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IVRS Based Multimodal Arts Intervention to build Adolescent Wellbeing during COVID-19 Pandemic

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Abstract

In the present times, COVID-19 pandemic has been one of the biggest health crises the world has experienced. The psychological toll of COVID-19 among adolescents has become a matter of concern, impacting their mental wellbeing, in such a crucial transitory stage of their lives. Given this context, the present study aims to address the psychosocial distress due to the pandemic and school closure faced by the adolescents studying in class 10th across government and aided schools in Tamil Nadu, using the medium of an interactive voice response system (IVRS) based multimodal intervention. For the purpose of the same, a 30-day IVRS multimodal intervention using storytelling and activities methodology was made available to the population. A sample ($n = 9728$) of participants were selected for evaluation of the study. A quasi-experimental, one group pretest-posttest research design was used for the evaluation. Data was collected through administration of Short Warwick Edinburgh Mental Well-Being Scale and in-depth personal interviews. The intervention was found to result in a significant increase [$t(9728) = 4.49, p < 0.01$] in the overall mental wellbeing of the participants. Item wise analysis of the scale reveals a significant increase in relaxation, closeness with other people, perceptions of one's ability to cope with problems and making decisions, amongst the participants. Overall, the study has far reaching consequences in the field of promotive and preventive mental health, and proves to be a model that can be explored further with different populations.

Keywords: Adolescents, Interactive Voice Response System Intervention, Mental Wellbeing, Pandemic, Story Telling

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Introduction

Adolescence is a period typically marked by several biological, cognitive, and psychosocial changes. On one hand, it is regarded as a phase of tremendous growth, preparing an individual for adulthood, whereas, on the other, it is a transition phase that can increase vulnerability to psychological distress (Nebhinani & Jain, 2019). It is a period marked with a desire to seek new experiences, a heightened desire for independence, a sense of vulnerability, and an inner search for identity which gradually shapes the personality of an individual (Berk, 2013).

In the present times, COVID-19 pandemic has been one of the biggest health crises the world has experienced. It has had a devastating impact across the world, resulting in millions of deaths, globally and forcing billions into isolation (Pollard, Morran, & Nestor-Kalinowski, 2020). The mental health challenges associated with the COVID-19 pandemic are monumental, given the prolonged social isolation and constant fear of infectivity experienced across the globe. This serves as a greater challenge particularly for adolescents, because one typically embarks on the journey of self-exploration during these years, which oftentimes is accompanied with vulnerabilities, confusion and a lack of coping mechanism that experienced adults possess (Gavin, Lyne, & McNicholas, 2020).

Globally, 10–20% of adolescents suffer from mental health conditions (Bruining, Bartels, Polderman, & Popma, 2021). This statistic is likely to be affected by the increased vulnerability of adolescents during the COVID-19 pandemic. It is reported that adolescents, who are typically exposed to high rates of stress, are more prone to develop psychological challenges such as depression, anger, and anxiety in these testing times (Grant, et al., 2003). Numerous studies have established an association between COVID-19 pandemic and rates of anxiety (Oosterhoff, Palmer, Wilson, & Shook, 2020; Duan, et al., 2020), depression (Tee, et al., 2020; Chen, et al., 2020) and increased frequency of substance abuse, such as alcohol and cannabis among adolescents during the pandemic (Dumas, Ellis, & Litt, 2020).

The COVID-19 induced lockdown had left many adolescents with no physical access to peers for a prolonged period of time. Limited opportunity to go outdoors or socialise impacts adolescents adversely, making them easily frustrated (Kumar, Nayar, & Bhat, 2020). Further, school closures have had adverse effects on the mental health of the adolescent population. Lee (2020) identified the various detrimental impacts of pandemic induced school closures on young people, including loss of routine, which has also

been shown to cause relapse in students with pre-existing mental health issues. Another major stressor for adolescents was the last-minute decisions on postponement of examinations. According to a poll by the student counselling group Hok Yau Club (March, 2020), over 20% of the 757 candidates surveyed said their stress levels were at a maximum 10 out of 10, even before the postponement was announced. Students reported experiencing loss of appetite and sleep problems, and the uncertainties associated with examinations have added to the levels of stress. Additionally, the fear about the health and wellbeing of loved ones, and loss of financial security due to the pandemic situation can take an emotional toll on adolescents. These challenges manifested as experiences such as anxiety, low mood, insomnia and loss of appetite amongst this age group (Smith, et al., 2020).

Coming specifically to the context of Tamil Nadu, the first COVID -19 case was reported on March 7th, 2020. Within India, the state of Tamil Nadu was one of the worst hit states, after Maharashtra and Andhra Pradesh (Lal, et al., 2021). Given this context, the government declared several lockdown and social distancing measures as precautionary steps. A number of studies were conducted to understand the impact of the same on adolescents in the state. A study conducted in the early stages of the pandemic in Tamil Nadu by Ramasubramanian, Mohandoss, Rajendhiran, Pandian and Ramasubramanian (2020) observed that every 1 in 5 persons experienced some form of stress. In the below 25 years age group, 42.9% experienced mild to moderate stress while 44.4% experienced severe stress. It was seen that younger people were more predisposed to stress as compared to older age groups. It was also found that lower income populations (2.5 lakhs to 5 lakhs per annum) experienced higher levels of stress as compared to higher income groups (Ramasubramanian, Mohandoss, Rajendhiran, Pandian, & Ramasubramanian, 2020). Anbarasu and Bhuvaneshwari (2020) conducted a study to understand the experiences of the pandemic amongst adolescents hailing from urban and rural communities in Vellore district, Tamil Nadu. The findings of their study revealed that a majority of the adolescents from urban contexts expressed challenges such as not feeling happy staying at home, feeling a sense of confinement, feeling bored and locked up in their houses. This sentiment was not shared by adolescents hailing from rural backgrounds as the social distancing laws were not strictly followed in their context. Furthermore, academic stress due to the uncertainty of what the future holds was one of the predominant concerns of many adolescents during the lockdown. This was reflected in various instances, for example, in September 2020, a high school student in Tamil Nadu State died by suicide after failing to cope with the pressure provoked by the online

lessons. The student faced difficulties understanding the lectures online and worried about failing in the exam (Nath, 2021; Agoramoorthy, 2021). Apart from these other challenges like, lack of routine and consequent issues related to sleep were also noted amongst adolescents. In their study, Devarajan, Mysamy, Venkatachalam and Veerasamy (2021) demonstrated evidence that variations in the sleep-wake cycle was more in adolescents than in other age groups, impacting their general wellbeing. Further, due to prolonged confinement at home children's increased use of the internet and social media predisposes them to use the internet compulsively, access objectionable content and also increases their vulnerability for getting bullied or abused (UNICEF, 2020). Worst of all, during lockdown when schools, and legal and preventative services do not function fully, children are rarely in a position to report violence, abuse and harm if they have abusive homes.

Given this context, the need of a promotive mental health intervention that addresses the concerns of adolescents and is accessible by all. With the aim of fulfilling this need, the present study explores a IVRS based multimodal intervention that uses storytelling and activities to enhance wellbeing amongst adolescents. The National Storytelling Network defines storytelling as a human expression that is interactive, uses words and gestures, presents a narrative, and encourages the use of imagination on the part of both listeners and tellers (Baldwin & Dudding, 2007). Digital storytelling methods may have greater potential to provide and build upon story-sharing skills, particularly for adolescents. Several studies have pointed towards the benefits of using storytelling interventions with adolescents, in terms of observing positive developments such as increased self-efficacy and decreased depression (Esterling, L'Abate, Murray, & Pennebaker, 1999; Gortner, Rude, & Pennebaker, 2006; Pennebaker, 2000). Engaging in a storytelling intervention involves identification (i.e., relating to a storyteller, event or experience), transportation (i.e., being "moved" or "carried away" by the story), and social rehearsal (i.e., the modelling of emotional expression or a particular desired behaviour) all of which contribute to learning and application of insights in real life (Larkey & Hecht, 2010). There is a dearth of research in the Indian context, with respect to storytelling intervention targeted at adolescent wellbeing. The present study thus becomes one of the starting points in the field.

METHOD

Aim

The aim of the present study is to address the psychosocial distress due

to the pandemic and school closure faced by the adolescents studying in class 10th across government and aided schools in Tamil Nadu, using the medium of an interactive voice response system (IVRS) based multimodal intervention.

Research Question

The study aimed at answering the following research question: What is the impact of an IVRS based multimodal intervention on the mental wellbeing of 10th standard students facing stress due to school closure amidst the pandemic?

Research Design

The present study followed a quasi-experimental, one group pretest-posttest research design. The dependent variable in the study is the level of well-being amongst participants. The independent variable in the study is the exposure to one month long digital multimodal intervention, using storytelling and activities.

Sample

The target population for the project consists of 620,000 participants studying in class 10th in government schools across Tamil Nadu. A sample of 9728 (Mean age = 15 years) participants was selected using stratified random sampling method. The target population for the study was divided into strata based on geographical districts they resided in, and then based on the proportion of representation in the overall population, participants were selected for the sample randomly.

Tools

Short Warwick Edinburgh Mental Well-Being Scale (SWEMWBS). A shortened version of Warwick Edinburgh Mental Well-Being Scale (Tenant, et al., 2007), the SWEMWBS is a 7-item scale designed to evaluate the progress of interventions in the field of positive and promotive mental health amongst non-clinical populations. SWEMWBS has high internal consistency (Ringdal, et. al, 2018) and has been validated to be used for a population with the ages of 15- 21 years (McKay & Andretta, 2017; Ringdal et al., 2018).

In depth personal interview. A sample of (n = 50) children were selected using random sampling for conducting interviews. This was aimed at procuring deeper insight into the participant's experiences, learnings and feedback of the programme.

Study Procedure

After an extensive review of literature and needs assessment conducted with teachers, school counsellors and adolescents studying in class 10, the objectives of the study were framed. The themes that emerged from the needs assessment were then mapped to the UNICEF Life Skills and Citizenship Framework (UNICEF, 2019). This was followed by development of the content, in terms of stories and activities, which were matched to four themes- Understanding privacy and space, Dealing with disruption in routine, Dealing with anxiety and uncertainty, and Making time for self and others.

This was followed by conduction of baseline survey with a selected sample. To collect the data, an interactive voice response system (IVRS) was used. The program implementation followed thereafter (May - June 2020). A new story was uploaded every day for one month. To access the story, a toll-free number was established on which the participants could give a missed call. An automated call was then placed back to the respective phone numbers. On receiving the call, the story for the day would be played. The story was accessible to the participants all throughout the day. Each story had some recommended activities that the participants could undertake. Upon completion of a month-long implementation phase, the endline data was collected. This was followed by analysis of the data collected and reporting.

RESULTS

Table 1

Comparison of total mean scores between the baseline and endline on Short Warwick Edinburgh Mental Well-Being Scale

Item		N	Mean	S.D	t value	p value
TotalScore Comparison	Baseline	9728	18.61	5.05	4.49	0.00*
	Endline	9728	18.95	5.464		

*p value < 0.01

Table 2

Item wise comparison of mean scores between the baseline and endline on Short Warwick Edinburgh Mental Well-Being Scale

Item		N	Mean	S.D	t value	p value
“I have been feeling optimistic about the future”	Baseline	9728	3.14	1.04	2.12	0.03*
	Endline	9728	3.11	1.08		
“I have been feeling useful”	Baseline	9728	2.81	1.07	1.80	0.07
	Endline	9728	2.78	1.09		
“I have been feeling relaxed”	Baseline	9728	2.31	1.03	7.47	0.00*
	Endline	9728	2.43	1.06		
“I have been dealing with problems well”	Baseline	9728	2.55	1.09	3.13	0.02*
	Endline	9728	2.60	1.11		
“I have been thinking clearly”	Baseline	9728	2.74	1.10	1.63	0.10
	Endline	9728	2.77	1.12		
“I have been feeling close to other people”	Baseline	9728	2.52	1.15	4.84	0.00*
	Endline	9728	2.6	1.16		
“I’ve been able to make up my own mind about things”	Baseline	9728	2.53	1.08	8.27	0.00*
	Endline	9728	2.66	1.11		

*p value < 0.05

DISCUSSION

The aim of the present study is to address the psychosocial distress due to the lockdown and exam related stress faced by the adolescents studying in class 10th across government and aided schools in Tamil Nadu, using the medium of an IVRS based multimodal intervention. Data on the impact of the intervention of the mental wellbeing of the participants was collected through administration of Short Warwick Edinburgh Mental Well-Being Scale and in-depth personal interviews. The discussion of the findings is

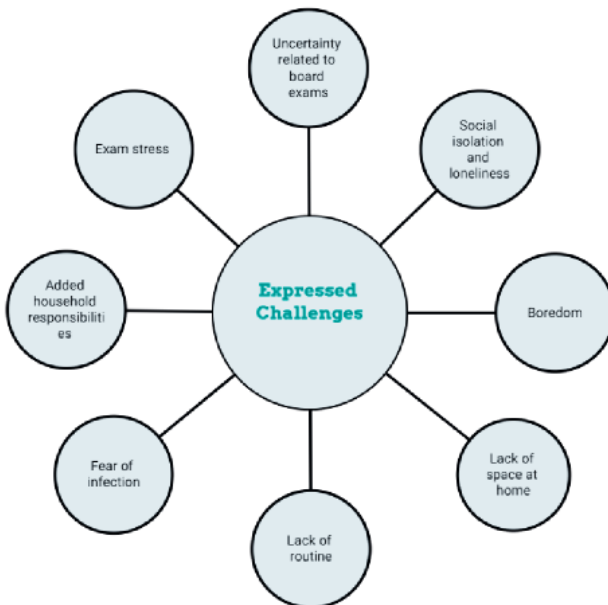
presented below:

Expressed Challenges

The participants expressed a number of challenges that they experienced due to the pandemic. One of the most prominent challenges expressed was related to the uncertainty of the board examination schedule. In India, board examinations are public examinations conducted at the end of 10th grade, and are regarded as a certification for completion of middle school. The participants expressed stress and anxiety related to the exams along with a need for assistance in certain subjects. Further, a fear regarding getting infected with COVID -19 and its consequences on the board exams was expressed. Social isolation and loneliness was another prominent theme that emerged from the responses of the participants. School closures and the decision of moving to hometown amongst many families, made it difficult for the participants to keep in touch with their friends. Moreover, there was a lot of boredom reported by the participants, given that they experienced a lack of routine post lockdown. Lastly, some of the participants reported having to deal with a lack of space at home and added responsibilities of household chores.

Figure 1

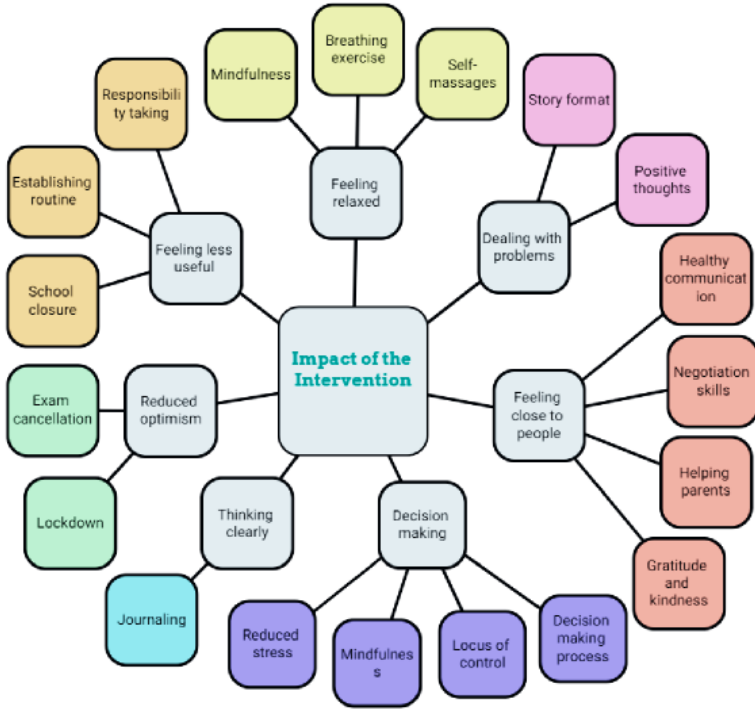
Challenges expressed by the participants



Impact of the Intervention

Figure 2

Impact of the intervention on the participants



The results obtained reveal that there has been a significant increase [$t(9728) = 4.49, p < 0.01$]. in the overall mental wellbeing of the participants in the endline ($M=18.95$), as compared to the baseline ($M=18.61$). This improvement could be attributed to multiple factors like the format of the stories, nature of activities and other contextual influences.

From Table 2, it is seen that Statements 3 (“I have been feeling relaxed”), 4 (“I have been dealing with problems well”), 6 (“I have been feeling close to other people”), and 7 (“I’ve been able to make up my own mind about things”) have statistically significant improvement between the baseline and endline scores. Further, an increase in mean scores was observed for Statement 5 (“I have been thinking clearly”), though the improvement was not statistically significant. The improvements in the aforementioned domains could be attributed to two factors, the format of the stories and the activities suggested in the stories.

