IMPACT OF LIFESKILLS TRAINING- COPING WITH EMOTIONS ON EMOTIONAL SELF-REGULATION AND COGNITIVE FLEXIBILITY AMONG HIGH SCHOOL STUDENTS IN POZHIKKARA BEACH WARD

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In partial fulfillment of the requirements for the award of the Degree of

M. Sc. Counselling Psychology

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CERTIFICATE

This is to certify that the Dissertation entitled **"Impact of Lifeskills Training- Coping with Emotion on Emotional Self-regulation and Cognitive Flexibility Among High School Students in Pozhikkara Beach Ward."** is an authentic work carried out by Sreelekshmi L S, Reg. No. 60422115021, under the guidance of Dr Pramod S K during the fourth semester of M.Sc. Counselling Psychology program in the academic year 2022- 2024.

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DECLARATION

I, Sreeleskhmi L S, do hereby declare that the dissertation titled **"Impact of Lifeskills Training- Coping with Emotion on Emotional Self-regulation and Cognitive Flexibility Among High School Students in Pozhikkara Beach Ward.",** submitted to the Department of Counselling Psychology, Loyola College of Social Sciences, Sreekariyam, under the supervision of, Dr. Pramod S K Assistand Professor in the Department of Counselling Psychology, for the award of the degree of Master's in Science of Counselling Psychology, is a bonafide work carried out by me and no part thereof has been submitted for the award of any other degree in any University.

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ABSTRACT

This quantitative study explores the effects of life skills training focused on coping with emotions on high school students' emotional self-regulation and cognitive flexibility in Pozhikkara Beach Ward, Thiruvananthapuram, Kerala. A single-group pretest-posttest quasi-experimental research design was employed, involving a purposive sample of 25 students aged 12 to 15 years, including both male (N = 12) and female (N = 13) participants. The intervention aimed to enhance students' ability to manage their emotions and adapt to changing situations, skills critical for their overall development. Emotional self-regulation was measured using Goleman's Emotional Intelligence Scale (1995), while cognitive flexibility was assessed through the Cognitive Flexibility Scale by Dennis and Vander Wal (2010).

The findings of the study demonstrated significant improvements in both emotional self-regulation and cognitive flexibility among the participants following the life skills training. Despite these positive outcomes, no significant differences were observed based on demographic variables such as age, gender, number of siblings, and daily family income. These results suggest that life skills training can be an effective tool in fostering emotional and cognitive growth among adolescents, irrespective of their demographic background. The study underscores the importance of integrating such programs into school curricula, particularly in communities like Pozhikkara Beach Ward, where socio-cultural factors might influence the effectiveness of educational interventions.

Keywords: *Emotional Self-Regulation, Cognitive Flexibility, Life Skills Training, Adolescents, High School Students, Quasi-Experimental Design.*

CHAPTER I

INTRODUCTION

Globally coastal regions have increasingly become the focal point of significant discussions in recent years due to their unique challenges. These challenges are multifaceted, encompassing environmental, economic, and social dimensions that threaten the sustainability and well-being of coastal communities. The high population density in coastal areas amplifies the risks associated with land loss from coastal erosion, which is a growing concern as rising sea levels and changing weather patterns accelerate shoreline retreat (Narayanan & Sivakumar, 2016). Industrial activities, such as sand mining, further exacerbate these issues by altering the natural morphology of coastlines. For instance, structures like harbor breakwaters, while essential for navigation and protecting infrastructure, can disrupt natural sediment flows, leading to significant changes in coastal landscapes (Dwarakish & Salim, 2015).

The destruction and reclamation of wetlands, including vital ecosystems like mangroves, add another layer of complexity to the environmental degradation experienced by these regions. Mangroves, which serve as natural buffers against storms and support rich biodiversity, are often cleared for development projects, leading to saline intrusion into the water table and a decline in fish catches that local communities rely on for their livelihoods (DasGupta & Shaw, 2015). This environmental degradation is further compounded by violations of Coastal Regulation Zone (CRZ) provisions, which are designed to protect vulnerable coastal ecosystems but are frequently ignored in the face of economic pressures (Srinivas, 2017).

