

The Impact of Life Skills Training (Lst) on Emotional Intelligence of High School Students

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ABSTRACT

Emotional Intelligence (EI) has a major role in one's mental health and Life Skills Training (LST) (LST) could be viewed as a bridge relating Emotional Intelligence and mental health. The purpose of this study was to investigate the effect of Life Skills Training (LST) on the Emotional Intelligence and Life skills of adolescent students. Using a pretest posttest control group design this hypothesis was analyzed.

INTRODUCTION

Training successful students and providing higher educational levels are among the important purposes of student training in the strategic planning of the twenty-first century, and this has been stressed on more, in recent times. In achieving these objectives, like promoting of thinking, increasing intellectual abilities, developing personal qualities and interpersonal skills, or Emotional Intelligence. This is the focus of attention today than it has been in the past. Intellectual intelligence (IQ) and Emotional Intelligence (EQ) can be developed and strengthened. Regarding the differences between the traditional and newer teaching methods and their contribution to the development of Emotional Intelligence, **Professor Hang Chang Chieh** (1999), stated that "Emotional Intelligence could be achieved through consistent educational efforts".

Today, the adolescent students are exposed to many stressful issues. Some of them are creating new relationships with family and friends, learning new habits and acting as an independent and mature individual. Studies have shown that the stressors play important roles in the decline of academic performance. A large proportion of researches study the academic success of the students and the related factors. However, recent studies concentrate on the impact of variables such as, standard measurement of cognitive abilities and determining the predictive power of these variables and Emotional Intelligence in academic achievement. Considering the increased rate of emotional and behavioral problems, like low self-esteem, anxiety and depression disorders in young adolescents, many parents, scientists, and researchers around the world believe that teaching skills in the field of Emotional Intelligence to adolescents is essential. These skills lead to increased compliance and a greater chance of success, even in situations with serious risk factors.

On the other hand, Life Skills Training (LST) is defined as personal and social skills, by which people can behave properly with others. This training has been beneficial in various programs of mental health, preventing of many risk factors such as, substance abuse, teenage pregnancy, AIDS, and licentious sexual relationships and epidemics. These skills include: Problem-solving, creative thinking, critical thinking, adaptive interpersonal behaviors, self-awareness, empathy with others, and coping with negative emotions and stressors. These skills contribute to the improvement of Emotional Intelligence and intellectual intelligence.

REVIEW OF RELATED LITERATURE

Despite the large volume of studies regarding the predictive role of Emotional Intelligence (EI) and its relationship to various educational variables, increasing attention is being given to the role of EI in students' psychological and academic development. Studies regarding the interventions to enhance Emotional Intelligence of the students are few.

Previous studies revealed that Life Skills Training (LST) could lead to increased Emotional Intelligence. Considering the results of the study, there is a positive relationship between high Emotional Intelligence and mental health, power of coping with the problems and academic success. It can be concluded that Life Skills Training (LST) could lead to improved mental health and Emotional Intelligence. This will reduce unhealthy behaviors.

STATEMENT OF HYPOTHESIS

It was hypothesized that adolescent students of higher secondary schools who receive Life Skills Training (LST) as a part of their curriculum will have significant change in their emotional quotient and will show enhanced levels of Life skills.

METHOD

Participants

The population for the study involved adolescent students in the age group of 13-15 years of which a sample of 447 were selected from four secondary schools in Visakhapatnam District. Students were selected randomly, after being proportionally matched, based on the characteristics of sex, interest level in the field of study, institutional type and locale of student. The exclusion criteria for this research include a report of physical and mental illness and a history of participation in Life Skills Training (LST) classes.

Design & Instruments

The life skills curriculum designed and developed by NIMHANS Bangalore as a model of Health Promotion in Adolescents was used as the design in the study and a Posttest of the control group will be taken. The methods of data collection include self-reporting while using the research questionnaire, which will consist of Bar-on Emotional Quotient Inventory, Life Skills scale proposed by WHO and demographic data questionnaire.

Procedure

The research was conducted in two phases. A pre- and post-test experimental methods will be used on the control group. Life Skills Training (LST) will be given to the control group. Pre and posttests will be conducted and evaluated to analyze the change in levels of performance of the control group. To determine and compare the level of Emotional Intelligence before and after training in all cases, will be analyzed statistically for which the mean and standard deviation paired and independent t- Test will be performed. The level of significance will be $\alpha = 0.05$. The EQ scores of the Pretest and Posttest were analyzed and correlated with Pearsons product at significance level of 0.05.

RESULTS

The score results showed a significant difference in the Emotional Quotient of the and the Life Skills displayed by the students after receiving the Life Skills Training The variation was significant in cases of gender, medium of instruction and age.

CONCLUSION

In conclusion, the results of this study can be used to help in the improvement of the students' emotional health and their ability to deal with inappropriate conditions. Hence, it is suggested that Life Skills Training (LST), should be the most important educational issue. We must pay more attention to the students' emotional health and Emotional Intelligence so that it would improve his/ her intellectual capabilities.

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