

**“THE IMPACT OF LIFE SKILL TRAINING ON THE
EMOTIONAL INTELLIGENCE OF HIGH SCHOOL
STUDENTS”**



Submitted to

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**RESEARCH PROJECT REPORT
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CHAPTER- I

INTRODUCTION

1.1 INTRODUCTION:

The term “Life Skills” refers to a broad group of psychosocial interpersonal skills that can help an individual to make important decisions in life. Beyond reading, writing, and arithmetic, a child needs to develop a broad set of competencies cognitive, social, and practical skills to cope with the challenges of the competitive world confidently. The World Health Organization WHO (1994) identified a core set of Life Skills. They are the skills of Problem Solving, Decision Making, Goal Setting, Critical Thinking, Creative Thinking, Communication Skills, Assertiveness, Self-awareness, Empathy, and Skills for coping with stress and emotions. These skills are pivotal to leading a healthy and happy life. There are three broad categories of skills namely, Cognitive skills that help analyze and use information, Personal skills for managing oneself, and Interpersonal skills for communicating with others.

Life skills training is an essential program designed to empower individuals with the skills, knowledge, and attitudes necessary to navigate life's challenges effectively. It focuses on developing essential skills that are not typically taught in traditional educational settings, but are crucial for achieving personal and professional success.

Life skills training typically covers a wide range of topics, including:

1. Communication skills
2. Problem-solving and decision-making
3. Time management and organization
4. Emotional intelligence and self-awareness
5. Conflict resolution and negotiation
6. Goal-setting and achievement
7. Self-care and stress management

8. Financial literacy and management

9. Leadership and teamwork

10. Adaptability and resilience.

Life skills training is beneficial for individuals of all ages and backgrounds, including students, professionals, and individuals in transition. It can be delivered through various formats, such as workshops, coaching, mentoring, and online courses.

By acquiring these essential life skills, individuals can navigate life's challenges with greater ease, achieve their goals, and live a more fulfilling and purposeful life.

Emotional intelligence (EI) refers to the ability to recognize and understand emotions in oneself and others, and to use this awareness to guide thought and behavior. It involves being able to regulate and manage one's own emotions, as well as to respond appropriately to the emotions of others.

Emotional intelligence includes a range of skills and competencies, such as:

1. Self-awareness: recognizing and understanding one's own emotions
2. Self-regulation: managing and regulating one's own emotions
3. Motivation: using emotions to drive goal-oriented behavior
4. Empathy: recognizing and understanding emotions in others
5. Social skills: using emotional intelligence to communicate and interact with others

Emotional intelligence is important because it helps individuals:

1. Build stronger relationships
2. Achieve greater success in their personal and professional lives
3. Make better decisions
4. Communicate more effectively
5. Manage stress and conflict
6. Improve their mental health and well-being

Emotional intelligence can be developed and improved through practice, training, and experience. Some ways to develop emotional intelligence include:

1. Mindfulness and self-reflection

2. Practicing empathy and active listening
3. Learning to recognize and manage one's own emotions
4. Developing effective communication skills
5. Seeking feedback and constructive criticism

By developing emotional intelligence, individuals can enhance their personal and professional lives, and improve their overall well-being.

1.2 EMOTIONS: EXISTENCE AND ORIGIN

“Man is created in the image and likeness of God” [1], to be able to dominate and rule over all evil, to resist the vile and temptations of every lie and stand for the truth. “Man is a Spirit which has a Soul and lives in a Body” [2] within a Social Environment. There are four components of growth and development in man namely- “Wisdom, Stature, favour with God and favour with Man”. This can also be read as four realms of a man’s life namely – Mental, Physical, Spiritual and Social realms. The only thing that connects all these realms are our emotions. An emotionally intelligent person is one who has a harmonious balance of all the four realms. Emotions are feelings portrayed to the mind through the sense organs of the body namely- sight, touch, taste, smell, hearing and emotions link our inner and outer world. “All emotions, positive or painful, open doors to the nature of reality. Emotions are windows to the soul.

The way a person handles these emotions depends on his or her ability to differentiate good from bad, distinguish what is right for the common good and respond in an appropriate manner. Emotions when not tackled properly lead to a person’s life being controlled by them i.e. they make the individual be either hyper sensitive or insensitive to people, the situations, and challenges of everyday life. In order to set the emotions in place, the spirit of the person from where the wisdom flows needs to be connected to its creator. The spiritual dimension has been left out, as part of the whole child’s education. Spiritual development has been excluded systematically from the schools and has been considered not pertinent to be integrated into the curriculum [4]. Nevertheless, spirituality is part of the life of every person [5]. So, spirituality is not to be alienated from the process of education.

Over the years, the process of education has seen the fading away of the spiritual aspect of education with the rise of a “New Age” Techno education where the heart has no role to play and is disconnected from the essence of learning. Gadgets have replaced textbooks and more

emphasis has been given to knowledge building. So much so, we have kept the creator out of the creation and have given birth to a generation which thinks that they are 'Self-made'. Spirituality is the identity of a person. Kessler stresses the need to integrate the spiritual dimension in the classroom as a means of preventing socio-emotional problems in adolescents. She, like Glazer, identifies a relationship between teaching, learning and the education of the heart. If teachers are engaged in the education of the whole child, the inner life of their students, characterized by feelings, emotions, imagination, intuition, creativity and the spiritual dimension as such, should be of equal importance [6]. There is no way a person can develop to his fullest potential and live for the purpose he is created without connecting to his spiritual Self.

Man is a social being and so finding favor with society in which he lives is a part of his education. Living peaceably with the neighbours, being in a community together and building the community by tolerating different belief systems, cultures and traditions is the acceptable norm of society. The generation today has not been taught the basic social skills like empathy, sympathy, truth, love justice, equality and good interpersonal relationships even at school because of 'Marks-oriented' schooling becoming popular and with the educated parents trying to prove one another through their children. Everything is boiled down to quantitative measures of performance of the child, which can be seen by others. Equation of input and output has replaced equality and fraternity.

All these have only given rise to strange and new instances of hate, greed, jealousy and violence to an alarming proportion even in schools today. Emotionally imbalanced people i.e. mal-adjusted people result from not being taught the right skills to deal with challenging situations on a daily basis as a part of their education in schools.

Physical fitness is very rarely on the agenda of many schools with the rise of schools being run in apartment complexes or high-rise buildings without playgrounds. Physical education is now a commodity rather than a necessity because of schools without playgrounds or schools being run-in high-rise buildings.

A study was conducted among a sample group of 24,000 school going children in south India. This study showed that the proportion of overweight children increased from 4.94 per cent of the total students in 2003 to an alarming 6.57 per cent in 2005 demonstrating the time trend of this rapidly growing epidemic.

The very reason for the latest statistics of child obesity is a proof of the lowpriority given to physical fitness and its importance in the mental health of a child. “At the moment, it looks like we’re losing the fight against inactivity and obesity in our young people. We are raising the most sedentary and unhealthy generation in Indian history. If this continues, its members may have the dubious distinction of being the first generation not to outlive their parents” [7].

Short sleep duration which today, is due to excessive TV viewing and late-night shows, in children is also a major contributor to obesity and associated with an increase in the odds of becoming obese as well as an increase in body fat percent.

Psychosocial abnormalities are closely associated with obesity in children and adolescents. Among obese children, appearance related teasing is more frequent and upsetting. Degree of teasing is associated with higher weight concerns, more loneliness, poor self-perception of physical appearance, higher preference for sedentary or isolated activities and lower preference for social activities.

Overeating among adolescents is another factor that is associated with a variety of adverse behaviors and negative psychological experiences including low self-esteem and suicidal tendencies. The association of suicidal tendencies is stronger in those meeting the criteria for binge eating syndrome.

Moderate intensity regular physical activity is essential for the prevention of overweight and obesity as well as for treatment of the same. Children and adolescents should engage in not less than 60 min of moderate to vigorous physical activity per day to achieve optimum cardiovascular health.

Meaningful, high-quality health and physical education is one of the best strategies we have to reverse this trend. This being said, we have to include strategic methods and activities to get the children out of the classrooms and into the playgrounds to be able to get into a time of physical fitness and also for a healthy life-style.

As quoted by Mahatma Gandhi- “By education I mean an all-round drawing out of the best in man – body, mind and spirit.” Emphasis to inculcate those processes in the education system which can enable a child to develop physically, mentally, spiritually and socially within his community, is the best of all educational aims.

1.3 EMOTIONAL INTELLIGENCE

Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. (Mayer & Salovey, 1997). Emotional intelligence is the capacity to blend thinking and feeling to make optimal decisions (Six Seconds, The Emotional Intelligence Network). Emotional intelligence (EI) is the ability to recognize one's own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behavior.

Emotional intelligence although possessed by everyone, is an underdeveloped and untapped resource for most of us. Peter Salovey said, "Yes we can control emotions. The trick is doing it in the right way at the right time." This concept has a long history; around 350 BC, Aristotle wrote, "Anyone can become angry -- that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way that is not easy."

Emotional Quotient (EQ) is, the ability and freedom to grow from mistrust to trust, self-doubt to self-empowerment, following to leading, incompetence to competence, isolation to synergy, and despair to hope (Singh, 2006).

Low and Nelson (2004) claimed that Emotional Intelligence is the single most important influencing variable in personal achievement, career success, leadership and life satisfaction. They feel that an emotionally fit person should be able to identify, understand, experience, and express human emotions in a healthy and productive way.

Research is beginning to demonstrate what many educators, counsellors, parents, and other observers had long recognized – that the most successful people were not necessarily those with high IQs but rather those with highly developed interpersonal and social skills. Emotional intelligence is not, in itself, sufficient to create optimal outcomes for youth. However, the way emotional intelligence is used, both by youth and those who support them has a powerful effect on the children's lives, yet it is frequently ignored. Emotional intelligence appears to be a core ingredient that, when developed and well employed, has wide-ranging benefits for learning, relationships, and wellness.

Dimensions of Emotional Intelligence

Self-Regard is respecting oneself while understanding and accepting one's strengths and weaknesses. Self-regard is often associated with feelings of inner strength and self-confidence. Self-regard plays an important role in emotional intelligence. Self-regard is an individuals' perception of themselves. The self-concept can be an agent and motivates individuals to take on an action. Those people who see themselves positively tend to engage in communicating with others and doing a better work in connecting with others.

Interpersonal Relationship

Interpersonal effectiveness involves being empathetic (i.e., being aware of, understanding, and appreciating the feelings of others); being a constructive, cooperative, and contributing member of your social group and, establishing and maintaining mutually satisfying relationships. An interpersonal relationship is social interaction between two or more people, which involves language, thoughts and emotions and closely correlates with one's popularity, leadership performance, and agreeableness. Experiencing interpersonal difficulties has been confirmed to be one of the major causes of pressure in everyday lives of students. A school is a place where students need to get along with others for a long period of time, and their interpersonal relationships are mainly developed at the schooling stages. By developing our social skills, being easy to talk to, being a good listener, being sharing and trustworthy, we also become more charismatic and attractive to others. This in turn improves self-esteem and confidence which makes it easier for positive personal dialogue and a greater understanding and acceptance of our own emotions.

Impulse Control

Impulse control is the ability to resist or delay an impulse, drive, or temptation to act. Impulse control entails avoiding rash behaviors and decision making, being composed, and able to put the brakes on angry, aggressive, hostile, and irresponsible behavior. Problems in impulse control are manifested by low frustration tolerance, impulsiveness, anger-control problems, abusiveness, loss of self-control, and explosive and unpredictable behavior. Impulsive people are often described as tempestuous, hot-headed, and "leap-before-they-look" people. Impulse Control is an emotional intelligence competency that greatly influences how successful we are at solving problems. It reflects an ability to think before acting, show restraint in the face of temptation, and control aggression, hostility, and irresponsible behavior. Leaders display a healthy level of impulse control model stability, composure and a methodical

approach to making decisions and resolving conflicts. By contrast, lack of impulse control is manifested in low frustration tolerance, anger control problems, loss of self-control, and explosive and unpredictable behavior.

Problem Solving

Problem solving is a cognitive processing directed at transforming a given situation into a goal situation when no obvious method of solution is available to the problem solver. Problem solving means finding the best way to solve a problem by applying problem solving strategies and techniques. It is widely assumed that there is a strong connection between problem orientation and mental health.

Emotional Self Awareness

Emotional Self-Awareness is the ability to recognize and understand one's own emotions. People with this competence are able to identify subtle differences in their emotions and know how their emotions affect their behavior, decisions, and performance. If we are unaware of what is going on inside of us, we can't influence or change it. But by consistently practicing the skills of emotional self-awareness, we will get great insights about our own world and will be able to change it to our benefit. This helps us to take control of the situations when we are provoked or overpowered by our own anger, frustration, or fear.

Flexibility

“It is not the strongest of the species that survive nor the most intelligent, but the one most responsive to change.” —CHARLES DARWIN

Flexibility is the ability to adjust our emotions, thoughts, and behavior to changing situations and conditions. This component of emotional intelligence applies to our overall ability to adapt to unfamiliar, unpredictable, and dynamic circumstances. Flexible people are agile, synergistic and capable of reacting to change, without rigidity. These people are able to change their minds when evidence suggests that they are mistaken. They are generally open to and tolerant of different ideas, orientations, ways, and practices.

Reality Testing

Reality is often more complex than our simple senses are capable of appreciating. It is hard to know the objective truth of situations. Each of us sees only one side (our own) of every

interaction. “Reality Testing is the capacity to see things objectively, the way they are, rather than the way we wish or fear them to be” [8]. It is also the ability to stay focused when trying to evaluate and cope with the emotions associated with things that happen. We need objective evidence to confirm our emotions, perceptions and thoughts. Emotional Intelligence in general, enables us to be aware of our own emotions and the emotions of others, manage those emotions and pick up on the messages they are sending. Reality Testing helps us remain objective so you can accurately identify emotions and deal with what is driving them.

Stress Tolerance

Stress tolerance is the ability to withstand adverse events, stressful situations, and strong emotions without falling apart but by actively coping with stress [8]. Stress Tolerance involves coping with stressful or difficult situations and believing that one can manage or influence situations in a positive manner. Stress tolerance is the ability to be relaxed and composed when faced with difficulties. Having positive stress tolerance is being able to stay calm without getting carried away by strong emotions of helplessness and hopelessness.

Assertiveness

Assertiveness is an acquired skill that involves being clear about where one is emotionally, one's needs and wants, and one's objections to certain things such as boundaries and limitations, while at the same time being concerned about the impact one's behavior on others. Assertiveness is a skill regularly referred to in social and communication skills training. Being assertive means being able to stand up for our own or other people's rights in a calm and positive way, without being either aggressive, or passively accepting ‘wrong’. Assertive individuals are able to get their point across without upsetting others, or becoming upset with themselves.

Empathy

Empathy is the ability to feel what the other person is feeling. It is to experience their emotions. It is the ability to put oneself in the other person's shoes in a big and meaningful way. Emotional intelligence is the ability to manage our own emotions, as well as the emotions of others. Empathy is the "capacity" to share and understand another's "state of mind" or emotion. It is often characterized as the ability to “put oneself into another's shoes”, or in some way experience the outlook or emotions of another being within oneself. Empathy is a powerful communication skill that is often misunderstood and underused. Empathy is an awareness of

the needs and feelings of others both individually and in groups, and being able to see things from the point of view of others. Empathy helps us to develop a stronger understanding of other people's situations. It includes understanding others, developing others, having a service orientation, leveraging diversity, and political awareness.

It is becoming increasingly clear that these skills are the foundations for high performing students and classrooms. Because of its wide-ranging impact, emotional intelligence prevention and intervention programming may be the key investment that secures a positive future for our children. To bring back the sensitivity of the Spirit of Life into the classrooms, skills which help one make right choices, wise decisions and finding peaceful solutions need to be taught exclusively to growing children and especially the adolescents. These skills are "Life skills".

1.4 Life Skills

Life skills have been defined by the World Health Organization (WHO, 1997) as "abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life".

The word 'Skill' here, is the capability or capacity to make changes to one's thinking, speech and habits to be able to deal with others like classmates, peers and friends as one encounters challenging situations in and out of school environment. It encompasses all arenas of interaction that one may have in everyday life. Skill goes beyond the physical abilities and pertains to the psycho-social capabilities which include critical thinking, decision making and reflexive thinking. So, we can say that 'Life Skills' are otherwise 'Living Skills'.

Life Skills of a person develop over the years continuously in a dynamic manner. There are many skills, which are needed to successfully negotiate each and every situation in one's life every day. Each of the life situations one experiences from time to time necessitates that an individual exercises skill to address it. Living skills mean being active and taking the responsibility of behaving in a particular manner, in a particular situation for healthy living. Inaction and not using skills to deal with a situation often means being passive and allowing circumstances to take over - which in turn bring another series of events which one has to deal with, resulting in a negative health outcome.

If one handles distress situations successfully and confidently by using appropriate skills, one feels good and positive and is ready to face similar situations without anxiety. This

experience takes the individual a long way in learning competence and makes her/him confident, increasing self-esteem. On the other hand, failure to handle the situation makes one feel inadequate, ineffective, anxious and reluctant to face similar future challenges. This results in poor self-esteem.

One learns these Life Skills over years, especially during childhood and adolescence by various methods. These include modelling after parents or teachers, following friends, reading books, learning from others' experience, by practice, by trial and error and lastly from movies or mass media. Life Skills are used every moment of our lives in various situations - choosing friends/career, developing or breaking habits, making and breaking relationships, following discipline, understanding one's needs, solving problems, interacting with teachers and parents. Life Skills therefore, are the building blocks of one's behavior and need to be learnt well/adequately to lead a healthy, meaningful and productive life.

Although there are many Life Skills, there are a set of core skills, which are needed in every individual. Life skills education in schools is an important means to promote the mental health of the school as a whole and also the community. Recognizing this fact and its impact, World Health Organization had initiated Life Skills Education a decade ago. The WHO – South East Asian Regional Office, New Delhi has provided impetus for the development of various promotional programs for adolescents in its member countries using skills development as an approach.

Various Life Skills

Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of every-day life. The following are the ten generic skills defined by the World Health Organization (WHO, 1997).

Critical Thinking:

It is the ability to analyze information and experiences in an objective manner. It is the ability to think of a situation in all perspectives that revolves around everyone involved in the situation makes it easier to generalize the decisions to be taken for common good. The ability to apply critical reasoning is a crucial skill. We will often be expected to compare, weigh or evaluate information against other sources and our own knowledge. It is based on the six crucial questions of Who, What, Where, When, Why and How. Knowing the answers to these questions and be able to think clearly and rationally about what to do and what to believe. It

includes the ability to engage in reflective and independent thinking. Critical thinking is not a matter of accumulating information. A person with a good memory and who knows a lot of facts is not necessarily good at critical thinking. A critical thinker is able to deduce consequences from what is known, how to make use of information to solve problems, and to seek relevant sources of information. Critical thinking should not be confused with being argumentative or being critical of other people. Although critical thinking skills can be used in exposing fallacies and bad reasoning, critical thinking can also play an important role in cooperative reasoning and constructive tasks.

Creative Thinking:

It is an ability that helps us look beyond our direct experience and address issues in a perspective which is different from the obvious or the norm. It adds novelty and flexibility to the situation of our daily life. It contributes to problem solving and decision making by enabling us to explore available alternatives and various consequences of our actions or non-action. It is a way of looking at problems or situations from a fresh perspective that suggests unorthodox solutions (which may look unnerving at first). Creative thinking can be stimulated both by an unstructured process as brainstorming, and by a structured process as lateral thinking. This can require some risk-taking. Creative thinking involves a much more relaxed, open, playful approach.

Decision Making:

It is the process of assessing an issue by considering all possible/available options and the effects that different decisions might have on them. Knowledge of all consequences to a decision taken, will help a person make better and right choices instead of trial and error. We use our decision-making skills to solve problems by selecting one course of action from several possible alternatives. Decision making skills are also a key component of time management skills. Decision making can be hard. Almost every decision involves some conflicts or dissatisfaction. The difficult part is to pick one solution where the positive outcome can outweigh possible losses. Avoiding decisions often seems easier. Yet, making our own decisions and accepting the consequences, is the only way to stay in control of our time, our success, and our life. A significant part of decision-making skills is in knowing and practicing good decision-making techniques.

Problem Solving:

A problem can be any task or assignment or project that we need to complete. Usually, it involves several different steps or stages. Having made decisions about each of the options as said above, choosing the one which suits best, following it through even in the face of impediments and going through the process again till a positive outcome of the problem is achieved goes hand in hand with skills like perseverance and determination.

