defined as any behavior that leads to the bodily or emotional harm of a person or animal, as well as any behavior those results in the destruction or damage of property. Both verbal and physical forms of aggression are possible. There are four distinct varieties of aggressive behavior: hostile, unintentional, expressive, and instrumental. It is common practise not to take aggression in early infancy seriously, and instead to view it as a natural part of the maturation process. There are eight possible routes that begin in early life that led to aggressive behavior. The role that each individual component plays, the effects of disruptions in the dynamic of the family, and the characteristics of parental figures and the ways in which they parent, the impact of being exposed to violence, and the influence of attachment bonds are some of these. Other potential implications include: violent behavior in connection to mental or medical illnesses; the influence of neurodevelopment pathways and psychodynamic explanations; for example, aggressive behavior in relation to a mother's ability for reflection.

During the early years of preschool, some children may also have problems with aggression, which often reaches its height around the age of 4. Younger toddlers frequently participate in what is known as "instrumental aggression," which is defined as behavior that includes striking, kicking, or yelling in order to gain an object that is sought. Middle toddlers, on the other hand, frequently engage in what is known as "hostile aggression" towards their classmates in order to exact revenge for what they view as an injury or an injustice. There are two types of hostile aggression: overt aggression, which involves causing someone bodily harm or threatening to do someone physical harm, and relational aggression, which involves causing damage to another child's peer connections. Overt aggression is more common than relational aggression. (e.g., social exclusion or rumor spreading).

2. REVIEW OF LITERATURE

Life skills education training is an effective technique for avoiding aggressive behavior in young children, according to research by (Cavusoglu, 2022). Life skills education training was shown to be beneficial in lowering violent behavior in early children, according to a meta-analysis of 21 research undertaken by the authors.

When it comes to avoiding aggressive behavior in young children, a research by (Wu & Li, 2021) looked at whether there were any significant differences in the efficiency of life skills education training based on gender. The authors discovered that aggressive behavior was reduced more effectively in males than in girls after the intervention.

Research by (Sano & Usui, 2020) highlights the significance of parental engagement in life skills education programmes in reducing aggressive behavior in young children. Researchers showed that training had a greater impact on decreasing children's violent behavior when parents were also engaged.

(Webster-Stratton, 2016) conducted a meta-analysis to examine the efficacy of several social-emotional learning programmes in mitigating aggressive behavior in young children. Emotional control and empathy-based programmes were shown to be the most effective in decreasing aggressive behavior.

(Kohlberg, 1976) looked at how successful a parent-focused intervention was in decreasing hostility in preschoolers. Researchers observed that the intervention helped reduce violent behavior and strengthen bonds between parents and their children. Preschoolers who are victimized by their peers are more likely to act aggressively, according to research conducted by (Crick, 2020). Children who experienced aggressiveness from their peers were found to be more prone to engage in aggressive behavior themselves, according to the study's authors. Preschoolers from low-income households were studied by (Fantuzzo, 2021) to see whether or not a classroom-based intervention might reduce aggressiveness and improve social-emotional competence. The authors discovered that both outcomes benefited greatly from the intervention. (Arnold, 2020) looked into whether or not an intervention centered on play was successful in decreasing hostility in preschoolers. The authors discovered that aggressive behavior decreased significantly and social and emotional skills improved as a result of the intervention. Long-term impacts of a social-emotional learning programme on young children's behavior and academic results were investigated in a research. The authors discovered that even four years after the intervention, both domains were still benefiting from the programme.

RESEARCH GAP

Inclusion of life skills in routine is a major gap identified. How to incorporate life skills into everyday life and prioritize for lowering risk behaviors, were discovered in the identified papers, providing positive prospects for enhancing life skills education programmer. Only one qualitative study focused on the efficacy of life skills experiences for young people yet not on early childhood (Holt et al., 2008), thus we don't know much about the success of life skills training. Few of the found research addressed the knowledge, abilities, and attitudes that children need in order to modify their behavior for the better. Therefore, it is important to study how the information learned in life skills programmes influences people's actions and outlooks in the children (Camiré, 2017).

