

LIFE SKILLS TRAINING ON EMOTIONAL INTELLIGENCE

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Abstract

Education is a character building process enhancing one's skills and making him/her rational, capable, responsive and intelligently independent. It generates the will to refashion one's heart, head and life. Life skills provide opportunities for people with developmental disabilities to live in a home of their own, maintain a job, make friends, learn new skills and contribute to his or her community. Value education could be likened to the hardware of a person, while life skills are the software. In this present age life skills play very vital role to increase the awareness among the youth about all social problems especially emotional problems to alleviate social evils from the society. This study was conducted among 70 prospective teachers following experimental method by adopting the parallel-group design. It is found that the level of life skills training on emotional intelligence of control and experimental group prospective teachers in pre test and post test scores is average. The effect size of life skills training on emotional intelligence of control and experimental group are huge, where as the experimental group is showing better result than the control group.

Keywords: Life skills Training, Emotional Intelligence

Introduction

“Agriculture is for living; mind culture is for life. Skills are for shaping material things so that they cater more for the comfort of man; studies are for shaping attitudes, feelings, desires, emotions and impulses of man, so that they may confer more peace, more joy and more fortitude on man” – Sri Sathya Sai Baba(2012). In the modern world our generation's dissatisfaction and revolt is the outcome of a decaying system of values hence it is important to re-establish the values and skills to make them an integral part of student's lives. Quality in education relates to the quality of the work undertaken by a teacher, which has significant effect upon his or her pupils.

Significance of the Study

Life skills are those traits, characteristics, talents and abilities that are inborn or developed throughout our lifetimes. Some of us are born with innate abilities to sing, dance, draw, or paint; we develop these skills very easily. Practicing life skills lead to qualities such as self-esteem, sociability and tolerance, to action competencies to take action and generate change, capabilities to have the freedom to decide what to do and who to be. Teaching life skills may be a little more difficult than other skills,

as we have to observe the activity and where there is opportunity for life skills learning. Emotional intelligence is not learned in the standard intellectual way, it must be learned and understood on an emotional level. The skill of emotional intelligence can be developed throughout life. But it is sad to recognize the fact that most of the youth are unable to utilize their potential in an apt way, due to the lack of guidance and motivation. These habits deteriorate their physical and intellectual capabilities and also seem to be a burden to the society. Youth are engaged in immoral activities which adversely affect other members of the society to a large extent.

These new challenges requires immediate and effective responses from a socially responsible system of education. In this present age life skills play vital role to increase the awareness among the youth about all social problems especially emotional problems to alleviate social evils from the society. The improvement in the quality of prospective teachers and their professional preparation should help to revolutionize the process of education by the adoption of modern methods of teaching whose chief aim is to build up proper interest, attitudes and whose accent is on the dignity and freedom of the individual awakening in curiosity and promoting love

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of learning habits of self study capacity to think and judge for one self and problem solving ability.

Methodology

The method adopted in this study is experimental method. The parallel-group design is also known as equivalent-group method. It is designed to overcome certain difficulties encountered in the one-group design. Here, the relative effects of two treatments are compared on the basis of two groups which are equated in all relevant aspects. The second group which is called the control group serves as a reference from which comparisons are made. The control group receives training through lecture method, where as the experimental group receives treatment. After a reasonable interval of time the difference between the two groups provides a measure of the effect of the independent variable. Life skills on emotional intelligence consist of physical skills, intellectual skills, moral skills, social skills, personal skills and teaching skills. Self made tools a) Life skills training on emotional intelligence, b) Family Environment, c) Peer Group were used. The personal data were collected from the prospective teachers that include the gender, age, educational qualification, discipline, marital status, type of family, residence, monthly income of family, father's educational qualification, mother's educational qualification, receiving guidance, purpose of education and techniques to reduce emotion. Samples were taken from 70 prospective teachers undergoing training in V.O.C.College of Education, Thoothukudi. Judgement sampling technique was adopted to select the sample by conducting Intelligence Quotient Test (IQ score 90-110 were selected as sample). Differential analysis is used to interpret data.