Interpersonal Relationship:

It is a skill that helps us understand our relations with relevant others and relate in a positive/reciprocal manner with them. It helps us maintain relationships with friends and family members and also be able to end relationships constructively. Interpersonal skills are the life skills we use every day to communicate and interact with other people, both individually and in groups. Interpersonal skills are also sometimes referred to as: social skills, communication skills or life skills. Without good interpersonal skills, it is often more difficult to develop other important life skills. Some of these skills are:

- ♣ Listening Skill
- ♣ Effective Speech and Verbal Communication
- ♣ Conversational Skill
- ♣ Communicating in difficult situations
- ♣ Reflection and clarification
- ♣ Self-Confidence
- ♣ Positive Attitude
- ♣ Sympathy
- ♣ Negotiation
- ♣ Team-Work

Effective Communication:

It is an ability to express ourselves both verbally and non-verbally in an appropriate manner. This means being able to express desires, opinions, fears and seek assistance and advice in times of need. Communication is simply the act of transferring information from one place to another, whether this be vocally (using voice), written (using printed or digital media such as books, magazines, websites or emails), visually (using logos, maps, charts or graphs) or non-verbally (using body language, gestures and the tone and pitch of voice). Communication can also be made in Non-verbal ways through personal appearance.

Coping With Emotions:

It is an ability, which involves recognizing emotions in others and ourselves, being aware of how emotions influence behavior and being able to respond to emotions appropriately. As anyone who's ever been a teenager knows, adolescence is rough. It is a stage where one is trying to figure out who one is, going through normal yet weird physical changes. One deals with peer pressure and possible bullies, all the while trying to succeed in school. The good news is that even though the teen years are tough, there are skills one can learn to make the inevitable challenges a lot easier. Learning to healthfully cope with one's feelings is one of those skills.

Coping With Stress:

It is an ability to recognize the source of stress in our lives, its effect on us and acting in ways that help to control our levels of stress. This may involve taking action to reduce some stress, for example, changes in physical environment, life skills, learning to relax etc.

Self-Awareness:

This includes our recognition of ourselves, our character, strengths and weakness, desires and dislikes. It is a prerequisite for effective communication, interpersonal relationship and developing empathy. Self-awareness is the foundation of personal growth and success. Daniel Goleman calls it the 'keystone' of emotional intelligence. Becoming self-aware is about the process of understanding yourself. When we're aware of our strengths and limits we'll be more confident about what we can and cannot do. Self-confident people are more assertive about what they believe to be right. Self-awareness can be developed. Spend some time recognizing areas we need to develop and intentionally making an effort to develop or strengthen that aspect of ourselves.

Empathy:

Is an ability to imagine what life is like for another person even in a situation that we may not be familiar with. It helps us to understand and accept others and their behavior that may be very different from ourselves. It is the key attitude of a successful learner. To develop Empathy among adolescents is to help them:

- ♣ Know how to recognize and respond to others' emotive states.
- ♣ Focus initially on one's own feelings as a point of departure for relating to the feelings of others.
- ♣ Focus on similarities between oneself and one's feelings and the selves and feelings of others.
- ♣ Role-taking/role-playing in which one imagines and acts out the role of another.
- ♣ Sustained practice in imagining/perceiving another's perspective.
- ♣ Exposure to emotionally arousing stimuli, such as portrayal of misfortune, deprivation, or distress.
- ♣ Expressions of positive trait attribution/dispositional praise; that is, reinforcing to children that positive, prosocial traits are part of their nature.
- ♣ Modelling of empathetic behavior by teachers, trainers, experimenters and other adults with whom the child comes in contact.
- ♣ Focus on the lives of famous empathetic persons (e.g., Martin Luther King, Jr., Mother Theresa).

It is evident that the Life Skills are comprehensive and include various areas like Thinking, Behavior and Emotions, the final target being self-awareness, self-esteem, acceptance of others and living a healthy life.

Life Skills and Adolescence

Life Skills evolve on a continuous basis and are also used throughout one's life. However, the maximum and critical development of Life Skills occurs during childhood and adolescence. During adulthood, minor changes and strengthening of one's repertoire of Life Skills take place. There is a difference in the development of Life Skills in Childhood and in

Adolescence. In childhood, Life Skills are often modelled on parents and other significant adults. The child is more passive in learning the skills. In this stage of life, skills to be exercised are comparatively less and restricted to family and school situations. During adolescence, Life Skills development is a more active process. The adolescent has the intellectual maturity to assess a situation, assess the various aspects of the situation, challenge the prescription of others, develop a repertoire of skills, make a choice of his/her own and later come to a conclusion about the skill and its execution.

Despite superior intellectual abilities, the adolescent's behavior is often coloured more by emotions rather than rationality. There is an emotional heightening, which the youth have to contend with, but more often than not, is unaware of it. Frequently the adolescent is in an emotional fix of wanting to be guided by the parents, yet be free from them and more aligned to the peers. The adolescent also has the need to exercise skills to indicate and establish individuality and independence. This becomes complex as the adolescent has more situations to contend with. Many critical issues reach their culmination at this stage - puberty, dealing with sexuality and gender issues, tackling emotional upheaval, finishing basic schooling and the need to make future educational or career choices, facing responsibilities as an individual etc. Hence Life Skills Development takes a ubiquitous relevance at the adolescent stage. This development is difficult and stormy, yet critical.

Relationship between Emotional Intelligence and Life Skills

Emotional intelligence is associated with having life skills. In this regard, Bastian, Burns and Nettelbeck [12], conducted a study to determine the relationship between emotional intelligence and having life skills. They selected 92 IX th standard students to determine the relationship between emotional intelligence and having life skills. These skills included life satisfaction, problem-solving, and coping with stress. The results showed that emotional intelligence was significantly associated with the skills of life satisfaction, problem-solving, and coping with stress.

1.5 Statement of the Problem

This study has been worded as: **“THE IMPACT OF LIFE SKILLS TRAINING ON THE EMOTIONAL INTELLIGENCE OF HIGH SCHOOL STUDENTS”**

1.6 Objectives of the Study

The main objective of the study is to investigate the effect of Life Skills Training on the Emotional Intelligence of students in high schools. The objectives are spelt out as follows:

1. To find out the level of emotional intelligence among high school students.
2. To evaluate the reasons for declining emotional intelligence among high school students.
3. To find out the impact of the intervention on high school students in emotional intelligence.
4. To assess the improvement in emotional intelligence among high school students.

1.7 Research Questions

The above objectives lead to the following research questions, the answers for which will help achieve the objectives of the study.

1. Is there any difference between boys and girls in their Emotional Intelligence and also in their display of Life Skills?
2. Is there any difference between Rural and Urban students in their Emotional Intelligence and Life Skills?
3. Is there any influence of birth order of the subject in their Emotional Intelligence and Life Skills?
4. Is there any influence of the literacy of father or mother on Emotional Intelligence and Life Skills?
5. Is there any influence of whom the subject lives with (parent/guardian) in their Emotional Intelligence and Life Skills?
6. Is there any correlation between Emotional Intelligence and Life skills?

1.8 Hypotheses

Answers to the research questions are sought through the tenability of the following hypotheses based on empirical evidences obtained through the administration of the relevant tools to measure the variables. Taking into the set objectives of the study as stated above, it is hypothesized that

1. There is a significant relationship between life skills and emotional intelligence among high school students
2. There is a significant impact of intervention activities on life skills and emotional intelligence among high school students
3. There is a significant improvement in life skills and emotional intelligence among high school students

1.9 NEED AND SIGNIFANCE:

Life Skills Education is a participatory- learning structured program based on needs and outcomes. It aims to increase positive behavior in individuals. It is theory and evidence-based. It is imparted by competent facilitators and is learner-focused. Life Skills-based education (LSBE) encompasses specific content to achieve specific goals. This helps learners develop knowledge and also psycho-social Life Skills. Particular emphasis is laid on those skills related to Critical Thinking and Problem Solving. A combination of knowledge, values, and attitudes along with self-management and communication skills, interpersonal skills, and personal development skills is taught in a Life Skills class. Life Skills help an individual to face difficult situations in life courageously deal with adversities more effectively and live life successfully to attain personal satisfaction.

Today, every fifth person in India is an adolescent (10-19 years) and every third – a young person (10-24 years). Investing in this segment of population is the best way to leverage the nation's competitive advantage – its demographic dividend. India is set to be the youngest country in the World by 2020.

Today, 1.2 billion adolescents stand at the crossroads between childhood and the adult world, forming around 18 per cent of the global population. An adolescent is defined as an individual aged 10-19 by the UN. The vast majority of the world's adolescents – 88 per cent – live in developing countries. As they stand at these crossroads, so do societies at large – the crossroads between losing out on the potential of a generation or nurturing them to transform

society. As adolescents flourish, so do their communities, and all of us have a collective responsibility in ensuring that adolescence does in fact become an age of opportunity.

Nutrition, Health and Sexuality

- ♣ Around 243 million i.e. 19.6% of India's population is adolescent.

- ♣ A large proportion of India's adolescents are anaemic: 56 per cent of girls and 30 per cent of boys. Anaemia among adolescents adversely affects these young people's growth, resistance to infections, cognitive development and work productivity.

- ♣ For the vast majority, sexual relations begin in adolescence, inside or outside of marriage.

- ♣ Unprotected sexual relations increase the risks of unwanted pregnancy, early childbirth, unsafe abortion and Sexually Transmitted Diseases (STD) including HIV resulting in AIDS.

- ♣ Lack of knowledge, skills and access to contraception and vulnerability to sexual abuse put adolescents at the highest risk of unwanted pregnancies.

- ♣ In developing countries, maternal mortality in girls under 18 is 2 to 5 times higher than in women from 18 to 25.

- ♣ Worldwide, more than 10% of the births are in adolescent women.

- ♣ Adolescent abortions are estimated between 1 to 14 million per year, most of which are unsafe because they are performed illegally and under hazardous circumstances by unskilled practitioners.

- ♣ Each year more than 1 out of 20 adolescents contract a curable STD, not including viral infections.

- ♣ Of the estimated 333 million of new STDs that occur in the world every year, at least 11.1 million occur in young people under 25. 28

- ♣ Globally, more than half of the new HIV infections are among 15 - 24 years old.

- ♣ Adolescent abortion 1 – 4.4millions

- ♣ 4.5% drug abuse

- ♣ 50% of all HIV positive new infections are in the age group of 10 – 25yrs
- ♣ 45% of adolescent girls under nourished
- ♣ 20% of adolescent boys under nourished

Substance Abuse

- ♣ If tobacco use begins at all, it usually begins in adolescence. Few people begin after 18 years.
- ♣ Half of regular smokers, who start in adolescence and smoke all their lives, will eventually be killed by tobacco.
- ♣ Alcohol is the most common element in substance related deaths of young people.
- ♣ Illicit drugs use is becoming more widespread and shifting to riskier patterns of use.
- ♣ Harmful substance use will increase cancers, cardiovascular diseases and respiratory illness in later life.

Unintentional and Intentional Injury

- ♣ Unintentional injury is the leading cause of death among young people, especially traffic accidents in the young.
- ♣ Suicide in young people is increasing and is an important cause of death especially of adolescent males.
- ♣ Interpersonal violence is increasing among young people. Young girls are often the victims.

Family, social, religious and ethical values are undergoing a rapid transition in the present time of technical revolution and modernization. Under such circumstances, educational excellence alone may not be sufficient to secure the future of our country. Such a narrow focus ignores poor health status as a major threat to the nation's socioeconomic development. Alcohol, tobacco, drug abuse, low levels of physical fitness, poor nutrition, injuries and stress contribute to lowered health status and result in loss of work or school time.

Behavioral patterns followed by a person during adolescence will last a lifetime. They will influence the health and well-being of the individual. Worldwide, in the 21st century, life

is undergoing significant changes. Among the most affected are the adolescents. The health of adolescents is strongly linked to their development. Their physical, psychological and social abilities will decide what they do, how they act and with whom they associate. Technological advances have made the world a global village. Technology has also made education and training necessary. This in turn has made the adolescents depend on their parents economically for a longer period, more than in the earlier agricultural era. At the same time, today adolescents are exposed to more information and cultural alternatives than in earlier periods. This provides the adolescent with culturally diverse choices, which cannot be easily exercised due to economic dependence.

Ironically, the adolescent has to prepare for a global life of competition, comparison and independent functioning in a dependent environment. Rapidly changing social, moral, ethical and religious values have ushered in certain “Life Styles” in the present society especially among the youth/adolescents. These affect their health significantly. Some of the health problems and behaviors prevalent among the adolescents are poor eating habits, poor oral hygiene, lack of rest, need for quick results, pleasure seeking behavior and stress. Certain in-built buffers of the society (both as support and control) are no longer available to the today’s adolescents as a norm. They are:

- Extended family system.
- A smaller community, which is personal and closed - example being in a village or religious community.
- Uniform culture - in the smaller circle of living.
- Traditional ways of thinking and behavior with very little individual need to exercise choices.

For the above - mentioned reasons, the stress faced by the adolescents in the current situation is enormous. This is reflected by growing suicide rates and rising crime among young persons. There is an urgent need to provide today’s youth with a set of ways and skills to deal with the demands and challenges of life. Since the “Individual” rather than the “Family” is recognized as the basic unit of the society, it is essential and a must to help the adolescent to develop skills to handle a wide variety of choices, challenges and stressors in his/ her life and work towards better health. Adolescence, a vital stage of growth and development, marks the period of transition from childhood to adulthood. Adolescent period of child’s life is of great

importance. The term adolescence comes from the Latin verb “adolescere”, which simply means to grow, or to grow to maturity.

NCERT (1999) Decisions made during this stage have far-reaching consequences for the adolescent. The interpersonal skills that adolescents need to adjust in society are changing, especially the need to communicate across ethnic, gender and religious boundaries [10]. As adolescents grow to be the leaders of the future it is of utmost importance to ensure their psychological well-being and life satisfaction, so that they may emerge as well-balanced adults.

Indeed, the future of any culture hinges on how effective this preparation is [10]. The adolescents of today face many more choices and demands than ever before. Whether it is managing one’s emotions, developing a personal identity, resisting peer pressure, building relationships or acquiring information on education services, not only gives them greater independence, but also leads to greater conflict and frustration, thus affecting their psychological well-being. There is a need of identity development and emotional intelligence which would help these young adults not only in maintaining effective relationships but also in positive adjustment.

The Indian youth are currently at crossroads. It is essential to understand the Indian Culture to be able to realize this. India is a vast but a very diverse country with many ethnic and cultural groups. The country varies in its socioeconomic, literacy and health conditions from state to state and from region to region. It is known that while on an average 40% of the Indian adolescents are not in school, those in school are under severe stress due to a very competitive system of evaluation, heavy syllabus and a low teacher-student ratio. Motivation to stay in the school system is very low due to the above reasons, especially in the rural areas. It important to appreciate that the role of LSE for the Indian youth is not to make them into rebels but empowered individuals who are sensitive to the culture and use it for positive growth [11].

Focus of Life Skills Training for students in high schools LIFE SKILLS TRAINING (LST) involves a process of dynamic and experiential learning. LIFE SKILLS TRAINING (LST) structure can vary according to various developmental & health themes

- ♣ Addressing Nutrition and Communicable Diseases

- ♣ Addressing Substance Abuse in Adolescents - tobacco and alcohol in India

- ♣ Addressing Sexuality - early marriage in adolescent girls, sexual abuse
- ♣ Addressing Aggression - bullying, communal riots and violence
- ♣ Addressing Absenteeism - motivation to prevent dropping out of school
- ♣ Addressing Gender Issues - women harassment, sex selection in pregnancy
- ♣ Addressing Career Choices - professional, vocational etc.

Today, very few students who are considered intelligent are actually able to succeed in life later on. Their counterparts are able to excel at being able to work well in a team, to communicate better with people of different religious and cultural backgrounds, to relocate to new places when required to launch into new horizons and effectively manage team players. Children of literate parents are being sent to school at a very tender age of two. With the popularity of Play schools spread far and wide in every locality and working fathers and mothers find it convenient to leave children at day care while they are off to work. The first three years of a child are the foundation of his or her emotional construct. This is where the parent's role is very crucial. That being lost, the child goes on to kindergarten, primary, middle and high school with the inability to construct his Emotional balance. On the other-hand, children of socially economically backward parents are left to look after themselves or their older siblings as parents take off on their daily wage work. In both the cases, children are emotionally traumatized by negligence and low self-esteem.

Mothers today are sadly caught between working in and out of home and little time to nurture the children the way she would like to. Stress at work is also displaced upon the children by the parents. Fathers are seldom seen in the fatherly role which paves the way to a secure childhood. The structure of the family has been under attack in this present generation with the alarming rate of increase of single parents. Such maladjusted children are the ones who are prone to self-harm or harming others by committing crimes which have rocked the world occasionally.

Juvenile Crimes: No one is a born criminal. Circumstances make him so. Socio-cultural environment, both inside and outside of home, plays significant role in shaping one's life and overall personality. Some of the most common causes which are associated with juvenile crimes are: Poverty; Drug Abuse; Anti-social Peer Group; Easy availability of firearms; Abusive parents; Single parent child; Nuclear Family; Family Violence; Child sexual abuse and Role of Media. However, as far as India is concerned, it is Poverty and the effect of media,

especially the social-media which make juveniles more inclined towards criminal activities. Poverty is one of the biggest causes which force a child to get involved in criminal acts. Also, role played by social media today which is having a more negative than positive imprints on young minds.

The values of a stable society and the family have to be reinforced with the skills of the individual that would enable him/her to be stable amidst rapid transition in the environment. It is our responsibility to incorporate scientific methods to help the adolescent to develop the required skills. Life Skills Training is such a method.

1.10 Definition of Key Terms

Emotional intelligence (EI): is the ability to recognize one's own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behavior.

Emotional Quotient (EQ): is the ability and freedom to grow from mistrust to trust, self-doubt to self-empowerment, following to leading, incompetence to competence, isolation to synergy, and despair to hope (Singh, 2006).

Life Skills (LS): Life skills have been defined by the World Health Organization (WHO, 1997) as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”.

Life Skills Training (LST): A intervening program encapsulating the ten core Life skills (defined by WHO 2007) through various age-related activities which can be carried in a classroom environment for the enhancement and improvement of Life skills in students.

Adolescence: The World Health Organization (WHO) defines an adolescent as any person between ages 10 and 19. Adolescence begins approximately at the manifestation of puberty. (Jersild, 1963). Adolescence is the “transitional years between puberty and adulthood in human development, usually covers the teens” Kennedy (1975). Adolescence is the period of transition between childhood to adulthood. Adolescence is perceived as a period when an individual oscillates between the two statuses - childhood and adulthood (Lemer & Spanier, 1980). This intriguing period of life characterizes the transition of a dependent child into an independently functioning adult. It is a period when rapid physiological changes and demands for new social roles take place. The adolescents, due to these changes often face a number of crises and dilemmas. Adolescence is considered to start with the onset of puberty. Puberty is

defined as a period of transformation from a stage of reproductive immaturity to a stage of full reproductive competence. Adolescence is the period in the life span of a person when he or she assumes the ability for reproduction. In this context we refer to the students of grades eight and nine as per the study.

Emotions: Emotions are feeling portrayed to the mind through the sense organs of the body namely- sight, touch, taste, smell, hearing and kinaesthetic. Emotions link our inner and outer world. All emotions, positive or painful, open doors to the nature of reality. Emotions are windows to the mind and soul.

Psychosocial abnormalities: A psychosocial disorder is a mental illness caused or influenced by life experiences, as well as maladjusted cognitive and behavioural processes. The term psychosocial refers to the psychological and social factors that influence mental health. Social influences such as peer pressure, parental support, cultural and religious background, socioeconomic status, and interpersonal relationships all help to shape personality and influence psychological makeup. Individuals with psycho-social disorders frequently have difficulty functioning in social situations and may have problems effectively communicating with others.

Skill: An ability and capacity acquired through deliberate, systematic and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).

Juvenile delinquent: A child or youth minor in age who deviates seriously from the norms of his culture or society (Mangal, 1989). Under the juvenile justice act (1986) boys (young criminals) up to 16 years of age and girls up to 18 years ago were considered as juveniles. 20 Chapter I Introduction 21 But juvenile justice act (2000), increased the age limit of the male delinquents from 16-18. Now the age limit of the delinquents is the same (18 years).

Stress: A state of mental or emotional strain or tension resulting from adverse or demanding circumstances. Stress is our body's way of responding to any kind of physical, mental, or emotional factor that causes bodily or mental tension. Stresses can be external (from the environment, psychological, or social situations) or internal (illness, or from a medical procedure). Stress can initiate the "fight or flight" response.

1.11 Limitations of the Study The limitations of the study include:

♣ The research sample was exclusively taken from the IXth standard students of GHSS Thanikkottakam, Nagappattinam district.

♣ The research group was small, based on a sample of convenience, and therefore further research needs to be conducted to obtain a broader emotional profile of students all over the district of Nagappattinam.

♣ The participants were all aged between 13 to 15 years and so, caution must be used when generalizing results to a broader adolescent student population.