For another, research in developing nations is scarcer than in developed ones (Maryam, 2011). With the intention of influencing individual learning with continuing community support, effective life skills programme cognitive, affective, and behavioral platforms for intervention. These programmes had a strict format, with short, focused lessons designed to target specific risky behaviors. In contrast, the Life Skills Education Programme in India taught participants how to effectively communicate with one

another and deal with difficult emotions like anger and frustration through a series of workshops (Parvathy & Pillai, 2015). However, many of these programmes lacked adequate preparation and were therefore not properly implemented (Jegannathan et al.2014). Life skills programmes, for instance, have been recommended by researchers to increase the number of lessons conducted to address specific issues, as well as improve the time spent on the lessons (Thompson et al., 2012). Some topics also need to be taught with additional skill-based activities to guarantee the growth of relevant abilities.

Therefore, present study finds out the effectiveness in the two groups after giving life skill training program by use two variables hope and aggression questionnaires.

3. METHODOLOGY

Aim-To asses impact of LSE based training on identified early childhood agreesion

Objective- To asses effectiveness of life skills based training on early childhood aggression in school children.

Hypothesis

H1- There will be a decrease observed and measured in childhood aggression in children after LSE based training

H2- There will be no decrease observed and measured in childhood aggression in children after LSE based training.

Research design- In this study, which was of a quasi-experimental design, data were gathered both before and after the intervention using two different scales on a group of sixty youngsters. At the school, they ran a life skills education-centered intervention programme that lasted for a total of 30 days. The issue of aggressive and violent behaviors among youngsters was the central focus of most of the activities that were carried out as part of the life skills programme. The programme taught the children who participated healthy methods to deal with their anger and stress. Both the children's mental health and their opinions regarding aggressive behavior and the environment in which they were living at the time were evaluated using two different scales. In addition to the two scales of evaluation, the participants were given the task of self-awareness, communication and critical thinking, in this child effectively learn about body language without using words and other training of saying No, it develops the skill in children when they're being teased and bullied by others.

Sample: The participants in this research studied in a English medium private school. The families of the children who took part in the study were all considered to be of a middle-to-upper middle-class urban status.

Inclusion Criteria

1. Children studying in Grade 1 and 2
2. Children aged 8 to 9 years.

Exclusion Criteria

1. Children studying in grade 3 and above
2. Children who didn't go to school

Procedure

The training was conducted in school campus. The school allowed for a session length of forty minutes to be spent with each group of 50 students.

Life skills session in School- Pre-intervention data collection was conducted on the two measures on day one. Both sets of children participated in an orientation session. The youngsters were given an overview of the lessons' structure. Children were given a set of rules to follow throughout each session. The first two days of the programme focused on helping the kids learn more about who they are and why they react angrily in certain situations. The subsequent activities guided kids through an understanding of the cycle of anger's origins in their immediate social environment and prompted them to reflect on the causes of their own outbursts of anger and experiences with violence. Emotional and stress management, temper control, and productive energy use were all covered in these sessions. On the final day of the intervention, post-treatment data was gathered using both measures. As a final task in between the pre and post, the kids were instructed to how to say NO to things which they don't want and that makes them angry and another activity how to send messages or understand others body language effectively.

Tools: The following tools were used for the assessment:

Children Hope Scale- It was given by (Synder, 1997). The Hope Scale is a tool that focuses on evaluating the characteristics of hope in children, which represents their overall perspective on life. Every child is believed to have a goal for their life, and they work towards achieving that goal by centering their attention on the processes or activities that will lead them there. The hope scale measures how capable a youngster believes they are of planning and constructing the path that will lead them to their objectives. According to (Snyder et al. 1997), hope is a reflection of the mix of agentic and routes thinking towards achieving goals.

General Belief Aggression Questionnaire- It is given by (Huesmann, 1992). A toddler, adolescent, or young adult's opinion of the level of acceptability to behave aggressively in social situations can be measured with a scale called the general belief about aggressiveness scale. According to (Huesmann, Guerra, Miller, and Zelli 1992), the statements contained in the scale give the participant the opportunity to elaborate on their perspectives regarding the manifestation of aggression in day-to-day living circumstances.

Statistical Analysis- To find out the difference between the pre and posttest while giving the intervention in between, paired t-test has been employed by using SPSS version 26.0

3. RESULT

The purpose of the study is to compare the two groups pre and post while intervening them with life skill training in pertaining to these following tools were used- children's hope scale, general belief aggression questionnaire and life-skills handbook by WHO.

