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IMPACT OF LIFE SKILL EDUCATION TRAINING PROGRAMME ON SELF CONTROL AMONG 8TH STD STUDENTS

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ABSTRACT:

Background:- Education plays an important role towards the overall development of human beings. It helps in the formation of a sound personality in the child. Today, exam pressures, greater complexity, uncertainty and diversity, media and relationship stress are leading problems in front of the students. Core life skills play vital role in student's life.

Aim:- The aim of this study is the impact of life skill education training programme on self control of 8thstd students.

Materials and methods:-Total 240 students selected for this experimental study, distributed randomly 120 in experimental group and 120 in control group [male-60, female-60]. Pre-test and post test design was used for present research. Self Control Scale (by Arun Kumar Singh) was used for the present research. Researchers has been provide life skills training to experimental group, after completion of program again same test was given to students and data was collected from both groups.

Results:- Major findings of the study reveal that there is positive effect of life skill training programme on self control of students and there is no significant gender difference found on self control skills.

Conclusion:- This opens up arena to conduct more research in this field. These LST programs are beneficial for students for their overall healthy development.

KEYWORDS: life skill education training programme, self control, 8thstd.

INTRODUCTION

Children are considered productive members of a society due to their physical and intellectual capacity. But, unfortunately, most children participate in antisocial activities and ruin their lives. To make children's lives valuable and turn them into individuals with high potential, the education system must be reformed,

giving due importance to education for life. Life skills are those that will help promote the general well-being and psychosocial competence of the individual. Life skills allow children to take positive actions to protect them and promote health and positive social relationships. It also implies being able to establish productive interpersonal relationships with others. Life skills are adaptive and

positive behavior skills that allow people to deal effectively with the demands and challenges of everyday life [WHO, 1996]. Life skills education aims to provide students with strategies to make healthy decisions that contribute to a meaningful life. Life skills are the skills that help promote mental well-being and competition in children. The ten core life skills laid down by WHO are Self awareness,



Empathy, Critical thinking, Creative thinking, Decision making, Problem solving, Interpersonal relationship skills, Effective communication, Coping with stress and Coping with emotions

LIFE SKILL EDUCATION TRAINING PROGRAMME:-

Life education training (LSET) plays a key role in the years of growth. Activities designed to strengthen thinking skills, social skills, personal self-management skills and emotional skills will help students participate actively in school. To improve the social environment with life skills, the empowerment of students can increase the bond between peers, which in turn can improve academic performance and reduce problem behavior.

8TH STD. STUDENTS

Children who study in the 8th grade of high school and generally 13 to 15 years of age are in this standard.

Self-control:

It is the ability to control one's emotions, behavior and desires in the return of external demands to function in society. It is sometimes called self-regulation. Self-control is an essential behavior to achieve objectives and avoid impulses and / or emotions that may be negative or destructive.

Self-control is one of the important but relatively ignored dimensions of personality. When the delay is self-imposed it is known as "self-control" [Mischel, 1981]. Thus self-control refers to behavior in which a person monitors his or her own actions in absence of or in contradiction to the pressures in the immediate environment [Liebert, Poulous and Marmor, 1979]. By self-control mean ability to inhibit the expression of spontaneous impulses [Berk, 1991].

REVIEW OF LITERATURE:

Atena Kesari, Narges Babakhani [2013] conducted the study to investigate the effects of life skill training on aggression [physical and verbal] male's delinquent adolescents. The experimental design applied with control group using pre-test, post test. Experimental group received life skills instructions included of decision making, rage control, problem solving, stress strategies, self-knowledge and connection skills for 3 month, 14 sessions of 90minutes. The results showed that due to life skills training total aggression, physical aggression and verbal aggression decreased in delinquent adolescents.

Nair [2005], in his studies reported that education in life skills promotes mental well-being in young people and equips them to face the realities of life. By supporting mental wellbeing and behavioral preparation, education in life skills enables the individual to behave pro-socially and is also a healthy life.

Harry S. Dent [1996] stated that empathy is considered a sign of maturity and great virtue. Good character requires self-control and self-discipline. The lack of self-control can cause irrational actions and even criminal acts.

• OBJECTIVE OF THIS STUDY:

1. To study the effects of life skill training programme on students self-control skills.
2. To compare between experimental and control group in self-control skills.
3. To search gender wise difference due to life skill training programme.
4. To suggest the life skills training programme's benefits.

• HYPOTHESES:

A) Self control skills:-

1. There is no significant difference between students' self-control skills of experimental group and controlled group in pretest condition.

2. There is no significant difference between students' self-control skills in pretest and posttest condition of controlled group.
3. There would be significant difference between students' self-control skills of experimental group and controlled group in posttest condition due to life skills training programme.
4. There would be significant difference between students' self-control skills in pre test, post test condition of experimental group due to life skills training programme.
5. There is no significant difference between boys and girls, self control skills in pre test condition of experimental group due to life skills training programme.
6. There is no significant difference between boys and girls, self control skills in post test condition of experimental group due to life skills training programme.

• **METHODOLOGY:**

A] Sample: The random sampling technique will be used. 240 participants (120 boys and 120 girls, N=240) will be selected from 8th class in Kendriya Vidyalaya and St. Joseph's Convent Senior secondary school of Jalgaon city of the Maharashtra. That age group ranged from 14 to 16 years. Out of this 240 participants 120 divided in experimental group and 120 divided into control group. Among them 60 Male and 60 Female will be divided equally.

B] Tools:

Self control scale by Arun Kumar Singh and Alpana Sen Gupta is used for this study. Reliability of test is .92 and validity is .879. This scale is meant for 6 to 8th std students. There were 45 items written for the test, each dimension having fifteen items. Part I contains items relating to delay of gratification, Part II contains items relating to resistance to temptation and Part III contains items relating to freedom from self-centeredness.