Objectives

1. To find out the significant difference, if any, in the life skills training on emotional intelligence of control gorup and experimental group prospective teachers in pre test and post test with respect to the following dimensions namely physical skills, intellectual skills, moral skills, social skills, personal skills and teaching skills.

2. To find out the significant difference, if any, in the life skills training on emotional intelligence of control group and experimental group prospective teachers in pre test and post test with respect to the background variables namely gender, age,

educational qualification, marital status, type of family and residence.

3. To find out the significant difference among the life skills training on emotional intelligence of control group and experimental group prospective teachers in post test with respet to the background variables such as discipline, father's educational qualification, mother's educational qualification, receiving guidance, purpose of education and techniques to reduce emotion.

Data Analysis

Hypothesis 1 : There is no significant difference between the life skills training on emotional intelligence of control group and experimental group prospective teachers in pre test and post test with respect to the dimensions physical skills, intellectual skills, moral skills, social skills, personal skills and teaching skills.

Table. 1 Significant difference between the dimensions of life skills training on emotional intelligence of control group and experimental group prospective teachers in pre test and post test

Dimensions	Group	N	Mean		SD		't' Value	Remarks at 1% level
			Pre-Test	Post-Test	Pre-Test	Post-Test		
Physical Skills	CG	35	27.37	34.34	2.29	3.65	9.81	S
	EG	35	27.57	41.34	1.96	1.98	32.77	S
Intellectual Skills	CG	35	32.31	37.54	2.01	1.29	15.02	S
	EG	35	32.66	41.34	2.19	1.85	16.26	S
Moral Skills	CG	35	30.23	33	2.4	0.94	6.59	S
	EG	35	30.29	38	1.9	1.19	17.98	S
Social Skills	CG	35	29.57	32.6	2.7	1.09	6.23	S
	EG	35	30.31	38.49	1.86	1.31	22.36	S
Personal Skills	CG	35	27.97	35.57	1.99	2.28	14.38	S
	EG	35	27.23	43	1.85	2.19	38.65	S
Teaching Skills	CG	35	27.14	32.8	3.41	1.28	9.33	S
	EG	35	28.86	43.11	2.1	2.51	23.22	S

p < 0.01, significant.

Findings show that the p value is less than 0.01 that is, the null hypothesis is rejected. Hence there is significant difference between the life skills training on emotional intelligence of control group and experimental group prospective teachers in their pretest and post test with respect to the dimensions physical skills, intellectual skills, moral skills, social skills, personal skills and teaching skills. Here the mean scores of experimental group, prospective teachers are high in their pretest and posttest scores

than the control group. So the experimental group prospective teachers are better in their life skills.

Hypothesis 2 : There is no significant difference between the life skills training on emotional intelligence of control group and experimental group prospective teachers in pre test and post test with respect to the background variables.

Table. 2 Significant difference between the life skills training on emotional intelligence of control group and experimental group prospective teachers in pre test and post test with respect to the background variables