1.12 Research gaps for life skills training and emotional intelligence:

Life Skills Training:

1. Limited longitudinal studies on the long-term impact of life skills training.
2. Need for more research on the effectiveness of different training methods (e.g., online vs. in-person).
3. Lack of standardized assessment tools for life skills.
4. Limited research on life skills training for specific populations (e.g., youth, seniors).
5. Need for more research on the transfer of life skills to real-life situations.

Emotional Intelligence:

1. Limited research on the neural basis of emotional intelligence.
2. Need for more studies on the relationship between emotional intelligence and mental health.
3. Lack of consensus on a single definition and measurement tool for emotional intelligence.
4. Limited research on the impact of emotional intelligence on physical health.
5. Need for more research on the development of emotional intelligence in children and adolescents.

Integration:

1. Limited research on the integration of life skills training and emotional intelligence development.
2. Need for more studies on the impact of emotional intelligence on life skills development.
3. Lack of research on the effectiveness of combined life skills and emotional intelligence training programs.

4. Limited research on the role of emotional intelligence in life skills transfer.
5. Need for more research on the long-term impact of combined life skills and emotional intelligence training.

Addressing these research gaps can help deepen our understanding of life skills training and emotional intelligence, ultimately leading to more effective training programs and better outcomes.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Introduction:

The second chapter will give an elaborate description of the review of literature done for conducting the study. The chapter reports the review under two headings namely-

- (i) Research studies are done abroad
- (ii) Research studies done in India

A review is a body of literature that refers to all published research studies on a particular topic. It aims to review the critical points of current knowledge that include substantial findings as well as the theoretical and methodical contributions to a particular topic. The review of literature serves a variety of background functions preparatory to the actual collection of the data. The literature that is reviewed enables the researcher to become familiar with the topic, the theories, and the previous studies and research associated with the topic.

The review provides a theoretical base and helps the investigator determine his research's nature. It helps the investigator to locate the gaps in the previous research and familiarize himself with the unknown and untested areas in the topic taken for the study. It helps to eliminate duplication of what has already been done and provides useful suggestions for significant investigation. The review provides the foundation of knowledge upon which the study is built.

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2.2 RESEARCH STUDIES DONE ABROAD

Studies on Life Skills

Parsons (1988) - Skills for Adolescence: An Analysis of project material, Training, and Implementation. The researcher investigated that the introduction of Life Skills education will require input from the school and education authorities, for teacher training and the development of teaching manuals, as well as for the ongoing support of teaching programs. This investment is worthwhile considering that the 101 potential gains of Life Skills education are so far-reaching. Apart from the impact on child health, there may be other benefits for the school as an institution. For example, evaluative studies of Life Skills programs suggest that the methods used can help to improve teacher and pupil relationships and there are indications that Life Skills lessons are associated with fewer reports of classroom behaviour problems. There are also research indications of improved academic performance as a result of teaching Life Skills.

Miller (1991) – Four-Hand Non-4-H participants' development of competency, coping, and contributory Life Skills. Researchers believed that a strong Life Skills foundation involving the mastery of intellectual, physical, emotional, and social tasks could assist individuals in coping with the changes they are experiencing while progressing from childhood to adulthood. Conceptual understanding and practicing of the skills occur through experiential learning in a non-threatening setting. Such provisions provide a wide range of options and creative ways of solving problems for adolescents. Regular practice of skills ascertains mastery and application of such skills to real-life situations and control over the situation. The researcher suggests the Life Skills curriculum for the high school period to enhance the students with Life Skills.

Halpern (1993) argued that transition curricula be based on some balance between social norms and societal adult expectations on the one hand, and the personal preferences, needs, and choices of transition-aged youth on the other. This balance should then guide the development of both objective and subjective criteria for selecting what skills, methods, and settings to teach secondary-aged youth with the goal being providing an individualized interpretation of, and promoting, life quality. Halpern grouped these conceptual criteria into three general domains: (a) physical and material well-being; (b) performance of adult roles; and (c) personal fulfilment. Life Skills instruction addresses each of these domains, especially with careful attention to how and where skills are taught; combined with the goals of inclusive, supported education, it also addresses community membership. Practitioners must ensure that

the settings and methods utilized are not only effective in terms of instruction but that they also enhance community membership and ultimately contribute to life quality.

Dormody and Seevers (1994) conducted a study on Predicting Youth Leadership Life Skills Development among FFA Members in Arizona, Colorado, and New Mexico. The purpose of the survey was to determine if participation in leadership activities affected the Life Skills development of the FFA members. The study included participation in FFA leadership activities, achievement expectancy, self-esteem, years in FFA, age, ethnicity, gender, and place of residence. The development of leadership Life Skills was the dependent variable. The conclusions from this survey indicated that there was a positive relationship between youth leadership Life Skills development and achievement expectancy. Youth leadership Life Skills development of females was higher than that of males. However, there was no correlation between leadership life skill development and self-esteem, years in FFA, ethnicity, or place of residence.

Gwen El Sawi, M. F. Smith (1997) - Skills and Competencies in 4-H Curriculum Materials. A stratified sample of 4-H curriculum materials was analysed to determine the extent to which workforce-related skills and competencies were present in the objectives and activities. The assessment of the study showed fewer examples than expected of the Life Skills. 4-H promotes (that is, decision making, problem-solving, leadership), little evidence of interpersonal skills and competencies (that is, teamwork, working with diversity, negotiation), and a great emphasis on knowledge acquisition skills. The study questions the program and suggests curriculum integrity from goal setting to program development and effective implementation. Analysis of 4-H curriculum materials was done to identify workforce-related skills and competencies, their frequency, occurrence (in intended outcomes or activities), and their level of cognitive complexity. The curriculum materials tested showed fewer instances of the skills and competencies of 4-H in terms of Life Skills development (e.g., teamwork, leadership, decision making, problem-solving). They also showed more stress on knowledge acquisition than on interpersonal skills development.

Waltmire (1999) in a study entitled “Kaleidoscope of Opportunity” on teaching Life Skills reported that training in Life Skills to the students between the ages of 17 and 19 had decreased their distress and despair among them. There was a 103 significant difference between the self-perception of traditional and non-traditional college students’ Life Skills.

Scheer and Lafontaine's (1999)⁵⁷ - Stakeholder Satisfaction with a 4-H Extension Program for Five- to Eight-Year-Old Children. The study provided a general sense that adults associated with life skill education (i.e. parents, professionals, etc.) believed it is beneficial for the students. This study was designed to solicit parents' perceptions of life skill development for students. These skills allow an individual to respond to situations they experience in life and are applicable in more than one setting. This study provides a limited understanding of what benefits those stakeholders perceived. An investigation designed to know parents' perceptions of life skill development for this age group will contribute to the literature on the topic. The study indicated that parents believed children developed these skills. These skills are often included in the form of activities.

Powny, Janet, and Lowden (2000)⁵⁸ studied 'Young People's Life Skill and the future, about what Scottish and English young people consider important.' They found that young people felt communication and interpersonal skills were essential Life Skills. Young people believed these skills were also essential employability skills. They considered family, friends, and school mainly influenced Life Skill development.

Rooth (2000)⁵⁹ investigated the enhanced relationship between participants in Life Skill Courses, human needs, resources, and environment. The research concluded these are advantages of intervention grounded in experiential learning, as those participants in Life Skill courses developed enhanced self-perceptions and were more empowered.

Gray (2000)⁶⁰ - Shaping America's workforce for the new millennium. The school provides no provision for the education of interpersonal skills. The curriculum within the school-to-work program must include academic and vocational education. Students need to participate in an evaluation process where they identify their strengths and weaknesses in academics and receive additional vocational skills. The goal is to provide all students with academic and workplace skills. The mentors help them with work-based activities. They act as a liaison and relate information among the student, school, employer, and parents. This allows the student to participate in worldly activities.

Jennifer Noel (2000)⁶¹ - High School Career Education: Student's Perceptions of the Life Planning Course. The purpose of this study was to find out whether the high school students found the Career Education course beneficial regarding Life Skills, career selection, and other course work or not. The study was designed to provide valuable information about the benefits of a life skill curriculum to the students. Students found that their course had many

positive aspects. This study hypothesized that a majority of students understand several of the benefits they gain from the class and evaluate the course positively. The sample included students from one high school. Each school teaches a different curriculum called Career Education course by a different name. The majority of the students ranged in age from fifteen to seventeen. The instrument used in this research was a questionnaire called Career Education Survey. The students felt that the course was beneficial to them and related to Life Skills.

Felisa Deskeo (2002)⁶² - The Importance of Adding Life Skills to Standard School Curricula. The researcher found inadequacy of all the academic subjects applicable to real-life situations and also, they were not very useful when it comes to survival in the real world. Adding Life Skills to standard school curricula would make young people more productive when they finish school and start finding jobs and starting a family of their own. The study further states that children will achieve more in life if they know the basic life skills which will help them handle things as they go with their day-to-day activities.

Cecilia Moya (2002)⁶³ briefly reviewed some of the Life Skill programs and presents lessons learned from the Life Skills approach to HIV prevention education. These lessons were also applicable to a wide range of sexual and reproductive health programs for youth. Life Skills approaches have been effective in educating youth on health-related issues such as tobacco, alcohol, and other drug use, nutrition, pregnancy prevention, and preventing HIV/AIDS and other sexually transmitted infections (STIs) according to reviews by UNICEF.

Junge et al. (2003)⁶⁴ examined the development of Life Skills within a sample of kindergarten through sixth-grade students enrolled in 4-H after-school programs. Results of retrospective pre/post-surveys indicated that children enrolled in the program showed life skill gain over time and that gains in specific Life Skills differ as a function of age, gender, and ethnicity.

Sharma.S (2003)⁶⁵ conducted a study on 'Measuring Life Skills of adolescents in a Secondary school.' The objective of this study was to develop a scale to measure Life Skills and to assess the levels of Life Skills in adolescents in a Secondary school in Kathmandu. He concluded that most of the teachers were not aware of the concept of Life Skills. Maternal education was significantly associated with higher Life Skill levels in adolescents. Connectedness and family support were other important factors influencing the level of Life Skills in adolescents.

Zollinger T.W., Cummings S.F., & Caine V (2003)⁶⁶ conducted a study on “Evaluation of school-based tobacco prevention and control programs”. The impact of the Life Skills training curriculum on Middle school students was assessed. The skills chosen were Knowledge, Attitude, and the ability to make good lifestyle decisions. Students in grades six to eight in the study schools received the Life Skills training from 1997 to 2000. Students who completed the Life Skills program were more knowledgeable about the ill - effects of smoking. The results varied for male and female students as well as for White and Black students.

Tarmyan (2003)⁶⁷ found that the psycho-social specificity of children and adolescents was increased in students after they underwent the Life Skills training program.

Young et al., (2003)⁶⁸ revealed that the Life Skills-oriented physical education curriculum increased the magnitude of effects on physical activity behaviour in high school girls.

(Safarzadeh, 2004)⁶⁹ found that first-grade female students of Secondary schools improved inefficient social communication after attending the Life Skills training program.

Botvin, G.J., Griffin, K.W., Paul, E., and Macaulay, A.P (2003)⁷⁰ examined the effectiveness of a substance abuse prevention program in preventing tobacco and alcohol use among Elementary school students in Grades 3 through 6. Rates of substance use behavior, attitudes, knowledge, normative expectations, and related variables were examined among students. Data were analyzed at both the individual level and school level. The prevention program taught social resistance skills and general personal and social competence skills.

Botvin et al., (1984)⁷¹ found that drug abuse prevention programs conducted during Junior High school yielded significant and durable reductions in tobacco, alcohol, and marijuana use if a combination of social resistance and general Life Skills are taught and if they are properly implemented and included in at least two years of booster sessions. Other positive effects include improved school attendance (Zabin et al., 1986), less bullying, fewer referral to specialist support services, and better relationships between children and their parents.

Papacharisis et al. (2005)⁷² investigated the effectiveness of teaching a Life Skills program among Greek citizens. The results of the study indicated that young athletes who participated in the program (i) demonstrated greater knowledge about Life Skills (ii) indicated

higher self-beliefs for personal goal setting, problem-solving, and positive thinking (iii) performed better in volleyball and soccer skills than athletes in the control group.

Hamidi (2005)⁷³ in his research indicated that Life Skills training significantly improved adolescent behavioral conditions.

Ede O.S. Iyamu (2005) *Curriculum Issues and National Development: Reflection on Schooling in Nigeria*. This study is motivated by the need to redress the problem of lack of perceptions towards life skill education curriculum in higher secondary schools and discuss several factors that influence the success of effective teaching-learning situation and the implementation of Life Skills curriculum. It is contended in the study that the provision of various conditions of an effective life skill education curriculum may not have a marked impact on successful teaching-learning in urban and rural areas. If the learner is not intellectually prepared and fit for studies of life skill education curriculum at that particular level then an appropriate selection of 107 life skill curriculum is required. Parents and teachers should agree on the importance of quality education in any society for the effectiveness of that education.

Mohd. Zafar Iqbal (2006)⁷⁵ - *Transformative Model of Life Skills Basic Education for Gender Impact of Violence, Sexual Coercion and Vulnerability to HIV/AIDS through Distance Mode of Teacher Training*. The study reflects on the challenges faced by the world in seeking solutions to prevent the transmission of HIV. According to the investigator, adolescents are more prone to several problems including HIV/AIDS, sexually transmitted infections, use of drugs, violent attitudes, and sexual coercion. It is thus important to equip the adolescent with the necessary Life Skills to deal effectively with the challenges of life. It is the need of the time that educational programs with appropriate learning environments are introduced for the development of Life Skills using the 'Life Skill Based Education' (LSBE). The study aimed at identifying the activities of Secondary school teachers. Pre and post-tests were conducted on a sample of 341 teachers who were given training, and 10 modules were developed for this purpose including communication skills, negotiation skills, assertiveness skills, interpersonal skills, empathy, decision making/problem solving, Critical thinking, managing stress, coping with emotions and self-awareness (internal locus of control). The post-test indicated a significant difference in the transformative index (TI) of 2.05 on all the 25 parameters of LSBE.

The practice-based systematic review by Morgen Alwell and Brian Cobb (2006) summarized the scientifically-based research studies that have been produced in the past two decades and focused on the effects of interventions associated with domestic/self-help Life

Skills curricula, community participation Life Skills curricula, and recreation/leisure Life Skills curricula, on secondary-aged youth with disabilities. Scientifically-based research studies mean reports of original research that meets recently enacted federal research standards. Life Skills curricular focus means original research studies that reported the effects of implementing an intervention that had as its defining characteristic acquisition of functional Life Skills in at least one of three areas: (a) recreation and/or leisure; (b) maintaining a home and/or personal care; and/or (c) participation in the community. The review covered secondary-aged youth with disabilities. The intervention literature demonstrated several effective 108 interventions for teaching functional Life Skills to youth with disabilities. It was also generally accepted that there is a link between Life Skills acquisition and life quality, although it is difficult to measure this empirically. “The essence of Life Skills acquisition cannot be weighed in terms of degrees, diplomas, or other documents; rather, it is demonstrated in their level of independent living, community adjustment, and enhanced quality of life” (Cronin, 1996, p. 53).

It was concluded that when a person’s repertoire of various Life Skills increases, his or her independent functioning, social competence, and quality of life are also thought to increase. The study discussed the inclusive education movement of the 1990s which undeniably produced a shift toward an emphasis on the right to access regular education environments, and documentation of strategies to facilitate social inclusion, meaningful participation, and academic learning. Trends in general education have also likely influenced the shift away from Life Skills instruction, most markedly with the advent of the No Child Left Behind Act (NCLB) and the ratcheting up of the academic accountability movement. It might be argued that the national curricular focus for all students in Secondary education has shifted almost exclusively toward Academic Achievement and college preparation. This tension in Secondary schooling – teaching youth with disabilities the skills needed to function in and succeed beyond school, versus including these same youth in general education classrooms where the curriculum is largely focused on academics – is as much a philosophical as it is a practical conundrum.

Jones, Brian, Iredale (2006)⁷⁶ - Developing an Entrepreneurial Summer School, *Innovations in Education and Teaching*. The study focuses on developing Entrepreneurial Life Skills in Summer School. The emphasis had been placed upon educationalists to introduce more elements of enterprise into the school curriculum at all levels, and new and innovative ways to initiate the subject matter. This study selected a summer school that is a part of this initiative. The difference between Traditional and Enterprise modes of learning was stressed. Comparison with traditional methods of teaching and learning showed that; Life Skills

Enterprise Education required a different pedagogical approach and aimed to qualitatively change the educational experience. Enterprise Education requires a different pedagogical approach. It was suggested that traditional teaching is better suited to the 109 needs of the “old” economy with the enterprising approach being more conducive to the needs of the new flexible market economy.

Raselabe, Matodzi Johannah (2006)⁷⁷ -Foundation Phase Educators' Perception of Curriculum 2005 in the Nzhelele West Circuit. This study is based on the perception of Foundation Phase educators in the Nzhelele of Curriculum 2005. There was much uncertainty during the implementation of Curriculum 2005 created among the teachers. The researchers used a survey of published and unpublished sources, questionnaires, interviews, and observations for the study. Respondents were made up of stakeholders affected by the introduction of the new curriculum. The researcher made recommendations about how the new curriculum should have been planned, developed, and implemented to make the foundation phase, and how educators feel confident and able to help in the interpretation and implementation of the curriculum to help achieve the developmental goals of the Education System.

Madnawat et al. (2007)⁷⁸ investigated the effect of Life Skills and gender on psychophysical well-being and coping responses among 200 adolescents. It was found that Life Skills and gender create a significant main and interactive effect on physical well-being, value and creativity, emotions, relations, life management, and coping except that there is no significant main effect of Life Skills and gender on psychological well-being and total physical well-being.

Hallam, S., Rogers, L., Rhamie, J., Shaw, J. (2007)⁷⁹ - Pupils' perceptions of an alternative curriculum: Skill Force. Pupils' perceptions of participation in the Skill Force and its perceived impact on their motivation, attitudes to school, attendance, exclusion, behaviour, and attainment were investigated. Using open questions and rating scales seven hundred and ninety-five Skill Force students completed a questionnaire that explored aspects of their experience. Using interviews, qualitative data was collected. The study found that the curriculum provided a positive experience rebuilding students' motivation and helping them to develop personal and social skills, along with motivation, confidence, communication, and social skills.

Adediwura, A.A & Badatayo (2007)⁸⁰ - Perception of Teachers' Knowledge, Attitude and Teaching Skills as Predictor of Academic Performance. 110 Students', Parents', Teachers', and Educationists' perceptions towards the life skill education curriculum as a factor of education were studied. This study aimed to positively re-orient the thinking of the government and public on the need to emphasize quality in the life skill education curriculum. Research findings depicted that background knowledge from experience strongly influences perception. The perception of teachers' knowledge, attitude, and teaching skills have a significant relationship with students. The education system and government need to know that unless life skill education curriculum inputs (including qualified teachers and experts) are fed into this process, society will continue to lack quality products of schools and the capacity to use education as a radical instrument of change.

Margret Francis (2007)⁸¹ - Life Skills Education in "Changing Minds". The study reveals that life skill education is a basic learning need for all young people and will empower young people in challenging situations. Skills like leadership, responsibility, self-esteem, Interpersonal skill, etc. develop to the maximum level if they are practiced effectively among the youth. For this, Life Skill Education programs should be made compulsory for youth. Special skills like leadership, communication, self-understanding, Decision making, working with groups, interaction and socialization enhance the quality of life of the youth.

Dubois. J. L. and Trabelsi M. (2007)⁸² - Education in pre-and post-conflict contexts: relating capability and life-skills approaches. According to the study problems like HIV/AIDS have challenged education with a complex set, demanding refinements in health education and urgency to add gender-sensitive issues in life skill curricula. These changed subjects fall under the broad curriculum area of Life Skills that has been promoted internationally by UNESCO. Planned incorporation of Life Skills can promote curricular goals of equity and social justice along the lines of 'learning to be and live together. The present need of the hour which is Education for Sustainability Development or Environmental Education integrates practical skills of interaction and developing social responsibility skills.

Kord-Noghabi and Hassan Pasha Sharifi (2008)⁸³ - Preparation and compilation of a Life Skills curriculum for students in the high school period. The results of the study indicated that an appropriate curriculum pattern for life skills includes purposes, syllabus, type of content, instructional methods, and evaluation methods of Life Skills. The results of the study indicated that self-awareness, effective communication, interpersonal relationship, coping with

stress, decision-making, problem-solving, critical thinking, and creative thinking are important priorities for all groups. In the section of the research findings, a suitable curriculum model of Life Skills for students in the high school period was proposed. In this model, goals, content syllabus, content type, teaching methods, and evaluation methods were separately compiled for each skill. The conclusion showed that teaching this skill based on the provided model for life skill curriculum is effective in strengthening this skill among high school students.