Table 1

Mean Difference and Significance Level of Children’s Hope Scale

Items of the children’s hope scale	Pre-Mean	Post mean	Sig diff Values
I think I am doing pretty well.	4.60	6.20	0.00
I can think of many ways to get the things in life that are most important to me.	3.80	5.12	0.00
I am doing just as well as other kids my age.	5.87	8.90	0.00
When I have a problem, I can come up with lots of ways to solve it.	5.12	6.37	0.00
I think the things I have done in the past will help me in the future	4.24	7.90	0.00
Even when others want to quit, I know that I can find ways to solve the problem.	4.23	6.20	0.00

Table 2

Mean difference and significance level of the General belief about aggression Scale

Items of the General belief aggression scale	Pre-Mean	Post mean	Sig diff
In general, it is wrong to hit other people	2.59	1.36	0.00
If you’re angry, it is OK to say mean things to other people	2.38	2.21	0.00
In general, it is OK to yell at others and say bad things	2.25	1.37	0.00
It is usually OK to push or shove other people around if you’re mad	2.52	1.05	0.00
It is wrong to insult other people	1.28	1.18	0.00
It is wrong to take it out on others by saying mean things when you’re mad.	2.04	1.84	0.00
It is generally wrong to get into physical fights with others.	1.90	1.81	0.00
In general, it is OK to take your anger out on others by using physical force.	2.02	1.20	0.00

The result obtained on the hope Scale and aggression in table 1 and 2 indicates through mean difference a decrease in post mean values, signifying that the intervention was successful in changing the beliefs of children about expressing anger in different social situations

Children are more likely to develop neglectful attitudes when they are subjected to trying circumstances at home, when there is insufficient parental involvement, and when there is a lack of communication between parents, teachers, and younger children. This is a powerful signal of future antisocial and violent behavior in children and teenagers, and it's important to be aware of it. According to an ever-expanding body of research, very young children who are very violent are at risk of becoming involved in major aggressive and delinquent behavior's in adolescence. This risk increases with the severity of the children's violent behavior. Life skills education training is a training curriculum that is both highly effective and extensively transferable, and it is most commonly used in urban populations with low and intermediate incomes. This is positive since it suggests that the programme is effective in reducing violence among younger children and adolescents (World Health Organisation, 2009). The programme has been implemented as an intervention and training course in all industrialised nations. The purpose of this study was to investigate the problem of aggression and violence among young people from metropolitan middle-class families. The sheer amount of research that has been conducted on this topic is evidence that it is extremely important. If concerns about aggressive conduct in preschoolers are addressed at an early age, it will be much easier for young people to cope with the challenges they will face as adults. Those challenges can be considerably reduced. Early interventions are one of the most effective ways to reduce both the rate of juvenile delinquency as well as the rate of adult criminality.

Table 3

Descriptive and comparison of pre-test and post-test on the given below variables:

Variables	Group	Mean	Standard deviation	Std. error of difference	T	P value
Aggression	Pre-test	21.06	4.331	3.928	0.630	0.003
	Post-test	18.43	4.581			
Hope	Pre-test	8.940	5.062	0.106	0.125	.030
	Post-test	9.830	3.367			

According to Table 3, the mean difference and standard deviation for pre-test and post-test on aggression came out to be 21.06±4.331 and 18.43±4.581. The standard error of difference was 0.630. The result shows that there is a significant difference between the pre and post-test on aggression (t= 0.630, p= 0.003) further, on comparing pre and post-test on hope the mean and

standard deviation came out to be 8.940 ± 5.062 and 9.830 ± 3.367 . The standard error of difference was 0.106. The result shows that there is a significant difference between the pre and post-test on hope ($t= 0.125, p=0.030$).

Therefore, H1 and H2 which says there is a significant difference between pre and post test on aggression and hope has been supported.