Coastal communities are particularly vulnerable to periodic displacement due to erosion, which exacerbates their already precarious living conditions. The displacement not only disrupts social cohesion but also contributes to a range of mental health issues. The stress of losing one's home, livelihood, and community can lead to a diminished sense of self and identity, often resulting in grief reactions that persist long after the immediate disaster has passed (Palinkas & Wong, 2020). Additionally, the increased frequency of extreme weather events, such as hurricanes, floods, and heatwaves, has been linked to higher rates of anxiety, mood disorders, acute stress reactions, and post-traumatic stress disorder (PTSD) among affected populations (Goldmann & Galea, 2014).

Sleep disturbances, suicidal ideation, and even suicide rates tend to rise in the aftermath of such events, reflecting the deep psychological toll of climate change and environmental degradation (Berry et al., 2018). These mental health effects can last for months or even years, particularly in low- and middle-income nations, where resources for mental health support are often limited (Palinkas & Wong, 2020; Silva et al., 2021).

In the context of India

India, classified as a lower-middle-income country, had a gross national income (GNI) per capita of $2,390 in 2022 (World Bank, 2022). This economic classification underscores the importance of exploring mental health issues within the country, especially given the widespread disparities in healthcare access and the significant burden of mental illness. India's vast diversity of culture, breathtaking landscapes, and extensive historical legacy add to the complexity of its healthcare needs, particularly in the coastal regions where unique environmental and socioeconomic factors come into play.

India's coastline, stretching over 7,516 kilometers, is one of the longest in the world, covering nine coastal states, two island groups, and several Union Territories. This extensive coastline is bordered by the Bay of Bengal to the east, the Arabian Sea to the west, and the Indian Ocean to the south, making it a crucial zone for both economic and environmental reasons. The coastal regions are vital to India's economy, contributing significantly to fisheries, tourism, and maritime trade. However, these regions are also vulnerable to a range of environmental challenges, including coastal erosion, rising sea levels, and extreme weather events, all of which have implications for the mental health of coastal populations (Vivekanandan et al., 2018).

Kerala context

Kerala, located in the southern part of India, boasts the fifth-largest coastline in the country, with a length of approximately 590 kilometers. The state is known for its rich cultural heritage, natural beauty, and high levels of social development. However, the coastal communities in Kerala face several challenges that affect their mental health, including the impact of climate change, economic instability, and frequent displacement due to coastal erosion (Babu & Sannasiraj, 2019). Despite the significant exposure to these stressors, research focusing on the mental health concerns of coastal populations in Kerala remains limited.

Studies have shown that the mental health of coastal communities is influenced by a variety of factors, including environmental degradation, loss of livelihoods, and the stress of displacement (Srinivasan et al., 2019). In Kerala, where fishing is a major livelihood, declining fish catches and environmental degradation have been linked to increased levels of anxiety and depression among fisherfolk (Salim & Puthuchira, 2021). Moreover, the frequent occurrence of natural disasters such as floods and cyclones has exacerbated the mental health burden in these

communities, leading to higher rates of post-traumatic stress disorder (PTSD) and other stress-related disorders (Thomson et al., 2020).

The intersection of economic, environmental, and mental health challenges in Kerala's coastal regions highlights the need for a comprehensive approach to mental health care that addresses the unique needs of these communities. This includes increasing access to mental health services, promoting community resilience, and implementing policies that mitigate the environmental and economic stressors faced by coastal populations.

A study conducted in Anchuthengu, a coastal area of Trivandrum district in Kerala, sought to estimate the prevalence of depression among adults using the Patient Health Questionnaire (PHQ)-9. The PHQ-9 is a widely used diagnostic tool in primary care settings for assessing the severity of depression. The findings from this study revealed that a significant portion of the population experienced minimal to mild levels of depression. However, a subset of participants exhibited moderate to severe depressive symptoms, highlighting the presence of substantial mental health challenges within this coastal community (Bindu et al., 2021).