Category	G R O U P	N	Mean		SD		't' Value	Remarks	
			Pre-Test	Post-Test	Pre-Test	Post-Test			
Gender	Male	CG	17	175.47	206.35	5.77	5.49	13.79	S
		EG	17	176.35	244.18	5.68	8.47	28.19	S
	Female	CG	18	173.78	205.39	6.25	6.09	14.39	S
		EG	18	177.44	246.33	4.36	3.84	65.18	S
Age(in years)	Below 22	CG	15	174.73	207.13	5.59	4.94	14.17	S
		EG	15	176.87	246.4	5.01	5.33	38.94	S
	22 & above	CG	20	174.5	204.9	6.42	6.23	14.32	S
		EG	20	176.95	244.95	5.11	7.28	37.66	S
Educational Qualification	UG	CG	19	174.26	206.21	4.49	5.6	18.71	S
		EG	20	176.55	244.3	4.48	7.53	40.53	S
	PG	CG	16	175	205.44	7.54	6.07	11.03	S
		EG	15	177.4	246.6	5.73	4.73	34.47	S
Marital Status	Married	CG	12	174.5	205.25	5.26	6.87	11.68	S
		EG	16	178.25	243.31	4.47	7.36	42.41	S
	Unmarried	CG	23	174.65	206.1	6.45	5.21	16.16	S
		EG	19	175.79	246.95	5.26	5.33	40.84	S
Type of Family	Nuclear	CG	19	174.68	207.32	4.52	4.76	24.88	S
		EG	20	176.65	245.1	5.63	7.57	34.63	S
	Joint	CG	16	174.5	204.12	7.54	6.46	9.84	S
		EG	15	177.27	245.53	4.17	4.97	47.11	S
Residence	Hostel	CG	16	173.5	205.56	6.77	5.4	12.11	S
		EG	16	176.12	243.44	3.83	7.22	41.76	S
	Day Scholar	CG	19	175.53	206.11	5.25	6.15	16.72	S
		EG	19	177.58	246.84	5.82	5.55	35.95	S

The above table shows that there is significant difference between the life skills training on emotional intelligence of control group and experimental group prospective teachers in pre test and post test with respect to the background variables. Here the mean scores of experimental group prospective teachers are better in their life skills training on emotional intelligence of prospective teachers than the control group.

Hypothesis 3 : There is no significant difference among the life skills training on emotional intelligence of control group and experimental group prospective teachers in post test with respect to the background variables.

Table. 3a Significant difference among the life skills training on emotional intelligence of control group and experimental group prospective teachers in post test with respect to the back-ground variables.

Category	Group	Source of variation	df	Sum of squares	Mean square variance	F	P (Sig.)	Remarks
Within	29	494.3	17.05					
EG	Between	5	686.98	137.39	5.31	0.001	S	
	Within	29	750.17	25.87				
Father's Educational Qualification	CG	Between	2	0.327	0.163	0.01	0.99	NS
		Within	32	1121.9	35.061			
	EG	Between	2	46.25	23.13	0.53	0.59	NS
		Within	32	1390.8	43.47			
Mother's Educational Qualification	CG	Between	2	12.53	6.26	0.18	0.84	NS
		Within	32	1109.76	34.68			
	EG	Between	2	12.71	6.357	0.14	0.87	NS
		Within	32	1424.43	44.513			
Receiving Guidance	CG	Between	2	29.89	14.94	0.44	0.65	NS
		Within	32	1092.4	34.14			
	EG	Between	2	109.9	54.95	1.32	0.28	NS
		Within	32	1327.24	41.47			
Purpose of Education	CG	Between	2	14.38	7.19	0.21	0.81	NS
		Within	32	1107.91	34.62			
	EG	Between	2	4.03	2.02	0.05	0.96	NS
		Within	32	1433.11	44.785			
Techniques to reduce emotion	CG	Between	2	14.71	7.35	0.21	0.81	NS
		Within	32	1107.58	34.61			
	EG	Between	2	4.03	2.02	0.05	0.96	NS
		Within	32	1433.11	44.79			

NS – Not significant (Null hypotheses are accepted), S – Significant (Null hypotheses are rejected). The above table shows that the p value of father's educational qualification, mother's educational qualification, receiving guidance, purpose of education and techniques to reduce emotion are greater than 0.05. Therefore there is no significant difference in the life skills training on emotional intelligence of control group and experimental group prospective teachers in post test with respect to father's educational qualification,

mother's educational qualification, receiving guidance, purpose of education and techniques to reduce emotion. Here the mean scores of the experimental group prospective teacher are better in their life skills training on emotional intelligence with respect to the background variables than control group.

The above table shows that the p values of discipline are less than 0.1 hence the null hypothesis is rejected. Therefore there is significant difference in the life skills training on emotional intelligence of control group and experimental group prospective teachers in post test with respect to discipline.