For instance, the participants engaged with a number of activities that involved bodily techniques for relaxation like breathing exercise, mindfulness exercises and self-massages. Past research in this field has shown the effectiveness of using similar techniques to improve relaxation amongst adolescents. Sellakumar (2015) in his study demonstrated that using slow breathing exercises with adolescents in Coimbatore, India for a period of 30 minutes every day, for 45 days' led to a significant decrease in anxiety levels and improved levels of relaxation. Similarly, research evidence points to the direction that regular and consistent engagement in mindfulness-based activities contribute to reduced physiological and emotional manifestations of stress, academic stress and stress due to peer interactions amongst high school students in Delhi, India (Anand & Sharma, 2014). Research has also shown that regular mindfulness practice can lead to improvement in problem solving abilities (Justh, 2019). Insights from qualitative interviews with the participants further validate this finding.

"I first called just to check it out. But I liked it a lot. Take it eazy is a good goooooood programme...."

"When I listen to Take It Eazy, I feel relaxed. The stories are very engaging, like the stories involve us... because of that, our mind feels satisfied (relaxed)..."

- Male, 15 years, Perumbakkam

"It was relaxing... it was also useful. After listening to the episodes, I was thinking when they will put another episode..."

- Male, 15, Tamil Nadu

"I learnt a lot through the programme.... Mind relaxation... I also made notes... under each date, I wrote what was told in that episode.... (reads from his notebook)... they talked about a lot of things... about child abuse, about helping others in the house... locus of control... about self respect... they talked about a lot of things.... They also spoke about unity, not to fight with others... I remember this during fights... then I feel a little relaxed... like this they spoke about a lot of things. "

- Male, 15 years, Pudhukottai

The story format was designed in a manner that the protagonists constantly modelled problem-solving behaviours in their interactions. Jonassen and Serrano (2002) in their study, elaborated on how storytelling is a befitting methodology to teach problem solving to individuals, as it exposes people to real life problems, and perspectives of experts who view situations in various ways, which might be different from how layman view it in their daily lives. Thus, the format of the stories could be one of the factors contributing to increased confidence in problem solving amongst the participants.

Studies have also shown that negative thoughts or rumination can result in reduced perception of control and interfere with a person's problem-solving abilities (Lyubomirsky, Kasri, & Zehm, 2003; Lyubomirsky & Tkach, 2008). Introducing the activity to replace these negative thoughts with positive ones and focus on the things one can control, could have also resulted in the adolescents feeling more confident about their abilities to solve problems.

Additionally, the intervention introduces the participants to a number of learning strategies like mnemonics, colour coding texts, visual representations and using flashcards. The importance of having an academic routine and asking questions during the learning process was also emphasised in the process. These strategies have aided the learning process, and resulted in greater confidence with respect to learning. This is reflected in the following interview excerpts.

"I really like the episodes. Right from the beginning, they asked to call and listen to the program, and so I listened to it, and right from the beginning it was really interesting, and it felt like my concerns were being addressed, like giving useful tips for exams, how to study and how to write etc.... I've called and listened to the program again and again, I really enjoyed it. I would have listened to each episode almost five times... During exams I feel really sleepy usually, but after listening to the program they gave a lot of tips on how to help with that, and that has been really useful for me"

- Female 15 years, Perambalur

Since academic stress and uncertainty about the future happens to be one of the biggest stressors amongst adolescents in the given context (Subramani & Kadiravan, 2017), the assistance that the participants received in terms of alternative learning strategies probably contributed to them feeling more confident about their ability to deal with problems they encounter.

Given that the participants are adolescents, feeling closer to their peer group compared to their parents is a common experience in this developmental stage. The participants also reported experiencing challenges like feelings of social isolation and confinement due to lack of interaction with friends. Keeping this in mind strategies to develop meaningful relationships with parents like practising healthy communication, negotiation and helping parents out in daily tasks were suggested. The following excerpts illustrates the same.

"I had listened to all the programmes with my mother... I daily spend time to talk , play , fight (small) with my siblings".

- Female, 15 years, Karur

"I am in contact with 5-6 of my friends.... I talk to them daily... Mostly....when will this lockdown be over... when will the school reopen... when can we meet...we discuss such things.... I told 2-3 of them about the programme. They said they are also listening to it."

- Male, 16 years, Salem

Strategies to deal with social isolation experienced by the adolescents due to the pandemic were also suggested. These involved activities such as engaging in acts of kindness, practising communication skills, helping parents at work and expression of gratitude. This is in line with research findings that suggest that communication practices are crucial for familial cohesion, overcoming experiences of separateness and adaptation particularly during adolescence (Barnes & Olson, 1985). Further, engaging in acts of kindness has been proven to enhance wellbeing and social connectedness amongst adolescents (Cotney & Banerjee, 2019). Thus, the kindness activities of the intervention could have potentially contributed to enhanced social connectedness amongst participants.

Journaling was another activity that was introduced as a regular practice through the intervention. Research shows that regular practice of journaling helps in bringing greater clarity to thoughts and feelings (Purcell, 2006). As journaling is a new concept, while some took to it quickly, some of the adolescents needed more clarity on it. The following excerpts from the in-depth interviews conducted with them depict this:

"I liked the tree planting activity a lot... I also liked journal... like they told, I am writing journal daily, I am feeling good after it... helps me in thinking.."

- Male, 15 years, Perumbakkam

"little more time... it ends very fast, it feels like it is going and gets over before that... extending it a bit and adding more characters... making it more super... it is my feedback.... And... this journaling and meditation, how to do it is not clear... talk more about that..."

- Male, 15 years, Perambalur

It has been proven by research that stress, especially during uncertain times can impact the effectiveness of making decisions (Morgado, Sousa, Cerqueira, 2014). The discussion on the process of decision making along with the improvements in the participants' experiences of relaxation, clarity of thought and the perceived ability to deal with problems well has also contributed positively to improvement in their confidence to make decisions.

From Table 2, it is also seen that Statements 1 ("I have been feeling optimistic about the future"), has been a statistically significant decrease between the baseline and endline scores with a reduction in mean scores. This can be resulting due to the board exam cancellation and the lockdown. As many participants mentioned that they aimed at scoring more during the board examination and had scored less marks during half-yearly. Now that the exams are cancelled and weightage is being given to the half-yearly marks, the children are worried about their overall scores. Performance in board examinations is considered to be a significant stressor amongst adolescents in India, as reported by previous studies as well (Ann Mary, Marslin, Franklin, & Sheeba, 2014; Deb, Strodl, & Sun, 2015). This stressor was further exacerbated by the continued lockdown, uncertainties associated with exam schedule and lack of physical classes.

A decrease in mean scores was also observed for Statement 2 ("I have been feeling useful"). However, the difference was not statistically significant. Studies indicate that some of the major challenges faced by adolescents during the pandemic were related to an absence of structured school setting, which led to boredom and lack of innovative ideas for engaging in various academic and extracurricular activities. Some children have expressed lower levels of affect for not being able to play outdoors and not engaging in school activities (Lee, 2020; Liu, et al., 2021; Zhai & Du, 2020). These findings are similar to the findings of the needs analysis conducted with the population of interest. To counter this, a number of activities were suggested in the intervention, such as techniques for tracking a routine, plotting a

sleep graph, encouraging responsibility taking in terms of household chores and helping family members, and introduction to new activities like poetry and story writing. The qualitative insights obtained indicate that there has been a reported improvement amongst the participants in terms of following a routine. The following are certain excerpts from the interview illustrating this.

"After the programme, mam, now I am sleeping by 9 pm and I get up early by 4.30 am and keep this a routine"

- Female, 15 years, Karur

"I wake up early in the morning... after waking up I drink water... then I do yoga for some time... then.. I take a bath, eat... play with my friends... then I have my lunch in the afternoon... then I play for some time... then night..."

- Male, 16 years, Salem

Further, excerpts from qualitative interviews also suggest that the participants reported enjoying new activities they have learnt through the stories they heard.

"New things.... In the first episode, they talked about poetry writing and planting a tree... Recently I wrote a poem... like a mother talking to her son... (recites 2 lines)... "

- Female, 15 years, Karur

"I learnt a lot through the programme.... Mind relaxation... I also made notes... under each date, I wrote what was told in that episode.... (reads from his notebook)... they talked about a lot of things... about child abuse, about helping others in the house... locus of control... about self respect... they talked about a lot of things.... They also spoke about unity, not to fight with others... I remember this during fights... then I feel a little relaxed... like this they spoke about a lot of things. "

- Male, 15 years, Pudukottai

Both the introduction of a structured routine and new activities that the participants can engage in, are aimed towards reducing boredom and enhancing the feeling of productivity amongst the adolescents. However, the

uncertainties associated with the pandemic, the prolonged lockdowns, social distancing and lack of school structure have potentially contributed to a slight decrease in the mean of scores indicating the degree of usefulness the participants report feeling.

Limitations and Future Directions

Notwithstanding the positive results, the present study suffers from certain limitations. Firstly, there are a set of challenges associated with the medium used for conducting the intervention and study, i.e. IVRS technology and phone calls. This model did not allow scope for direct interactions with the participants. However, this medium was chosen with the goal of reaching out to maximum participants during the pandemic. Secondly, the researchers had no control over the extraneous variables such as examination schedules, pandemic, socio-political or economic conditions, all of which had an impact on the participants' reception of the intervention.

Recommendations for the future iterations include adding a visual component to the audio stories to enhance involvement and engagement of participants. Further, content can be made keeping in mind other stakeholders who impact the lives of the adolescents like teachers and parents. Overall, the study has far reaching consequences in the field of promotive and preventive mental health, and proves to be a model that can be explored further with different populations.

CONCLUSION

The present study was conducted to understand the impact of an IVRS based multimodal intervention, on the mental wellbeing of 10th standard students facing stress due to school closure amidst the pandemic. The findings of the study indicate that there was statistically significant improvement in the adolescents' overall mental wellbeing with specific improvements in subjective feelings of relaxation and closeness with other people, as well as perceptions of one's ability to deal well with problems and make up one's mind about things. It was also observed that feelings of optimism and self-usefulness had reduced due to various factors as discussed in paper. The study highlights how insights from research can be integrated to design a comprehensive storytelling based promotive mental health intervention addressing concerns faced by adolescents during the pandemic.

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A Review Study on the Role of Yoga as a Transformative Parenting Style & its Effect on Children

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Abstract

This review study mainly focuses to assess the findings of selected works of literature concerning identifying the effectiveness of yoga as a transformative parenting style. We are acquainted with the fact that the holistic functions of parenting are considered to be the most stressful reflections in the life of parents that include both self-management as well as child management in an optimum way. Parents in their busy schedules, work pressure, and other engagements find it very difficult to quickly fix a child's behaviour. It requires time for a parent to go beyond the usual strategies to earn the bondage of love and trust with their child. Moreover, the ultimate aim of parenting is to be a guardian, a supporter as well as to maintain mutual respect with their children. With this in mind, adopting and practicing yoga can benefit the parents as individuals with both psychological as well as physiological well-being. For ages, the importance of yogic practices is very well initiated and is at a faster pace of growth. Yoga, its effective use as a transformative parenting style can be identified in various research studies as well. Therefore, effective yoga practices can lead to a healthy individual that in turn reflects in healthy parenting.

Thus, as a Life Skill tool to be followed for an effective and healthy parenting style, adopting yogic principles and perspectives can be more beneficial than any other reinforcement. A transformational parenting strategy can lead the family to healthy lifestyle practices. Such practices can lead our future generation in a better way systematising the foundation for a healthy society.

Keywords: Life skill, Parenting style, Transformative strategy, Yoga

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Introduction

Children are the beautiful and innocent versions of ourselves whom we bring into this world giving them a new life. But right from birth, they are being constantly at the pace of getting haunted by tantrums of the unfulfilled dreams and aspirations of their parents. Thus, the parents even forget to enjoy their cherished gift of parenthood in the journey of accomplishing their leftover dreams through their children. They are creating a replica of the self in the next phase of success throughout their life. This function calls out for optimum life skills in a customized manner for proper cognitive functioning. This is because improper cognition or emotional disturbance leads to physical disturbances or vice versa. As a matter of fact, according to the American Psychological Association (APA), the act of parenting involves three major key roles namely to prepare a child for life to be a productive future generation, ensure their safety and health as well as inherent cultural values. In the case of Parenting strategies, the perspective of 'The Right' and 'The Wrong' goes hand in hand along with cultural shifts and other factors. With this perspective in mind, Therapeutic Yoga in the form of Complementary and Alternative Medicine proves helpful in every aspect to maintain healthy system management of human functions (Bussing et al., 2012). Therefore, effective parenting requires proper management of emotions and the allied bodily system functions, especially for the self, the children, the spouse, and the society (Narasimhan et al., 2011).

To understand the relevance of the review study, each of the concepts-the art of parenting, the requirement of training in parenting, the importance of yoga as a life skill in parenting, yoga as a transformative therapy, and the effects of such a transformative therapy using yoga should be analysed separately. This can authenticate the need of adopting a yogic strategy for optimum parenting.

The Art of Parenting

A multi-dimensional style; a dynamic process influenced by both the microenvironment as well as the macro environment in and across the globe. The concept of parenting is as old as generations and there are no ancient scriptures available explaining what actually does parenting mean but the most important factor involved in this art is unconditional love and support from the elder ones to their younger ones (Nasir et al., 2019). According to the opinion of the United Nations International Children's Emergency Fund (UNICEF), being parents is the most important job in the world because they are considered to be the primary caregivers for the healthy

brain development of their children, and the non-participation of parents along with inadequate supervision and unhealthy relationships can lead to the risks of behavioural as well as emotional problems among children. Therefore, it is most important that parents, both father, and mother needed to be there with the child right from the beginning for the best start in their life (UNICEF India, 2022).

Each child is unique with unique parenting strategies to be followed. The age of the child is the age of a parent, nothing more or less, and as such a parent grows only if the child grows. This is the primary contributing factor towards the development psychology followed in a child. Despite numerous cultural shifts, the parenting style followed in and around gives us a clear-cut notion that whatever we sow, so shall we reap. Therefore, the art of parenting affects both the physical and mental well-being of ourselves and our child or children. Effective and efficient parental activities intensify the relationships based on subjective measurements such as a feeling of togetherness, etc. (Sahithya et al., 2019). In the arena of parenting research, the main point of consideration is parenting styles other than any usual parenting practices. This pinpoints the psychological control dimensions (manipulation of thoughts, emotions, feelings, etc.) and also includes parental support (affective nature of parent-child relationship-positive development outcomes) and behavioural control (attempts to control or regulate a child's behaviour through demands and reinforcements; if negatively affected, it leads to depression, misconduct, etc.) of both parents that differ in several ways and can make differences in a child's development. The parenting styles that emerged based on psychological control, behavioural control and the support of parents are -

- Positive Authoritative – High Regulation and Support
- Authoritarian - High Regulation and Low Support
- Uninvolved parenting style – Low Regulation and Low Support

Among the three, the Positive Authoritative parenting style favoured the highest positive outcomes producing more happier, successful, and capable children. The authoritarian parenting style favoured the least producing children who are obedient and proficient but rank lower in happiness, social competencies as well as self-esteem. Uninvolved parenting style constituted poorer child outcomes producing children with lesser self-regulation and happiness and a lack of competencies (Kendra,2020).

This can be correlated with the 14th Chapter of Bhagavad Gita i.e., Guna-

trayaVibhaga Yoga (Slokas 14.5 – 14.9) where it mentions about 3 characteristics of human behaviour based on the Triguna Principle of Sattva, Rajas, and Tamas. Sattva constitutes people like Goodness with virtues of peacefulness, morality, well-being, and serenity. Rajas constitute the people like Passion driven by endless desires and ambitions towards worldly enhancements. The Tamas that constitute the people in the mode of Ignorance is carried away by laziness, delusion, negligence, sleepiness, etc. All these parenting activities can be readily observed and identified by the children.

Concerning the parenting styles, the indulgence or co-existence of both parents can seriously affect the developmental process of a child. Studies (Ziegler, 2020, Leonhardt, 2020 & Kendra, 2020) shows that parenting styles can be different in both the parents and in turn, influences the child to move towards a more real-life approach. The attitudes of working and non-working parents, especially mothers are a real constraint. Due to multiple role juggling, working mothers feel more burnout than fathers. These pave way for fluctuations in the emotional stability of both parents especially mothers. Sometimes the parenting styles followed by parents individually can be a mishap and can lead to mixed signals among children.

Raising a child independently either by the father or mother also shows adverse effects due to their different patterns and perspectives in dealing with various situations. In addition, planning the future alone considering the lifestyle maintenances and expenses affects a normal life pattern and in turn makes the parent incapable of meeting the emotional needs of the child (Nasir et al., 2019). Thus, the developmental process in a child gets manipulated when the styles followed by both the parents are opposite and can create adverse effects on the developmental psychology of the child. Therefore, to create a balanced approach the parents must strive to adopt a unique parenting style combining their styles. In these life situations, the importance of a more realistic and holistic approach to parenting is momentous.

Requirement of Training in Parenting

The parenting practices can make an individual self realise the potentialities, heal in adversities, love unconditionally as well as accept the true self without guilt. But more than the above mentioned, the conception of informed parenting requires the knowledge and understanding of psycho-physiological as well as emotional and intellectual development of their child. This is so because parenting is considered to be the most im-

portant and challenging process in the world, which generally follows a trial-and-error strategy. Since the society itself is not well concerned in this regard, increased rates of attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), other behavioural problems, criminal cases such as violence and abuse (including substance abuse), childhood obesity, and Type 2 diabetes are prominently seen along with other mental health disorders like depression, anxiety, etc. among children. To deal with such situations, as primary caretakers', parents can impact the lives of their children in greater ways. Even though the parenting styles differ between the spouses or among parents, the need for an informed parenting style with adequate skills and knowledge is the only remedy to decrease the rate of ill health among children (Mcalpine, 2017).