F.E.Vasiliuk, V.K.Zaretskiy and A.N. Molos Tova(2008) 84 - Psychotechnical Method for Research on Creative Thinking. It is a method of psycho-technical study of thinking. While solving a creative task, the intellectual difficulties create frustration and a problem situation. To resolve it, a combination of thinking, activity, and feelings are directed towards it. Results indicate that the productivity of the thinking activity is enhanced by complex psycho-technical support.

George Matthey (2009)85 - The Knowledge vs. Skills Debate discusses the significance of knowledge and skills in the learning process. He notes that critical, analytical, creative, and collaborative thinking is important for teaching in the 21st century. He also mentions that knowledge and skills seem always to be requirements in the learning process. According to the author, it is important to think critically.

Mary Alice Anderson(2009)86 proved by her study that Primary sources like sheet music, drawings, maps, movies, passports, athletic event ticket stubs and statistics, campaign buttons, quilts, flyers, political cartoons, telegrams, blogs, YouTube videos, tweets, or cell phone messages had the power to do the following: Build awareness and knowledge; Develop personal connections; Enhance teaching and learning by engaging and motivating students; Foster inquiry and critical thinking; Support multiple strands of national and state information and technology literacy standards; Appeal to multiple senses and many learning styles.

Lineo Clementina Kolosoa and Bothephana Makhakhane, (2009) 87 - Life Skills For National Development in Lesotho. The study was conducted on the Life Skills of adolescents. The purpose was to explore the main components of Life Skills programs in a place at Lesotho to study the Education system's efforts to address development problems such as poverty reduction, preventing the spread of HIV and alcohol and drug abuse. The study examined how the programs were implemented and evaluated at Primary schools, Secondary schools, and Institutions of Higher learning. The findings highlighted several issues and potentials emanating from assessment and evaluation, quality, and teacher capacity in the delivery of the

programs. Open and distance mode of learning Life Skills was advocated by the study. To fully address equity and access to essential Life Skills, the study recommended that the government of Lesotho should also consider delivering the programs through open and distance learning modes.

K.W.Lau, M. C. F. Nag, and P. Y.Lee (2009)⁸⁸ made a study that creative thinking tools in tertiary design education were crucial in helping design students to release their creative potential. Unfortunately, a systematic and deliberate design of creativity training had not yet been implemented in any higher design education institutes in Hong Kong. This article aims to classify various creative-thinking techniques to provide design educators with the chance to rethink the arrangement of creativity training in higher design education. Although this article is unable to provide a pedagogical framework for design educators, the five categories, namely (1) identifying and mapping attributes; (2) making possibilities; (3) changing and shifting perspectives; (4) making associations and analogical thinking; and (5) probing emotion and the subconscious, have been classified and introduced to support the importance of arranging appropriate creative-thinking techniques to learning and teaching of creativity in design education.

Jennifer Nelson, Angela Christopher, and Cliff Mins (2009)⁸⁹ noted that Web 2.0 technologies support creative and collective contribution. Online collaborative knowledge projects enable students to get highly motivated and provide them opportunities to search for information and evaluate end products critically.

Doug Couch (2009)⁹⁰ - *The Law of Attraction: Why Are People Still Failing? The Art of Inspiration, Living Above the Line: A Life Skill that Creates Personal Power* The major focus of the programs was to teach people the "Life Skills" necessary for success in life. Life Skills for Vocational Success is designed to address the needs of people with varying strengths and weaknesses. This program indicates the need of the highest percentage of people who have difficulty in developing appropriate Life Skills. According to the researcher people with mental disabilities (retardation, mental illness, and learning disability), a substance abuse history, or life experiences will be benefitted from the training in these skills. This training program effectively trains people who want to make adaptations, utilize recommended supplemental resources, or incorporate a lesson into an already existing training program.

Jessy John Sir (2009)⁹¹ - *Impact of Life Skills Development Programme on the Behavioural Aspects of Children in need of care and protection.* The behaviour of juveniles in

juvenile homes was studied. Significant levels of changes were brought about by the Life Skills development program and so the emphasis was laid on skills development. The study focused on providing care and protection and helping in improving the behaviour of juveniles.

Nida Bayindir (2009) 92 - Teachers' Perception Levels of Activities Directed Towards Professional Progress. The study emphasized 'Skill-Based-Approach' in Life Skills Education and well-established and efficient mentoring techniques to develop students' innate qualities and also motivate them to adopt socially acceptable patterns of lifestyle. The strategy of study consists of a group of people combining to help themselves by identifying their talents and directing them to choose appropriate steps to enhance their skills and abilities as a part of development. Appropriate feedback was provided by the resource person as well as the peer groups and individuals to improve their confidence and other skills. Such kind of experiential learning process helps youth to internalize knowledge and gain the ability to apply the skills appropriately.

Zimmerman, Daniele (2010)93 made a study entitled 'Project-Based Learning for Life Skill Building in 12th grade Social Studies classrooms.' The case 114 study approach was adopted. The study aimed to find out whether Project Based Learning in 12th-grade social studies classrooms contributed to the development of Life Skill for high school seniors. A qualitative approach to gathering research using the interview format was conducted with three teachers who agreed to participate in the study. The teachers had created a unique Problem Based Learning program in their high school classrooms. The focus of their work was to document the success in teaching Life Skills to high school students to prepare them for college, jobs, and life after secondary education. The findings indicated that the Project-Based Learning method was important and that education and instruction needed fundamental change.

Sylvia Barsotti (2010)94 features Maryanne Wolf (Professor of Developmental Psychology) who says that Online reading helps kids become excellent at decoding small bits of information like chat messages and fast facts. A few of the skills built by reading books include concentration, comprehension, and critical thinking.

Elizabeth C. Hair, Ph.D., Justin Jager, and Sarah B. Garrett (2010)95 reviewed the studies conducted by Child Trends an organization in the United States. Child Trends in the United States reviewed more than 360 research studies that relate to social competency in adolescence. The findings revealed that teens with good intimacy skills, that is, those who can be emotionally close to another individual, are more interested in school, perform better

academically, are better adjusted socially, and show stronger relationships with parents and peers than those who lack these skills. In addition, these teens have higher self-esteem and are less likely to be depressed or to take part in risky behaviours. Youth who are 'prosocial' behave voluntarily in ways intended to benefit others. They are viewed as good problem solvers, considerate, and don't tend to be aggressive. These young people with good social skills play a role in healthy psychological development, academic success, and even future relationships such as marriage and parenting.

Adolescents who are resilient, warm, considerate, sociable, assertive, and not easily distracted tend to help others. One study of a program that fosters teens' prosocial development suggests that adolescents can increase their prosocial behaviour through skills training. Adolescents who can regulate their behaviours and emotions are more likely to be viewed positively by peers and adults and less likely to have problems in relationships. Certain training programs which have been experimentally evaluated show that, for teens who lack positive sources of influence in developing self-regulation and control, teaching coping and monitoring strategies and social Problem-Solving skills can be at least partially successful. One successful approach employed by many of these programs is encouraging teens to consider the consequences of their behaviour.

Adolescents who have social confidence - that is, those who are socially assertive and take the initiative in social situations- feel more accepted socially, less lonely, and less socially uncomfortable than their peers. The several experimentally evaluated studies of programmes designed to improve adolescents' social skills show that programmes that teach adolescents the behaviours and skills that promote Communication and Problem Solving seem to foster social confidence. Empathy, or the ability to experience others' feelings, is key to successful relationships of all kinds. Teens who have healthy egos, who hold religious beliefs, and who are cooperative are more likely to be empathic than their peers without these traits. While there are few studies on programmes that promote empathy, we know from experimental research that certain approaches, such as role-playing exercises, are successful in fostering empathy among teens.

Boniface Francis Kalanda (2010)⁹⁶ - Life Skills and Reproductive Health Education Changes Behaviour in Students and Teachers. According to the study, adolescents have demands and challenges due to their physiological, psychological, social, and economic situations. The study suggested life skills as a means of increasing awareness and so including

life skills in the school curriculum increases knowledge and prevents critical situations in life. The objective of LS/SRH was to empower pupils, students, and their teachers with Life Skills. A curriculum was introduced in Secondary school. A stratified sample of 50 % of the population was used to select the sample for the study. A school/college was a sampling unit with pupils, teachers, and headteachers included within. Self-administered questionnaires were used to assess LS/SRH knowledge of pupils, and Heads' and Teachers' perceptions about the impact of the subject on their pupils were. Qualitative data from open-ended questions 116 was analysed. The teachers reported changes in behaviours related to substance abuse, visiting beer-selling places, taking alcoholic drinks, fighting with others, and improvement in Decision Making, Problem Solving, and change from immoral behaviour. Limitations of the study showed that the major challenges were inadequate teaching and learning resources such as books, lack of knowledge of LS/SRH by teachers, inadequate time for teaching LS/SRH, and a critical shortage of staff.

Theresa M. Ferrari, Carrei A. Houge (2010)⁹⁷ - Parents' Perceptions of Life Skills Development in the 4-H Cloverbud Programme. The focus of this study was to explore parents' perceptions of their child's Life Skills development, program benefits, and activities. The sample of the study was the parents who were interviewed in this study. Parents considered life skill education very effective in Life Skills development, particularly in the areas of social skills, learning to learn, and personal development (self-confidence, self-care, and self-direction). Parents also identified health and diversity as important areas. Many studies have been done in various countries on Life Skill Education and Perception of Life Skills Education Curriculum but still, a lot has to be done to focus on this subject and to conduct studies in India related to Life Skill Education and perception of Life Skills education curriculum. The skills to be developed through the Secondary school curriculum will solve crises in different walks of life.

Bouck E.C. (2010)⁹⁸ - Reports of Life Skills Training for Students with Intellectual Disabilities in and out of School. The research suggested a decreasing emphasis on the learning and acquiring of Life Skills in school and questioned if students can receive training in Life Skills after graduation. This study aimed to understand the impact of Life Skills instruction in school and out of school. The t-test was used for both individuals with moderate/severe intellectual disability to understand the frequency of receipt of Life Skills in and out of school, Educators who believe in the value of a Life Skills curriculum will need to be creative in its implementation and look towards transition plan and activities to provide students with the

needed training. The study suggests that teachers should provide students with the academic skills if they need to be successful in the assessment of their Life Skills after school in employment and independent living.

Prawit Erawan (2010) 99 - Developing Life Skills Scale for High School Students. This research was developed and based on principles of theory as well as empirical data investigation. The construction of the scale was created by the school students and personnel who explored the Life Skills condition of the high school in every region on the adolescents aging from 12 to 17 years. The researcher developed the scale through the calculation of T-scores for the comparison of raw scores in all aspects. The level of Life Skills was classified into 3 classes namely, low, normal, and high. The result of identifying behaviour indicators through the affinity diagram technique revealed that 125 behaviour indicators were grouped into 37 variables based on 9 components of the Life Skills as follows: 1) Critical thinking with 10 indicators, 2) Creative thinking with 12 indicators, 3) Self-awareness with 13 indicators, 4) Empathy with 15 indicators, 5) Self-esteem with 14 indicators, 6) Social responsibility with 14 indicators, 7) Interpersonal relationship and communication skills with 17 indicators, 8) Decision making and problem-solving skills with 17 indicators, and 9) Coping with emotion and stress skills with 13 indicators.

Lynette Noblith, Diane. E.Vance and Michelle.L.Poy.Smith (2010)100 - The study on "A Comparison of Case study and Traditional Teaching Methods for Improvement of Oral Communication and Critical Thinking skills". The investigators compared a traditional paper presentation approach and a case study method for the development and improvement of oral communication skills and critical thinking skills in a class of junior forensic science majors. A rubric for rating performance in these skills was designed based on the oral communication competencies developed by the National Communications Association for college students. The first rubric factor, the student's ability to effectively research information for message production, showed modest improvement when implementing the case study method instead of the traditional paper presentation. The second rubric factor, the student's ability to effectively organize information also showed some improvement in the case study method. The third factor, the student's ability to effectively integrate the information required was greatly improved using the case study method. The fourth factor, the students' ability to adapt their communication to the appropriate context, was greatly improved with the case study method. The fifth factor, the students' verbal delivery of the material also improved slightly using the case study method. The results of this study provided evidence that case studies are a more

effective approach for teaching scientific oral communication and critical thinking skills. It appeared from this study that students could think more deeply and critically about scientific and technical information when provided with real-life context surrounding the material.

Jones (2010)¹⁰¹ showed that students need technical and academic skills as well as the ability to think and work collaboratively with others. Career education must begin in middle school or earlier to allow students time to develop the aptitudes, skills, and attitudes necessary to develop an awareness of their chosen career.

Rao et al. (2011) analysed the importance of Life Skills Education (LSE) in terms of behaviour modification of juvenile delinquents. Interactive and participatory methods were adopted for the training. Results showed that the Life Skills program helped them to strengthen their personalities. Behavioural changes were noticed among the boys who were trained and criminal propensity came down and morality increased.

Chan et al. (2011)¹⁰³ studied the interrelationships among teacher care, students' Life Skills Development, and Academic Achievement of Hong Kong junior secondary students. Findings indicated that teacher care is a significant factor contributing to all domains of students' Life Skills development and Academic Achievement. Comparing the students' gender differences on the influence of teacher care, findings reflected that the impact of teacher care on male junior secondary students is less significant.

Rob Lillis (2011)¹⁰⁴ - Impact of Life Skills Training (LST) in Allegany County Schools: Prevalence of Substance Use Longitudinal Analysis. LST was designed to change students' perception norms related to the use of alcohol, tobacco, and other substances. The current analysis supported the long-term effects of Life Skills Training on reducing substance use among students in schools. Students in five schools who completed LST in 2005 demonstrated significantly smaller increases in substance use between sixth and twelfth grade compared to students from similar schools that did not complete LST. The analysis results indicated that students who were exposed to Life Skills Training (LST) showed significantly reduced substance use than the proportion of students who used substances. The limitation of analysis 119 is that it was a quasi-experimental design, that is, neither students nor schools could be randomly assigned to receive the LST intervention. The findings point to LST as the significant factor in reducing substance use among students.

Kimbui Susan King'ori (2011)¹⁰⁵ - Implementation of Life Skills Education Curriculum in Public Primary Schools in Ruiru District, Kenya. This study aimed at examining

the necessary conditions present for effective implementation of the Life Skills education curriculum (LSE) in Ruiru. The study tried to find out the extent to which the teachers had been in-serviced, the availability and adequacy of teaching/learning materials and sources, teaching strategies, and the difficulties faced by the teachers while implementing the Life Skills education curriculum. The research had a descriptive survey design. The population consisted of the District Quality Assurance and Standards Officer, 29 headteachers, and 441 teachers who were a part of the sample. Purposive sampling was used to select 2 teachers of Life Skills Education in each school representing lower and upper primary classes. The questionnaire, interview guide, and observation schedule were used to collect data. A pilot study was conducted in four primary schools. Data obtained was analyzed using a statistical package for social sciences (SPSS) to determine the status of the implementation of the LSE curriculum. The study found out that in terms of in-service training, teachers were not adequately prepared to implement LSE as they found problems like inadequate teaching and learning resources and inadequate guidance on the implementation. The study suggested organizing in-service courses to guide teachers and providing LSE books and other reference materials to teachers. Teachers were advised to prepare professional documents like lesson plans and teaching aids for effective teaching.

Gomes and Marques (2012) studied the effects of a training program on students' acquisition of Life Skills and expectations about Academic Achievement. Results showed that students who received the intervention reported having more developmental experiences related to Life Skills, greater life satisfaction, and a stronger tendency to be optimistic. Academic Achievement expectations were higher for the group after the program.

Netsanet Fentahun (2012)106 - Parents' Perception, Students' and Teachers' Attitude towards School Sex Education. The researcher studied reproductive health, emotional relations, responsibilities, abstinence, values, decision making, communication, dating, relationships, and sexually transmitted infections. This study explored and assessed the perception of parents, teachers, and students toward school sex education. 386 students, 94 teachers, and 10 parents were randomly selected to study the attitude of teachers and students towards sex education in school. Parents, teachers, and students had a positive attitude towards sex education. The students and the teachers said that the minimum and maximum introduction time for school sex education is 5 years and 25 years. The study proposed effective teacher teaching experiences, and field studies and recommended the inclusion of school sex education.

K.Amirian (2012)¹⁰⁷ conducted a study on ‘Effect of Life Skills education on Academic Achievement of first-year high school male students.’ The main purpose of this study was to examine the effect of Life Skills Education on Academic Achievement in first high school male students. The study assessed the impact of training problem-solving skills, self-awareness skills, and coping with stress skills and the impact of these three methods together on students' Academic Achievement. It was found that teaching problem-solving, self-awareness, and coping with stress skills separately and these three factors together had an impact on students' Academic Achievement.

Kerry Martin, Julie Nelson, and Sarah Lynch (2013)¹⁰⁸ studied the impact of life-skills programs in developing school-age children’s attitudes towards alcohol, skills, and behaviours. The review found evidence relating to the positive effects of school-based life-skills programs on pupils. The review explored the impact of alcohol education/life-skills programmes in developing school-age children’s knowledge of, and attitudes towards alcohol; skills (including confidence, assertiveness, resistance skills; decision-making, and ability to stay safe and healthy), and behaviours.

The Review findings were as follows: Which programmes have the greatest impact on children and young people? Previous literature reviews of alcohol education and Life-Skills programmes presented a mixed picture of their effectiveness for school-aged pupils. There were difficulties in judging impact due to the challenge of generalising about effective programme ingredient issues related to programme fidelity. It was difficult to ascertain whether outcomes are a result of the effectiveness¹²¹ (or otherwise) of the programme, or of how it has been implemented. This review found substantial evidence relating to the positive effects of school-based alcohol education and Life Skills programmes on pupils’ alcohol related-knowledge. Few of the sources specifically measured the impacts on pupils’ attitudes. Those that did, had variable and inconclusive findings. There is little evidence of the effectiveness of alcohol education and Life Skills programmes in improving pupils’ alcohol-related Decision-Making skills. There is a degree of evidence of the effectiveness of alcohol education and Life Skills programmes in reducing the frequency of alcohol consumption and episodes of drunkenness among school-aged children. The sources were specifically measured to find out the impacts on pupils’ attitudes. Alcohol education and Life Skills programmes were effective in reducing the frequency of alcohol consumption among school-aged children.

Agnes Njoki Ndirangu (2013)¹⁰⁹ - Gender Factors in Implementation of Life Skills Education in Secondary Schools in Nairobi, Kenya. Gender factors in the implementation of Life Skills Education in Secondary Schools in Nairobi East District; Nairobi County, Kenya were studied. The results of the study indicated that there were gender issues in selecting Life Skills teachers in schools. Teachers indicated that they were uncomfortable teaching sensitive topics to students of the opposite sex and that the syllabus was not fully covered. Gender factors affected the teaching of Life Skills in schools. Principals of schools did not encourage teachers to attend seminars and workshops to enhance their skills. This was one of the findings of the study. The study recommended gender-responsive teaching of Life Skills.

Ndemba (2014)¹¹⁰ - Factors Affecting Implementation of Life Skills Curriculum in Public Primary Schools in Nzambani District. The study gave a view of the Life Skills curriculum implemented in primary schools. Four research objectives were set namely, the influence of teachers' in-service courses, the learning and teaching resources, teachers' perception, and the influence of supervision of headteachers on teachers on the implementation of life skill curriculum. A descriptive survey was done on a population of 2,045 respondents consisting of 45 head teachers, 400 teachers, and 1,600 (7-8 level) pupils. The sample size of 301 consisted of 21 Headteachers, 120 Teachers, and 160 pupils were employed. Questionnaires were used as a tool and an interview schedule was administered to headteachers. Random sampling and 122 purposive sampling for collecting data and Statistical Package for Social Sciences (SPSS) were used. The findings reflected that 74 percent of teachers had not been serviced on the Life Skills curriculum. The study recommended giving in-service training to teachers through workshops and seminars. The headteachers should be ready to provide enough learning and teaching resources for the successful implementation of the Life Skills curriculum.

Lindo Natalya (2014)¹¹¹ - Teachers as Therapeutic Agents: Perceptions of a School-Based Mental Health Initiative. The study reported on Teacher-child relationship building (TCRB). It is a play-based professional development program intended for early education teachers and students, TCRB is designed to strengthen the teacher-child relationship to improve student behaviour, enhance academic involvement and develop teachers' classroom management skills. The present study utilized a phenomenological approach to assessing teachers' perceptions of the implementation of TCRB through identifying individual and collective perspectives. Findings of the study reported that the teachers perceived the TCRB

model as very informative and effective in enhancing teacher-child relationships, improving classroom management skills, and reducing behavioural problems among child participants.