C] Independent Variables -

Types of groups - A] Experimental group B] Control group

Dependent Variables - Self control skills

Intervention Variable:- Life skill education training programme

Life skill education training programme consists of role play, drama, skit, debate, discussion, brainstorming puzzles, moral stories, identifying emotions and their management.

D] Design: - Pre-test and post test design has used for present research.

Experimental Group	Control Group
Pre testing	
Treatment Regular teaching with 3 Months life skill training programme (2hrs. 30 secession will be conducted= total 60 hrs. training)	No Treatment Regular teaching with no life skill training programme
Post testing	
N=120(60 Boys+60 Girls)	N=120(60 Boys+60 Girls)

RESULTS AND ANALYSIS:-

Sr no	Condition	Group	N	Mean	SD	df	t Value	Level
1	Pre test	Experimental	120	15.95	4.56	238	1.03	NS
		Control	120	15.33	4.71			
2	Control	Pre	120	15.33	4.71	119	1.07	NS
		Post	120	15.50	4.56			
3	Post test	Experimental	120	21.26	3.46	238	11.05	Significant at 0.01 level
		Control	120	15.50	4.56			
4	Experimental	Pre	120	15.95	4.56	119	10.19	Significant at 0.01 level
		Post	120	21.26	3.43			
5	Experimental Pre test	Boys	60	16.05	4.47	118	0.23	NS
		Girls	60	15.85	4.68			
6	Experimental Post test	Boys	60	21.83	3.57	118	0.371	NS
		Girls	60	21.15	3.3			

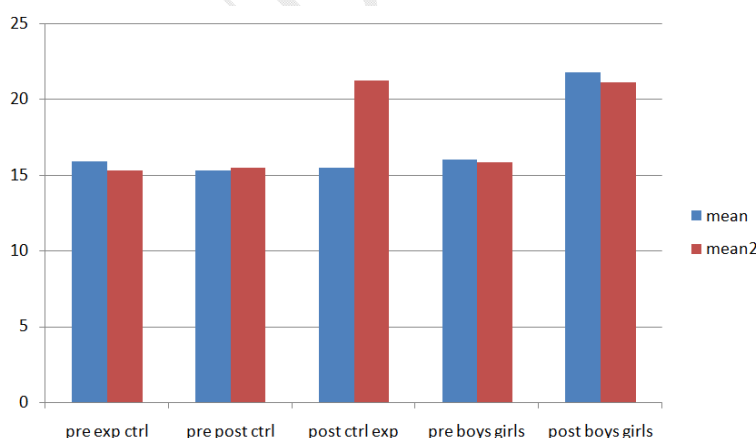


Table no.1 hypothesis no.1 “There is no significant difference between students’ self-control skills of experimental group and controlled group in pretest condition”. Obtained ‘ t’ value 1.03 is not significant @ 0.01 level of significance. Thus hypothesis is accepted and detained.

Hypothesis no.2 “There is no significant difference between students’ self-control skills in pre test and post test condition of controlled group”. Obtained ‘ t’ value 1.07 is not significant @ 0.01 level of significance. Thus hypothesis is accepted and detained.

Hypothesis no.3 “There would be significant difference between students’ self-control skills of experimental group and controlled group in posttest condition due to life skills training programme”.

Present investigations revealed that there was significant difference @0.01 level of significance. **Smith, [2004]** stated an important point is that life skills training (LST) helps people to control problems such as depression, anxiety, isolated lines, rejection, difficulty, anger, lack of confidence in interpersonal relationships.

Hypothesis no.4 "There would be significant difference between students' self-control skills in pre test, post test condition of experimental group due to life skills training programme". Results supports this hypothesis as obtained 't' value 10.19 is significant @ 0.01 level of significance. These findings are supported by **Deffenbacher et al, 1996** as he stated effectiveness of life skill training in controlling anger also emotional adjustment and emotional stability. Skills for coping with emotions through self management and controlling stress are critical dimensions of most life programs.

Hypothesis no.5 "There is no significant difference between boys and girls, self control skills in pre test condition of experimental group due to life skills training programme". Obtained 't' value 0.23 is not significant @ 0.01 level of significance. Thus hypothesis is accepted and detained.

Hypothesis no.6 "There is no significant difference between boys and girls, self control skills in post test condition of experimental group due to life skills training programme". Results indicated that obtained 't' value 0.371 is not significant @ 0.01 level of significance. Thus hypothesis is accepted and detained.

CONCLUSION:-

Researcher proposed hypothesis to study impact of life skill education training programme on self control. Results of the study reveal that there is significant difference in experimental group who received treatment and controlled group who deprived of it. Also it further indicates that gender difference is not affecting the self control skills after receiving life skills education training programme. It can be concluded from present study that life skill education training programme enhances self control skills of students in the aspect of freedom from impulsivity, self centeredness and adequacy of self regulation.

DISCUSSION:-

World is changing so fast for adolescents as there are lots of things happening around them e.g. social media, competitive world, easy access, reduction of leisure time, busy schedules, high expectations and low self training skills which results into anxiety, frustration, stress and aggression also poor impulse control among them. Life skills education training enables adolescents to recognize emotions and deal with them in a healthy way. It is need of the time to acquaint adolescents with life skills for their overall healthy development.

LIMITATIONS OF THE STUDY:

This current study has some limitations e.g. sample is small and also from only two schools of Jalgaon city of Maharashtra.

IMPLICATIONS:-

Previous studies and present study too, indicating that life skill education, as an effective mode of education, which helps development in social, emotional and thinking skills, also enhances self control among adolescents. These kinds of programs helps adolescents to achieve their aim and goals, by strengthening and enhancing their abilities to meet the need and demands of this era also to live successful and satisfied life.

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