

ROLE OF LIFE SKILL COUNSELLING ON EMOTIONAL HEALTH AMONG ADOLESCENTS

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Abstract

Emotional health plays a pivotal role in an individual's overall well-being, influencing how they navigate life's challenges, foster relationships, and rebound from setbacks. Comparable to the effort invested in maintaining physical health, nurturing mental and emotional well-being demands attention and commitment. Adolescence, marked by hormonal fluctuations and a lack of life experience, can be a tumultuous period. When familial connections wane due to parental work commitments or natural separation, teenagers often turn to friends for support. While peer relationships are valuable, they may fall short when addressing mental health concerns. The presence of mental health symptoms necessitates the intervention of professionals, such as school counselors or life skill trainers. These trained individuals play a crucial role in assisting young adults in understanding and managing their emotions. By fostering self-awareness, counselors empower adolescents to navigate the complexities of their feelings and establish a robust sense of personal identity. The dearth of information and skills can impede adolescents from exploring their potential and shaping a positive self-image. This study seeks to investigate the impact of counselors and life skill trainers on the emotional competence of adolescent students. It aims to compare the emotional competence of students undergoing life skill training with that of their counterparts who do not. Utilizing the Emotional scale by Sharma & Bharadwaj (2007) for data collection, the study employs statistical t-tests to analyze and quantify the data obtained from a sample of 60 adolescent students. Understanding the role of counselors and life skill trainers in shaping emotional competence is vital for creating supportive environments that facilitate the emotional well-being of adolescents.

Keywords: Emotional Health, Adolescent Well-being, Counselor Intervention, Life Skill Training and Emotional Competence.

Introduction

Emotional competence encompasses the ability to navigate the intricacies of human emotions, fostering self-awareness, and responding adeptly to diverse emotional stimuli. It involves maintaining high self-esteem, optimism, effective communication, and the capacity to address emotional upheavals such as conflicts and inferiority complexes. Emotion competence extends to enjoying emotions, relating to others, exercising emotional self-control, and averting emotional exhaustion or stress burnout. This proficiency not only provides insight into one's own motives and actions but also influences individual behavior constructively.

Building emotional competence is integral to various processes, including social competence, self-understanding, and rational security. Research by Goleman (1995) and Singh (2000) indicates that emotionally competent individuals are more likely to succeed across various domains, emphasizing the importance of emotional skills in decision-making and interpersonal influence.

Concerns of adolescent students center around developing their identity, managing fluctuating emotions, and building relationships. Adolescents grapple with frequent mood changes and a lack of supportive environments to share their concerns, often exacerbated by the absence of counseling facilities. Issues such as developing self-awareness, managing emotions, and building positive relationships underscore the importance of life skills.

Life skills, defined as abilities for adaptive and positive behavior, empower individuals to navigate the challenges of everyday life effectively. These skills, endorsed by the World Health Organization (WHO), encompass self-awareness, empathy, critical thinking, creative thinking, decision-making, problem-solving, effective communication, interpersonal relationships, coping with stress, and coping with emotion. Life skill education is pivotal for adolescents, aiding in their transition to adulthood, fostering social and emotional development, promoting positive self-esteem, and equipping them with the tools to make informed decisions, solve problems, and navigate life successfully. Life skills, therefore, play a crucial role in shaping the holistic development and well-being of adolescents.

Methodology

Need for the study

Not many studies have done in this field as well as there was suggestion and also questions were raised that whether training can be given to improve or develop emotional competence and role of counselors in this.

Objective

- To study the role of life skill training/counselling on emotional competence of high school adolescents.

Problem

Role of life skill training/counselling on emotional health among adolescent students

Operational definition

Emotional competence:-It is an ability to understand, manage and express the emotional aspect of one's life in ways that enable the successful management of life tasks such as learning,

forming relationships, solving everyday problems and adopting to the complex demands of growth and development.

Life skill training: The training that helps an individual to have abilities for adaptive and positive behavior that enables him/her to deal effectively with the demands and challenges of everyday life.

Adolescent: It is a transitional stage of physical, psychological and emotional, human development that generally occurs during the period from puberty to legal adulthood .age range from 13 to 17 years.

Hypotheses

- Life skill training/counselling enhances the emotional health/emotional competence among adolescent students.

Variables

- Independent variables: life skill training/counselling
- Dependent variable: Emotional competence.

Sampling design

The sample consisted of 60 high school students, randomly selected from schools situated in Tumkur. Which provide life skill training/counselling and other school which is not having life skill training/counselling.

Materials

1. **Information schedule:** A questions/questionnaire was prepared by researcher to serve as information schedule, comprising items that deal with identification of data Name, Family background, and socio - economic conditions, parent’s educational background, cultural background were collected.
2. **Emotional competence scale** developed by H.C Sharma & R.L.Bhardwaj (2007) was used to collect the data of emotional competence of high school adolescent students. The scale has 30 items to measure five emotional competencies where each competency was measured by six items selected for the purpose. The reliability of total emotional competence was 0.76 that was determined by split-half method. The validity of this scale has been determined with factor A and C of 16-personality factor questionnaire and found to be 0.64 and 0.69 respectively. A description of the scale is given in Table 1.