John Kisiibo Wilson Bwayo(2014)¹¹² investigated the Primary School pupils' Life Skills Development: The Case for Primary School pupils. 'Development in Uganda' Life Skills education was introduced as part of the thematic curriculum in Uganda between 2007 and 2012. An infusion approach to Life Skills was taken within that curriculum, whereby Life Skills were taught through the existing curricular subjects. The purpose of this study was to explore how Life Skills education was being implemented in Ugandan primary schools. It investigated teachers', education officials', and parents' perceptions, competencies, and attitudes toward Life Skills education. The study further explored children's experiences of Life Skills and Life Skills education. It also identified the challenges in the development of pupils' Life Skills in primary schools in Uganda. The results of the study indicated that all the concept of Life Skills was not clear among parents and teachers. Academic and vocational Life Skills seemed to be valued by parents. It was evident from children's accounts, that they had Life Skills. From the observations of the researcher and the account given by the parents and children, the presence of Life Skills in them was 123 found. The Life Skills as explained in the curriculum sometimes clashed with the cultural values of communities. The methods used for Life Skills education and the Life Skills witnessed had no clear relationship.

Waite Edmund (2014)¹¹³ -The Challenge of Establishing Sustainable Workplace Skills for Life Provision in the UK: Organizational "Strategies" and Individual "Tactics". In this study, longitudinal data were drawn from the "Adult Basic Skills and Workplace learning" together with recent findings from research undertaken under the auspices of the LAKES research center (Centre for Learning and Life Chances in Knowledge Economies and Societies). This paper explored the key factors that provided sustainable "Skills for Life" at the workplace. The focus was on the social ecology of learning to know the inter-relationships between individuals and groups at the organizational level to cast light on "Skills for Life". The paper argued that the "Skills for Life" national strategy has generated a complex "ecology of learning" at the policy level.

Khosro Safdari and Hassan Galavandi (2014)¹¹⁴ studied the relationship between Life Skills and collective teacher efficacy with life satisfaction among high school teachers. Findings showed that there was a significant relationship between the components of Life Skills and Collective Teacher Efficacy with each component of Collective Teacher Efficacy. The

research findings showed that the Life Skills components and each component of the Collective Teacher Efficacy had a significant relationship with life satisfaction among them. The results showed that the criterion variables can be predicted by self-consciousness and effective communication. Interpersonal relations, emotion management, creative and critical thinking, and competence in group and task analysis in teaching collective efficacy components also predicted the criterion variables. The results also indicated a significant relationship between Life Skills structure and life satisfaction structure with the mediation of collective consciousness.

Hossein Jenaabadi (2015)¹¹⁵ - The Effect of Life Skills Training on the Mental Health and Level of Resilience among Teachers of Normal Students and Teachers of Exceptional Students in Zahedan. The experimental study was conducted to study the effectiveness of collective education Life Skills on mental health and 124 resilience of teachers in Zahedan. They were divided into two groups of control and experimental, and the study was conducted using a pre-test and post-test design the population of the study selected was 60 teachers at normal schools and 20 teachers at exceptional schools placed in two groups of experimental and control, respectively. Experimental group members were taught ten basic Life Skills in ten 2-hour sessions. Tools like Mental health and resilience questionnaires were used after the training sessions. Results showed the positive effect of Life Skills Training on the mental health of teachers.

Masuomeh Abdi and Rasol Davoudi (2015)¹¹⁶ investigated the relationship between Life Skills and Academic Achievement of high school female students in Zanjan in Iran. The study sample consisted of 3418 high school female students of Zanjan. The results showed that the general level of Academic Achievement and students' triple skills were desirable, but in terms of demographic variables, there was a significant difference among them. The findings stated that problem-solving, decision-making and effective communication skills were significantly related to Academic Achievement. They also could predict the Academic Achievement variable.

2.3 RESEARCH STUDIES DONE IN INDIA

Studies on decision making, coping and Academic Achievement Dr. Panch Ramalingam (2001)¹¹⁷ conducted a study on 'Decision making styles among undergraduate students to examine the significant differences between some of the correlates of the undergraduate students in their self-esteem and decision-making styles. The study was

conducted with male and female students in Pondicherry. The results of the study showed that there was a significant relationship between self-esteem and the decision-making styles of the students. Students with low and high self-esteem differed significantly in their decision-making styles. There was a significant difference between the male and female students about decision-making styles. There was a significant difference between arts and science students' decision-making styles. Students under different age groups did not differ significantly in their decision-making styles. There was no significant difference in the order of birth of the students about decision-making styles.

Dr. Panch Ramalingam (2001) compared the different decision-making styles among Higher Secondary students. The study was conducted to examine the significant differences between some of the correlates of the Higher Secondary school students in their decision-making styles. It was conducted with male and female students in Pondicherry. The results of the study showed that there was a significant difference between male and female students in their defensive avoidance decision-making style. The students in Government and Private schools significantly differed in their vigilance, defensive avoidance, rationalization, and procrastination styles of decision making. There was a significant difference between science and art students in their vigilance, and procrastination decision-making styles.

Dr. Panch Ramalingam (2001) examined the relationship between Decision-making styles and vocational preferences of Higher Secondary students. Male and female students were taken for the study. Leon Mann's Decision-making Questionnaire and Balakrishnan's Vocational preferences Inventory were used for data collection. It was found that the procrastination style of decision-making was positively related to realistic, artistic, social, enterprising, and conventional vocational areas. There was a significant negative relationship between vigilant decision-making and enterprising vocational areas.

Anju Mathew and Subha Nanoo (2013)¹¹⁸ The different risk factors associated with adolescent suicide attempts were investigated. There is not much evidence of studies done in the area of their stressors and coping patterns. This research envisaged the study of the recent psychosocial stressors and patterns of coping associated with adolescent suicide attempts. In the preceding month, the number of stressful life events and mean stress scores were studied. Certain coping strategies such as confronting, distancing, and escape avoidance were found to be significant risk factors associated with adolescent suicide attempts. Self-control, seeking social support, accepting responsibilities, problem-solving, and positive ¹²⁶ appraisals were

found to be strategies that acted as protective factors. Adolescents should be taught protective coping patterns to prevent adolescent suicide attempts.

Sharma and Acharya (1989) compared the coping preferences of engineers at two job levels and found that job hierarchy did not influence the dominant mode of coping. Findings showed that people who suppressed anger used more avoidance coping and people who externalized their anger and had more control over their anger and used approach coping. In this instance, they referred to approach coping as functional and avoidance coping as dysfunctional. Research on stress is a recent development in India.

Albuquerque, Rao, Subbakrishna, and Prabhu (1990) conducted a study on 421 college students who were classified as either psychologically distressed or not distressed. They found that students who scored high on distress used more avoidance coping and wishful-thinking coping strategies, both of which were considered inadequate by the researchers. Non-distressed students, on the other hand, more often used problem-solving and support-seeking approaches. It is possible that distressed students were in a situation (or saw themselves as being in a situation) that was out of their control and there was no use in employing active strategies.

Surti (1983) looked at the different styles of coping used by eight professional groups of working women in dealing with occupational role stressors and found that defensiveness was used more as a style to cope with role stress by professional working women, followed by intra persisting style. Women entrepreneurs showed the reverse pattern. The author also found that avoidance-oriented coping styles had a positive relationship and approach-oriented coping styles had a negative relationship with role stress. Effective coping may depend on the person as well as the situation.

Ramaswamy (1988)¹¹⁹ investigated the correlates of achievement. The study analysed factors that were responsible for the scholastic performance of std. X students. The correlation between Academic Achievement and other attributes of high and low-achieving boys and girls was studied. It was found that there was a positive 127 correlation between Academic Achievement and personality, achievement motivation, self-concept, study habits, and socioeconomic status. High and low achievers differed significantly in personality, achievement-motivation, self-concept, study habits, and socioeconomic status.

Nayak (2002)¹²⁰ studied the Academic Achievement of secondary school students about their intelligence and attitude towards the schooling process. The objectives of the study were to examine the achievement status of the students regarding gender, intelligence, and

attitude towards the schooling process. The girls were found to demonstrate superiority over boys in respect of their achievement in all four levels of Intelligence. It was further noticed that the achievement variation between boys and girls is marginal. No significant interaction effect between gender and intelligence has been found in the Academic Achievement of Secondary school students. The findings of this research are important to the present one as it shows no significant interaction effect of gender on Academic Achievement.

Parida (2003)¹²¹ studied the Effect of Socio-Economic Status, School Environment, and Medium of Instruction on the Mental Abilities and Academic Achievement of School Children. The study aimed to assess the socio-economic background of the school students, the environmental conditions prevalent in different institutions and find out the level of Academic Achievement of the students about the intra- variables, and examine the effect of the predicting variables of SES, School Environment and Medium of Instruction on the criterion measure of mental abilities and Academic Achievement. The findings indicated there was negligible difference in the measures of central tendencies due to sex variation whereas wide disparity in mean and median Academic Achievement was observed in the case of high SES and low SES sub-samples, boys and girls and government and non-government schools. There existed a significant difference in Academic Achievement of the respondents, of the sub-samples due to management, medium of instruction, and school environmental conditions. But there did not exist any difference in the Academic Achievement of boys and girls.

Sabbaghi (2008)¹²² studied the relationship between depression and Academic Achievement in graduate and postgraduate students from a college in Pune city affiliated with Pune University. The findings indicated that depression and its three levels influenced B.A. and M.A students' Academic Achievement negatively and that depression was found to have a negative influence on Academic Achievement in students who were having mothers with higher education. The findings of this research were important to the present one as it investigated the Academic Achievement of students

2.4 Studies on Life Skills:

Seth (2002)¹²³ - Planning Life Skills Education for Adolescents incorporating Relationship, Health, and Gender. The researcher concluded in his studies that various components of Life Skills such as critical thinking, problem-solving, decision making, interpersonal relationships, and stress and anxiety management, effective communications are interrelated. According to the study, decision-making skills include creative thinking and

critical thinking. Further, the study reveals that the bases of sound interpersonal relation skills are empathy and good communication. Language also plays an important role in learning stress management, reducing tension, and developing healthy interpersonal relations. The Study emphasized learning important Life Skills which help in the holistic development of children.

Mahesh. O (2003)¹²⁴ - Identification of Life Skills Essentials for Students. The investigation marked the importance of Life Skills Education among school students. The study investigated the likes and dislikes of students, teachers, and parents regarding the importance of Life Skills Education in the school curriculum. Samples were randomly selected from various schools in the Ajmer district for the study. For the sample, 100 students, 100 parents, and 100 teachers were selected. The researcher found that graduate teachers gave preference to Communication skills, Confidence skills, Success skills for exams, Family skills, Problem-Solving Skills, and Creative thinking skills. Professional teachers (B.Ed.) gave preference to Confidence skills. On the other hand, M.Ed. students preferred Healthy livelihood, Communication skills, etc. Students preferred Self-Awareness, Confidence skill, Self-Learning skill, Adjustment skill, etc. Finally, parents preferred expression skills, implementation skills, vocational 129 skills, and time-management skills. The findings of the study revealed the importance of Life Skills for students, parents, and teachers at various levels.

Surekha Hegde Rai, Thomas C Froebel, G.R. Krishna (2003)¹²⁵ studied the 'Stress coping styles among Indian College students.' The research was based on the assumption that the unique culture of India will influence the appraisal of stressful situations and the selection of coping styles. The primary objective of the study was to examine the coping styles and the psychological correlates that influence the selection of coping styles. The study investigated the relationship between gender, age, self-efficacy, perception, self-esteem, the desirability of control, and the coping styles of Indian college students.

M.K.C.Nair (2005)¹²⁶ noted that adolescence is a period of experiencing and expansion. Adolescents needed help and guidance in decision making, problem-solving, critical thinking, developing interpersonal skills, self-awareness, empathy, coping with stress, and managing emotions. The family life and Life Skills education program is a good support system for adolescents at the community level.

Sainath Pandurang Shenoy (2005)¹²⁷ - A Critical Study of Secondary School Curriculum with References to Development Skills for Crisis Management among students of selected English Medium High Schools in Mumbai. An interesting, flexible, feasible,

appealing, and challenging model curriculum has been designed by the investigator on crisis management. His study has produced a scenario of the status of the curriculum concerning Crisis Management Skills. Differentiating the life crisis in various related areas, the investigator identified three basic skills that the Secondary school curriculum should develop among the students, namely, skills to understand the problem, skills to apply knowledge in problematic situations, and skills to act and solve the problem situations. The objective of the study was to identify skills and develop them through the Secondary school curriculum to solve crises in different walks of life. The research was conducted on standards VIII to X of SSC board English medium Secondary Schools. A random sampling technique was used to select 2457 students, 152 teachers, and 168 parents respondents. Self-constructed Questionnaires, Interviews, and Observation were used for data collection. The 130 investigators in his findings produced the status of the curriculum in various periods concerning Crisis Management skills in different areas. The researcher recommended the basic skills i.e., Problem-Solving skills, good values of life, good character, confidence, practical abilities, and crisis management to be developed among the Secondary students through the curriculum.

Ganesh B. Singh (2006)¹²⁸ conducted a study on Life Skill Education, Nature of Issues, and their Linkage to System Provision. Through this study, he concluded that the majority of curriculum-based education programs are implemented in the school schedule, with adolescents and youth as the main target group. In general, the curriculum provides considerable guidance to the educator or facilitator and can produce consistent results if implemented effectively. This case study covered 11 sample schools in five districts. Review, classroom teaching-learning observation, and interactions at various levels were undertaken. While collecting data and analysing, these aspects were also focused namely, content vs. process; individual emphasis vs. group effort; and compartmentalization, consolidation/synergy about program development, implementation, and impact. Based on the findings the study came up with two main suggestions – pedagogical improvement and addressing specific issues about Life Skills education.

Deesha Chadha (2006)¹²⁹ - A Model Curriculum for Transferable Skills Development. A model of curriculum development was developed by the researcher. This could be adapted to fit a teaching framework for developing skills at the undergraduate level. The research was conducted in the field of engineering. Findings revealed that the best practice for developing skills is by providing a holistic view of skills development throughout the curricula and showed a progression of implemented strategies required for undergraduate progression to autonomous

learning. This paper presented a model development of a curriculum that could be used to teach the framework for developing skills at the undergraduate level. The presented model was based on research conducted in engineering and is introduced as a theoretical model practiced for developing skills.

Dubat K, Punia S, Goyal R (2007)¹³⁰ conducted a study on Life Stress and Coping Styles among Adolescents Girls. The study was concerned with stress among adolescents and coping styles. The study was conducted on two schools (one CBSE and one State Board Education). 80 students of 12th standard and 20 each from both the affiliated schools were selected at random, from both the affiliated schools of the two selected cities i.e., Hyderabad and Hisar. A Life Stress Scale, general role stress scale, and coping questionnaire were used as tools. Frequency and percentage were used for data analysis. Results showed that a majority of the adolescents had moderate or low levels of coping, distancing; escape avoidance, painful problem solving, and positive appraisal. Hisar adolescents used escape avoidance and accepting responsibility as a coping strategy to a higher level. Adolescents from Hyderabad frequently used positive methods of coping and were more independent in their decisions due to the cultural differences and educational status of their parents.

Yogesh R. Kulkarni (2009)¹³¹ -A Study and Development of Educational and Life Skill Learning Strategy for the Children of Nomadic and De-Notified Tribes in Maharashtra using Information Communication Technology (ICT). The objective of the study was to create an appropriate schooling system, develop an effective process in basic learning including training on value education and Life Skills and explore new technology like ICT to solve educational problems. The sample of the study was 122 tribal boys and girls, with attitudes and opinions of the community. Various tools namely Selected Material Work-Centred Activities, Competency-based Curriculum, ITC-based material, etc were developed. Data were analysed through a T-Test and Quantitative analysis was also done. Findings and conclusions showed that there was a social problem among the tribals and technology alone could not work. Educating nomads with the help of ICT was the only important aspect of all the combined strategies.

Sunil Thomas Jacob (2009)¹³² studied the effects of Incorporation of Life Skills Education for Adolescents in the School Curriculum - Rajasthan Experience. It was found that Life Skills education helps in reducing reproductive and sexual health problems, reducing teenage pregnancy, reducing the number of maternal deaths, reducing the incidence of STIs,

and the proportion of HIV positive in the 10-19 years age group. The main objectives of the study were to produce the outcomes of integrating Life Skills education as a separate subject in the curriculum of the 11th class. Teachers were given training for imparting Life Skills education. The textbooks were launched by the Department of Education and the Board of Secondary Education of Rajasthan after the pilot test that was conducted in two schools. The process of the successful incorporation of Life Skills education in the curriculum of the 11th class in Rajasthan was covered in the study.

Pooja Yadav and Naved Iqbal (2009)¹³³ The impact of Life skill training on self-esteem, adjustment, and empathy among adolescents was studied. The study was conducted on 60 students (30 males and 30 females) from the Hans Raj Model School, Punjabi Bagh. A team of Expressions India had already trained these students. Significant improvement was shown in self-esteem, empathy, and emotional and educational adjustment. But no significant difference was found in social adjustment in pre-and post-condition. Change in adolescent's attitude and thought was brought about by Life Skills. This was the major finding of the study.

Malayankandy Usha Ajithkumar (2009)¹³⁴ - Life Skill: A Basic Learning Need for All Young People. The author stated that the message on integrated life skills will get through only if there is teacher training and support with these concepts being incorporated in curricula and textbooks for school and in the teacher training program. The researcher emphasized 'Survival Skills' that people need to develop to meet their individual or specific needs. To impart life skill education both formal and informal education need to combine. Teachers should be trained in basic education, well-proven methodologies for teaching general Life Skills, and professional active learning approaches. The study concluded that efforts should be made to make life skills more central to curriculum planning and discourse.

Bharath Srikala and Kumar K. V. Kishore (2010)¹³⁵ investigated the working of a mental health program among adolescents in schools using Life Skills education (LSE) and teachers as Life Skill educators. Implementation and impact of the NIMHANS model of the Life Skills education program were studied. The impact of the program was evaluated at the end of one year in 605 adolescents from two 133 Secondary schools in comparison to 423 age, sex, and socioeconomic status-matched adolescents from nearby schools not in the program.

Sheila Ramakrishnan (2010)¹³⁶ investigated the Life Skills Education in Our Schools. The study outlined the efforts of the educational system toward imparting Life Skills in schools, as a part of the curriculum. The researcher felt that the task is difficult which makes

policymakers and administrators look at Life Skills with ambiguity in understanding. Mostly value education and Life Skills are considered synonymous but both the terms have several interpretations. The investigator linked Value education to the hardware of a person, while Life Skills were linked to the software and the fundamental value teaches how to cope with life. Therefore, Life Skills could be used as coping skills, and these methods that we use to cope, are based on the kind of values we believe in.

Bindhu David, Shiny John (2011)¹³⁷ investigated Attitudes towards vocation and Life Skills among Higher Secondary School Students and Vocational Higher Secondary students. The study was an attempt to find the Life Skills and attitudes towards vocation and their relationship. It was a descriptive survey. The investigator used a self-made Life Skills Scale and Vocational Scale. The sample for the study included 500 boys and girls of Vocational Higher Secondary and 250 boys and girls of Higher Secondary School Students. Results indicated that Life Skills and Attitude towards vocation among the Vocational Higher Secondary and Higher Secondary School Student showed a positively weak correlation. So as the Life Skills increase, a favourable attitude towards vocation will also increase.

Subitha G. V. (2011)¹³⁸ - Is the Current Educational System Imparting Life Skills Education? The study involved the development of an instructional strategy for B.Ed. students, classroom implementation for both regular and distance education courses, and evaluating achievement. Life skill education should be in terms of the ability to assess a problem situation and find solutions, capacity for convergent and divergent thinking, effective interpersonal skills, and ability to communicate effectively. A lot of thought is required to bring Life Skills education into the mainstream curriculum. Schools and various agencies should work on the development of a conceptual and practical framework of Life Skills which should be made to work from pre-primary, extending to the primary, middle, and secondary stages. The study recommends school curriculum include lectures based on situational case studies and role-plays to improve the behaviour and experience of the students. Joint efforts of educationists, psychologists, mental health professionals, and policymakers would be required for Life Skills training programs. The training program would need to transcend across all development stages of the child and should have an inbuilt monitoring and evaluation system.

Geeta Garg (2011)¹³⁹ studied the Academic Anxiety and Life Skills of Secondary School Children. The study stated that students in the prevailing education system were not able to meet the real challenges of the world that are beyond their academic life. The study

aimed to assess the relation between Life Skills and Academic anxiety of Secondary school students. The findings revealed that there was no significant difference in Academic anxiety of boys and girls and govt. and private school students. Also, there was no significant difference in Life Skills of boys and girls, but there was a significant difference in Life Skills in private and govt. secondary school students. It was found that students from private schools had better development of Life Skills than students of govt. school students. Correlation techniques were used to assess the difference. The study also revealed a significantly high negative relationship between Life Skills and Academic Anxiety.

Aparna.N. and Raakhee A.S (2011)¹⁴⁰ - Life Skill education for adolescents: its relevance and importance. They observed that adolescents are considered to be productive members of society due to their physical and intellectual capacity. ¹³⁶ But due to inappropriate environments adolescents are not able to utilize their potential to the maximum. The educational system should be modified giving due importance to Life skill education to transform adolescents into individuals with potential. Development of self-concept and evolving a person into a person of dignity are the benefits endowed by Life Skills education.