As it says 'Prevention is better than Cure', optimum training requirements in the field of parenting are a prerequisite. This calls out the importance of acquiring adequate life skills to meet these contingency situations and in that state of affairs there lies the importance of adopting a yogic lifestyle (Srinivas et al., 2020). The science of yoga with a holistic concept of learning and practicing for attaining well-being can be adopted as an optimum lifestyle. It is said that Yoga is a science that gradually leads individuals to freedom in life from various forms of human suffering that arises due to mental modifications (Bhagat,2018). This shows that such a progressive training of the mind is required in the case of parenting too to follow optimum parenting styles.

Yoga as a Life Skill in Parenting

Yoga is considered to be metaphysical that helps us to invoke our soul through its discipline to unite individual consciousness with pure consciousness. The very true essence directs us to unify our nature with our culture with the notion of attachment with detachment. Moreover, it is a lifestyle practice, a healthier practice for attaining a balance between mental, physical, and spiritual well-being (Shyam, 2018). From the ancient pieces of literature and philosophical thoughts, the predominance of the concept of 'Yoga' is more evident. Works of literature considered Yoga as a 'Skilful Science' and art of attaining mastery or control over the Mind (Chitta) by controlling the body and breath (Prana-the vital force). The Yoga Sutras of Sage Patanjali defines Yoga as 'Yogahchittavrttinirodhaha'-Sutra 1.2. This means Yoga (Yogah) is the control (nirodhah) of mental (chitta) modifications (vrtti) to gain mastery over the mind. Bhagavad Gita describes Yoga as a state of mind (chitta) unaffected by the dualities of life such as happiness and sorrow, winning or losing, etc. that mainly pinpoints

the principle of Attachment with a detachment to balance these dualities. Being steadfast in Karma yoga (yoga in action) can bring awareness and relaxation thereby creating dexterity to cope with emotions. This shows that the optimum practice of a yogic lifestyle helps us to instill life skills within us.

Connecting Yoga with Life skills, the latter can be defined as the psychosocial competencies that help an individual to cope with emotional imbalances to meet day-to-day life situations. CASEL (Collaborative for Academic, Social and Emotional Learning) acknowledged by UNICEF (United Nations International Children's Education Fund) has identified five groups of skills that can be easily correlated with the yogic style. This includes: (a) Self Awareness (b) Self-Management (c) Social Awareness (d) Relationship Skills and (e) Responsible Decision Making. Thus, by learning yoga, we are exposed to learning life skills too that teaches us the power of focusing, positivity, self-awareness, and management as well as the breath to appreciate silence, stillness, and tranquillity (Srinivas et al., 2020). In the same way, to respond to the rapid changes and head towards wellbeing, the requirement of guidelines is essential. For this purpose, the future-oriented learning framework called Learning Compass 2030 of the OECD (Organisation for Economic Corporation and Development) has mentioned a three-tier transformative competency for children, to be precisely termed as life skills for creating new values, reconciling tensions and dilemmas, and taking responsibilities. This can be adopted by both adults and children to be used as a transformative strategy for life skill competencies (Srinivas et al., 2020).

Thus, in the case of parenting, the parents can themselves be equipped with life skills as well as teach their children in acquiring life skills from them namely the communication and relationship management, inspired creativity, relaxation and recreation, education, career, self-esteem, and resilience including personal power.

Yoga- A Transformative Strategy

Considering the flawless implementation of yogic strategies as a life skill tool is not that much easy as it seems because it requires a lot of hard work, skill sets as well as courage (Novya and Aisyah, 2017). According to the definition given by Jack Mezirow as mentioned by Kitchenham (2008), Transformative Learning can be analysed as working skilfully to change perceptions, opinions, mindsets, attitudes, beliefs, etc. to solve existing life problems. It simply means the critical awareness of unconscious supposi-

tions or expectations by making their evaluations based on the relevance and finally the step of effective interpretations. During parenting, a lot of instances can create tremendous effects on children. In the research study by Novya and Aisyah (2017), it was reckoned that by following the transformative strategies parents have to experiment with critical self-reflection.

Thus, to identify mistakes and correct the same referring to experiences, transformational learning strategies can be followed by parents to impact the children positively. This is because we all know that the root cause of all emotional imbalances is mental fluctuations. Reviewing the ancient yogic scriptures, especially the Yoga Sutras of Sage Patanjali (Taimini, 1986) it is evident that controlling mental modifications is the only way to control our unbalanced emotional conditions which can be made easily possible with the constant and regular practice of yogic techniques (Thir-thalli& Rao, 2016)

To be a transformative strategy for mental modifications, yoga in its therapeutic form is mentioned in various ancient Yogic texts such as Sage Patanjali's Yoga Sutras, Hatha Yoga Pradeepika, Gheranda Samhita, and Bhagavad Gita which follows the procedures of –

- Lifestyle Modifications and Dietary control
- Body Purificatory Methods (Kriyas)
- Asanas (Body postures)
- Pranayama (Breath-control techniques)
- Mudras (Neuro-Muscular Coordination for inner harmony)
- Meditation Techniques
- Relaxation Techniques

These practices can either be in the form to reduce, prevent or alleviate the multidisciplinary limitations. The profound healing power of therapeutic yoga increases the structural, functional, emotional, and spiritual well-being of an individual (Woodyard, 2011).

In the same way, for an effective yogic strategy of transformative parenthood, the parents should try to: (a) Identify the child's needs (b) Create the right atmosphere (c) Learn from the child (d) Be a happy and peaceful being. This is so because if we need our child to be well and peaceful, the changes should be adopted within the self. If the parents are peaceful and joyful, in optimum management of life situations so does the child. As acknowledged earlier according to Bhagavad Gita, the Sattvic quality of yogic practices can create harmony and health within parents which

can be effectively imparted to children following a positive authoritarian parenting style. Thus, bonding with a child with the help of yoga can help the parents to—

- Impart a valid knowledge of Indian traditions and culture.
- Prepare the young minds to attain a fulfilled and happy life.
- Gain physical strength and flexibility for the child.
- Build a strong relationship between mind, body, and soul from a very young age.
- Manage and reduce the anxiety and stress of children in all stages of life.
- Identify the Improvement in neuromuscular coordination and other bodily system functions.
- Boost immunity and build self-confidence within them.
- Improve cognitive and metacognitive functions of children (Akshar, 2019)

These yogic strategies can be effortlessly applied for maintaining a healthy parent-child relationship. This is because with the advent of knowledge and technology the thinking pattern of parents has been in a serious transformative process leading to stressed-out conditions. Due to wear and tear in the relationships between parents, the impact has tremendous variations in the interactions with their children (Sahithya et al., 2019). Adopting the above-mentioned strategies and their regular practices with the inclusion of customised lifestyles and dietary practices, simple asanas with proper breathing patterns, appropriate breathing techniques (pranayamas), meditation as well as relaxation techniques can improve the psychological as well as physiological well-being of both parents. This can, in turn, help them to face the everyday parental guilt, judgments, and chaos in parenthood i.e., to be used as a positive adaptive behaviour like a life skill (Sharma & Dhir, 2019). Stress, anxiety, and depression along with other physical irregularities can also be easily alleviated to create a state of Mindfulness using various Hatha Yogic practices to cultivate a positive attitude among parents to lead them to optimum mindful parenting activities (Shohani et al., 2018). Therefore, the overall inner and outer well-being of an individual especially as a parent enhances inner peace, austerity, cheerfulness, lovable nature, etc. which are the characteristics of Sattva Guna as predominantly mentioned in the Bhagavad Gita.

Effect of Transformative Parenting Styles Using Yoga

In a study, the researchers correlated yogic behavioural patterns and ef-

fective parenting by making an interventional approach that gave positive results. The results proved that the ambiguity in disturbed mental health due to stressed-out conditions was possibly reduced due to yogic instructions. This helped in adopting more resilience strategies, which in turn, led to effective parenting styles (Crawford et al., 2015). This shows those mindful parenting activities can be easily cultivated by following the system of yoga.

Thus, with the help of Yoga, the parents can productively help their children in the following perspectives:

- Supports the child's learning at home with productive outcomes.
- Being Creative and Critical in enhancing the cognitive functions of children.
- Enhance the necessity of maintaining a healthy body within the family.
- Promote a positive self-image through self-assessment and management.
- Help to teach children about maintaining compassionate and empathetic relationships among others.
- Helps to navigate the transitions in life stages and survive adolescence within kids.
- Strengthens the relationship goals and maintains peace during adversity.
- Balance a healthy parent-child relationship within the family.
- Helps to keep the Peace within and curb sibling fighting and other reasonings of children.
- Support your health and happiness along with your family.

Hence the act of responsiveness seen in all these cases from the side of parents as a supportive criterion plays a major role in the development of children. Positive affection and higher levels of warmth from the side of parents created contingent responses from their children producing affective-emotional interests. This can be called one of the major inputs for the multiple aspects of a child's learning (Susan, 2014).

Conclusion

Yoga is mind-body medicine, that can be called a 'skill in action' due to its various principles. Such yogic principles and practices in the perspective of transformational therapy focus on the treatment of various health conditions. Awareness of breath (Prana) is the vital aim of practicing yoga to

experience silence. Corresponding to this the present review study mainly focussed on the life skill applications of yoga within the proximity of effective parenting strategies, collecting shreds of evidence from secondary sources like various books, journals, and research reports. Subsequently, inferences were made and eventually concluded that for an effective and healthy parenting style, adopting yogic thoughts and perspectives can be more beneficial than any other reinforcement. Such a transformational parenting strategy by following yogic perspectives can lead the family to healthy lifestyle practices that leave ripples both inward and outward. To be more precise these strategies play a major role in instrumentalising a high-quality parent-child relationship. This can in turn create healthier future generations thereby leading to a healthier socio-cultural environment with strong positive knowledge.

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Can Life Skills form the Basis for the Development of Transformative Competencies?

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Abstract

The global issues we face in world today are climate change, diminishing forests and the effects of technological change on various aspects of life. Our responsibilities of future are building a world rich in plant and animal diversity and one that supports the dignity of human existence and evolution (post corona pandemic). Life Skills are defined (WHO, 1994) as adaptive psycho-social behaviour to overcome challenges of day-to-day life. There are ten generic skills. Skills the future generations need for e.g., to bring global warming and CO₂ emissions to net zero are team work, collaboration and communication (21st century skills) as also of coping in new environments and situations, solving new dilemmas and being very responsible about it.

When skills are honed to perfection it becomes a competency. OECD (2030) mentions 3 competencies that will change the world for better called transformative competencies i.e. the ability to create new values, reconcile with tensions and dilemmas and the ability to take up responsibility. Nine life skills have been integrated into a questionnaire to bring forth the above three transformative competencies in a sample of 27 B.Sc., B.Ed final year students, and have been statistically analysed using frequency tables, correlations, regression analyses, ANOVA and one sample tests to determine the relationships between life skills and transformative competencies. The main objective of the research activity here is to find out whether the teaching of life skills could lead to the development of much desired transformative competencies in future generations.

Keywords: Life Skills; Transformative Competencies; Correlations; Regression Analysis; Global Issues

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Introduction

NASA predicted that come the 13th of December the planet earth is going to come to a standstill with no sunlight for a day. The same prediction by NASA was made for December 23rd 2012 ([www. google.com](http://www.google.com)). The outcome was darkness for more than 24 hours, no power, no water, spread of infections and diseases, no light, no photosynthesis and therefore wilting of plants. The diurnal cycle of all living organisms are likely to be disturbed apart from other atmospheric holocausts. When the earth stops spinning, the atmosphere will move and everything will be thrown away. A global black out was predicted by NASA that will last for 3 days. Our planet would venture through different dimensions causing big changes. They expected the sun and earth to align for the first time, the earth to shift from 3rd dimension to 0 and then to 4th dimension. During black out sleep for 3 nights will be continuous and those who survive will face a brave new world. Others will die out of fear. It was predicted that for Washington DC area the darkest evenings and the earliest sunsets of the year will occur on the 13 days from December first through Friday December 13th 2019. There was also the probability of an asteroid hitting the earth and causing meteorite shower with a probability of 0.000000070%. And pray who is going to take up the responsibility for climate change, meteoric holocausts, and the big tech changes of the world which are the burning issues of the world?

Reports pour in through newspapers that climate has changed and that it is difficult to stop the changes, Why did this climate change occur? Due to man's ceaseless tampering with nature? Deforestation, shortage of water and polluted air will be supplemented with total darkness on earth!

What are skills future generations require to continue living on earth? When skills are honed to a certain degree of perfection it becomes a competency. We need competencies that will change world for better. We need transformative competencies – those of creating new values, of negotiating with tensions and dilemmas and of taking up responsibilities for all that happen to us squarely on our shoulders. These are concepts of Transformative Competencies involved in this study but this is not conceptual paper. Research through survey has been undertaken to find out whether life skills (generic) could lead to development of Transformative Competencies.

Transformative Competencies and Life Skills

Transformative competencies could be life skills because it is life skills alone that will help future generations create new values which they need,

help them negotiate with new tensions and dilemmas and take up responsibilities. The WHO (1994) life skills are solving skills, thinking skills, relationship skills, understanding skills and coping skills. Transformative competencies are those of creating new values, negotiating with tensions and dilemmas and taking responsibilities (<https://www.oecd.org/OEC.pdf>).

Competency is defined by OECD (<https://www.oecd.org/2030pdf>) as knowledge attitudes, skills and values, and acquisition and mobilization of the same for facing the uncertainties of the future. According to OECD the learning compass refers to prior knowledge, learning dispositions, family background etc which would differ from student to student. Each student will have his or her own learning compass with which the student has to contribute to the general welfare and wellbeing of society. The OECD learning framework will give the students a general guidance of the direction in which they should go. It provides the 37 participant countries (E2030 PositionPaper.04.2018(2).pdf) a common language in the form of a framework to prepare their own curriculum and think about it. In view of the recent advances in Science and technology and the changing social milieu and the uncertainty of what the future holds for humanity on earth in the wake of pandemic and other related issues like climate change, such an orientation and framework become a must.

As the concepts of the three transformative competencies involve life skills, it is obvious that they are inter-related. It is life skills alone that will help future generations create new values which they need, help them negotiate with new tensions and dilemmas and take up responsibilities of the future. According to OECD the learning compass refers to prior knowledge, learning dispositions, family background etc which would differ from student to student. Each student will have his or her own learning compass with which the student has to contribute to the general welfare and wellbeing of society. The learning compass of a student may be accepted as a concept here. The learning compass of each student has not been generated in the present study. The generalisations have been drawn based on the responses to questionnaire and the statistical analysis of the relationships between various life skills and transformative competencies.

The OECD learning framework will give the students a general guidance of the direction in which they should go. It provides the 37 participant countries (E2030positionP.04.2018(2).pdf) a common language in the form of a framework to prepare their own curriculum and think about it. In view of the recent advances in science and technology and the changing

social milieu and the uncertainty of what the future holds for humanity on earth in the wake of pandemic and other related issues like climate change, such an orientation and framework become amust.

The core foundations for developing these transformative competencies would be literacy (digital and data) and numeracy and health basics and financial literacy (<https://www.oecd.org/OEC.pdf>). The students will be able to achieve this along with what is termed as a co-agency of students, teachers, parents and communities which will work together towards shared goals. OECD is a global effort for education change in support of UN sustainable development goal 4.7 (<https://sdgs.un.org/goals>).

Creating new values—means innovating to shape better lives, such as creating new jobs, businesses and services, and developing new knowledge, insights, ideas, techniques, strategies and solutions and applying them to problems both old and new. When learners create new values, they question themselves, collaborate and think outside the box. This requires critical thinking and creativity.

Reconciling with tensions and dilemmas means taking into account the many interconnections and interpretations between seemingly contradictory or incompatible ideas, logics and positions and considering the results of actions from both short- and long-term perspectives. Through this process the students acquire a deeper understanding of opposing positions, develop arguments to support their own position and find practical solutions to dilemmas and conflicts. This requires empathy and respect.

Taking responsibility is connected to ability to reflect upon and evaluate one's own actions in light of one's experience and education by considering personal ethical and societal goals. This requires strong morality, collaborative action and respect for the planet. ([www.oecd.org/education/2030-project/teaching and learning/ learning](http://www.oecd.org/education/2030-project/teaching%20and%20learning/learning))

Life skills are the psychosocial competencies to deal with the challenges of day-to-day life and comprise ten generic skills as mentioned by WHO (1994, 1997). These are the problem solving, thinking, relationship, understanding and coping skills (STRUC) (GN Geetha, 2011). These are basic cognitive processes of the brain we use subconsciously, naturally and involuntarily (by virtue of the structure and function of the brain) in our day-to-day lives. That is why life skills education becomes important as learners have forgotten the application of knowledge. UNICEF (www.unicef.com) defines life skills as a behaviour change or behaviour development approach designed to address a balance of three areas-knowledge, attitude

and skills and this is based on research evidences. Life skills education is an area of study emphasizing co-scholastic abilities spanning the entire life span of an individual, be it an adolescent, a youth, a middle-aged person or an older individual. According to WHO (1998), Life Skills Education is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of social and personal development, the prevention of social and health problems, and the protection of human rights (WHO, 1993, 1996).

Social wellbeing in the future would mean more than economic and material prosperity. Social wellbeing will mean empowerment to shape a better world where you can sustain yourselves and the planet earth as well with better health, environs and survival ratios (<https://www.researchgate.net/publication/262108344->).