	Description	Item No s
A.	Adequate depth of feeling(ADF)	1,6,11,16,21,26

B	Adequate expression and control of emotions.(AEC)	2,7,12,17,22,27
C	Ability to function emotions(AFE)	3,8,13,18,23,28
D	Ability to cope with problem emotions (ACPE)	4,9,14,19,24,29
E	Enhancement of positive emotions.	5,10,15,20,25,30

Procedure

Permission was sought from the school head master’s of respective schools from which sample was collected. Subsequently subjects were personally contacted to participate in the study and rapport was established. Before handing over the questionnaire a detailed explanation of the purpose of the study was explained. After obtaining their consent, emotional competence scale was administered. The subjects were asked to follow the instructions as mentioned in the questionnaire. Doubts were clarified and they were assured that their responses would be kept confidential. After the subjects answered the questions the questionnaire were collected back and subjects were thanked for their cooperation. The data thus collected was subjected to further statistical analysis.

Analysis of data

The statistical technique includes Mean, S.D, and ‘t’ test was used to analyses a data.

Result and Discussion

Table 1: Showing Mean, standard deviation, and ‘t’ value on emotional competence score of high school adolescent students.

	N	Mean	SD	‘t’ value
Life skill Trained group	30	84.7	16.57	2.36*
Non-trained group	30	75.71	12.81	

*Note: *significant at 0.05 levels.*

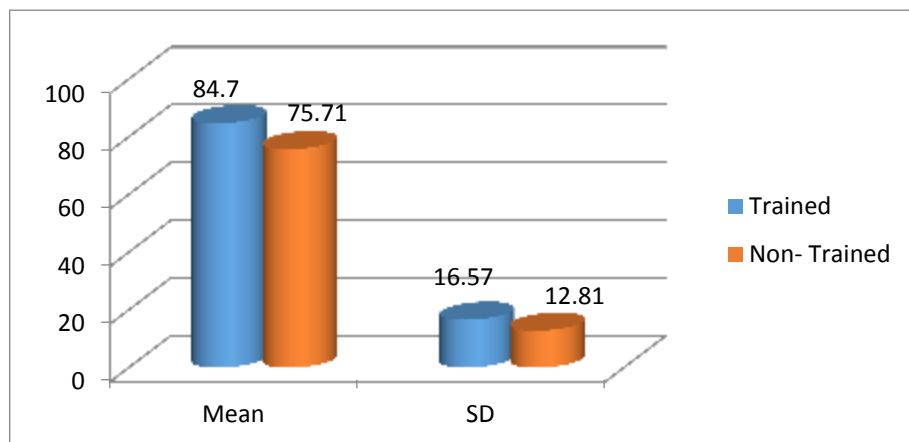


Figure:1. Showing Mean score and SD on emotional competence among high school adolescent students.

The result of the study showed that life skill training/counselling has a positive impact on emotional competence of adolescent students, where their emotional competence score was more compared to non trained group.

During the data collection life skill trained/counselling students gave positive response about life skill class/training/counselling and reported improvement in their managing or handling emotions and other areas. The present result supports previous study by Lizy (2001) reports life skill counselling and group counselling among adolescents is enhancing their emotional competence. A group counselling program consisting of 12 sessions spread over a span of 16 days were given to experimental and control groups. The emotional competence scale was used to find a significant increase in their emotional competence; result shows positive improvement in emotional competence.

Limitations

- Sample size was small when compared with population, so it is difficult to generalize.
- Only 10th standard students were included.

Suggestion

- More sample size can be taken.
- Different Geographical area and age group can be considered for study.

Conclusion

In conclusion, the study underscores the positive impact of life skill training and counseling on the emotional competence of adolescent students. The findings align with previous research highlighting the essential role of school counselors and life skill trainers in educational settings.

These professionals play a crucial role in equipping students with skills that not only contribute to their academic success but also foster emotional well-being.

The study's results affirm the discernible difference between students who have undergone life skill training and those who lack such exposure, particularly in the presence or absence of a school counselor. The implication is clear: integrating life skill training and counseling services in schools is instrumental in shaping the emotional competence of adolescents. These interventions not only address immediate emotional concerns but also contribute to the overall development of essential life skills that empower students to navigate challenges, manage emotions, and build resilience.

The outcomes of this study contribute valuable insights to the ongoing discourse on the importance of a comprehensive approach to education—one that goes beyond academic achievement to encompass the emotional and psychological well-being of students. As educational institutions continue to recognize the significance of holistic development, the incorporation of life skill training and counseling services emerges as a practical and impactful strategy for fostering a positive and supportive learning environment for adolescents.

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