Sangeeta Chaudhary, Bhamini Mehta (2012)¹⁴¹ conducted a 'Life Skill education Intervention program' for the economically backward adolescent boys and girls belonging to the tribal community. The program included various necessary skills like Decision Making, communicating, building self-esteem, developing relationships, dealing with conflicts, Problem Solving, and Coping with stress and emotions. An Intervention program was planned for tribal adolescents in the Bharuch district of Gujarat Province of India. To assess their knowledge the pre-test was carried out through a self-administered questionnaire. Then the intervention program was implemented which was the duration of 20 sessions. The result indicated that the program helped and empowered adolescents to have a better insight into their physical changes and build self-confidence and gender-related issues. Though the program was able to achieve information and knowledge gain, the required modifications/changes in attitude and behaviour, especially in the areas like gender socialization, which are deep-rooted would require continuous efforts. This study strongly recommended that this kind of Life Skills Intervention program should be made an integral feature of the school curriculum.

Dr. Sandhya Khara and Mrs. Shivani Khosla (2012)¹⁴² investigated the relationship between self-concept and core Life Skills of adolescents. 500 adolescents studying in Secondary classes of Sarvodaya schools situated in South Delhi who had undergone YUVA

(SLP) were selected randomly. The YUVA School Life Skills Programme (SLP) was a specific action plan to help children become responsible and productive citizens. The themes that were covered included promoting positive values, and awareness of nutrition, health, and hygiene. Teachers and parents were given a separate module. The sample comprised 500 adolescent students taken from ten Government Senior Secondary Schools in South Delhi. It was observed that there was a positive correlation between the self-concept of adolescents and their core affective Life Skills. It was also observed that there was a positive correlation between 137 self-concept and core cognitive Life Skills. Hence adolescents having good self-concept had improved both their core affective Life Skills and core cognitive Life Skills significantly through YUVA (SLP). This study confirmed the importance of a school Life Skills program to develop and enhance the Life Skills level of students.

Sudhir Tomar (2012)¹⁴³ - Teachers Taught to Sensitively Handle Teens' Problems. According to the study, the opening up of teachers to teenagers made the subject of Life Skills less difficult on certain issues and that overcame the sensitivity. The sample included students in the 9 -13 years, age group, in the program and enabled them to understand and cope with the psychological and physical changes and needs when they reached adolescence. The councillors and teachers were taught and trained by the Resource persons to develop Life Skills among the students to deal with the changes through co-curricular activities, identify the problems their students faced that they could not discuss with their parents, to check behavioural changes in the children and make them aware about the dangers of substance abuse and HIV. The ultimate aim of the study was to create a healthy attitude in teenagers towards growing up and to make the process of growing up less complicated.

Manjula Pooja Shroff (2012)¹⁴⁴ studied the Life Skills Training for Holistic Development. The main objective of life skill education is to enable students to develop a concept of themselves as worthy and contributing members of society and also focus on not only acquiring knowledge, but improving social skills, emotional balance, time management skills, financial literacy, and health consciousness, and problem-solving skills. So to ensure a person's holistic development, character building for this value-based teaching is an essential aspect. Moral aspects like values, respect for others, kindness, tolerance, truthfulness, and courage need to be inculcated. If these skills are taught at an early stage, it becomes easier for the child to assimilate them. The study further emphasizes teaching the right set of skills to children to deal with responsibility and accountability. This will enable the child to learn to use freedom in the right amount and he will be empowered to deal with every adverse life situation.

The investigator questions how to deliver these skills in a classroom. To deal with such questions and situations the teaching fraternity must be trained to appreciate and measure academic work, give quantitative marks, and at best, write a qualitative report.

L.L. Pujar, S.C. Hunshal, and K.B. Bailur (2012)¹⁴⁵ conducted a study on 'Accepted Impact of Intervention on Life skill Development among Adolescent girls.' The population of the study consisted of adolescent girls studying in 8th and 9th standards of Uppinbetgeri and Amminbhavi village of Dharwad taluk in Karnataka. The girls were assessed for five Life Skills namely, problem-solving, creative thinking, critical thinking, coping with stress, and empathy by using the self-administered checklist as a method of data collection. The intervention was given to rural adolescent girls for 3 months. After training, the adolescents were instructed to practice life skills in real-life situations. After the intervention, a gap of one month later the post-test assessment was done to know the impact of the intervention on the life skill development of girls. The intervention on Life Skills such as problem-solving, creative thinking, critical thinking, coping with stress, and empathy helped the rural adolescent girls to take positive actions to protect themselves, in solving problems, cope with stress, and promote positive social relationships. The study concluded that the Intervention on Life Skill Education was helpful for the rural adolescent girls to take positive actions and improve their Coping skills of stress and Problem-Solving ability. This study makes it evident that Life Skills are the building blocks of one's behaviour and need to be learned well to lead a healthy, meaningful, and productive life. Attempts should be made to understand the adolescents' problems and guide them in the acquisition of Life Skills.

Asmitaben, Chandrakantbhai Patel (2012)¹⁴⁶ studied the Life Skills and Academic Anxiety of Student-Teachers. The objectives were to assess the impact of gender on Life Skills among student teachers, to assess the impact of gender on academic anxiety among student-teachers, and to assess the relationship between life skills and academic anxiety of student-teachers. A sample of 100 student-teachers was randomly selected from the Christian College of Education, Anand in Gujarat. In terms of gender, it consisted of 60 boys and 40 girls. The tool used for the data collection was the questionnaire. The study revealed that there was a significant difference in Life Skills of student-teachers in terms of gender. Girls possessed more Life Skills than boys. There was no significant difference in academic anxiety of boys and girls of student-teachers. There was a significant relationship between LifeSkills 139 and the academic anxiety of student-teachers. The results revealed that the more the Life Skills, the lesser the academic anxiety.

Satya Mohan, Donald Perras (2012)¹⁴⁷ - Need for 21st Century Curriculum. According to the researchers, schools need to opt curriculum that includes thinking and innovative skills; information, media, ICT literacy; life and career skills as core academic subjects. The present study dealt with the teachers' perspectives on the design of the curriculum and emphasized the fact that the curriculum must incorporate multiple literacies, promote inventive thinking and active learning, and student diversity. The present study envisaged a survey of teachers' opinions on the much-needed curriculum with 21st-century skills. The main objective of the study was to understand the need for a curriculum that included skills needed by students and the teacher's perspective in the design of a curriculum with multiple skills. The study was limited to the responses given by teachers in Hyderabad of Andhra Pradesh State. Simple statistical technique tools were used in analysing data. The sample of the study comprised 200 educators randomly drawn from schools. The survey was developed consisting of 20 questions with scoring on a 5-point scale using statistical tools like mean, SD, and Variance. 95% of the respondents felt that inventive thinking strategies must be included in the curriculum.

Vineeta, Prof. Avinash (2012)¹⁴⁸ - Innovative Secondary Education for Skills Enhancement (ISESE) Skills Defined by Curricula: South and Southeast Asia. The study emphasized articulating skills in academic and vocational streams. The findings of the survey showed that all the sampled countries (Bangladesh, Indonesia, Sri Lanka, Vietnam, Thailand, Maldives Bhutan, Nepal, India, and the Philippines) were presently implementing curricular changes or were preparing for major curricular changes and progressing in the skill development. Through Interview data, it was noticed that Secondary school graduates were not well equipped with the skills required for employability. This study indicated that teachers' beliefs, practices, and attitudes are important for understanding and improving educational processes. The study showed that in all the countries that were surveyed, Secondary levels of education had inadequacies and flaws. Secondary level education in schools must impart effective academic or professional education to young students to become self-employed entrepreneurs. India has already taken steps in integrating Vocational education in the Secondary school curriculum whereas other countries are still evaluating the steps to be taken.

Dr. Jagdeep Kaur (2013)¹⁴⁹ – The research was conducted to study the Effectiveness of Brain-Based learning Strategies on the Enhancement of Life Skills among Primary school students with internal and external Locus of Control. There was a significant difference in the experimental and control groups between the mean gain scores of Life Skills of male and female students. The experimental group taught by Brain-based learning strategies performed

significantly better in Life-skills in comparison to the control group, taught by traditional learning strategies. The mean gain scores of Life Skills of male and female students in the experimental group and control group with internal and external Locus of Control were significantly different. There was a significant difference between the male and female with internal LOC and the male and female with external LOC.

Alka Tripathi and Grisham Shukla (2013)¹⁵⁰ conducted a study on the Attitude of Senior Secondary Teachers toward Life Skills Education. The study aimed to investigate the attitude of Senior Secondary teachers about Life Skills education in terms of sex and area. The sample was selected from 22 Senior Secondary schools opting for the purposive sampling technique from Jaipur city, Rajasthan. The research was conducted to study the attitude of Senior Secondary teachers about Life Skills education in terms of sex (Male and Female) and terms of area (Rural and Urban). A survey method was used to collect the data. The researcher used a self-made attitude scale that covered all ten dimensions of Life Skills education. The scheme of Data Analysis was done qualitatively based on responses of the teachers on a percentage basis. The study revealed that the attitudes of urban Sr. Sec. teachers were higher than that of rural teachers towards different dimensions of life skill education. Critical thinking skills and self-awareness were the Life Skills about which the male and female teachers showed almost the same attitude. Urban Senior Secondary teachers showed a better attitude towards coping with emotion, interpersonal relations, communication, coping with stress, empathy, problem-solving, decision making, creative thinking, and critical thinking than rural teachers.

Rakesh Sandhu (2014)¹⁵¹ investigated the Life Skills of pupil teachers. A sample of 300 pupil teachers was taken. A descriptive survey method was applied. A standardized scale on Life Skill assessment was administered to the entire sample. The objectives were 1. To find out the Life Skills of pupil teachers. 2. To find out the difference in Life Skills between male and female teachers.

The results indicated that there was no significant difference in the Life Skills of male and female students. This result is confirmed by many research studies. The result indicated that Science pupil-teachers have a higher level of Life Skills as compared to Arts pupil-teachers. This may be due to their high level of Problem Solving, Decision Making, Coping with Stress, and Critical and Creative Thinking abilities. Such abilities should also be developed among Arts students (pupil teachers). The result revealed that the majority of the students had just an average level of Life Skills which is not adequate. There is a need to train

the teachers and consequently develop the Life Skills among the students. There was no significant difference in Life Skills between male and female pupil-teachers as well as pupil teachers belonging to urban and rural areas. However, a significant difference was found between Science and Arts pupil teachers. Science pupil teachers were found to possess a higher level of Life Skills as compared to Arts pupil-teachers.

The Study implicated that to transact the curriculum successfully, teachers must be trained continuously. Only professionally trained teachers can develop the Life Skills of the students properly. Research studies show that the development of Life Skills in the students has increased their Academic Achievement, reduced the violence in schools and colleges, prevented the students from the abuse of drugs and alcohol, and developed their self-confidence, self-concept, and self-esteem. Thus, Life Skill development is an important subject that must be taught in our educational institutions.

R. Dinesh Dr.R. Belinda (2014)¹⁵² presented a paper on the Importance of Life Skills Education for Youth. They made the following observations. A school is an appropriate place for the introduction of Life Skills Education because it is one of the most important agencies for socializing the child. Experienced teachers can effectively deliver the Life Skills program to the students and help them become 142 more responsible, healthy, and resilient adults. Some of the characteristics of a classroom environment that are supportive of Life Skills Education are the encouragement of curiosity, critical and creative thinking, reflections of real-life situations and contexts, collaboration among teachers and students, and acknowledgment of effort and appreciation.

Prashant Thote (2015)¹⁵³ - An Analysis of Attitude of Secondary School Teachers towards In-Service Training Programme of Life Skill Education in Central India. The study was carried out to facilitate the physical, mental, and emotional well-being of individuals. The present study was conducted to find out teachers' attitudes toward Life skill education. A Study of the Attitude of Teachers towards In-services Training Programmes of Life Skill Education was dealt with. The sample included 100 primary school teachers of Central India selected randomly. 't-test' technique was adopted for data analysis. No significant difference was observed between rural and urban school teachers. There was also no significant difference between male and female teachers and teachers' attitudes towards in-service training programmes on Life Skill Education.

Parvathy V and Ranjith R Pillai (2015)¹⁵⁴ conducted a study on ‘Impact of Life Skills Education on Adolescents in Rural Schools’. The major objective of the study was to analyse the knowledge of Life Skills among adolescents and the impact of Life Skills education training on their knowledge level. The study was carried out in the coastal area school in the taluk of Karunagapally, Kerala, India. An experimental study method was taken with 30 samples in the experimental group and 27 samples in the experiment-delayed group. Concerning socio-demographic status, the results showed that the experimental and experiment–delayed group were found similar. The significant impact of Life Skills Education on adolescents was brought out in the study. With modifications and contextualization of training modules, the study opened up more possibilities to conduct research in this field. Contextualization should cater to the needs of the target group especially when it comes to the backward sections of the community.

After the review of the above studies, it was found that research conducted both in India and abroad was concentrated mostly on the importance of Life Skills, Life Skill Education curriculum, and its effective implementation abroad and in various states in India. These studies also highlighted the impact of the Life Skill Education curriculum on students, teachers, parents, and educationists. As can be seen from the brief review, the field of Life Skill Education is advancing rapidly and is bringing expected behavioural changes in adolescents. Nevertheless, more researches have to be done to substantiate the Life Skill Education curriculum. The review gave a good overview of the present state of Life Skills in the research scenario of Education and findings of the past research and present research from a practical perspective. Hence it acted as a springboard for future research.

2.5 Studies related to Emotional Intelligence:

- 1) S. Katyal and e. Awasthi (2005), Gender Differences in Emotional Intelligence among Adolescents of Chandigarh Many educators and psychologists believe that students who receive an exclusively academic environment may be ill equipped for future challenges, both as individuals as well as members of the society. The objective of this study is -- to find out gender differences in this vital variable, emotional intelligence among adolescent boys and girls of Chandigarh. The study was conducted on 150 adolescents (75 boys and 75girls) aged 15 years, studying in Xth class in three randomly selected Government Model Senior Secondary Schools of Chandigarh. Results reveal that -- Majority of boys, girls and the total sample

had good (61.33%, 64% and 62.66%, respectively) followed by low emotional intelligence (26.66%, 20% and 23.33%, respectively). --Girls having higher emotional intelligence than that of boys. However, the difference touched only 0.10 level. Thus, the above finding may not be conclusive but suggestive of the trend. Moreover, higher emotional intelligence among girls can also be explained in terms of some of their personality characteristics. They are more sensitive towards their relationships with parents, friends and siblings. All these traits help them to acquire more emotional intelligence as compared to boys. This study is only a stepping stone in the field of emotional intelligence. This aspect requires much more exploration as there is dearth of research work, especially in India.

- 2) Dr. Purnima. P. Pattanshetti, neelambike. M. Huddar (2015), Relationship Between Emotional Intelligence in Relation to Leadership Characteristics and Academic Performance of College Students. The study reveals gender differences and correlation with regard to Emotional Intelligence Leadership characteristics and Academic Performance. The purpose of this study is --To see whether there is a relationship between emotional intelligence and academic success. --Do high achievers in 11th grade have a high emotional intelligence level or isn't there any relationship between their achievement and their emotional intelligence? --To find the relationship between emotional intelligence (EI) and academic success and the association between emotional intelligence and major of study. The scores obtained on EQ-i and the GPA of 187 students of physical education, chemistry, mathematics, English and medicine were correlated. Findings--A significant difference was observed between male and female students with respect to emotional intelligence, Leadership Characteristics, Academic Performance scores at 5% level of significance. --A significant positive relationship was observed between emotional intelligence and leadership characteristics and academic performance scores of all students at 5% level of significance.

2.6 CONCLUSION

To conclude, some of the important features that emerged from the studies reviewed so far may be summed up as follows: The review has thrown light on the higher-order cognitive processes of problem-solving, critical thinking, and decision making. The vast literature reviewed on coping behaviours gave more insight into stress coping and various strategies of coping. Studies on psychological resilience provided a revelation on the emergence of

protective factors that helped overcome adverse conditions of life. The importance of empowering adolescents with Life Skills Education in the present-day context became apparent. The review was an eye-opener on the efficacy of various Life Skill intervention programs abroad and in Indian schools. The review revealed the implementation of Life Skills Education for adolescents at the global level and the efforts taken up by the UNO through its organizations like WHO, UNICEF, UNESCO, etc. towards achieving this goal.

The review of related literature enabled the researcher to acquire knowledge about the perceptions of principals, teachers, and students on Life Skills and also about the Life Skills Intervention Programmes undertaken in India and other parts of the world. The methodology used in the previous research was studied. The recommendations of previous researchers for further research came to be known. The growing importance of Life Skills in the present educational scenario was evident from the studies that were reviewed. This further motivated the investigator to take up the research.

CHAPTER -III

METHODOLOGY

3.1 INTRODUCTION:

The importance of Life Skills in the current educational scenario is evident from the vast number of studies on Life Skills conducted across the world. Empowering adolescents and facilitating their complete and integrated development is the objective of Life Skills education. Life Skills help in confidence-building and improving emotional intelligent. They also help develop cognitive skills.

The study on the Life Skills of Higher Secondary students about emotional intelligent was an empirical one. The present chapter contains the statement of the problem, the hypotheses, the research design, and the description of the method followed to conduct the study.

3.2 THE PROBLEM:

The exhaustive review of literature in the area of Life Skills has directed the present study to focus on an investigation to explain the facts regarding the Life Skills and emotional intelligent of adolescents in school. Hence, the research problem was formulated as indicated earlier in the first chapter. The statement of the problem runs as follows:

“The impact of life skills training on the emotional intelligence of high school students”

3.3 OBJECTIVES

1. To find out the level of emotional intelligence among high school students.
2. To evaluate the reasons for declining emotional intelligence among high school students.
3. To find out the impact of the intervention on high school students in emotional intelligence.
4. To assess the improvement in emotional intelligence among high school students.

3.4. HYPOTHESIS OF THE STUDY:

1. There is a significant relationship between life skills and emotional intelligence among high school students
2. There is a significant impact of intervention activities on life skills and emotional intelligence among high school students
3. There is a significant improvement in life skills and emotional intelligence among high school students

3.5. METHODOLOGY:

METHOD:

3.5.1 Design: Single group experimental design with pre-test, intervention, and post-test were adopted.

3.5.2 SAMPLE: For the present study 82 IX th standard students were selected from GHSS Thanikkottaham at Vetharanyam block in Nagapattinam district as the sample.

3.5.3 INTERVENTION:

1. Life skill training and motivation classes were conducted.
2. Life skills video content was shown.

3.6 DATA ANALYSIS

Percentage analysis of the background data of the students, SD, 't'-test and Correlation were used to verify the hypotheses.

3.7 THE RESEARCH DESIGN

The researcher used the experimental method to collect data. An experimental research design was used because it is an appropriate technique for collecting information on emotional intelligence from the population.

3.8 SELECTION OF THE TOOL

The Questionnaire was the tool taken for the study. In a Questionnaire, the questions are systematically compiled and submitted to a sample of the population. It is an important instrument since it is used to gather information from widely scattered sources. In the present

study, the closed-form type of questionnaire was adopted. The respondent selected one response out of the given responses. This type of questionnaire is easy to fill out, takes less time, is acceptable and convenient to the respondent, and is fairly easy to tabulate and analyse. Hence the reason for selecting it as the tool of the study.

3.9 Tool of the study:

Emotional intelligence questionnaire.

(The questionnaire included five dimensions.

1. self-awareness
2. Self -regulation
3. Motivation
4. Empathy
5. Social skills.)

To know the background information of the school students, a general information schedule was used. The progress of learning to a greater extent depends on the Socio-Economic status of the family of the learner. This plays a major role in the student's achievement. Hence the inclusion of the Socioeconomic Status Scale as one of the tools.

3.10 SCORING PATTERN OF THE TOOLS

Summated scales or Likert-type scales were adopted in the tools. On a Likert scale, the respondent is asked to respond to each of the statements in terms of several degrees, usually four degrees. The respondent may respond in any one of the following ways: (i) Strongly agree (ii) Agree (iii) Disagree (iv) Strongly disagree Each point on the scale carries a score. In this case, they are 4,3,2,1 respectively. These score values are generally not printed on the instruments, this way the instrument yields a total score for each respondent, which would then measure the respondent's favourableness towards the given point of view.

3.11 ADMINISTERING THE QUESTIONNAIRES:

To carry out effective research, ethical considerations were taken into account. The investigator personally contacted the heads of the schools and explained the purpose of the study. After obtaining permission the investigator met the students and spoke to them 82 convincingly about the study and the importance and usefulness of their participation in the study.