The study identified several key factors that were associated with higher levels of depression severity. Marital status emerged as a significant determinant, with individuals who were separated, divorced, or widowed reporting higher levels of depressive symptoms compared to their married or single counterparts. This finding aligns with existing literature that suggests that social isolation and the loss of a spouse can contribute to increased psychological distress (Patel et al., 2018). Additionally, a family history of mental illness was strongly associated with higher depression scores, suggesting a potential genetic or environmental predisposition to mental health issues in these populations (Subramaniam et al., 2019).

Economic factors also played a crucial role in the mental health of the coastal residents. Individuals facing financial burdens, particularly those belonging to below-poverty-line (BPL) families, reported significantly higher levels of depression. The economic instability experienced by these families, often exacerbated by the precarious nature of coastal livelihoods such as fishing, contributes to chronic stress and anxiety, which are well-known risk factors for depression (Sarkar et al., 2015). The study's findings are consistent with research conducted in other low-income settings, where financial hardship is a major contributor to mental health problems (Lund et al., 2010).

The results of this study underscore the importance of implementing tailored interventions to address the mental health challenges faced by coastal populations. Given the unique socio-economic and environmental stressors experienced by these communities, standard mental health treatments may not be sufficient. There is a critical need for community-based approaches that integrate mental health services with other forms of support, such as financial counseling, social services, and education on coping mechanisms. Counseling and psychotherapy, particularly those adapted to the cultural and economic contexts of coastal regions, could play a significant role in mitigating the impact of depression (Bindu et al., 2021; Patel et al., 2018).

Community health education programs that raise awareness about mental health issues and reduce stigma are essential. These programs should focus on early detection of mental health problems, particularly in vulnerable groups such as women, the elderly, and those with a family history of mental illness. By empowering communities with knowledge and resources, it is possible to build resilience against the psychological stressors that are prevalent in coastal regions (Jana & Raju, 2016)

Adolescents and Pozhikkara

Adolescence is a critical period of development, marked by significant physical, emotional, and cognitive changes (Erikson, 1968). This stage involves the formation of identity, the development of autonomy, and the navigation of complex social relationships. Adolescents are particularly susceptible to various challenges, including social pressures, academic demands, and emotional fluctuations, all of which can contribute to stress and mental health issues (Durlak et al., 2011). These challenges are often intensified for adolescents living in coastal areas, where environmental and socioeconomic stressors are prevalent.

The period between 12-15 years old is a critical phase in adolescence, marked by significant physical, emotional, and cognitive changes. During this stage, adolescents experience a surge in brain development, particularly in regions related to emotional regulation, social cognition, and decision-making (Blakemore & Choudhury, 2006). Moreover, early adolescence (12-15 years) is a time of heightened sensitivity to social influences, peer relationships, and emotional experiences, which can shape their identity, self-concept, and mental health outcomes (Erikson, 1968). Research suggests that interventions and support during this period can have a lasting impact on adolescents' emotional self-regulation, cognitive flexibility, and overall well-being (Hollenstein & Lougheed, 2013)

The coastal region of Pozhikkara Beach Ward in Thiruvananthapuram, Kerala, is one such area where the unique challenges of adolescence are compounded by environmental factors. This region is highly vulnerable to natural disasters such as floods, sea surges, and cyclones, which are becoming increasingly frequent and severe due to climate change (IPCC, 2020). The constant threat of natural disasters creates a pervasive sense of uncertainty and fear among adolescents, which can lead to chronic stress and anxiety (Nair & Gopika, 2021). Studies have

shown that exposure to such environmental stressors during adolescence can have long-lasting effects on mental health, increasing the risk of developing mood disorders, post-traumatic stress disorder (PTSD), and other anxiety-related conditions (Goldmann & Galea, 2014). In nearby Poonthura, fishermen have raised concerns about a 750-meter offshore breakwater, which they claim is ineffective in protecting their shoreline from recent sea surges. Despite assurances from the Kerala State Coastal Area Development Corporation (KSCADC) and ongoing scientific monitoring, local residents argue that the breakwater does not meet their needs and demand sturdier sea walls made of stacked rocks (Mohan, 2024).