Table. 3b Multiple comparison test (Post hoc) showing the discipline of experimental group prospective teachers in post test in the life skills training on emotional intelligence.

Discipline	N	Mean
Tamil	6	237.50
English	6	244.17
History	6	248.50
Mathematics	5	250.00
Physical Science	6	249.50
Biological Science	6	242.83

While comparing the mean scores of Tamil(237.50), Biological science (242.83), English (244.17), History (248.50), Physical science (249.50) and Mathematics (250.00), the experimental group Mathematics prospective teachers are better in their life skills training on emotional intelligence.

Discussion

1. There is significant difference between the life skills training on emotional intelligence of control group and experimental group prospective teachers in pre test and post test with respect to the dimensions physical skills, intellectual skills, moral skills, social skills, personal skills and teaching skills. This may be due to the difference in the structure of cognitive, affective and psychomotor abilities of the individuals after undergoing training through treatment. This study is in agreement with the finding of Sornathai M.R. and Vasuki S.G. (2011).

2. There is significant difference between the life skills training on emotional intelligence of control group and experimental group prospective teachers

in pre test and post test with respect to the background variables. This finding is different from the finding of Vasuki S.G and Kanagaraj T. (2009). This significant difference may be due to the fact that the prospective teachers of married, joint family system and residing in hostel are having more opportunities to control and manage their emotions than others. According to human development process emotions increases with increase of age, male prospective teachers are having more opportunities to mingle and communicate with others in the society and they apply the skills that they have learned in life skills training.

3. There is significant difference among the life skills training on emotional intelligence of control group and experimental group prospective teachers in post test with respect to the background variable discipline. This finding is in agreement with the finding of Dubey, R.(2008) and Vasuki S.G and Kanagaraj T.(2009). The experimental group Mathematics prospective teachers are better in their life skills training on emotional intelligence. This may be due to fact that the Mathematical reasoning has impact on the process of life skills training to adapt in critical life situations. The control group History prospective teachers are better in their life skills training on emotional intelligence. This may be due to fact that the , History prospective teachers are much more outstanding in comparison to the prospective teachers of others as well as being self-confident, more sociable, highly sensitive and imaginary.

Recommendations

There is significant difference between the life skills training on emotional intelligence of control group and experimental group prospective teachers in pre test and post test with respect to the dimensions physical skills, intellectual skills, moral skills, social skills, personal skills and teaching skills. A spine needs to be flexible to allow the person to move while remaining upright with eyes on the prize. The willingness to step forward with an idea and take the risk of bringing it to fruition. The best way for students to develop social skills is to collaborate with others. When students work together on a project, they have common goals and interests, they are required to develop cooperation, compromise, decision making, communicating, using emotional intelligence, using constructive criticism, trusting

others, delivering on promises and coordinating work. Students should learn the habits of productivity Goal setting, Planning, Time management, Research, Development, Evaluation, Revision and Application. Good leaders take initiative, have strong social skills, are flexible, and are productive. These activities help them to develop life skills.

Conclusion

Nature developed our emotions over millions of years of evolution. The learning process is a fumbling and painful one, administered not by teachers but through school yard intrigues and emotional outbursts. Social and emotional knowledge is the ability to read other people, manage our own emotions, and thereby master social situations. There are all kinds of stresses around us. To overcome it various techniques for developing life skills on emotional intelligence should be followed. Findings of this study shows that there is significant influence of life skills training on emotional intelligence among prospective teachers and the effectiveness of life skills training on emotional intelligence of prospective teachers is high. Education is an important source for fostering life skills on emotional intelligence among the prospective teachers for shaping the future pillars of the nation.

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PANCHASHEELA PRINCIPLES FOR THE TEACHERS



- ❖ Acquisition of Enough Knowledge.
- ❖ Belief in God and Morals.
- ❖ Cultivation of Child Psychology.
- ❖ Dedication to Pupil Welfare.
- ❖ Eschewing of Separatist Tendencies.

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