They were briefed about their part in the study and assured that all responses they give would be kept confidential. They were asked to sign the Informed Consent forms (Appendix-1) to ensure their voluntary participation in the study. In this form, the investigator's name and designation were mentioned. The title and the purpose of the study were made clear to the students. They were told that their responses would be used for research purposes only. Respondents were encouraged to ask questions about the study before they gave their consent. After this process, the selected students were administered the tools. The students were highly cooperative in filling out the questionnaires.

3.12 STATISTICAL ANALYSIS OF THE DATA:

It was an extremely difficult task to accomplish the simplification, quantification, statistical analysis, and generalization of the data. The analysis of data started with the background information of the sample. The data collected were consolidated, tabulated, and analysed using inferential techniques like percentage Analysis and t-test which are presented in detail in chapter IV.

3.13 DATA COLLECTION FOR QUALITATIVE ANALYSIS:

The investigator used the emotional intelligence questionnaire of Daniel Goleman. The investigator requested their cooperation in the study assuring them that their responses would be kept confidential and their responses would be used for research purposes only. The 82 individual responses of the students were recorded. An elaborate analysis of the responses of the teachers is given in Chapter IV.

3.14 CONCLUSION:

The third chapter gave a detailed account of the procedure and method employed in conducting the study. It also described explicitly the sources from where the tool was adopted

from Daniel Goleman. To add support to the quantitative study was also conducted, the details of which are given above. In the forthcoming chapter, detailed analyses and discussion of the data will be done.

CHAPTER – IV

ANALYSIS, INTERPRETATION, AND DISCUSSION

4.1 INTRODUCTION:

The adolescent period is not only a period of storm and stress in the life of an individual but also a crucial stage of life in which the individual reaches physical and sexual maturity and rapid development of cognitive power. The adolescent is faced with the immense task of making career decisions, setting an appropriate level of aspiration, and fixing attainable goals. The coping style of an adolescent at this stage lays the foundation for a well-balanced and amicable life in later years, with a good emotional intelligence and socially acceptable behaviour. The present study aimed to find out the impact of life skills training on the emotional intelligence of high school students.

4.2 QUANTITATIVE ANALYSIS:

The experimental method was followed for the present study. The required details were collected by administering specially evolved questionnaires to assess the impact of life skills training on the emotional intelligence of high school students. For the present study 82 IX th standard students were selected from GHSS Thanikkottaham at Vetharanyam block in Nagapattinam district as the sample.

4.3 HYPOTHESIS OF THE STUDY:

1. There is a significant relationship between life skills and emotional intelligence among high school students
2. There is a significant impact of intervention activities on life skills and emotional intelligence among high school students
3. There is a significant improvement in life skills and emotional intelligence among high school students.

4.4 Tool of the study:

Emotional intelligence questionnaire.

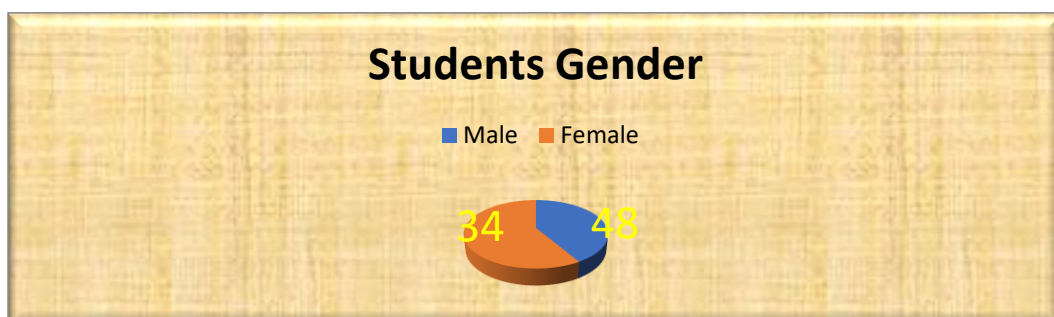
(The questionnaire included five dimensions.

1. self-awareness
2. Self -regulation
3. Motivation
4. Empathy
5. Social skills.)

To know the background information of the school students, a general information schedule was used. The progress of learning to a greater extent depends on the Socio-Economic status of the family of the learner. This plays a major role in the student's achievement. Hence the inclusion of the Socioeconomic Status Scale as one of the tools.

4.5 THE ANALYSIS OF THE DATA:

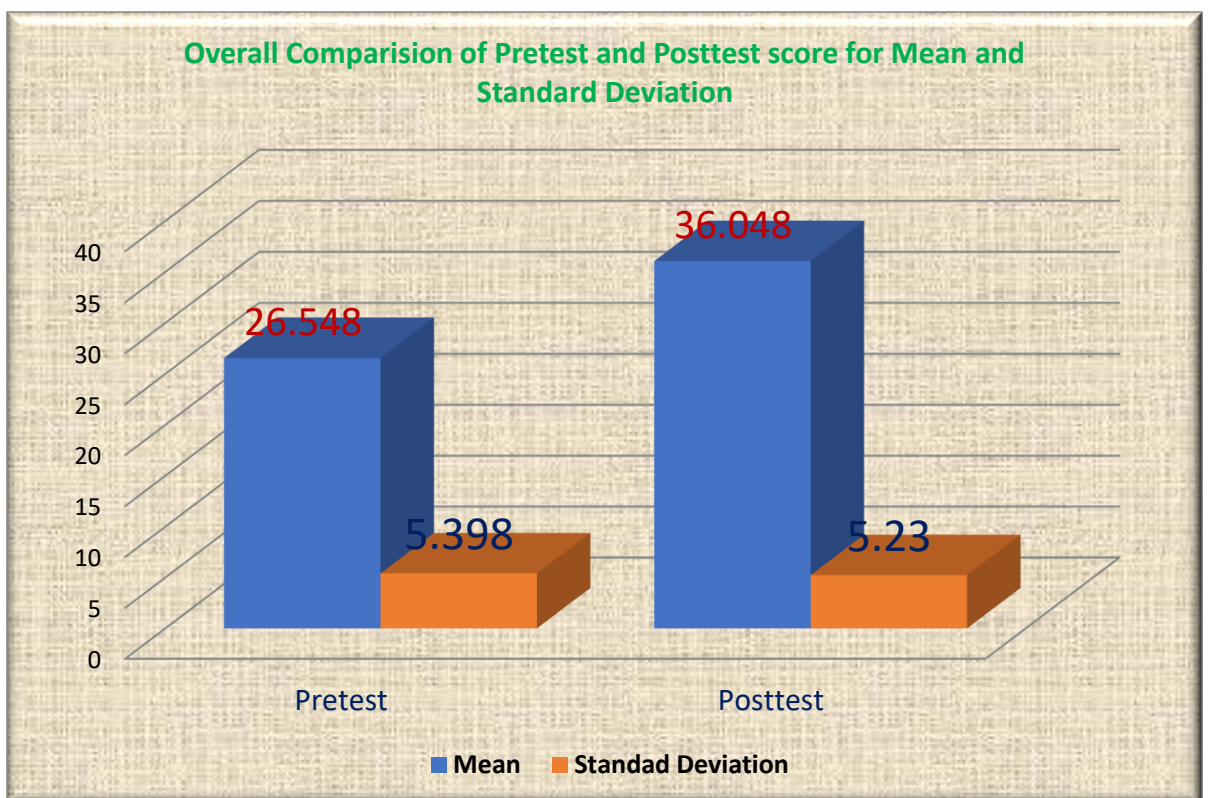
The Analysis of the data is done below in elaborate form under the following headings: I. Quantitative analysis of the data A. Background information of the sample B. Percentage analysis of the impact of life skills training on the emotional intelligence of high school students, regarding the independent variables C. Inferential analysis of the impact of life skills training on the emotional intelligence of high school students about the independent variables.



4.6 Table shows pre and post-test value of total sample.

| Emotional Intelligence Test | Number | Mean | SD | “t” value |
|-----------------------------|--------|---------|---------|-----------|
| Pre-Test | 82 | 26.5488 | 5.39811 | 7.5095 |
| Post – Test | 82 | 36.0488 | 5.23026 | |

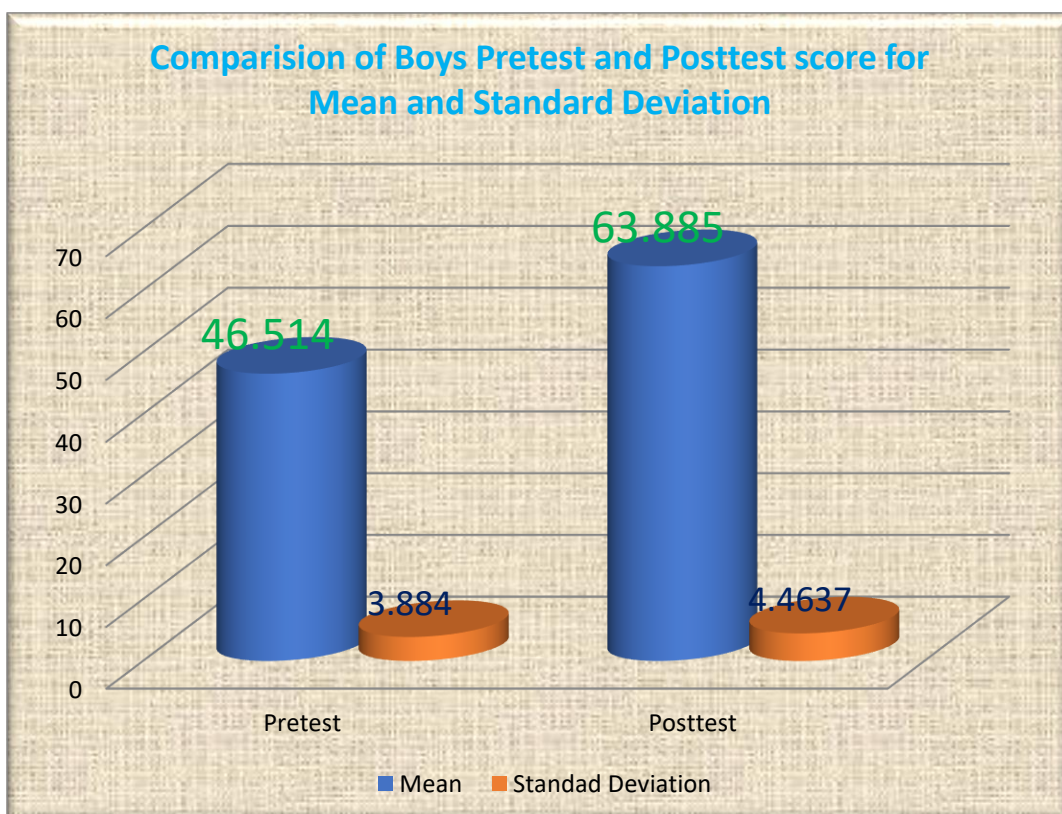
The calculated ‘t’ value is greater than the table value of 1.96 at a 0.05 level of significance. Hence it is proved that the Emotional Intelligence post-test (36.04) of the total sample is better than the pre-test (26.54) of the total sample.

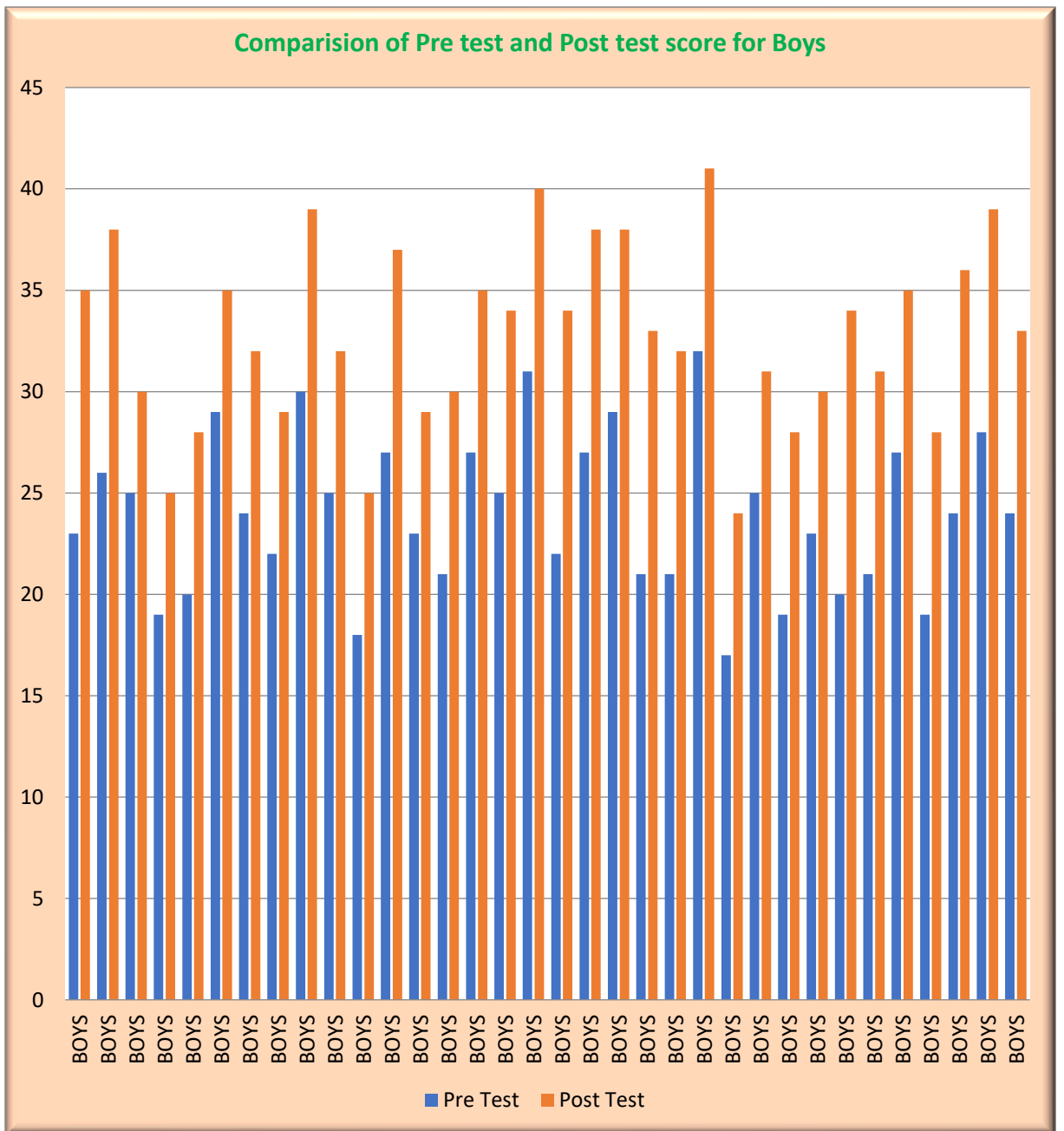


4.7 Table shows pre and post-test value of boys only

| Emotional Intelligence Test | Number | Mean | SD | “t” value | Correlation |
|-----------------------------|--------|-------------|-------------|-----------|-------------|
| Pre-Test | 48 | 46.51428571 | 3.884243044 | 2.7465 | 0.869967725 |
| Post – Test | 48 | 63.88571 | 4.463758 | | |

The calculated ‘t’ value is greater than the table value of 1.96 at a 0.05 level of significance. Hence it is proved that the Emotional Intelligence post-test value (63.88) is better than the pre-test value (46.51) of boys.

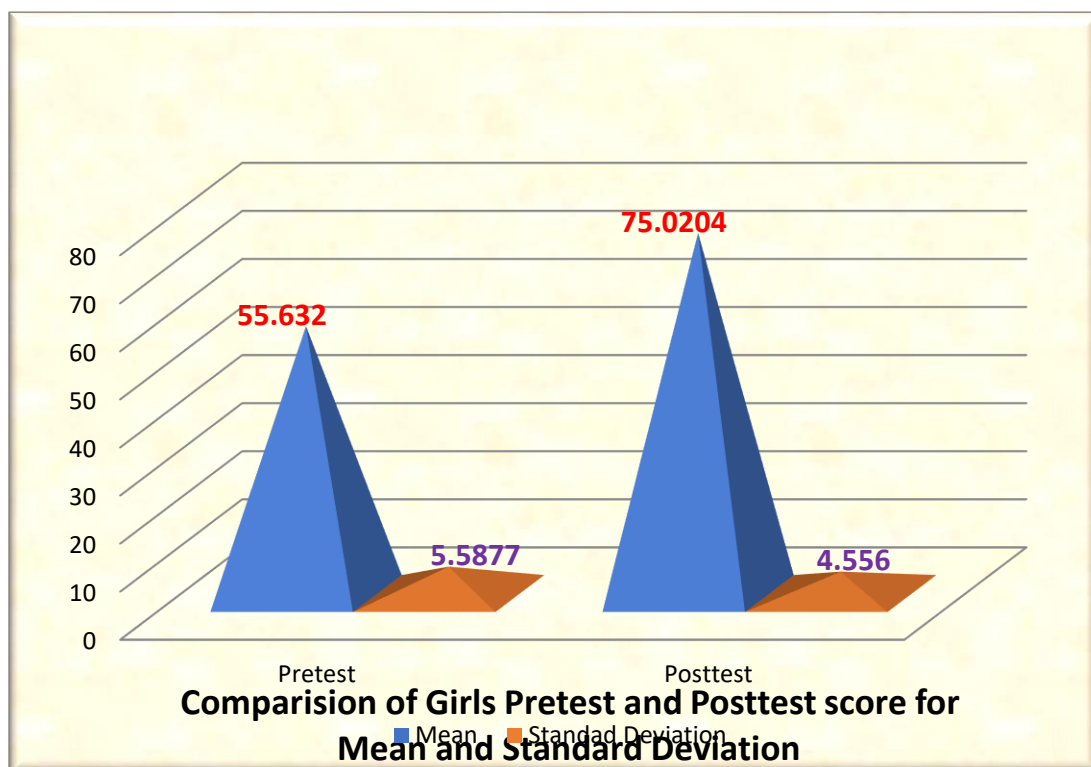


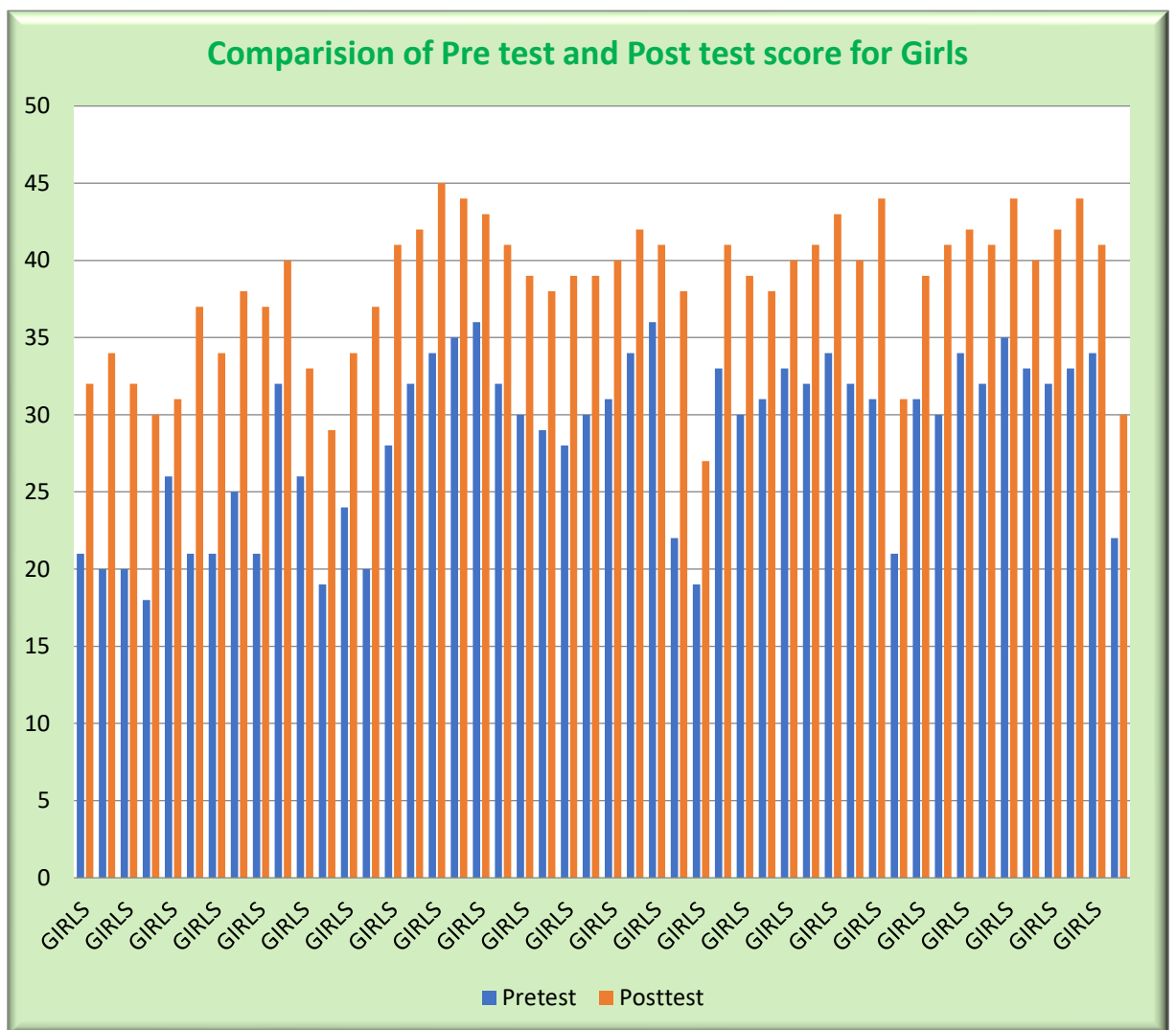


4.8 Table shows pre and post-test value of girls only

| Emotional Intelligence Test | Number | Mean | SD | “t” value | Correlation |
|-----------------------------|--------|-------------|-------------|-----------|-------------|
| Pre-Test | 34 | 55.63265306 | 5.587750978 | 2.1101 | 0.866918606 |
| Post – Test | 34 | 75.02041 | 4.556773 | | |

The calculated ‘t’ value is greater than the table value of 1.96 at a 0.05 level of significance. Hence it is proved that the Emotional Intelligence post-test value (75.02) is better than the pre-test value (55.63) of girls.