As the concepts of the three transformative competencies involve life skills it is obvious that they are inter-related. It is life skills alone that will help future generations create new values which they need, help them negotiate with new tensions and dilemmas and take up responsibilities.

Rationale for the present study

Our offspring's will need new values, new skills and will face newer tensions and dilemmas in life. Therefore, new skills are required in 21st century (GNGeetha,, 2013). Some of the new values needed are adaptability, boldness, commitment, competence, confidence, concentration, endurance, intelligence, independence, healthiness, tutelary spirit, leadership, decisiveness, vision, vitality etc. Our responsibilities of the future are building a world rich in plant and animal diversity, free of pollution and one that supports the dignity of human existence and evolution. The future should be progressive but within limits. In addition to team work, collaboration and communication we need coping skills of various kinds in a new environment. We need to preserve earth and walk into the future with a keen sense of responsibility, creativity, new values and the ability to deal with newer tensions and dilemmas in life.

The steps to be taken for developing transformative competencies are developing responsible global citizens who can tackle (solving skills) any problem or issue coming up in future using their intelligence (thinking skills) and resourcefulness (coping skills). We have to orient school education and direct tertiary education for the survival of human species. As the concepts of the three transformative competencies involve life skills it is obvious that they are inter-related. It is life skills alone that will help

future generations create new values which they need, help them negotiate with new tensions and dilemmas and take up responsibilities of the future. According to OECD the learning compass refers to prior knowledge, learning dispositions, family background etc which would differ from student to student. Each student will have his or her own learning compass with which the student has to contribute to the general welfare and wellbeing of society. The OECD learning framework will give the students a general guidance of the direction in which they should go. It provides the 37 participant countries (E2030positionP..04.2018(2).pdf) a common language in the form of a framework to prepare their own curriculum and think about it. In view of the recent advances in Science and technology and the changing social milieu and the uncertainty of what the future holds for humanity on earth in the wake of pandemic and other related issues like climate change, such an orientation and framework become a must and preservation of planet earth.

We will need new skills of space life and space travel and those of maintaining natural resources of precious water, life giving soil, fire, earth and sky spaces. We need new skills of maintaining human race. If technology advances at the rate, it is doing now, very soon we will be leading highly mechanised lives where head will be used more. This is a biological phenomenon which says that over years of evolution human beings will have larger heads than bodies. Transformative competencies are essential to prevent such retrogressive evolution in future. Use and Disuse theory and Darwin's laws make it quite possible (https://www.f.waseda.jp/LE201_11_Darwin/pdf). We can regress as human beings into our former evolutionary stages due to disuse of limbs and overuse of head. Cloning may become essential for maintenance of human race if not the epistatic conditioning of the human body to maintain itself (<https://en.wikipedia.org/wiki/Epistasis>).

Life skills though categorized as non-scholastic can be taught but scholastic ability cannot be achieved without these. As values are the result of life skill processes the paradigm shift in the 21st century with individuals having no fixed values to live by should be from values to life skills. This is my surmise that values have originated in our culture and civilisation through continuous practice of life skills in day-to-day life. Values are the essence of life skills. Nowadays values are eroded and the trajectory of development is to be from lost values back to life skills and then to transformative competencies.

It is based on thoughts surmises and conjectures of this kind that the pres-

ent work took shape and the questionnaire tool was framed.

RESEARCH QUESTIONS

1. How do the Transformative Competencies in the questionnaire relate statistically to the Life Skills integrated therein?
2. What is the frequency of occurrence of Life Skills and Transformative Competencies in the Questionnaire?
3. What is the correlation between Life Skills and Transformative Competencies?
4. What is the percentage of occurrence of the three Transformative Competencies?
5. What is the least developed Transformative Competency?
6. Are life skills necessary for the development of Transformative Competencies?

HYPOTHESES

Life skills are the basic tools for the development of Transformative Competencies.

METHODOLOGY

Literature survey was done by browsing the net for the present-day socio-economic problems as also problems anticipated and faced in the near future. The questionnaire consisted of 115 questions with six options viz., yes/may be/no/s.t./always/never. The questionnaire was administered to a sample of 27 students after getting it validated by the Education faculty of RIEM. The students belonged to VIII Semester B.Sc.B.Ed. (CBZ) group who were passing out soon and were looking forward to a progressive academic, work and personal life. The purpose of the questionnaire was to assess their needs, future aspirations, apprehensions, their assessments of various facets of their lives, and their capabilities for transformative competencies of creating new values, reconciling with tensions and dilemmas and taking responsibility.

Each of the questions were intended to assess their ability or propensity to be creative, to face tensions and dilemmas and to take the onus of responsibilities in future i.e. to test their transformative competencies. At the same time each transformative competency tested through the questionnaire required the involvement of a life skill (WHO, 1994). The Life skill required

and transformative competencies tested were noted side by side for each question and the questionnaire was validated by experts in Education. It was imperative that development of Transformative competency involved the development of appropriate life skills. Questions were categorized into 3 categories of 3 Transformative Competencies viz., those dealing with creation of new values, those dealing with reconciliation of tensions and dilemmas and differences and those dealing with taking of various responsibilities. The seven responses given (to be given) by the students were rated on a scale of 1-7 as follows as all the responses were related to time factor.

The sample consisted of 27 students and the variables were 3 transformative competencies(<https://www.oecd.org/2030-project/about/E2>)and 9 Life Skills (WHO, 1994).

In the questionnaire of 115 questions there were 38 questions dealing with creation of new values, 48 questions dealing with reconciliation with tensions and dilemmas and 27 questions dealing with taking of responsibilities.

The questionnaire had five questions on creative thinking, 28 on critical thinking, 18 questions on problem solving, 11 questions on decision making, 2 on inter-personal relations, 15 on empathy, 14 on understanding skills, 17 on self-awareness, and 4 on coping with emotions and stress. The OECD Learner’s Framework was the standard reference for Transformative Competencies and Nair (2011) for Life Skills.

RESULTS

The results of correlation studies, regression analysis and other statistical observations are given in tables 1-17.

Table 1: Analysis of Correlations

Particulars		creat_new_value_total	RTD_total	TR_skills
creat_total	Pearson Correlation	.632	.655	.599
	Sig. (2-tailed)	.000	.000	.001
	N	27	27	27

crit_total	Pearson Correlation	.716	.784	.831
	Sig. (2-tailed)	.000	.000	.000
	N	27	27	27
prob_sol_total	Pearson Correlation	.686	.651	.775
	Sig. (2-tailed)	.000	.000	.000
	N	27	27	27
dm_total	Pearson Correlation	-.263	.252	-.142
	Sig. (2-tailed)	.185	.205	.480
	N	27	27	27
ipr_total	Pearson Correlation	.540	.347	.661
	Sig. (2-tailed)	.004	.076	.000
	N	27	27	27
emp_total	Pearson Correlation	.770	.408	.429
	Sig. (2-tailed)	.000	.035	.026
	N	27	27	27
und_skil_total	Pearson Correlation	.550	.648	.542
	Sig. (2-tailed)	.003	.000	.003
	N	27	27	27
self_aware_total	Pearson Correlation	.347	.509	.338
	Sig. (2-tailed)	.076	.007	.085
	N	27	27	27
coping_skills	Pearson Correlation	.550	.747	.677
	Sig. (2-tailed)	.003	.000	.000
		27	27	27

Between Creative Thinking and the 3 transformative competencies
 ---- highly significant.

Between Critical Thinking and the 3 transformative competencies
 ---- highly significant.

Between problem solving and the 3 transformative competencies
 ---- highly significant.

Between decision making and the 3 transformative competencies
 ---- highly significant.

Between Interpersonal relations and CNV/TR quite significant
 ---- quite significant.

Between Interpersonal Relations and RTD
 ---- not significant

Between Empathy and CNV
 ---- highly significant.

Between Empathy and RTD/TR
 ---- not so significant.

Between understanding and Transformative Competencies
 ---- significant.

Between Self-Awareness and Transformative Competencies
 ---- not so significant.

Between Coping skills and Transformative Competencies
 ---- very significant.

Creation of new values (CNV); Reconciling with Tensions and Differences (RTD);
 Taking Responsibility (TR); Transformative Competencies (TC)

For e.g., in the study of correlations between Creative Thinking and Transformative Competencies Creativity component of life skills was significantly and positively correlated to Creation of new values (CNV), Reconciling with Tensions and Differences (RTD) and Taking Responsibility (TR) skills. In other words as the scores in creativity increased scores in creating new values also increased linearly and significantly- RTD and TR also increased. Higher the creativity more were creation of new values, reconciling with tensions and differences and taking responsibilities.

Table 2: Analysis of Regression I (CNV dependent variable)

Model	Variables Entered	Variables Removed	Method
1	emp_total	.	Stepwise (Criteria: Probability-of-F-to-enter <=.050, Probability-of-F-to-remove >=.100).
2	crit_total	.	Stepwise (Criteria: Probability-of-F-to-enter <=.050, Probability-of-F-to-remove >=.100).

a. Dependent Variable: creat_new_value_total

Table 3: Analysis of Regression I (CNV dependent variable)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.770 ^a	.593	.577	5.93485
2	.882 ^b	.778	.760	4.46990

a. Predictors: (Constant), emp_total

b. Predictors: (Constant), emp_total, crit_total

Table 4: Analysis of Regression I (CNV dependent variable)

Model	Variables Entered	Variables Removed	R	R Square	Adjusted R Square
1	Empathy	.	.770	.593	.577
2	Critical thinking	.	.882	.778	.760
Stepwise (Criteria: Probability-of-F-to-enter <= .050)					

When 9 life skills were regressed (returned to earlier stage of development) on creating new values (CNV) component of transformational competencies, only 2 life skills dominantly predicted the creation of new values and competencies- these were empathy and critical thinking skills. In total these 2 life skills contributed to 76% of the CNV competencies. The remaining 7 life skills did not enter into equation and hence they were not the true predictors of CNV component of Transformational Competencies.

Table 5: Analysis of regression -F values

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1283.956	1	1283.956	36.453	.000b
	Residual	880.562	25	35.222		
	Total	2164.519	26			

2	Regression	1684.999	2	842.499	42.167	.000c
	Residual	479.520	24	19.980		
	Total	2164.519	26			

The regressional F values obtained for the predicted models were found to be highly significant with the F values of 36.453 and 42.167 which were found to be significant at .001 level further confirming that both the life skills were predictors.

Table 6: Analysis of regression Beta values

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	75.621	7.699		9.822	.000
	emp_total	1.055	.175	.770	6.038	.000
2	(Constant)	51.190	7.960		6.431	.000
	emp_total	.779	.145	.569	5.363	.000
	crit_total	.407	.091	.475	4.480	.000

The beta values obtained for the predictor at steps 1 and 2 are .770 and .569 respectively. The Beta values obtained for predictor 2 at step 2 was .475. All the values obtained for predictors and constants were found to be significant at .001 level.

Table 7: Analysis of regression contd...

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics	
1	creat_total	.345b	2.653	.014	.476	.777
	crit_total	.475b	4.480	.000	.675	.820
	prob_sol_tot	.366b	2.623	.015	.472	.676
	dm_total	.073b	.512	.613	.104	.824
	ipr_total	.388b	3.602	.001	.592	.950
	und_skil_total	.296b	2.312	.030	.427	.849
	self_aware_total	.271b	2.287	.031	.423	.990
	coping_skills	.331b	2.753	.011	.490	.890
	creat_total	.109c	.829	.416	.170	.542
	prob_sol_tot	.162c	1.254	.222	.253	.537
	dm_total	.103c	.970	.342	.198	.820
	ipr_total	.198c	1.698	.103	.334	.630
	und_skil_total	.130c	1.147	.263	.233	.713
	self_aware_total	.171c	1.788	.087	.349	.924
	coping_skills	-.086c	-.501	.621	-.104	.328

In the first step the excluded variables of Creative Thinking, Critical Thinking, Problem solving, Interpersonal Relations, Understanding, Self-Awareness and Coping skills are significantly correlated with predictor empathy. Decision making was not significantly correlated with empathy (predictor 1).

In the second step all the excluded variables of creativity, problem solving, decision making, interpersonal relations, understanding, self-aware-

ness and coping skills are not significantly correlated with critical thinking (predictor 2).

Table 8: Regression Analysis II (RTD dependent variable)

Model	Variables Entered	Variables Removed	Method
1	crit_total	.	Stepwise (Criteria: Probability-of-F-to-enter <=.050, Probability-of-F-to-remove >=.100).
2	dm_total	.	Stepwise (Criteria: Probability-of-F-to-enter <=.050, Probability-of-F-to-remove >=.100).
3	prob_sol_tot	.	Stepwise (Criteria: Probability-of-F-to-enter <=.050, Probability-of-F-to-remove >=.100).
4	ipr_total	.	Stepwise (Criteria: Probability-of-F-to-enter <=.050, Probability-of-F-to-remove >=.100).

a. Dependent Variable: RTD_total

The constants of Critical Thinking total; Decision Making total; Problem Solving total and IPR total were significant to the point of 0.05 against CNV and TR competencies.

Table 9: Regression Analysis II (RTD dependent variable) contd...

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.784a	.615	.599	9.85573
2	.901b	.811	.795	7.04458
3	.943c	.889	.874	5.52195
4	.960d	.922	.908	4.72348

a. Predictors: (Constant), crit_total

b. Predictors: (Constant), crit_total, dm_total

c. Predictors: (Constant), crit_total, dm_total, prob_sol_tot

d. Predictors: (Constant), crit_total, dm_total, prob_sol_tot, ipr_total

Analysis of Regression

When 9 Life skills were regressed on Reconciling with Tensions and Differences (RTD) component of Transformational Competencies--- only 4 life skills majorly predicted the RTD competencies. These were Critical Thinking, Decision Making, Problem Solving and Inter Personal Relations. In total these 4 life skills contributed to 90% of the RTD competencies. The remaining 5 life skills did not enter into equation and hence they were not true predictors of Reconciling with Tensions and Differences (RTD) component of Transformational Competencies.

**Table 10: Regression Analysis II (RTD dependent variable) contd...
ANOVAa**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3876.132	1	3876.132	39.904	.000b
	Residual	2428.387	25	97.135		
	Total	6304.519	26			
2	Regression	5113.493	2	2556.746	51.520	.000c
	Residual	1191.026	24	49.626		
	Total	6304.519	26			
3	Regression	5603.205	3	1867.735	61.254	.000d
	Residual	701.313	23	30.492		
	Total	6304.519	26			
4	Regression	5813.671	4	1453.418	65.143	.000e
	Residual	490.848	22	22.311		
	Total	6304.519	26			

a. Dependent Variable: RTD_total

b. Predictors: (Constant), crit_total

c. Predictors: (Constant), crit_total, dm_total

d. Predictors: (Constant), crit_total, dm_total, prob_sol_tot

e. Predictors: (Constant), crit_total, dm_total, prob_sol_tot, ipr_total

Group statistics/ANOVA showed predictors b of Critical Thinking total; predictor c of Critical Thinking total+Problem Solving total; predictor d of Critical Thinking total + Decision Making total+Problem Solving total and predictor e of Critical Thinking total+ decision making total+Problem Solving total + IPR total to be highly significant with the variable of Reconciling with Tensions and Differences (RTD) component of Transformative Competencies.

Table 11: Analysis of Regression Beta values Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	49.764	16.359		3.042	.005
	crit_total	1.146	.181	.784	6.317	.000
2	(Constant)	-10.395	16.789		-.619	.542
	crit_total	1.299	.133	.888	9.747	.000
	dm_total	1.305	.261	.455	4.993	.000
3	(Constant)	-25.526	13.691		-1.864	.075
	crit_total	1.016	.126	.695	8.071	.000
	dm_total	1.371	.206	.478	6.670	.000
	prob_sol_tot	.587	.146	.343	4.008	.001
4	(Constant)	-29.924	11.799		-2.536	.019
	crit_total	1.133	.114	.775	9.920	.000
	dm_total	1.178	.187	.411	6.308	.000
	prob_sol_tot	.812	.145	.474	5.595	.000
	ipr_total	-1.804	.587	-.282	-3.071	.006

a. Dependent Variable: RTD_total

The beta values obtained for the predictor of Critical Thinking was .784, .888, .695 and .775. All the values obtained for the predictor and constant were found to be significant at .000 level.

The beta values obtained for the predictor of Critical Thinking and Decision Making were .88 and .455, .695 and .478 and .775 and .411 respectively. All the values obtained for predictor and constant were found to be significant at .000 level.

The beta values obtained for the predictor of Critical Thinking, Decision Making and Problem Solving were .695, .478, .343 and .755, .411, .474 respectively. All the values obtained for the predictor and constant were found to be significant at .000-.001 level.

Table 12: Analysis of Regressions contd...

Excluded Variables^a

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics	
					Tolerance	
1	creat_total	.260b	1.666	.109	.322	.591
	prob_sol_tot	.297b	2.079	.048	.391	.665
	dm_total	.455b	4.993	.000	.714	.948
	ipr_total	-.204b	-1.329	.196	-.262	.632
	emp_total	.092b	.665	.512	.135	.820
	und_skil_total	.343b	2.672	.013	.479	.752
	self_aware_total	.317b	2.761	.011	.491	.924
2	coping_skills	.319b	1.506	.145	.294	.328
	creat_total	.292c	2.887	.008	.516	.589
	prob_sol_tot	.343c	4.008	.001	.641	.661
	ipr_total	-.023c	-1.188	.235	-.039	.563
	emp_total	.313c	3.670	.001	.608	.710
	und_skil_total	.193c	1.872	.074	.364	.668
	self_aware_total	.087c	.780	.444	.160	.637
3	coping_skills	.289c	1.975	.060	.381	.327
	creat_total	.138d	1.304	.206	.268	.422
	ipr_total	-.282d	-3.071	.006	-.548	.419
	emp_total	.208d	2.507	.020	.471	.572
	und_skil_total	.066d	.702	.490	.148	.558
	self_aware_total	.103d	1.193	.246	.246	.636
	coping_skills	.137d	1.059	.301	.220	.288

4	creat_total	.051e	.519	.609	.112	.377
	emp_total	.110e	1.190	.247	.251	.407
	und_skil_total	.152e	1.937	.066	.389	.509
	self_aware_total	-.059e	-.620	.542	-.134	.398
	coping_skills	.062e	.537	.597	.116	.273

a. Dependent Variable: RTD_total

b. Predictors in the Model: (Constant), crit_total

c. Predictors in the Model: (Constant), crit_total, dm_total

d. Predictors in the Model: (Constant), crit_total, dm_total, prob_sol_tot

e. Predictors in the Model: (Constant), crit_total, dm_total, prob_sol_tot, ipr_total

In step 1 without Critical Thinking the rest of predictors were not significantly correlated with the Transformative Competencies of RTD components except for Decision Making, Self-Awareness, Understanding Skills and Problem Solving total predictors which were significant at values of .000, .011, .013 and .048 respectively.

In step 2 without Critical Thinking and Decision Making, the rest of the predictors were not significantly correlated with Transformative Competencies of RTD except for Problem Solving, Empathy and Creative Thinking total predictors which were significant at values of 0.001 and .008 respectively.

In step 3 without Critical Thinking, Decision Making and Problem Solving, the rest of the predictors were not significantly correlated with components of Transformative Competencies except for Interpersonal Relations total and Empathy total which were significant at values of .006 and .020 respectively and in order.

In step 4 without Critical Thinking, Decision Making, Problem Solving and IPR total were not at all significantly correlated with RTD component of Transformative Competencies

Coping Skills total were not at all significantly correlated with RTD component of Transformative Competencies.

For Critical Thinking total and Critical Thinking and Problem Solving total as predictors – the regressional F values obtained for the predicted models were found to be highly significant with F values of 55.914 and 54.988 respectively which were found to be significant at .000 level further confirming that these life skills were true predictors.

The excluded variables in the first step were Creative Thinking, Critical Thinking, Problem Solving, Decision Making, Inter Personal Relations, Empathy, Understanding skills and Self-Awareness. (Of these Decision Making, Self-Awareness, Understanding skills and Problem Solving skills had significant correlation with RTD competencies with values of .000, .011 and .013).

The excluded variables in step 2 were Coping skills, Creative Thinking, Problem Solving, Inter personal Relations, Empathy, Understanding Skills and Self-Awareness (and of these Creative Thinking, Problem Solving and Empathy were significantly correlated with RTD with values of .008 and .001 respectively).

The excluded variables in Step 3 were Coping Skills, Creative Thinking, Inter personal Relations, Empathy, Understanding Skills and Self-Awareness (and of these Inter personal Relations, and Empathy had significant correlations with RTD competencies with values of .006 and .020 respectively).

The excluded variables in step 4 were Coping skills, Creative Thinking, Empathy, Understanding skills and Self-Awareness (and out of these none had a significant correlation with RTD competencies).

Coping skills had no significant correlation with RTD competencies with a value of .597.

Table 13: Regression Analysis III (TR dependent variable)

Variables Entered/Removeda

Model	Variables Entered	Variables Removed	Method
1	crit_total	.	Stepwise (Criteria: Probability-of-F-to-enter <=.050, Probability-of-F-to-remove >=.100).
2	prob_sol_tot	.	Stepwise (Criteria: Probability-of-F-to-enter <=.050, Probability-of-F-to-remove >=.100).

a. Dependent Variable: TR_skills

Table 14: Model summary of Regression Analysis III (TR dependent variable)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.831a	.691	.679	5.57905
2	.906b	.821	.806	4.33569

a. Predictors: (Constant), crit_total Indian Association of Life Skills Education | 53

b. Predictors: (Constant), crit_total, prob_sol_tot

When 9 life skills were regressed on Taking Responsibility (TR) component of Transformational Competencies only 2 life skills majorly predicted the taking responsibility competencies. These were Critical Thinking and Problem Solving Skills.

In total these life skills contributed to 80% of Transformative Competencies. The remaining 7 Life Skills did not enter into equation and hence they were not the true predictors of taking responsibility component of Transformative Competencies.

Table 15: ANOVA of Regression Analysis III (TR dependent variable)

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1740.373	1	1740.373	55.914	.000b
	Residual	778.146	25	31.126		
	Total	2518.519	26			
2	Regression	2067.361	2	1033.681	54.988	.000c
	Residual	451.157	24	18.798		
	Total	2518.519	26			

a. Dependent Variable: TR_skills

b. Predictors: (Constant), crit_total

c. Predictors: (Constant), crit_total, prob_sol_tot

Study of ANOVA showed that predictor b of Critical Thinking and Problem Solving had highly significant correlations with Taking Responsibility component of Transformative Competencies.

Table 16: Regression Analysis and Beta values

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.814	9.260		2.464	.021
	crit_total	.768	.103	.831	7.478	.000
2	(Constant)	12.958	7.575		1.711	.100
	crit_total	.532	.098	.576	5.437	.000
	prob_sol_tot	.478	.115	.442	4.171	.000

a. Dependent Variable: TR_skills

The beta values obtained for the predictor of Critical Thinking was .831. These values obtained for the predictor and constant were found to be significant at .000 level.

The beta values obtained for the predictor of Critical Thinking and Problem Solving were .576 and .442 and the values obtained for the predictor and constant were found to be significant at .000 level.

**Table 17: Regression Analysis contd...
Excluded Variables^a**

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics	
					Tolerance	
1	creat_total	.115b	.789	.438	.159	.591
	prob_sol_tot	.442b	4.171	.000	.648	.665
	dm_total	.051b	.441	.663	.090	.948
	ipr_total	.247b	1.852	.076	.354	.632
	emp_total	.094b	.756	.457	.152	.820
	und_skil_total	.170b	1.350	.189	.266	.752
	self_aware_total	.117b	1.016	.320	.203	.924
2	coping_skills	-.013b	-.068	.947	-.014	.328
	creat_total	-.190c	-1.464	.157	-.292	.422
	dm_total	.081c	.910	.372	.186	.941
	ipr_total	.027c	.209	.836	.044	.473
	emp_total	-.100c	-.944	.355	-.193	.662
	und_skil_total	.027c	.245	.808	.051	.658
	self_aware_total	.149c	1.716	.100	.337	.918
coping_skills	-.259c	-1.672	.108	-.329	.289	

a. Dependent Variable: TR_skills

b. Predictors in the Model: (Constant), crit_total

c. Predictors in the Model: (Constant), crit_total, prob_sol_tot

The excluded variables in the first step were Creative Thinking, Problem Solving, Decision Making, Inter personal Relations, Empathy, Understanding Skills and Self-Awareness Skills.

(Of these Problem Solving skills had a significant correlation with Taking Responsibility Competencies with values of .000.)

The excluded variables in the second step were Creative Thinking, Decision Making, Inter Personal Relations, Empathy, Understanding, Self-Awareness and Coping Skills (None of these had a significant correlation with Taking Responsibility component of Transformative Competencies).

Table 18: One-sample test
One-Sample Test

	Test Value = 3			
	t	df	Sig. (2-tailed)	Mean Difference
CREATIVE_1	2.068	26	.049	.55556
CREATIVE_2	4.416	26	.000	.66667
CREATIVE_3	.000	26	1.000	.00000
CREATIVE_4	3.309	26	.003	.44444
CREATIVE_5	2.208	26	.036	.33333
CRIT_1	3.426	26	.002	.85185
CRIT_2	1.114	26	.275	.29630
CRIT_3	2.155	26	.041	.55556
CRIT_4	2.021	26	.054	.40741
CRIT_5	2.947	26	.007	.48148
CRIT_6	.648	26	.523	.11111
CRIT_7	2.185	26	.038	.62963
CRIT_8	.084	26	.934	.03704
CRIT_9	-.700	26	.490	-.14815
CRIT_10	-4.306	26	.000	-1.29630
CRIT_11	2.267	26	.032	.25926
CRIT_12	2.798	26	.010	.37037
CRIT_13	.115	26	.909	.03704
CRIT_14	-3.185	26	.004	-1.07407
CRIT_15	-1.551	26	.133	-.29630
CRIT_16	-.118	26	.907	-.03704
CRIT_17	1.000	26	.327	.03704
CRIT_18	2.208	26	.036	.33333
CRIT_19	5.701	26	.000	.55556
CRIT_20	-.402	26	.691	-.07407
CRIT_21	-.648	26	.523	-.11111
CRIT_22	2.126	26	.043	.14815
CRIT_23	.440	26	.663	.03704
CRIT_24	4.444	26	.000	.96296
CRIT_25	1.515	26	.142	.33333
CRIT_26	4.197	26	.000	.96296
CRIT_27	2.530	26	.018	.29630
CRIT_28	5.769	26	.000	.88889
PS_1	1.727	26	.096	.18519
PS_2	6.802	26	.000	1.22222
PS_3	4.163	26	.000	1.14815
PS_4	3.574	26	.001	.48148
PS_5	-.736	26	.468	-.29630
PS_6	.000	26	1.000	.00000
PS_7	2.185	26	.038	.62963
PS_8	2.785	26	.010	.81481

PS_9	.548	26	.588	.18519
PS_10	1.762	26	.090	.44444
PS_11	3.606	26	.001	.55556
PS_12	1.180	26	.249	.33333
PS_13	.462	26	.648	.11111
PS_14	5.734	26	.000	1.03704
PS_15	1.354	26	.187	.29630
PS_16	.296	26	.769	.03704
PS_17	-.420	26	.678	-.07407
PS_18	4.192	26	.000	.51852
PS_19	2.000	26	.056	.22222
DM_1	2.054	26	.050	.25926
DM_2	-.420	26	.678	-.07407
DM_3	3.032	26	.005	.85185
DM_4	2.473	26	.020	.44444
DM_5	1.421	26	.167	.44444
DM_6	1.883	26	.071	.33333
DM_7	-1.987	26	.058	-.81481
DM_8	.000	26	1.000	.00000
DM_9	6.596	26	.000	.96296
DM_10	-.667	26	.510	-.18519
DM_11	3.328	26	.003	.40741
IPR_1	7.377	26	.000	1.92593
IPR_2	-1.072	26	.294	-.29630
EM_1	1.562	26	.130	.48148
EM_2	-.328	26	.746	-.11111
EM_3	-9.665	26	.000	-2.29630
EM_4	-4.561	26	.000	-1.33333
EM_5	-2.671	26	.013	-.85185
EM_6	1.803	26	.083	.22222
EM_7	2.530	26	.018	.29630
EM_8	1.280	26	.212	.29630
EM_9	4.192	26	.000	.51852
EM_10	1.217	26	.235	.29630
EM_11	1.739	26	.094	.40741
EM_12	2.280	26	.031	.44444
EM_13	-.960	26	.346	-.25926
EM_14	1.053	26	.302	.29630
EM_15	.739	26	.466	.18519
Understanding_1	.465	26	.646	.07407
Understanding_2	3.017	26	.006	.25926
Understanding_3	-3.261	26	.003	-1.00000
Understanding_4	-4.508	26	.000	-1.07407
Understanding_5	2.302	26	.030	.29630
Understanding_6	2.833	26	.009	.40741
Understanding_7	-1.893	26	.070	-.40741
Understanding_8	-4.156	26	.000	-1.40741

Understanding_9	.000	26	1.000	.00000
Understanding_10	.000	26	1.000	.00000
Understanding_11	7.816	26	.000	.92593
Understanding_12	3.849	26	.001	.51852
Understanding_13	.000	26	1.000	.00000
Understanding_14	.161	26	.873	.03704
SA_1	.000	26	1.000	.00000
SA_2	3.051	26	.005	.81481
SA_3	6.684	26	.000	1.18519
SA_4	.891	26	.381	.14815
SA_5	2.267	26	.032	.25926
SA_6	.324	26	.749	.11111
SA_7	-.440	26	.663	-.11111
SA_8	-1.072	26	.294	-.29630
SA_9	-1.317	26	.199	-.25926
SA_10	-1.396	26	.174	-.33333
SA_11	3.328	26	.003	.40741
SA_12	1.000	26	.327	.03704
SA_13	2.467	26	.021	.59259
SA_14	-1.154	26	.259	-.18519
SA_15	.811	26	.425	.14815
SA_16	2.178	26	.039	.37037
SA_17	2.530	26	.018	.29630
SA_18	2.672	26	.013	.59259
SA_19	2.280	26	.031	.44444
Coping_Skills_1	-.402	26	.691	-.14815
Coping_Skills_2	1.703	26	.100	.55556
Coping_Skills_3	2.180	26	.039	.40741
Coping_Skills_4	3.900	26	.001	.62963

Table 19: Correlations between Life Skills and 3 Transformative Competencies (TC) of the Questionnaire: Creating New Values (CNV); Reconciling Tensions and Differences (RTD); Taking Responsibility (TR)

		creat_new_value_total	RTD_total	TR_skills
CREATIVE_1	Pearson Correlation	.556	.720	.591
	Sig. (2-tailed)	.003	.000	.001
	N	27	27	27
CREATIVE_2	Pearson Correlation	.378	.484	.450
	Sig. (2-tailed)	.052	.011	.019
	N	27	27	27
CREATIVE_3	Pearson Correlation	.577	.560	.558
	Sig. (2-tailed)	.002	.002	.002
	N	27	27	27

CREATIVE_4	Pearson Correlation	-.387	-.601	-.493
	Sig. (2-tailed)	.046	.001	.009
	N	27	27	27
CREATIVE_5	Pearson Correlation	.278	.152	.163
	Sig. (2-tailed)	.161	.449	.417
	N	27	27	27
CRIT_1	Pearson Correlation	.396	.351	.576
	Sig. (2-tailed)	.041	.073	.002
	N	27	27	27
CRIT_2	Pearson Correlation	.114	.312	.439
	Sig. (2-tailed)	.572	.113	.022
	N	27	27	27
CRIT_3	Pearson Correlation	.230	.121	-.058
	Sig. (2-tailed)	.248	.546	.774
	N	27	27	27
CRIT_4	Pearson Correlation	.211	.133	.244
	Sig. (2-tailed)	.290	.507	.219
	N	27	27	27
CRIT_5	Pearson Correlation	.265	.369	.305
	Sig. (2-tailed)	.182	.058	.122
	N	27	27	27
CRIT_6	Pearson Correlation	.081	.146	-.043
	Sig. (2-tailed)	.686	.467	.832
	N	27	27	27
CRIT_7	Pearson Correlation	.701	.756	.814
	Sig. (2-tailed)	.000	.000	.000
	N	27	27	27
CRIT_8	Pearson Correlation	.041	.586	.326
	Sig. (2-tailed)	.839	.001	.097
	N	27	27	27
CRIT_9	Pearson Correlation	.063	.152	.357
	Sig. (2-tailed)	.756	.449	.068
	N	27	27	27
CRIT_10	Pearson Correlation	-.138	-.589	-.293
	Sig. (2-tailed)	.492	.001	.138
	N	27	27	27
CRIT_11	Pearson Correlation	.375	.204	.288
	Sig. (2-tailed)	.054	.307	.145
	N	27	27	27
CRIT_12	Pearson Correlation	.307	-.180	.097
	Sig. (2-tailed)	.119	.369	.630
	N	27	27	27
CRIT_13	Pearson Correlation	-.258	.334	.013
	Sig. (2-tailed)	.194	.089	.950
	N	27	27	27

CRIT_14	Pearson Correlation	.181	-.048	.009
	Sig. (2-tailed)	.367	.811	.963
	N	27	27	27
CRIT_15	Pearson Correlation	.020	.023	.208
	Sig. (2-tailed)	.921	.909	.299
	N	27	27	27
CRIT_16	Pearson Correlation	.377	.489	.402
	Sig. (2-tailed)	.053	.010	.038
	N	27	27	27
CRIT_17	Pearson Correlation	.447	.303	.232
	Sig. (2-tailed)	.019	.125	.245
	N	27	27	27
CRIT_18	Pearson Correlation	.278	.152	.163
	Sig. (2-tailed)	.161	.449	.417
	N	27	27	27
CRIT_19	Pearson Correlation	.459	-.113	.333
	Sig. (2-tailed)	.016	.576	.090
	N	27	27	27
CRIT_20	Pearson Correlation	.639	.577	.670
	Sig. (2-tailed)	.000	.002	.000
	N	27	27	27
CRIT_21	Pearson Correlation	.732	.654	.683
	Sig. (2-tailed)	.000	.000	.000
	N	27	27	27
CRIT_22	Pearson Correlation	.112	.016	.201
	Sig. (2-tailed)	.578	.936	.314
	N	27	27	27
CRIT_23	Pearson Correlation	.660	.405	.424
	Sig. (2-tailed)	.000	.036	.028
	N	27	27	27
CRIT_24	Pearson Correlation	.302	.444	.419
	Sig. (2-tailed)	.126	.020	.030
	N	27	27	27
CRIT_25	Pearson Correlation	.460	.571	.689
	Sig. (2-tailed)	.016	.002	.000
	N	27	27	27
CRIT_26	Pearson Correlation	.387	.405	.241
	Sig. (2-tailed)	.046	.036	.226
	N	27	27	27
CRIT_27	Pearson Correlation	.521	.299	.336
	Sig. (2-tailed)	.005	.129	.087
	N	27	27	27
CRIT_28	Pearson Correlation	.515	.562	.585
	Sig. (2-tailed)	.006	.002	.001
	N	27	27	27

PS_1	Pearson Correlation	.484	-.160	.148
	Sig. (2-tailed)	.010	.426	.463
	N	27	27	27
PS_2	Pearson Correlation	.332	.345	.554
	Sig. (2-tailed)	.091	.078	.003
	N	27	27	27
PS_3	Pearson Correlation	.237	.314	.501
	Sig. (2-tailed)	.234	.110	.008
	N	27	27	27
PS_4	Pearson Correlation	.104	-.068	-.054
	Sig. (2-tailed)	.605	.736	.788
	N	27	27	27
PS_5	Pearson Correlation	.425	.471	.514
	Sig. (2-tailed)	.027	.013	.006
	N	27	27	27
PS_6	Pearson Correlation	.120	.020	.015
	Sig. (2-tailed)	.550	.919	.942
	N	27	27	27
PS_7	Pearson Correlation	.701	.756	.814
	Sig. (2-tailed)	.000	.000	.000
	N	27	27	27
PS_8	Pearson Correlation	.047	.008	.344
	Sig. (2-tailed)	.816	.968	.079
	N	27	27	27
PS_9	Pearson Correlation	.231	.345	.283
	Sig. (2-tailed)	.247	.078	.153
	N	27	27	27
PS_10	Pearson Correlation	.672	.385	.512
	Sig. (2-tailed)	.000	.048	.006
	N	27	27	27
PS_11	Pearson Correlation	.201	.610	.474
	Sig. (2-tailed)	.316	.001	.013
	N	27	27	27
PS_12	Pearson Correlation	.137	.187	.135
	Sig. (2-tailed)	.496	.349	.502
	N	27	27	27
PS_13	Pearson Correlation	.550	.568	.551
	Sig. (2-tailed)	.003	.002	.003
	N	27	27	27
PS_14	Pearson Correlation	.634	.483	.704
	Sig. (2-tailed)	.000	.011	.000
	N	27	27	27
PS_15	Pearson Correlation	-.118	.112	-.016
	Sig. (2-tailed)	.559	.577	.936
	N	27	27	27

PS_16	Pearson Correlation	.301	.040	-.124
	Sig. (2-tailed)	.127	.842	.538
	N	27	27	27
PS_17	Pearson Correlation	.668	.455	.572
	Sig. (2-tailed)	.000	.017	.002
	N	27	27	27
PS_18	Pearson Correlation	-.317	-.383	-.397
	Sig. (2-tailed)	.107	.049	.040
	N	27	27	27
PS_19	Pearson Correlation	-.559	-.395	-.579
	Sig. (2-tailed)	.002	.041	.002
	N	27	27	27
DM_1	Pearson Correlation	.198	.125	-.096
	Sig. (2-tailed)	.321	.535	.633
	N	27	27	27
DM_2	Pearson Correlation	-.105	-.310	-.263
	Sig. (2-tailed)	.603	.115	.184
	N	27	27	27
DM_3	Pearson Correlation	-.039	.500	.451
	Sig. (2-tailed)	.845	.008	.018
	N	27	27	27
DM_4	Pearson Correlation	.311	-.211	.020
	Sig. (2-tailed)	.114	.290	.919
	N	27	27	27
DM_5	Pearson Correlation	-.319	.376	-.048
	Sig. (2-tailed)	.104	.054	.811
	N	27	27	27
DM_6	Pearson Correlation	-.446	-.120	-.464
	Sig. (2-tailed)	.020	.551	.015
	N	27	27	27
DM_7	Pearson Correlation	-.312	.238	-.046
	Sig. (2-tailed)	.113	.233	.821
	N	27	27	27
DM_8	Pearson Correlation	.083	.066	-.221
	Sig. (2-tailed)	.679	.742	.268
	N	27	27	27
DM_9	Pearson Correlation	-.080	.425	.029
	Sig. (2-tailed)	.691	.027	.887
	N	27	27	27
DM_10	Pearson Correlation	.053	-.070	.032
	Sig. (2-tailed)	.795	.728	.872
	N	27	27	27
DM_11	Pearson Correlation	-.368	-.448	-.464
	Sig. (2-tailed)	.059	.019	.015
	N	27	27	27

IPR_1	Pearson Correlation	.414	.417	.677
	Sig. (2-tailed)	.032	.031	.000
	N	27	27	27
IPR_2	Pearson Correlation	.525	.195	.481
	Sig. (2-tailed)	.005	.330	.011
	N	27	27	27
EM_1	Pearson Correlation	.303	.288	.581
	Sig. (2-tailed)	.124	.145	.001
	N	27	27	27
EM_2	Pearson Correlation	.251	.246	-.098
	Sig. (2-tailed)	.207	.217	.626
	N	27	27	27
EM_3	Pearson Correlation	-.489	-.324	-.457
	Sig. (2-tailed)	.010	.100	.017
	N	27	27	27
EM_4	Pearson Correlation	-.032	.014	-.076
	Sig. (2-tailed)	.873	.944	.705
	N	27	27	27
EM_5	Pearson Correlation	.241	.162	.103
	Sig. (2-tailed)	.227	.421	.610
	N	27	27	27
EM_6	Pearson Correlation	.016	-.006	.277
	Sig. (2-tailed)	.937	.978	.161
	N	27	27	27
EM_7	Pearson Correlation	.480	-.127	.047
	Sig. (2-tailed)	.011	.528	.817
	N	27	27	27
EM_8	Pearson Correlation	.789	.344	.511
	Sig. (2-tailed)	.000	.079	.006
	N	27	27	27
EM_9	Pearson Correlation	.365	-.322	.083
	Sig. (2-tailed)	.061	.102	.679
	N	27	27	27
EM_10	Pearson Correlation	.324	-.250	-.046
	Sig. (2-tailed)	.099	.208	.822
	N	27	27	27
EM_11	Pearson Correlation	.189	-.393	-.204
	Sig. (2-tailed)	.346	.043	.308
	N	27	27	27
EM_12	Pearson Correlation	.561	.264	.540
	Sig. (2-tailed)	.002	.184	.004
	N	27	27	27
EM_13	Pearson Correlation	.610	.524	.343
	Sig. (2-tailed)	.001	.005	.080
	N	27	27	27

EM_14	Pearson Correlation	.220	.778	.335
	Sig. (2-tailed)	.271	.000	.088
	N	27	27	27
EM_15	Pearson Correlation	.450	.355	.402
	Sig. (2-tailed)	.018	.069	.037
	N	27	27	27
Understanding_1	Pearson Correlation	.167	-.056	-.180
	Sig. (2-tailed)	.405	.781	.369
	N	27	27	27
Understanding_2	Pearson Correlation	.055	.228	.235
	Sig. (2-tailed)	.784	.254	.238
	N	27	27	27
Understanding_3	Pearson Correlation	.159	.078	-.025
	Sig. (2-tailed)	.429	.701	.903
	N	27	27	27
Understanding_4	Pearson Correlation	-.050	.101	.196
	Sig. (2-tailed)	.803	.615	.326
	N	27	27	27
Understanding_5	Pearson Correlation	.229	.110	-.086
	Sig. (2-tailed)	.252	.585	.669
	N	27	27	27
Understanding_6	Pearson Correlation	.302	.061	.091
	Sig. (2-tailed)	.126	.762	.650
	N	27	27	27
Understanding_7	Pearson Correlation	.126	.162	.159
	Sig. (2-tailed)	.530	.419	.428
	N	27	27	27
Understanding_8	Pearson Correlation	-.269	.366	.041
	Sig. (2-tailed)	.174	.061	.839
	N	27	27	27
Understanding_9	Pearson Correlation	.419	.324	.266
	Sig. (2-tailed)	.029	.099	.179
	N	27	27	27
Understanding_10	Pearson Correlation	.156	.141	.336
	Sig. (2-tailed)	.439	.485	.086
	N	27	27	27
Understanding_11	Pearson Correlation	.638	.738	.687
	Sig. (2-tailed)	.000	.000	.000
	N	27	27	27
Understanding_12	Pearson Correlation	.215	-.031	.082
	Sig. (2-tailed)	.281	.879	.684
	N	27	27	27
Understanding_13	Pearson Correlation	.577	.560	.558
	Sig. (2-tailed)	.002	.002	.002
	N	27	27	27

Understanding_14	Pearson Correlation	.624	.652	.686
	Sig. (2-tailed)	.001	.000	.000
	N	27	27	27
SA_1	Pearson Correlation	.465	.233	.541
	Sig. (2-tailed)	.014	.243	.004
	N	27	27	27
SA_2	Pearson Correlation	.462	.118	.338
	Sig. (2-tailed)	.015	.559	.085
	N	27	27	27
SA_3	Pearson Correlation	.215	.557	.594
	Sig. (2-tailed)	.281	.003	.001
	N	27	27	27
SA_4	Pearson Correlation	-.246	-.302	-.097
	Sig. (2-tailed)	.217	.126	.631
	N	27	27	27
SA_5	Pearson Correlation	.346	.383	.407
	Sig. (2-tailed)	.077	.049	.035
	N	27	27	27
SA_6	Pearson Correlation	.060	.563	.443
	Sig. (2-tailed)	.768	.002	.021
	N	27	27	27
SA_7	Pearson Correlation	-.139	.328	.226
	Sig. (2-tailed)	.489	.095	.257
	N	27	27	27
SA_8	Pearson Correlation	.040	.215	-.085
	Sig. (2-tailed)	.842	.281	.673
	N	27	27	27
SA_9	Pearson Correlation	.652	.630	.394
	Sig. (2-tailed)	.000	.000	.042
	N	27	27	27
SA_10	Pearson Correlation	.385	.425	-.034
	Sig. (2-tailed)	.047	.027	.868
	N	27	27	27
SA_11	Pearson Correlation	.301	-.231	-.009
	Sig. (2-tailed)	.127	.246	.963
	N	27	27	27
SA_12	Pearson Correlation	.447	.303	.232
	Sig. (2-tailed)	.019	.125	.245
	N	27	27	27
SA_13	Pearson Correlation	.042	.193	-.108
	Sig. (2-tailed)	.834	.335	.592
	N	27	27	27
SA_14	Pearson Correlation	.000	.157	.098
	Sig. (2-tailed)	.999	.434	.626
	N	27	27	27

SA_15	Pearson Correlation	-.130	-.254	-.080
	Sig. (2-tailed)	.517	.201	.692
	N	27	27	27
SA_16	Pearson Correlation	-.152	-.235	-.261
	Sig. (2-tailed)	.448	.238	.189
	N	27	27	27
SA_17	Pearson Correlation	-.393	-.354	-.518
	Sig. (2-tailed)	.043	.070	.006
	N	27	27	27
SA_18	Pearson Correlation	.024	.067	.009
	Sig. (2-tailed)	.906	.738	.966
	N	27	27	27
SA_19	Pearson Correlation	-.005	-.285	-.166
	Sig. (2-tailed)	.982	.149	.407
	N	27	27	27
Coping_Skills_1	Pearson Correlation	.065	.581	.394
	Sig. (2-tailed)	.749	.001	.042
	N	27	27	27
Coping_Skills_2	Pearson Correlation	.652	.526	.653
	Sig. (2-tailed)	.000	.005	.000
	N	27	27	27
Coping_Skills_3	Pearson Correlation	.158	.116	-.062
	Sig. (2-tailed)	.430	.565	.757
	N	27	27	27
Coping_Skills_4	Pearson Correlation	.211	.000	.139
	Sig. (2-tailed)	.292	.999	.488
	N	27	27	27

Limitations of the Study and Further Research

The limitations of the study were as follows:

1. A detailed study of why life skills are not included in curricula in India cannot be studied.
2. Design principles in curricula and education systems of OECD(2030) could not be studied.
3. The learning compass of a student may be accepted as a concept here. The learning compass of each student has not been generated in the present study.
4. It is confirmed that Life skills help in development of Transformative Competencies but how this could be concretised needs to be worked out.

Further Research could be done in the above areas.

CONCLUSIONS

Nine life skills were studied against three Transformative Competencies viz., Critical Thinking, Creative Thinking, Problem Solving, Decision Making, Interpersonal Relation Skills, Understanding Skills, Self-Awareness Skills and Coping Skills against Creation of New Values, Reconciling Tensions and Differences and Taking Responsibility. The major outcomes of the study are: Higher the Creative Thinking Skills, higher all three Transformative Competencies (CNV, RTD and TR).

Empathy and Critical Thinking had a higher contribution towards the Transformative Competencies of Creation of New Values. These life skills can lead to the formation and development of Creation of New Values (CNV) component of Transformative Competencies in the younger generation.

Critical Thinking, Decision Making, Problem Solving and Interpersonal Relations were highly related to the development of the Transformative Competency of Reconciling with Tensions and Differences (RTD) component of Transformative Competencies.

Critical Thinking and Problem Solving reflected the Transformative Competency of Reconciling with Tensions and Differences (RTD) better.

Coping Skills are not at all related to the development of the Transformative Competency of Reconciling with Tensions and Differences component of Life Skills.

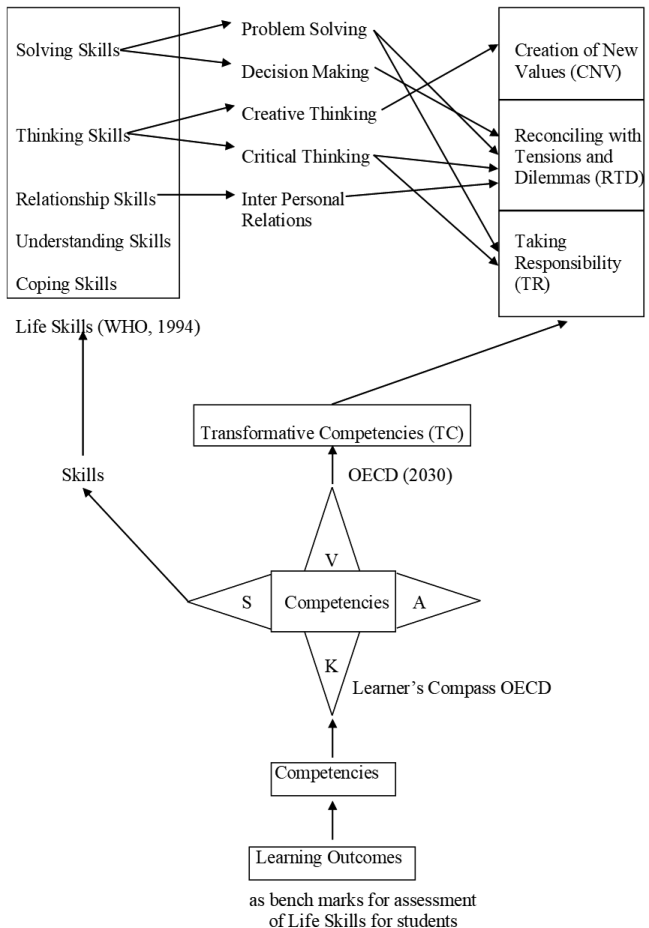
Critical Thinking and Problem Solving Skills contributed maximum to the development of the Transformative Competency of Taking Responsibilities.

Existing lacunae in the development of Transformative Competencies cannot be developed with design principles in Curricula and education systems alone as put forth by OECD (2030). Though OECD has suggested priority for knowledge, skills, attitudes, and values, life skills could be a more progressive topic for the development of Transformative Competencies than other contents included in curricula. Life Skills could form a part of the Learning Framework of OECD – the Learning Framework of the Curriculum of different countries promoting a global education policy. OECD could come out with benchmarks for the assessment in the above mentioned relevant and significant life skills in the form of Learning Outcomes. Though life skills have not been considered as a scholastic subject

it does form the basis for the development of Transformative Competencies based on the present study. The general argument here is not for inclusion of Life Skills as a scholastic component but it should definitely form the basis for development of scholastic abilities in Curricula.

Skills have been mentioned as an important component of the Learner's compass (OECD, 2030). Out of the 10 life skills (WHO, 1974) solving and thinking skills were deemed necessary by us for CNV component of Transformative Competencies; Coping Skills for RTD component of Transformative Competencies; and Relation and Understanding and Coping Skills deemed necessary for Taking Responsibilities component of Transformative Competencies.

Diagram 1: Summary of Results showing 5 Life skills as Transformative Competencies (TC)



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Supporting School Based Life Skills Education to enhance a healthy shift towards quality life in the context of Adolescents with disabilities

Aditi Panda*

Abstract

Life Skill Education (LSE) is a valuable instrument to prepare adolescents to handle and mediate everyday challenges of life. Correct knowledge of life skills add value to our thought process of becoming self-sufficient, confident and play an imperative role in promoting mental well-being. Compared to life about twenty years ago today life is more demanding and an individual has to deal with new challenges confronted on every milestone of life, especially during the transition from childhood to adulthood. The issues and difficulties for each child in the age category 10-19 years are similar and diverse at the same time, but for a child with disabilities the issues manifold and intensify more because of the added disadvantages that disability brings along. The access to information and knowledge of children with disabilities, especially girls, is bare minimum and that is why it becomes even more important for them to be equipped with Life Skills to translate knowledge, attitudes and values into actual abilities. These children are more vulnerable than their able bodied counterparts to abuse and inequality since their exposure gets restrained due to their disability. The only means to education or knowledge is through elementary schooling and therefore imparting life skills through class room transactions increase the possibility of all the adolescents to understand and learn life skills for a healthy transition out of childhood into adulthood and pave a positive path for a superior future.

Keywords: Life skills, Adolescents with disabilities, classroom transaction

Introduction

As an Indian citizen each person is entitled to the same rights by its constitution, including the person with disabilities. In the past, the mind-set

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of the society towards them was very bigoted but has been changing with time. Today both the governance and society are making extensive efforts to ensure that the populace coming under this vulnerable group is able to gain from all the provisions and benefits made for them which also include access to education and correct information for an overall development.

Today life has become more testing and competitive and basic education is not sufficient to cope with the challenges that crop up on a daily basis for all children in their growing years and even more testing for children with disabilities because of their added vulnerability. To stay afloat and live a qualitative life, it is necessary to combine life skills with elementary studies.

According to the World Health Organisation (WHO) Life Skills can be defined as the ability for adoptive and positive behaviour that enables the individuals to deal effectively with the demands and challenges of everyday life. In the same context, WHO classifies adolescence both on the basis of age group, which is from 10-19 years and as a phase of life which is marked by individual personality traits.

Life Skills are termed as a change in conduct or behaviour development approach designed to address a balance between knowledge, attitude and skills by United Nations Children's Fund (UNICEF). According to Census 2011 (provisional data) there are more than 225 million adolescents in India, accounting for almost 21% of the country's population. Adolescents are agents of change in their societies.

Need of LSE for Adolescents with disabilities

Adolescence (10-19 years), a period of transition from childhood to adulthood, is commonly understood to be a healthy period, reasonably free from health issues, mortality and morbidity. During this sensitive period boys and girls in their adolescence happen to nurture awareness of their gender during this time and try to alter their behaviour and appearance in order to blend in with superficial norms. On an average all adolescents in general struggle, both mentally and physically, to overcome the difficulties they experience during this phase, those with disabilities frequently find themselves in a shaky condition in comparison to their able-bodied counterparts to deal with the main physiological transformation. Despite the fact that in the present day, the means to acquire knowledge and information have increased due to digital learning and technological innovation, the children with disabilities, especially girls have less access than boys.

The right to education of children with disabilities is often ignored since it is assumed that they will always be dependent on the family for support and will not be able to carve a niche for themselves. On the other hand, it is taken for granted that since these children will not be going out, they will not require any kind of education. Basic needs for them are restricted to only food, clothes and a roof on their heads. All these factors combined together with other reasons such as lack of financial support, dependency on others, unsupportive attitude of teachers and society and material available in disability specific tools act as barriers. The able-bodied siblings are prioritised over the disabled children and sometimes become dropouts to help the family in household chores or take care of the younger siblings.

Therefore, in the circumstances when they reach to basic elementary education is a farfetched dream, the need to know about life skills becomes even more necessary for survival as they are needed in day-to-day management in particular for adolescents with disabilities to help them enhance their ability to acclimatise and deal with the demands/ challenges of life. Life skill education empowers in decision making, problem solving, creative & critical thinking, effective communication, interpersonal skills, self-awareness, empathy, managing emotion and coping with stress. Adolescence is the period marked by stark physiological changes and thus makes the adolescents highly conscious about their body and their gender. Though this phase of life is challenging for adolescents in general, those with disabilities often face added complexities. They often encounter increased risk of bullying, feel socially isolated and excluded and lack social confidence. All these can have long-term detrimental consequences for their social development and mental health. Further, adolescents with disabilities have low levels of knowledge with regard to sexual and reproductive health.

Disability is one of the most significant aspects that curbs an overall growth and development of a child to live a normal life. During the growing years or in the transition phase from childhood to adolescence each person will surely experience several kinds of vulnerabilities and opportunities. Life skill education helps the children with disabilities to gain a perceptual, appreciative and creative experience all at the same time.

According to the Census Report 2011, there are about 46,16,050 adolescents in the age group 10-19 years having some kind of disability, which is a fairly large number out of which 26,10,174 are boys and the remaining 20,05,876 are girls. Thinking about these large numbers makes it even more necessary that LSE is introduced to them through classroom teaching as it is the main source of education for these discriminated children. Tak-

ing cue from the above figures and understanding the importance of LSE in the lives of the 187834 adolescents with disabilities in the state of Odisha, with 103022 boys and 84812 girls residing in the state a pioneer project called, Samarthyaa was initiated in the state.

Project Samarthyaa

Project Samarthyaa is the Life Skills Education in special schools of Odisha, for adolescents with disabilities for promoting their Sexual and Reproductive Health and wellbeing. It was initiated in August 2020 as a joint collaboration between Kalinga Institute of Social Sciences (KISS), with support from United Nations Population Fund (UNFPA) and the Department of Social Security and Empowerment of Persons with Disability (SSEPD), Govt. of Odisha.

The project covers only 155 Special Schools across Odisha where more than 8500 adolescents with different kinds of disabilities (Visual Impairment, Hearing and Speech Disability, Physical Disability and Intellectual Disability) are studying from the recorded 187834 in that age category. This is a clear indication of the miserable condition of the adolescents who are struggling to get educated along with the other issues that disability brings along. The massive difference in the number of enrolled children is another indication that LSE has to be imparted to them to survive against all odds.

The broad strategy of the project is advocacy and creating an enabling environment for introducing LSE in special schools in Odisha with an approach of activity-based transacting and learning, that equips individuals with knowledge, skills, attitudes, and values to attain good health, well-being, and dignity. The special educators will be capacity built first on LSE by a pool of master trainers, trained by experts in both LSE and disability to ensure that correct, specific and age-appropriate knowledge reaches the children during their growing years.

A Technical Advisory Group (TAG) was constituted with experts from national and state level working in the field of disability to draw guidance in the implementation and discuss strategies and activities for developing resource and communication material keeping in mind the disability specific needs. A range of resources and IEC tools on Life Skills Education have been developed through an elaborative process of consultation and reiteration. These materials will form the basis for development of IEC tools for special schools that cater to adolescents with different kinds of disabilities. Attention was given towards ensuring IEC materials that help in recogniz-

ing and addressing problems faced by adolescents with disabilities because of their multiple vulnerabilities. Considering their specific requirements, services of experts were hired to adapt the contents and develop necessary tools that were field tested and later used.

Before rolling out the school-based life skills education, it was necessary to assess the existing level of knowledge amidst the children with disabilities and other stakeholders associated with them. In this context, a baseline survey was conducted using mixed (quantitative and qualitative) method of data collection to understand the existing status of knowledge levels on adolescent health issues in the context of Sexual and Reproductive Health.

The specific objectives were to assess the knowledge of adolescents with disabilities and teachers of special schools in Odisha on adolescent health issues with special reference to sexual and reproductive health. Efforts were also made to examine the attitude, practices and coping mechanisms of adolescents with disabilities on physiological changes, reproductive rights, safety and wellbeing as well as current legislations. Initiatives undertaken so far to address adolescent health issues were also reviewed. The assessment also tried to study the challenges faced by caregivers/special educators/teachers in addressing adolescent health issues.

Baseline assessment findings

To achieve the aforesaid objectives a blended methodology of using both quantitative and qualitative method was adopted while conducting the baseline assessment. In quantitative methods, an institution-based student, teacher and caretaker survey using a semi-structured interview-schedule/self-administered questionnaire was conducted. In addition to the survey, qualitative enquiries (4 Focused Group Discussions and 10 Key Informant Interviews) were conducted to understand the stakeholders' perspective to facilitate a better way to shape the interventions.

Out of the total children with disabilities enrolled in the special schools more than 1200 respondents were selected from the coverage area. Most of the participants in the survey were male as there are more boys enrolled in schools than girls with disabilities and from the age group 15-16 years. Almost all the children belonged to the less income section of the society. The family background reflected that the majority of the parents had managed to attain education up to higher secondary level and the major source of income was from their own farm or self-employment.

Poor SRH knowledge among the disabled adolescents was a major finding.

Knowledge and awareness of SRH is critical during the adolescent stage where they transition from childhood to adulthood. Children with special needs are the marginalized subgroup as they faced challenges in learning and communicating. Schools are the main source of health information; hence, training the teachers in this regard is mandatory to create better wellbeing and enhance the overall development. Proper information and knowledge about SRH issues will also help to address the major challenges faced among adolescents and break the social norms. Further, SRH covers a broad range of issues; therefore, attention should be paid to more significant aspects of in-depth SRH that are most critical at this stage. The survey clearly pointed out that adolescents hardly have any correct information on the simple facts that are so important to their health and wellbeing and is validated in the table given below.

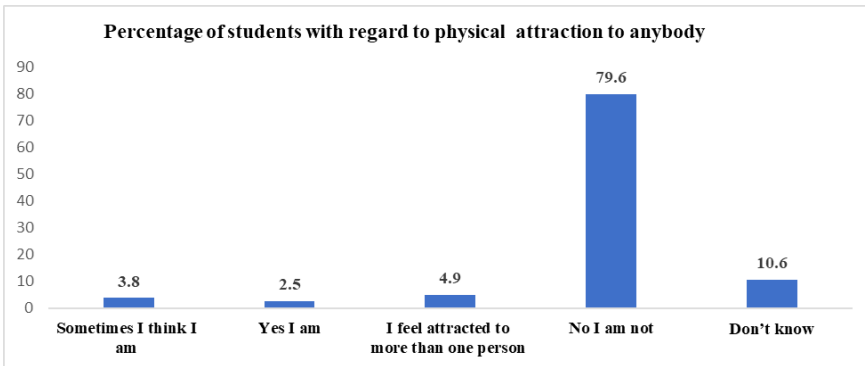
Table 1: Survey on information on SRH

What is menstruation?	Visually Impaired	Hearing and speech Impaired	Intellectually Disabled	Total
Release of semen	8.6	6.1	4.1	7.2
When egg is released from ovary	7.5	4.6	4.6	6
Periodic shedding of blood and tissue from uterus	11.9	13.6	15.1	12.9
Dirty blood coming out of the body	13.2	16.8	37.3	15.2
Do not Know	58.8	58.6	38.6	58.7
Statements about menstruation you agree with				
It is a normal process for adolescent girls and women of childbearing age	22.1	24.6	36.0	26.0
During menstrual periods a girl/woman can continue with sports activities	15.1	12.6	6.3	12.2
During menstruation a girl/woman should be free to visit sacred places	8.2	10.6	15.4	10.7
During menstruation a girl/woman should not touch pickles	1.2	1.0	2.1	1.3
During menstruation a girl/woman should not be isolated	2.2	2.1	4.5	2.6
Do not Know	51.2	49.1	35.7	47.1

Most of the adolescents were aware of the physiological development of this phase of growth but also had confusion about such physiological changes which were rampant. Three-fifths of the adolescent students with disabilities had no understanding of the process and over a quarter of them had misconception regarding the process of body growth.

Due to limited exposure and outreach, adolescents with disabilities normally reached out to siblings or friends to discuss feelings related to romance, attraction to opposite sex, infatuation or friendly relationship or their interest areas such as films, music or books etc. The findings reflect that there is a dilemma or confusion in their vulnerable minds to assess their feelings due to lack of proper guidance.

Figure 1:
Percentage of students with regard to physical attraction to anybody



Most of the students with disabilities had a trusted set of people or a safe net to discuss issues that mattered to them. Family, especially mother, is the trusted person to discuss matters important for long-term sustenance. They believed in dialogues to resolve issues, be it petty issues like dressing or haircut or any major argument. They believed that their parents should listen to their version as well, in case of any difference or any other family matter which does not happen in many households. The ability to cope with stress was found to be slightly weaker among adolescents with intellectual disabilities.

Another major finding of the assessment was when the visually and hearing and speech impaired children mentioned joy as the major feeling of their growth experience but with the help of teachers the children with intellectual disability shared that growing up was stressful for them, which reflects their apprehension and anxiety. It was promising to find that most of the adolescents with disabilities exhibited an ability to be able to trigger an effective interpersonal communication, one of the ten major life skills taken into consideration for the study. They believed in dialogue to resolve issues, be it petty issues like dressing or haircut or any major argument. This trait also indicates that they are able to understand core life skills and will be able to use them effectively if the correct knowledge is given to

them in their growing years through a proper channel.

Amidst other facts and assumptions, the attitude towards gendered division of labour within the family is very prejudiced and unclear, which shows that it's very vital to give clarity to their thoughts through Life Skill Education? The data revealed in the table below strengthens this even more.

Table 2: Data on attitude towards gendered division of labour

Reactions (One response)	Visually Impaired	Hearing and speech Impaired	Intellectual Disability	Total
Tapan decides, as he is the husband	29.9	24.6	68.9	26.9
Tapan takes leave for two years to look after the baby and Varsha continues to work.	53.8	56.1	20.7	55.1
They do not have a child as Varsha is not ready.	7.1	13.0	3.0	10.4
Varsha takes a part-time job and they have a child	9.2	6.3	7.4	7.6
Number	478	602	135	1215

Source: Primary data

More than half of the respondents stated that husband should also take leave for two years. Around 27% stated Tapan being the husband should have the last word, which signifies a substantial proportion of adolescent believe that male is the prime decision maker and women has no role in decision making process. This answer is substantially higher among responses from teachers on behalf of intellectually impaired students

Sharing personal problems effectively was a challenge for children with intellectual disabilities since they lacked the skill of expression which is effective communication, whereas children with other disabilities managed to share their problems in a better way, probably owing to their inability to express themselves or voice their issues with others. They became detached or withdrew themselves from their support circle. However, in comparison with students having different kinds of disabilities, students with intellectual disabilities acquired self-awareness through self-reflection.

It's a known fact that adolescents with disabilities are more susceptible to violence as they lack the capacity to report and also because their words are ignored or suppressed by others. Discussing about abuse and exploitation, about three out of ten students stated wife beating is not justified and under no circumstances should she be beaten. However, seven in ten stated one or other reason for wife beating indicating that the lack of correct

information and proper understanding on gender, women empowerment and rights. The children had an idea on the correct age of marriage but had confusion in their minds regarding the authority of taking intra-household decisions. There was also uncertainty on, which sex should be recognized as superior

Around eighty percent of the children stated that a parent beating a child is not domestic violence but it is taken as an expression of love or an act to discipline the child. A small proportion of study participants considered parents beating as domestic violence. For any form of sexual abuse at home, majority stated the role of parents is crucial to take steps to protect the child. An equal share of responses also was sexual abuse could not occur at home. More than half of the responses was, to avoid any form sexual harassment from outside, the adolescents should go with their parents or siblings. A very small percentage supported the fact the victim should take any action or at least confront the perpetrator. Majority responded that for any form of molestation, the girl should take support from people around her. Substance abuse was almost nil and less prevalent among the study participants.

Disability has different repercussions on the overall development of a child during adolescence and the coping methodology also has to be different. Since the children with disabilities have limited exposure are confined to the four walls or are never a part of conversations, they become introvert and conscious of their disability. If at all they want to share something they are often asked to keep quiet. They are not allowed to make any decision regarding their own self and others decide what is good for them. It's often assumed that children with disabilities do not have aspirations or the ability to decide what is good or bad. This creates a negative impact on the mindset of the children who start underestimating their own strengths. But if life skills are introduced to them in the schools, they will be able to understand different situations and be able to speak up. Since they are unaware of the rights, they have been provided by the government they are not able to avail them and this gets reflected in the poor representation in the adolescent –centric programmes that can enable them to feel confident or empowered.

Conclusion

The main observation after the baseline assessment revealed that poor information and knowledge because of inadequate education and nothing in terms of life skills stops children with disabilities from becoming strong

and self-reliant. The dearth of skilled knowledge on appropriate behaviour restricts them from thinking independently and increases their dependency on others for everything.

Today edutainment is the new trend after the pandemic has created havoc in the lives of common people and children both able bodied as well as having disabilities have forgotten schools and are forcibly studying at home. Nobody knows when this is going to end and life is going to normalize or resume back to earlier times. Therefore, the onus lies on us to ensure that along with the elementary education, even life skills are taught to them to combat the tough life ahead through digital literacy.

Currently, Project Samarthya is being implemented only in the state of Odisha and restricted to the children enrolled in special schools, more such innovative endeavours should follow suit to ensure that all the children in the country and more, the children with disabilities should be trained on life skills.

Inadequate knowledge among the disabled adolescents and lack of exposure coupled with the circumstances where they live make them more vulnerable for discrimination. Stakeholders also strongly believe that knowledge on important skills and SRH will act as a stepping stone in their healthy life. More classroom-based training and capacity building programmes should be organised for the stakeholders on their SRH knowledge and awareness improvement. Students with intellectual disability find more communication restrictions that inhibit their learning to progress and therefore efforts should be made to teach them effective communication.

Less awareness is ubiquitous among the disabled adolescents but it is critical for adolescents for the reason that the transition from childhood to adulthood, specifically for the children with special needs as they are the marginalized subgroup and the challenges faced in learning and communicating is higher among them. Schools are the main source of health information; hence, training the teachers in this regard is important as they have to find balance between increasing awareness about common issues among adolescents and social norms. Further, life skills education covers a broad range of issues; therefore, attention should be paid to more significant aspects.

Different methodology should be designed and implemented for the special needs adolescents in such a manner that it can help empower them, enhance their awareness of their rights and bring confidence among them to do their work independently and this is where life skills have to be in-

roduced so that they grow up to become more stronger and self-sufficient individuals.

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Teacher Compassion: An Exploration

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Abstract

Teaching profession is very much different than any other profession. Teachers work with young minds inspires them and can transform them in to miracles in life. The students they handle come from various socio-economic backgrounds, capacities, personalities, needs and interests. Teachers have to outstretch themselves to play a role of catalyst for educating children to become lifelong learners and contributors of the society. Teachers indirectly contribute to build the new generation of citizens-so the nation.

Teachers must display enthusiasm, leadership, commitment, knowledge and at the same time they must be loving, caring, compassionate towards children. Unfortunately, some people come into teaching profession just as a source of income, so one cannot expect all the best qualities of teacher in them. But compassion and kindness are extremely important for any person to be a teacher. Though compassion cannot be taught, certain steps need to be taken to improve mind-set of teachers.

In this qualitative research design study, during teacher education workshops, 65 practicing-teachers (30 from urban and 35 from tribal schools) were sensitised by telling inspirational & motivational stories based on compassion. We received positive opinionnaire responses which revealed that teachers approach towards their profession is maturing.

Compassion is a natural human response and a necessary life skill because it increases a desire to help others. Certain techniques can be applied so as to bring forth the innate compassion from within.

Keywords: Compassion, Kindness, Teacher Profession

Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment or the smallest act of caring, all of which have a potential to turn a life around. - Quote by Leo Buscaglia

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Introduction

Teacher and student interaction has a long-term effect on the development of an individual. It has a potential to dictate success, failure, enhance or inhibit certain behavioural traits in an individual. Emotional characteristics of teachers are often cited as very important in creating the overall atmosphere in the classroom, and among these the most important are the emotional stability and empathetic sensitivity (Stojiljkovic and Doskovic, 2011). In the 21st century, education has come with many challenges. To face the challenges we need to polish young generation with effective life skills. One of the required life skill for the future generation is compassion, which is an important soft skill with practical benefits.

Compassion involves allowing ourselves to be moved by suffering and experiencing the motivation to help alleviate and prevent it. An act of compassion is defined by its helpfulness. During the course of evolution of human race, as the brain started developing, the need to help each other for survival made them more & more compassionate. Social behaviour too changed positively, with the benefit that they could withstand adverse environment. Our ancestors loved, cared, felt empathy and were compassionate too. Fossil evidence of elderly toothless skull of *Homo erectus* which lived 1.75 million years before, in Dmanisi, Georgia shows, this man lived many years without teeth and was extremely decrepit. In ancient times, this could mean death. It is obvious that he was being cared for. One of the Hunter-gatherers had evolutionary advantage of this coordination, social interaction. These genes of compassion were imprinted and passed on further. Dr. Dacher Keltner, an expert on compassion, in his book “Born to be Good – The Science of a meaningful life” (2009) states that human gene survival is dependent on compassion and altruistic acts.

According to Stephanie Ingraham (2018) the study of compassion is of great importance in today’s world, both within education and beyond it. It remains a powerful practice which helps to encourage empathy and brings connection to those who otherwise might not connect. Jazaieri et al., (2017) examined the effects of a compassion training program on affect and affect regulation by implementing a 9-week compassion cultivation training (CCT) program and analyzing four affective states (anxiety, calm, fatigue, alertness) as well as the desire and capability to regulate them. Daily trajectories showed a general decrease in anxiety and an increase in calmness, likely due to participants tending to choose acceptance of the affective experience, regardless of whether they were negative or positive. Similarly, Harvard biologist E. O. Wilson (1975) reintroduced the impor-

tance of compassion as an evolutionary trait in book “Socio-biology”. He along with his colleagues found that compassion helped the community but when it came at the expense of the individual conflict ensued. Wilson said, “We may be the only species intelligent enough to strike a balance between individual & group-level selection, but we are far from perfect at it.”

Etymologically, ‘compassion’ means to suffer with & has been defined as a deep awareness of the suffering of another coupled with the wish to relieve it.” (Shane Sinclair, Kate Beamer et al, 2017). For someone to develop genuine compassion towards others, first he or she must have a basis upon which to cultivate compassion and that basis is the ability to connect to one’s own welfare. Caring for others requires caring for oneself - Terizin-Cyatso, the 14th Dalai Lama. Recent research has revealed that compassion and kindness can be learned and strengthened. By learning compassion we can build positive feeling & belonging, openness, trust, meaningful connections. Compassion is considered the reflective and deliberate part of our psychology which originates in the cognitive centers of the brain. Compassionate feelings, thoughts, and decisions pass through filters of consciousness, which means we can deliberate, reflect and improve on the decisions. Compassionate leaders work to lift themselves above their unconscious biases to see all people in the organization with similar worth. In short, compassion is unifying, deliberate, active & regenerative. Compassion is a trainable skill, remember – be deliberate, be unifying, be active, and be regenerative. In a world full of unrest and divisiveness, learning, choosing and actively practicing compassion is a way forward, an active declaration of what you stand for and a visible testament to the world you want to live in.

It is often said that teachers are over-burdened by the expectations of students, parents, managements and administrators. Many times they have to stretch themselves beyond the role of a just teacher. Such situations are often experienced by teachers and their mental health is challenged. So, compassion fatigue is integral part of teachers’ professions, if the delicate balance of their inner turmoil is not maintained. According to Dr. Charles Figley (2018) of Tulane University, “Compassion fatigue is a state experienced by those helping people or animals in distress; it is an extreme state of tension and preoccupation with the suffering of those being helped to the degree that it can create a secondary traumatic stress for the helper.” Compassion Fatigue is the name that has been attached to these symptoms so that we have a way of identifying it in ourselves and in others. Once identified, we are able to take action to manage the distress this disorder is

causing in our lives. However, emerging research from the social neuroscience laboratory of Dr. Tania Singer of the Max Planck Institute for Human Cognitive and Brain Sciences in Germany shows that compassion fatigue is a misnomer and that it is empathy that fatigues in care givers, not compassion! (Klimecki & Singer, 2011). Compassion fatigue is a by-product of an extremely demanding working condition and not realising self-care.

Compassion fatigue is a unique form of burnout that can seriously negatively impact both teachers' development and students' growth. The study conducted by Steen (2019) indicate that both burnout and compassion fatigue have a negative impact on general education or special education teachers & there is a positive correlation between compassion fatigue and teacher burnout, which are negatively related to compassion satisfaction. The negative impact of burnout on teachers is wide ranging & it has been found to be associated with mental health problems such as depression, absenteeism, job performance, and retention (McMakin, Ballin, & Fullerton, 2022). Compassion fatigue has also been referred to as secondary stress that occurs when compassion decreases over time for individuals in roles demanding a high level of compassion. Helping teachers identify compassion fatigue, learn self-care, adjust self-cognition, and clarify the boundaries of their professional competence, teachers' compassion fatigue can be prevented and alleviated. There is a need to attend to school culture and climate because as some educators well know, self-care (when conceptualized as solely individual practices) alone will not address the stressful demands of a school day (Slade, 2021). Students with higher levels of compassion satisfaction report lower levels of compassion fatigue. Findings indicate that compassion satisfaction can help to mitigate the negative impact of compassion fatigue (Yu et al., 2022). The findings of Harr et al. (2014) research also support the need to incorporate preventative education and training throughout the social work curriculum that not only addresses the risks and symptoms of compassion.

In this study we had given task which consists of four open ended question scenarios to two separate groups of teachers. These teachers participating in the teacher education workshop held at the Homi Bhabha Centre for Science Education (HBCSE), Mumbai from different backgrounds. The group of teachers had to write a brief answer to each of the scenario or question based on their experiences. These answers were then evaluated to capture their understanding and practice of compassion in day to day teaching activities.

Methodology

Different methods are practiced to inculcate the values like compassion, kindness in teachers, students and various other groups. In this study the participants were presented with four tasks each describing an emotional situation was created by telling the heart touching stories/situation to the participants. This strategy was selected in order to stimulate their emotions and while they were under that emotional influence, they were given task to write their opinion/experiences related to stories/situations (Jung et al, 2014).

The qualitative research design was used to stimulate practicing-teachers during teacher education workshops by telling them motivational stories. We collected opinionnaire responses which we analysed for understanding the teachers approach towards their profession.

Participants: In the premises of HBCSE, teacher education workshops are conducted regularly. Participants, who were high school teachers, were part of the same programme.

Two groups of practicing-teachers were selected for the study. All the participants were high school teachers. Group-I consists of 30 teachers teaching in urban schools. Group-II consisted of 35 teachers teaching in tribal schools. These groups from different backgrounds were selected to study whether approach of the teachers from different backgrounds and dealing with the students of different strata of society, changes.

As mentioned in Table-1, out of 30 participants of group-I, 19 were males and 11 were females. They were in the age group range 25-40. All the teachers were graduates, while 16 were postgraduates. Out of 35 participants of group-II, Their age range was between 25-55 years.6 participants were postgraduates, 19 graduates and 5 had studied up to higher secondary.

Table 1: Participants details

Group-I	Group-II
No. of teachers – 30 19 males and 11 females age group range 25-40 years 14 graduates and 16 post-graduates	No. of teachers – 35 20 males and 15 females age group range 25-55 years 5 higher secondary, 19 graduates and 6 postgraduates.
Teaching students from urban region.	Teaching the students studying & staying in Tribal schools.
Students from financially sound background.	Students from financially lowest end of the society.

Students living with parents.	Students live in school premises, visit parents only during vacation.
Parents mostly educated.	Parents mostly illiterate.

Tasks and Data Analysis:

Task1

Tasks for Both groups:-

Participants were asked to recollect their complete educational journey and were told to write about the best teacher/s in their life. They were also asked to write why they felt that, that teacher was best.

Participants of Urban group wrote their responses in English except one who wrote it in vernacular language. All the participants of Tribal school wrote their responses in vernacular language. All responses in vernacular language were translated in English for appropriate comparative study.

Responses of Task-1

Responses of Urban participants

Out of 30 teachers, 27 answered that they remember teachers as compassionate, though they used the following synonymous words for the same.

Table 2: Analysis of Task 1 responses

Sl. No.	Responses	No. of responses
1	Helped out the way	3
2	Loving, caring	8
3	Kind, smiling	4
4	Humble, taught in extra hour	5
5	Considerate, soft spoken	4
6	Mother figure	2
7	Social, supportive, helpful	10
8	Showed trust	1
9	Simple living, high thinking	2

Responses of Tribal Participants

Out of 35 participants, 30 participants remembered their teacher as compassionate.

Remaining answered the following:

Made the subject interesting (2)

Increased positivity in students (1)

Developed confidence (1)

Helped out of way (1)

Some of the responses of participants:

1. *While studying in secondary school, my English teacher had a strong impact on my life. He was always caring and also inspired me. Actually I never wanted to be a teacher in childhood. But while obeying our teacher my attitude changed. I also want to be favourite of my students as my teacher was. As we remembered our teachers, we also want to make space in the minds of our students.*
2. *My role model in my degree college organic chemistry professor. Even today she is an inspiration to me. She was loving & caring and always taught with a smile on her face. Language was simple, came to the level of students.*
3. *In my school life, I was inspired by my Biology teacher. She was innovative, creative, humble teacher. She was not partial & made me feel better in my difficulties. She was the model of simple living and high thinking. Because of her teaching Biology was my favourite subject.*
4. *During my school time, my history teacher used to teach the subject telling stories very enthusiastically, so I loved that teacher.*

Task 2:

Participants were asked if they remembered any bad teacher/s in their school days and why they felt the teacher/s was bad.

Responses of Urban Participants

21 teachers answered that they remembered some teachers as bad for they were over strict, would insult & target in the class, humiliated in front of the class, short tempered, lack of subject knowledge.

Responses of Participants from Tribal School

This task was not given to this group.

Task3:

They were asked to imagine the following situation:

Think that today is your retirement day. There are the dignitaries on the dais, The Principal, Vice-principal, Supervisors etc. You are the celebrity of the day. All the speeches on the dais are about you. Write a speech of any

person on the dais, which is about you.

Responses of Urban Participants

22 teachers described themselves as loving, caring & compassionate.

Responses of Participants from Tribal School

All of them expressed that they were described as compassionate, loving and caring. 17 of them used the word 'punctual'. They also wrote the words like guide, friend, philosopher as well as transparent, unique, dashing.

Task 4:

Story of a teenager school drop out

I was travelling in Mumbai local train. A teenager vendor boy entered the train and after a round in the train compartment, settled in the seat in front of me. As I asked him about his education, he eagerly told about his childhood school experience. 'He went to the school and was studying in 5th standard. He was mischievous student. Once he was found disturbing the class and teacher threw a duster towards him. His forehead got a wound. Teacher asked him to leave the school immediately. He promptly agreed and while leaving he said, "I am leaving the school forever, will never come back but as far as this wound mark is there on my forehead, I will never forget you."

After the story participants were asked to write, 'If they experience mischievous students in the class and how do they handle them?'

Responses of Urban Participants

25 teachers remembered that they have helped the needy students to make a difference in their life.

Responses of Participants from Tribal School

The responses of this situation were overwhelming. It was everyday challenge for all the participants to keep their students interest to attend the school. They had to handle uninterested students and transform them into interested one. Most of the time & energy is utilised for transformation of the students.

29 participants out of 35 had written that they transformed troublesome and uninterested students into good, sincere students. Other responses were:

1. Worked 30 years for overall development of children

2. Helped slow learners with compassion
3. Helped an orphan boy to lead a successful life.
4. Worked out of way to make girls self-sufficient.
5. Like to take challenges to transform the mind-set of out of track students.

The data in the study was collected during the teacher education workshops conducted at Homi Bhabha Centre for Science and education, Mumbai. Due to time limitation, various short tasks were given to the participants and based on the tasks the questions the opinionnaire was collected.

Result & Discussion:

With all the data available we understand that teachers need to be compassionate because that is the prime need of the students. Teachers need to have the ability to put themselves in the shoes of those students who are facing hardship and suffering to understand and share what they are going through. Compassion is based on respect. It is a bridge between teacher & students. Most of the participants expressed that compassion is the first priority for the teachers.

From this exercise it is clear that though knowing subject is considered criteria for selection of a teacher, most of the participants expected their teachers to be compassionate first. Also 18 out of 30 considered that along with compassion, teachers should be able to inspire students. Rather than knowing the subject knowledge, they felt making the subject interesting and easy is more important. 4 participants expressed that their opinion that they like the teachers to be strict if they are teaching sincerely and motivating the students.

Exercise of the retirement speech was given to give participants an opportunity to self-analyse whether they are in the criteria of a good teacher, they expected for themselves. All of them repeated the characteristics of good teacher which they wrote as a response for the first task. They were asked to remember their bad teachers so that they know which qualities to be avoided when they are in the teaching field. They were asked to write about their good gesture towards needy students so that they can imbibe good values for the noble profession of teaching.

Lots of time is spent on outer look by many people, so it is important to note that only one student in the retirement speech exercise mentioned about well dressed teacher, so it is clear that inner beauty is more import-

ant than appearance. From the participant's responses it is understood that compassion and kindness can be learned and strengthened. We also observed that learning compassion can build positive feeling and belonging, openness, trust and meaningful connections among teachers and learners.

Conclusions:

From the above opinionnaire analysis it was clear that the participants understood the necessity of compassion and kindness while dealing with the students. Urban participants who teach the children of mostly educationally aware parents, expressed need to take themselves to the higher level of compassion. As tribal participants deal with the children of uneducated parents, their challenges were complicated. In the tribal region, we were studying; the students do not have any educational support from home. Parents are uneducated and many times not aware of the importance of going to school regularly and in time. Therefore, the main challenge is to encourage the parents to send their children to the school and then to encourage the children to come to the school. So the teachers have to be extra careful to be compassionate and caring. Also use it as a glue for the students to be present in the school.

Take Away Message:

- To develop compassion in students, teachers have to be compassionate, and then the characteristics will automatically percolate in the students. When the teachers are selected for their teaching service, main criteria are educational qualification, which is of course essential. But in our study participants opinionnaire mainly suggested, the best teachers' quality as compassion. They expressed the same in different other words like loving, caring, kind, helpful, mother figure, supportive, considerate, helped out of the way.
- For the best education the learning atmosphere is expected to be happy and healthy. Schools are not just to stuff knowledge in the students so that they get degree certificate, and with that paper (degree) they can earn the living that is employment. But schools should be able to provide a stress free environment for overall development of the students.
- Therefore compassion & kindness are the life skills which have power to create energetic atmosphere in the school. Many leading universities like Harvard, Stanford, Yale etc, have started courses in compassion. This is because all over the world with increasing awareness of the

human values we have to understand that everything that we practice in life is for harmony.

- From our study we noticed that, for practicing compassion we can stimulate participants mind by telling: 1) heart touching stories, 2) Suffering of a student, 3) Creating a situation for self-analysis or introspection, listen to their thoughts. Christopher Kukk (2017), in his book ‘The Compassionate Achiever’ beautifully explains that compassion created the release of the peptide hormone oxytocin, which then activates the neurotransmitters of dopamine (brain reward) and serotonin (anxiety reduction) contributing to happiness and optimism.

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