4. DISCUSSION

People of all ages, now more than ever, want access to education on life skills that is both up to date and efficiently delivered. Education in life skills can be advantageous because it enables students to adapt to the shifting circumstances in which they find themselves. This is accomplished by inspiring students and providing them with the cognitive, emotional, social, and self-management skills they require. The research conducted by demonstrates that a caring community can have a positive impact on the attitudes, thoughts, and actions of students. Life skills education that is more interactive, takes a problem-solving approach, and is activities-based has been demonstrated to be effective in primary prevention education by researchers (Errecart et al., 1991) and (Caplan et al., 1992). Life skills education has also been proven to be beneficial in secondary prevention education. Because of this, not only the teacher but also the pupils take away valuable lessons from the experience. In general, the studies that were cited above demonstrate that education in life skills is an effective psychosocial intervention strategy for promoting positive social and mental health in adolescents. Enhancing critical thinking, building resilience, and fostering emotional intelligence are just a few of the many positive outcomes associated with this sort of schooling, problem solving, and decision making. Therefore, there is significance and importance in life skills education being incorporated into the regular school curriculum and given on a daily basis by a life skills trainer, teacher, or counsellor in order to improve students' mental health, equip them with better adapted skills to face the challenges of changing life situations, and empower them to become fully functioning contributors to the host society in particular and the world at large. According to the prior justification, providing students with abilities they can use throughout their lives is critical to their development as complete individuals. Our findings are in line with those of (Botvin et al. 1998), (Nair et al. 2005), and a great number of other researchers who came to the conclusion that education programmes that teach life skills to youths are advantageous.

5. CONCLUSION

The present study explains comprehensively the specific difficulties that are faced by the children of metropolitan middle-class and upper-class families. The extreme violence displayed by these children has emerged as the primary source of concern for homes all around the world. There is a strong correlation between the increasing flexibility of the educational system and the early independence that children develop as a result of having working parents and living in an urban environment. Aggressive behavior and violence are on the rise among preschoolers and young children. This trend is strongly correlated with the increasing flexibility of the educational system. The kids of today have a much more casual approach to discipline when compared to children of previous generations, which may cause them to become indifferent and cavalier about serious circumstances. Children in their early years often turn to aggressive behavior as a quick and easy approach to get their needs met. The naturalistic settings in which children spend their time, such as at school and at home, call for the implementation of a system that encourages behavior modification. Life Skills Programmes were developed especially for children by the Division of Mental Health of the World Health Organisation, 1998. Both classroom and the student's home life can profit from the implementation of this strategy, as it is beneficial to helping children improve their behavior in both contexts. Because it is so simple to put into action, this programme is an excellent resource for lowering the number of violent incidents that occur all over the world. This article did an excellent job of painting a clear picture of the beneficial effect that instructing youngsters in critical life skills can have on lowering levels of anger. As a direct consequence of this, children's cognitive and communicative capacities improved. The findings of the study revealed a considerable shift in children's perceptions regarding the expression of anger and coping mechanisms for dealing with day-to-day challenges.

FUTURE IMPLICATIONS

Life skills education training aimed at reducing aggressiveness in young children has enormous promise for creating a more peaceful world in the long run. Healthy relationships, better mental health, and less violence are all possible outcomes of providing children with the tools they need to thrive in the world. The long-term effects of taking such precautions are examined in this article.

Better Mental Health and Relationships:

The improved social and emotional health of people is a crucial future consequence of life skills education training aimed at reducing aggressiveness in young children. Empathy, emotional control, conflict resolution, and clear communication are all qualities that may help youngsters have healthier and more successful social lives. Consequently, this may help create a kinder and safer community by reducing incidences of aggressiveness, bullying, and violence.

Crime and violence may be reduced in the long run if we invest in early intervention and prevention programmes that target aggressive behaviour in children. The vicious cycle of hostility that may lead to criminal behaviour can be broken by teaching children skills like anger management, impulse control, and problem solving. Investing in prevention early on may have far-reaching advantages for society, including making neighbourhoods and the judicial system itself safer.

Life skills education programme that targets aggressiveness in young children has been shown to improve students' academic outcomes. Both the aggressors and their classmates suffer when learning settings are disrupted by aggressive behaviour. Improved self-control, attention, and resilience are all possible results of a focus on children's social and emotional development. By focusing on prevention, we can help kids reach their full academic potential and improve their educational experience as a whole.

Prevention of childhood aggressiveness via the integration of life skills education training may have a beneficial effect on parental practices. Parents and other carers have a significant impact on children's growth and development. Parents may acquire effective techniques to control and avoid aggressive behaviour in their children if they are given access to tools, information, and support. Raising children who are emotionally healthy and well-adjusted is a social priority, and this method helps to that end while also helping individual families.

Better interactions with peers and more social integration are two common outcomes of addressing aggressiveness in young children. Training in life skills, however, may help kids grow up with compassion, tolerance, and teamwork prowess. Positive effects include less bullying and prejudice and better social integration among peers. Building a more united society begins with fostering an atmosphere where all children may thrive.