CHAPTER V

SUMMARY AND CONCLUSION

5.1 INTRODUCTION:

Life Skills are essential skills a person should possess to live a successful and productive life in this world. Adolescence is an important stage of one's life. It is the stage in which habits and sentiments are formed, values are learned and the foundation of emotional intelligence for becoming a self-actualized individual is laid. This study precisely was an attempt to investigate the impact of life skills training on the emotional intelligence of high school students.

The study comprised an experiment conducted in Govt Hr. Sec. School Thanikkottagam in Vetharanyam block. (48 boys and 34 girls) A total of 82 constituted the sample for the study.

5.2 HYPOTHESIS OF THE STUDY:

1. There is a significant relationship between life skills and emotional intelligence among high school students
2. There is a significant impact of intervention activities on life skills and emotional intelligence among high school students
3. There is a significant improvement in life skills and emotional intelligence among high school students

5.3 SELECTION OF THE TOOLS:

Emotional intelligence questionnaire.

(The questionnaire included five dimensions.

1. self-awareness
2. Self -regulation
3. Motivation
4. Empathy

5. Social skills.)

To know the background information of the school students, a general information schedule was used. The progress of learning to a greater extent depends on the Socio-Economic status of the family of the learner. This plays a major role in the student's achievement. Hence the inclusion of the Socioeconomic Status Scale as one of the tools.

The questionnaire method was the method adopted using which responses were elicited from the students. The questions were simple and closed-end type. The students were asked to mark their responses on a four-point scale. There was an enthusiastic response from the students. All the completed questionnaires were received by the investigator, all neatly ticked and filled. emotional intelligence scores of the students were obtained from the school in which the study was conducted. The data collected were consolidated, organized, and analysed by statistical treatment using tables and figures. This helped in arriving at genuine results which will be discussed in the present chapter Percentage analysis of the background data of the students, SD, and Correlation t-test, was used to verify the hypotheses.

5.4 THE RESULTS OF THE STUDY

The results obtained were discussed and summarised.

The following conclusions were drawn within the restricted realm of the present study:

❖ H₀ is accepted for Hypothesis 1. There is a significant relationship between life skill training and emotional intelligence among high school students.

❖ H₀ is accepted for Hypothesis 2. There is a significant impact of intervention activities on emotional intelligence among high school students.

❖ H₀ is accepted for Hypothesis 3. There is a significant improvement in emotional intelligence among high school students.

5.5 CONCLUSIONS DRAWN FROM THE RESULTS OF THE STUDY

1. The results of the study provoked significance to impact of life skill training approach on the emotional intelligence among the IXth standard students.
2. Emotional intelligence post-test (36.0488) of the total sample is better than the pre-test (26.5488) of the total sample
3. Emotional intelligence post-test (63.88571) mean value is better than the pre-test (46.51428571) means value of the boys.
4. Emotional intelligence post-test (75.02041) mean value is better than the pre-test (55.63265306) means value of the girls.
5. Emotional intelligence pre-test (55.63265306) mean value of girls is better than the pre-test (46.51428571) means value of the boys.
6. Emotional intelligence post-test (75.02041) mean value of girls is better than the post-test (63.88571) means value of the boys.

5.6 EDUCATIONAL IMPLICATIONS OF THE STUDY:

1. Improved academic performance: Life skills and emotional intelligence help students manage stress, stay motivated, and develop better study habits.
2. Better relationships: Students learn effective communication, empathy, and conflict resolution skills, leading to stronger relationships with peers and teachers.
3. Increased student engagement: Life skills and emotional intelligence training can boost student participation, enthusiasm, and commitment to learning.
4. Enhanced employability: Students develop essential skills for the workforce, such as teamwork, problem-solving, and time management.
5. Better decision-making: Students learn to make informed choices, considering consequences and impact on themselves and others.
6. Improved mental health: Life skills and emotional intelligence training can reduce stress, anxiety, and depression in students.
7. More effective teaching: Teachers equipped with emotional intelligence can create a supportive learning environment, fostering student growth.
8. Positive school culture: Life skills and emotional intelligence training can contribute to a more harmonious and supportive school community.

9. Parental involvement: Parents can benefit from life skills and emotional intelligence training, enhancing their relationship with their children and supporting their development.

10. Long-term benefits: Life skills and emotional intelligence training can have a lasting impact on students' personal and professional lives beyond their academic years.

By integrating life skills training and emotional intelligence into education, students can develop essential skills for success in academics, career, and personal life.

5.7 RECOMMENDATIONS OF THE STUDY:

Life Skills Training:

1. Incorporate hands-on activities and real-life scenarios to practice skills like problem-solving, communication, and conflict resolution.
2. Use experiential learning methods like role-playing, group projects, and simulations to develop teamwork and leadership skills.
3. Invite industry professionals and mentors to share their experiences and provide guidance on career development.
4. Offer personalized coaching and feedback to help individuals set and achieve goals.
5. Create a safe and supportive environment for individuals to share their challenges and receive support.

Emotional Intelligence:

1. Use assessments like EQ-i 2.0 or MSCEIT to measure emotional intelligence and identify areas for improvement.
2. Incorporate mindfulness and self-reflection exercises to increase self-awareness and emotional regulation.
3. Practice empathy-building activities like active listening and perspective-taking exercises.
4. Develop effective communication skills through assertiveness training and conflict resolution exercises.
5. Encourage journaling and self-reflection to increase emotional awareness and regulation.

Integration:

1. Incorporate emotional intelligence into life skills training to enhance overall effectiveness.
2. Use real-life scenarios to practice emotional intelligence skills like empathy and conflict resolution.
3. Encourage individuals to apply emotional intelligence skills in their personal and professional lives.

4. Provide feedback and coaching on how to improve emotional intelligence skills.
5. Create a culture that values emotional intelligence and life skills development.

By following these recommendations, individuals can develop the skills they need to succeed in all areas of life.

5.8 SUGGESTIONS FOR FURTHER RESEARCH:

Research gaps for life skills training and emotional intelligence:

Life Skills Training:

1. Limited longitudinal studies on the long-term impact of life skills training.
2. Need for more research on the effectiveness of different training methods (e.g., online vs. in-person).
3. Lack of standardized assessment tools for life skills.
4. Limited research on life skills training for specific populations (e.g., youth, seniors).
5. Need for more research on the transfer of life skills to real-life situations.

Emotional Intelligence:

1. Limited research on the neural basis of emotional intelligence.
2. Need for more studies on the relationship between emotional intelligence and mental health.
3. Lack of consensus on a single definition and measurement tool for emotional intelligence.
4. Limited research on the impact of emotional intelligence on physical health.
5. Need for more research on the development of emotional intelligence in children and adolescents.

Integration:

1. Limited research on the integration of life skills training and emotional intelligence development.
2. Need for more studies on the impact of emotional intelligence on life skills development.
3. Lack of research on the effectiveness of combined life skills and emotional intelligence training programs.
4. Limited research on the role of emotional intelligence in life skills transfer.
5. Need for more research on the long-term impact of combined life skills and emotional intelligence training.

Addressing these research gaps can help deepen our understanding of life skills training and emotional intelligence, ultimately leading to more effective training programs and better outcomes.

5.9 CONCLUSION

Life skills are essential for navigating the challenges of everyday life and achieving personal and professional success. By developing skills such as communication, problem-solving, emotional intelligence, and time management, individuals can:

- Build stronger relationships
- Achieve their goals
- Make informed decisions
- Manage stress and conflict
- Improve their mental health and well-being

Life skills training can benefit individuals of all ages and backgrounds, and can be applied in various aspects of life, including personal, academic, and professional settings.

By prioritizing life skills development, individuals can:

- Enhance their personal growth and development
- Improve their relationships and communication
- Increase their confidence and self-esteem
- Achieve their goals and aspirations
- Live a more fulfilling and purposeful life

In today's fast-paced and ever-changing world, life skills are crucial for adapting to new situations, overcoming obstacles, and achieving success. By investing in life skills development, individuals can unlock their full potential and live a happier, healthier, and more successful life.

emotional intelligence (EI) is a vital skill that plays a crucial role in personal and professional success. By developing emotional intelligence, individuals can:

- Better understand themselves and others
- Improve relationships and communication
- Make informed decisions
- Manage stress and conflict

- Enhance their mental health and well-being

Emotional intelligence is not just an innate trait, but can be developed and improved through practice, training, and experience. By prioritizing EI development, individuals can:

- Increase empathy and understanding
- Improve leadership and teamwork skills
- Enhance adaptability and resilience
- Achieve greater success in personal and professional life
- Build stronger, more meaningful relationships

In today's fast-paced and interconnected world, emotional intelligence is essential for effective communication, collaboration, and decision-making. By cultivating emotional intelligence, individuals can unlock their full potential, achieve greater success, and live a more fulfilling life.

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மாவட்ட ஆசிரியர் கல்வி மற்றும் பயிற்சி நிறுவனம்,
குருக்கத்தி, நாகப்பட்டினம் மாவட்டம்.

**வளரிளம் பருவ மாணவர்களின் மனவெழுச்சி
நுண்ணறிவை மேம்படுத்துவதற்கான**

வாழ்வியல் திறன் பயிற்சி

நாள்: 27.02.2024
இடம்: அரசு மேல்நிலைப்பள்ளி,
தாணிக்கோட்டகம்.

கருத்தாளர் :
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MA., MEd., MPhil., MSc (Psy)., PhD.,
உதவி பேராசிரியர்,
அரசு கல்வியில் கல்லூரி,
புதுக்கோட்டை



Pre test



Life skill trainer's speech



Intervention activities



Intervention activities



Rsearcher's motivational speech

மாவட்ட ஆசிரியர் கல்வி மற்றும் பயிற்சி நிறுவனம்

குருக்கத்தி, நாகப்பட்டினம் மாவட்டம்

முன்தேர்வு / பின்தேர்வு

மாணவர் பெயர் :

பாலினம் :

வசிப்பிடம் : கிராமம் / நகரம்

வகுப்பு :

பள்ளியின் பெயர் :

ஆய்வுத்தலைப்பு :

THE IMPACT OF LIFE SKILLS TRAINING ON THE EMOTIONAL INTELLIGENCE OF HIGH SCHOOL STUDENTS

உயர்நிலைப்பள்ளி மாணவர்களின் மனவெழுச்சி நுண்ணறிவில் வாழ்வியல் திறன் பயிற்சியின் தாக்கம்.

மாணவர்களின் தரவுகள் அனைத்தும் ஆய்விற்காக மட்டும் பயன்படுத்தப்படும் என்று உறுதியளிக்கிறேன்.

மனவெழுச்சி நுண்ணறிவுக்கான வினாக்கள்

1- முற்றிலும் ஏற்றுக்கொள்கிறேன்

2- ஏற்றுக்கொள்கிறேன்

3-முற்றிலும் மறுக்கிறேன்

4.- மறுக்கிறேன்

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|-----|---|---|---|---|---|
| 1. | பிரச்சனைகளை சமாளிப்பதில் எனது அணுகுமுறை நிலையற்றதாகும் | 1 | 2 | 3 | 4 |
| 2. | குழப்பமான பிரச்சனைகளை எப்படி சமாளிப்பது என்று எனக்குத் தெரியும். | | | | |
| 3. | என் உணர்வுகளை வெளிப்படுத்துவது எனக்கு மிகவும் எளிதானது. | | | | |
| 4. | நான் எதையும் கற்பனை செய்யாமல் அல்லது பகல் கனவு காணாமல், உண்மையில் இருப்பதைப் பார்க்க முயற்சிக்கிறேன். | | | | |
| 5. | நான் என் உணர்வுகளை நன்கு புரிந்துகொண்டிருக்கிறேன். | | | | |
| 6. | பெரும்பாலான சூழ்நிலைகளில் நான் என்னைப் பற்றி உறுதியாக உணர்கிறேன். | | | | |
| 7. | என் கோபத்தை கட்டுப்படுத்துவது பெரும் பிரச்சனையானதாகும் . | | | | |
| 8. | என் உணர்வுகளை வெளிப்படுத்துவது எனக்கு மிகவும் எளிதானது. | | | | |
| 9. | மற்றவர்களின் உணர்வுகளை நான் எளிதில் புரிந்து கொள்கிறேன். | | | | |
| 10. | புதிய விஷயங்களைத் தொடங்குவது எனக்கு கடினம். | | | | |

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| 11. | கடினமான சூழ்நிலையை எதிர்கொள்ளும் போது, என்னால் முடிந்த அனைத்து தகவல்களையும் சேகரிக்க விரும்புகிறேன். | | | | |
| 12. | கடினமான சூழ்நிலைகளில் என்னால் முதலிடத்தில் இருக்க முடியும் என்று நான் நம்புகிறேன். | | | | |
| 13. | என்னுடைய ஆழ்ந்த உணர்வுகளை மற்றவர்களுடன் பகிர்ந்து கொள்வது எனக்கு கடினமாக உள்ளது. | | | | |
| 14. | எனக்கு தன்னம்பிக்கை குறைவு. | | | | |
| 15. | பொதுவாக மாற்றங்களைச் செய்வது எனக்கு கடினமாக உள்ளது. | | | | |
| 16. | ஒரு சிக்கலைத் தீர்க்க முயற்சிக்கும் முன் அதனை புரிந்து கொள்ள விரும்புகிறேன். | | | | |
| 17. | நான் மிகவும் மகிழ்ச்சியான நபர். | | | | |
| 18. | பதட்டமடையாமல், மன அழுத்தத்தை என்னால் கையாள முடியும். | | | | |
| 19. | நான் எப்படி உணர்கிறேன் என்பதைப் புரிந்துகொள்வது கடினம். | | | | |
| 20. | நான் மற்றவர்களிடம் கோபமாக இருக்கும்போது, அதைப் பற்றி அவர்களிடம் சொல்ல முடியும். | | | | |
| 21. | விவரிக்க முடியாத விசித்திரமான அனுபவங்களை நான் பெற்றிருக்கிறேன். | | | | |
| 22. | நண்பர்களை உருவாக்குவது எனக்கு எளிதானது. | | | | |
| 23. | எனக்கு நல்ல சுயமரியாதை இருக்கிறது. | | | | |
| 24. | விஷயங்களைப் பற்றிய கருத்துக்களை மாற்றுவது எனக்கு கடினம். | | | | |
| 25. | ஒரு பிரச்சனையை எதிர்கொள்ளும் போது, நான் முதலில் செய்வது நிதானமாக யோசிப்பதுதான். | | | | |

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| 26. | மன அழுத்தத்தை என்னால் தாங்கிக்கொள்ள முடிவதில்லை. | | | | |
| 27. | நான் என் அந்தரங்க உணர்வுகளை வெளிப்படுத்துவதில்லை. | | | | |
| 28. | நான் நினைக்கும் விதத்தை பிறர் புரிந்து கொள்வதில்லை. | | | | |
| 29. | நான் என்னைப் பற்றி நல்ல விதமாக உணரவில்லை. | | | | |
| 30. | புதிய நிபந்தனைகளுக்கு ஏற்ப எனக்கு எதுவும் எளிதானது. | | | | |
| 31. | ஒரு சிக்கலைத் தீர்க்க முயற்சிக்கும்போது, நான் ஒவ்வொரு வாய்ப்பையும் எடுத்துக் கொள்வேன், பின்னர் சிறந்த வழியைத் தீர்மானிப்பேன். | | | | |
| 32. | நான் முக்கியமான வேலையில் இருந்தாலும் கூட, பிரச்சினையில் இருப்பவர்க்கு உதவுவேன். | | | | |
| 33. | நான் வேடிக்கை மனிதனாக இருக்கிறேன். | | | | |
| 34. | என் கவலையை கட்டுப்படுத்துவது எனக்கு கடினமாக இருப்பதாக உணர்கிறேன். | | | | |
| 35. | என்னால் ஒருவருடனும் உடன்பட முடியவில்லை. | | | | |
| 36. | என்னைச் சுற்றி என்ன நடக்கிறது என்பது குறித்து நான் கவலைப்படுவதில்லை . | | | | |
| 37. | நான் மற்றவர்களுடன் பழகுவதில்லை. | | | | |
| 38. | பிறர் எப்படி இருக்கிறார்களோ? அப்படியே அவர்களை ஏற்றுக்கொள்வது எனக்கு கடினம். | | | | |
| 39. | மற்றவர்களுக்கு என்ன நடக்குமோ என்று நான் கவலைப்படுகிறேன். | | | | |
| 40. | நான் பொறுமையற்றவன். | | | | |
| 41. | எனது பழைய பழக்கங்களை என்னால் மாற்ற முடிகிறது. | | | | |

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| 42. | கடினமான சூழ்நிலைகளில் அமைதியாக இருப்பது எப்படி என்று எனக்குத் தெரியும். | | | | |
| 43. | நான் விரும்பும் போது "இல்லை" என்று சொல்வது எனக்கு கடினம். | | | | |
| 44. | நான், என் கற்பனைகளால் அலைக்கழிக்கப்படுகிறேன். | | | | |
| 45. | நான் நண்பர்களுடன் இருக்கும்போது மகிழ்ச்சியடைகிறேன். | | | | |
| 46. | கட்டுப்படுத்த கடினமாக இருக்கும் வலுவான தூண்டுதல்கள் என்னிடம் உள்ளன. | | | | |
| 47. | எனது அன்றாட வாழ்க்கையில் மாற்றங்களைச் செய்வது பொதுவாக எனக்கு கடினமாக உள்ளது. | | | | |
| 48. | எழும் சூழ்நிலைகளைக் கையாள்வதில், என்னால் முடிந்தவரை பல அணுகுமுறைகளைப் பற்றி சிந்திக்க முயற்சிக்கிறேன். | | | | |
| 49. | நான் நினைப்பதை பிறரிடம் சொல்வது எனக்கு மிகவும் எளிதானது. | | | | |
| 50. | நான் என்னை மிகைப்படுத்த முனைகிறேன். | | | | |

EMPATHY:



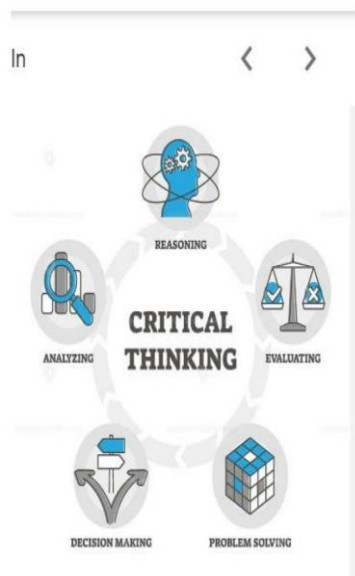
PROBLEM SOLVING:



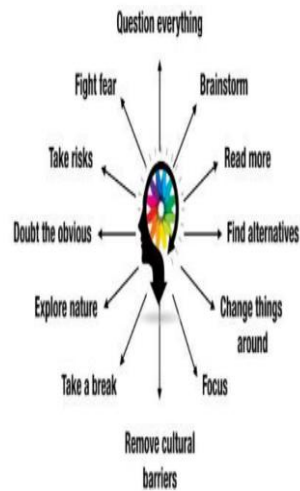
INTERPERSONAL RELATIONSHIP:



CRITICAL THINKING:



CREATIVE THINKING:



COPING WITH STRESS:



MANAGING EMOTIONS AND FEELINGS:

6 Simple Ways to Help Kids Manage Big Emotions

| | |
|---------------|---|
| Listen |  |
| Co-regulate |  |
| Give Space |  |
| Distract |  |
| Draw or Write |  |
| Problem-Solve |  |

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AWARENESS OF SELF :



DECISION MAKING:



EFFECTIVE COMMUNICATION:

