

**Name of the DIET:** DIET Kurukkathi, Nagapattinam District

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

### **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.

### **2. 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.

### **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.

#### **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 influence 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.METHODOLOGY:**

##### **A) METHOD:**

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

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

##### **C) INTERVENTION:**

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

**D)Tool:** Emotional intelligence questionnaire.

##### **E) DATA ANALYSIS**

<b>Test</b>	<b>Number</b>	<b>Mean</b>	<b>SD</b>	<b>“t” value</b>
<b>Pre-Test</b>	<b>82</b>	<b>26.5488</b>	<b>5.39811</b>	<b>7.5095</b>
<b>Post – Test</b>	<b>82</b>	<b>36.0488</b>	<b>5.23026</b>	

**Table shows pre and post-test value of Total students**

<b>Average</b>	<b>26.5488</b>	<b>36.0488</b>
<b>S. D</b>	<b>5.39811</b>	<b>5.23026</b>
<b>t test value</b>	<b>7.5095</b>	
<b>Correlation</b>	<b>0.88101</b>	

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

<b>Average</b>	<b>46.51428571</b>	<b>63.88571</b>
<b>S. D</b>	<b>3.884243044</b>	<b>4.463758</b>
<b>t test value</b>	<b>2.7465</b>	
<b>Correlation</b>	<b>0.869967725</b>	

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

<b>Average</b>	<b>55.63265306</b>	<b>75.02041</b>
<b>S. D</b>	<b>5.587750978</b>	<b>4.556773</b>
<b>t test value</b>	<b>2.1101</b>	
<b>Correlation</b>	<b>0.866918606</b>	

## **6.MAJOR FINDINGS**

- 1.The results of the study provoked significance to impact of life skill training approach on the emotional intelligence among the IX th standard students.
- 2 Post-test value of emotional intelligence is greater than the pre-test value of Boys.
3. Post-test value of emotional intelligence is greater than the pre-test value of Girls.

## **7. EDUCATIONAL IMPLICATIONS**

The study will be investigated the impact of Life Skill training on the emotional intelligence of high school students. This study will be focused on the students studying in the High school class. This may also be considered a valuable contribution to the field of research. The study will be recommending the various stakeholders in education namely parents, teachers, heads of institutions,

government policymakers, and curriculum framers take the findings of this research seriously and make Life Skills a compulsory subject of study in the framework of the curriculum.

## 8.CONCLUSION

Life Skills enhance emotional intelligence. This is the empirical contribution that this study has made. Life Skills will shape behavior. Life Skills will influence Academic Achievement. The development of cognitive skills paves the way for higher academic achievement.

### Photos



**Research tool validation workshop**



**Life skill trainer's speech**



**Pre test**



**Rsearcher's motivational speech**