Ultimately, life skills education training aimed at avoiding hostility in young children has far-reaching future ramifications. When we put resources into prevention, we give kids a better chance of developing social competence, emotional control, and decision-making skills. Because of this, we may look forth to a future with less crime, better mental health, and more united neighbourhoods. By putting an emphasis on prevention, we can make sure that future generations live in a better and more peaceful world.

SUGGESTIONS

Create a comprehensive programme that addresses aggressiveness in young children by teaching age-appropriate life skills. Make sure the curriculum includes topics like emotional regulation, empathy, communication, problem-solving, and conflict resolution by working with professionals in child psychology, education, and social work.

Provide educators, instructors, and childcare providers with training and continuous professional development opportunities in life skills education implementation. This education will provide them the skills they need to recognize aggressive behaviour, foster a welcoming classroom community, and lead productive skill-development sessions.

Engage Parents and Careers: Hold meetings, seminars, and support groups to get parents and careers involved in the preventative efforts. Give them the tools they need to succeed at home by teaching them the value of a well-rounded education that includes instruction in important life skills. Encourage two-way dialogue across institutions aimed at resolving issues of violence in young children and their families.

Programmes to help young people who are showing signs of aggression should be put in place as soon as possible. For these programmes to be effective in reducing aggressiveness and providing children with the tools they need to cope, they must include individualized evaluation, counseling, and focused treatments.

Networks of Support for Children and Families: Forge Partnerships with Community Organisations, Mental Health Professionals, and Social Service Agencies. Work together to provide information, organised awareness campaigns, and set people up with useful tools like counseling and mentoring

Adopt a more all-encompassing strategy for preventing problems by include instruction in life skills as part of the standard curriculum. Integrate skill development across a wide range of courses and extracurriculars to encourage students to put what they've learned into practice. Create an environment where students' feelings are respected and where they are encouraged to open out to one another.

Regularly assess the efficacy of the preventative programmes and make changes in response to input from teachers, parents, and students. Evaluate the efficacy of life skills education by keeping an eye on how students' behaviour, grades, and ability to interact with others develops over time. Modify and enhance the teaching methods and intervention techniques in light of new research findings.

To better understand how to stop aggressive behaviour in young children, researchers, teachers, and politicians should work together and share what they've learned. Inform policy choices and push for wider adoption by sharing best practices, effective intervention models, and evidence-based initiatives. Promoting Adequate Resources for preventative Programmes Campaign for more resources to be allocated to preventative programmes. Acquire funding to support professional development for teachers, creation of instructional materials, provision of counselling services, and maintenance of long-term programmes. Focus on the long-term savings and advantages to society from reducing violence in young children.

Start community-wide initiatives to raise awareness about the value of preventative strategies and the part that life skills education may play in mitigating aggressive behaviour in young children. Use the media, public events, and the internet to spread the word, get support from the community, and get people involved.

By following these ideas, we may lay the groundwork for reducing aggressive behaviour in young children via teaching them important life skills and ushering in a more hopeful and peaceful future for our kids and our neighbourhoods.

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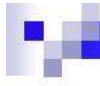
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APPENDIX – A

Children's Hope Scale

Directions: The six sentences below describe how children think about themselves and how they do things in general. Read each sentence carefully. For each sentence, please think about how you are in most situations. Place a check inside the circle that describes YOU the best. For example, place a check (✓ or x) in the circle (o) above "None of the time," if this describes you. Or, if you are this way "All of the time," check this circle. Please answer every question by putting a check in one of the circles. There are no right or wrong answers.



Hope

The Children's Hope Scale

Snyder, C.R. University of Kansas

Please tell me whether each of the following statements is true for you none of the time, some of the time, half of the time, most of the time, or all of the time.

For each item, mark (✓) one response

	None of the time	Some of the time	Half of the time	Most of the time	All of the time
1. I think I am doing pretty well.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can think of many ways to get the things in life that are most important to me.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am doing just as well as other kids my age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. When I have a problem, I can come up with lots of ways to solve it.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I think the things I have done in the past will help me in the future.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Even when others want to quit, I know that I can find ways to solve the problem.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Notes: When administered to children, this scale is not labeled "The Children's Hope Scale," but is called "Questions About Your Goals." The total Children's Hope Scale score is achieved by adding the responses to the six items, with "None of the time" = 1; "A little of the time" = 2; "Some of the time" = 3; "A lot of the time" = 4; "Most of the time" = 5; and, "All of the time" = 6. The three odd-numbered items tap agency, and the three even-numbered items tap pathways.