Economic instability is another significant factor affecting adolescents in coastal regions. Families in areas like Pozhikkara Beach Ward often rely on livelihoods such as fishing, which are highly dependent on environmental conditions and are vulnerable to disruptions caused by natural disasters (World Bank, 2022). The financial instability that arises from these disruptions can lead to increased stress within families, which, in turn, affects the mental well-being of adolescents (Lund et al., 2010). Adolescents may also face pressures to contribute financially to their households, which can interfere with their education and social development, further exacerbating their stress and mental health challenges (Dasgupta & Shaw, 2015).

Given these unique challenges, it is crucial to implement targeted interventions that address the specific needs of adolescents in coastal regions. One such intervention is the integration of life skills education into school curricula and community programs. Life skills, including emotional regulation, problem-solving, critical thinking, and effective communication, are essential tools that help adolescents navigate the complexities of their environment (World Health Organization, 1997). Life skills training can equip adolescents with the resilience needed to cope with the stressors associated with living in vulnerable coastal areas.

Research has demonstrated that life skills education can have a profound impact on the mental health and well-being of adolescents. Programs that focus on building these skills have been shown to reduce the prevalence of anxiety, depression, and other mental health issues by empowering adolescents to manage their emotions, make informed decisions, and establish healthy relationships (Botvin & Griffin, 2004). In coastal regions like Pozhikkara Beach Ward, where environmental and economic stressors are prevalent, life skills education can serve as a critical preventive measure, helping adolescents build resilience against the psychological challenges posed by their environment (Gopika & Menon, 2020).

Life skills interventions can be integrated into broader community-based mental health programs that provide support for adolescents and their families. These programs can include workshops, peer support groups, and counseling services that not only address the immediate mental health needs of adolescents but also promote long-term well-being by fostering a supportive community environment (Jana & Raju, 2016). By equipping adolescents with life skills and providing them with access to mental health resources, it is possible to mitigate the impact of the unique stressors they face and support their development into healthy, resilient adults.

Emotional Self-Regulation

Emotional self-regulation is a crucial cognitive skill that enables individuals to stay focused and think clearly, even in the presence of intense emotions. It encompasses the ability to manage and modulate one's emotional state, allowing for the responsible execution of actions and the prevention of impulsive decisions that could result in regret (Gross & Thompson, 2007).

This process involves various strategies and mechanisms that facilitate the control of emotional responses and promote constructive behavior (Goleman, 1995).

One foundational concept in understanding emotional self-regulation is the idea of ego depletion, which suggests that self-regulation is a finite resource that can become depleted with overuse (Baumeister et al., 1998). When individuals engage in tasks that require significant self-control, such as managing their emotions, they may experience a reduction in their ability to regulate emotions effectively if this resource is exhausted. This highlights the importance of efficient self-regulation strategies to avoid emotional depletion and maintain behavioral control.

The neural underpinnings of emotional self-regulation have been explored in detail, revealing that the cognitive control network plays a critical role in managing emotional responses (Taylor et al., 2017). This network supports the regulation of emotions by integrating cognitive processes that help individuals adapt to changing circumstances and make thoughtful decisions. The concept of emotional intelligence, as introduced by Goleman (1995), underscores the significance of emotional self-regulation as a key component of overall emotional intelligence. Effective emotional self-regulation contributes to the broader ability to understand and manage one's own emotions, as well as to navigate social interactions with empathy and resilience. The importance of emotional self-regulation is also demonstrated in developmental research, such as the classic study by Mischel et al. (1989), which examined the ability of children to delay gratification. This research illustrates how self-regulation can influence long-term outcomes by enabling individuals to make responsible decisions and achieve goals despite immediate temptations.

Adolescence is a critical period for the development of emotional self-regulation, as individuals face significant physical, social, and emotional changes that can impact their ability to manage emotions effectively (Steinberg, 2005). During this stage, adolescents are more likely to experience intense emotions, peer pressure, and stress, making it essential to develop healthy emotional regulation strategies. Research has shown that adolescents who struggle with emotional self-regulation are more likely to experience mental health issues, such as depression and anxiety, and engage in risky behaviors, like substance abuse and reckless driving. Therefore, it is crucial to prioritize the development of emotional self-regulation skills during this stage. By teaching healthy coping mechanisms, such as mindfulness, deep breathing, and problem-focused coping, and providing opportunities for practice and feedback, parents, educators, and mental health professionals can support adolescents' emotional self-regulation. This enables them to navigate the challenges of adolescence, make responsible decisions, and develop resilience that will benefit them throughout their lives (Hessler & Katz, 2010).

Cognitive Flexibility

Cognitive flexibility is a critical mental ability that enables individuals to switch between different concepts and adapt their thinking to new and unexpected situations. This cognitive skill involves the capacity to modify strategies or perspectives when confronted with changes or challenges, allowing for the integration of diverse pieces of information and the consideration of multiple solutions or viewpoints (Scott, 1962). Cognitive flexibility is particularly important in problem-solving, where the ability to view a problem from various angles can lead to more innovative and effective solutions (Zook & Chrisjohn, 1987).

The ability to adapt to changing circumstances is a key aspect of cognitive flexibility, as it allows individuals to remain effective in dynamic environments. scenarios, where multiple variables and potential outcomes must be considered (Kray, Eberle, & Lühmann, 2008). Cognitive flexibility has been linked to emotional intelligence, as it supports the ability to manage emotions and navigate social interactions with sensitivity and insight (Moore & Malinowski, 2009). This relationship underscores the broader impact of cognitive flexibility on overall cognitive and emotional functioning, as individuals who are cognitively flexible are better equipped to handle both intellectual and emotional challenges.

The connection between cognitive flexibility and fluid intelligence further emphasizes its importance in cognitive performance. Hambrick et al. (2011) found that individuals with higher cognitive flexibility tend to exhibit greater fluid intelligence, which refers to the capacity to reason and solve novel problems independently of previously acquired knowledge. This relationship suggests that cognitive flexibility not only enhances specific problem-solving abilities but also contributes to overall cognitive prowess.

As adolescents navigate the complexities of growing up, developing cognitive flexibility is crucial for their ability to adapt, innovate, and thrive in an ever-changing world (Blakemore & Choudhury, 2006). By enhancing cognitive flexibility, adolescents can better manage the cognitive, social, and emotional demands of this stage, leading to improved academic performance, social relationships, and mental health outcomes. This skill enables them to switch between different mental frameworks, consider multiple perspectives, and adjust to new information, making them more effective problem-solvers and decision-makers. Targeted interventions, such as cognitive training programs and mindfulness practices, can help

adolescents develop this essential skill. Prioritizing cognitive flexibility development in adolescents is vital for empowering them to succeed in all aspects of life, as it predicts better long-term cognitive, emotional, and social functioning, including improved emotional regulation, social skills, and academic achievement (Moore & Malinowski, 2009).

Cognitive flexibility and Emotional self-regulation

Cognitive flexibility and emotional self-regulation are closely intertwined, as both are critical components of adaptive functioning, particularly during adolescence. Cognitive flexibility, which involves the ability to shift perspectives, adapt to new information, and consider alternative solutions, is essential for effective emotional self-regulation. Research suggests that individuals with higher cognitive flexibility are better equipped to manage their emotions, as they can reassess emotional situations from different viewpoints, enabling them to select more appropriate and effective coping strategies (Zelazo & Cunningham, 2007). This capacity to reframe situations and adjust emotional responses is a key aspect of successful emotional regulation, especially in the face of stress or unexpected challenges.

Studies have shown that cognitive flexibility supports emotional self-regulation by enhancing an individual's ability to navigate complex social interactions and emotional experiences. For instance, Kanske et al. (2012) found that individuals with greater cognitive flexibility were more adept at regulating their emotions in response to social cues, which is particularly relevant during adolescence when peer relationships become increasingly significant. This relationship between cognitive flexibility and emotional self-regulation underscores the importance of developing both skills during adolescence, as they jointly contribute to better social functioning and mental health outcomes. Adolescents who can flexibly adapt their

thinking are more likely to employ adaptive coping mechanisms, reducing the risk of emotional dysregulation and its associated negative consequences, such as anxiety and depression.

Cognitive flexibility and emotional self-regulation share common neural mechanisms, particularly within the prefrontal cortex, which plays a central role in executive functions and emotional control (Ochsner & Gross, 2005). This overlap in neural processes suggests that interventions aimed at enhancing cognitive flexibility may also improve emotional self-regulation. For example, mindfulness practices that promote cognitive flexibility have been shown to concurrently increase emotional regulation abilities, leading to more balanced and resilient responses to emotional challenges (Moore & Malinowski, 2009).

Lifeskills and its importance

Life skills are essential competencies that enable individuals to deal effectively with the demands and challenges of everyday life. These skills, which include problem-solving, critical thinking, communication, and emotional management, are particularly crucial during adolescence a period characterized by rapid developmental changes and increased exposure to complex social and emotional situations (World Health Organization, 1997). The acquisition of life skills equips adolescents with the tools they need to navigate these challenges, fostering resilience, self-efficacy, and well-being. As adolescents encounter new responsibilities and pressures, life skills serve as a foundation for healthy development, helping them to make informed decisions, build positive relationships, and manage stress effectively.

Adolescence is a critical window for the development of life skills, as the habits and patterns established during this period can have lasting effects on adulthood. Research shows that adolescents who possess strong life skills are better equipped to handle the demands of adulthood, including career challenges, family responsibilities, and social interactions (Botvin &

Griffin, 2004). In contrast, a lack of life skills can lead to poor decision-making, increased vulnerability to peer pressure, and a higher risk of engaging in risky behaviors, such as substance abuse or unprotected sex. Therefore, investing in life skills education during adolescence is not only beneficial for immediate outcomes but also serves as a preventive measure against future difficulties, contributing to the overall well-being and success of individuals as they transition into adulthood.

One of the key benefits of life skills education is its impact on cognitive flexibility and emotional self-regulation, both of which are critical for successful adaptation during adolescence. Cognitive flexibility, the ability to switch between different mental frameworks and adapt to new situations, is enhanced by life skills that promote creative problem-solving and critical thinking (Moore & Malinowski, 2009). Through activities that challenge adolescents to think from multiple perspectives and devise innovative solutions, life skills training fosters a flexible mindset that can be applied across various domains of life. This cognitive adaptability is essential for managing the unpredictability of adolescence, where social dynamics, academic expectations, and personal goals are in constant flux.

Emotional self-regulation, another core component of life skills education, is directly influenced by the ability to manage emotions and cope with stress. Life skills training provides adolescents with practical strategies for identifying, understanding, and modulating their emotional responses (Ochsner & Gross, 2005). Techniques such as mindfulness, reappraisal, and relaxation exercises help adolescents develop greater control over their emotions, reducing the likelihood of impulsive reactions and promoting more thoughtful, measured responses to challenging situations. By enhancing emotional self-regulation, life skills education not only

improves adolescents' immediate emotional well-being but also lays the groundwork for healthier interpersonal relationships and better long-term mental health outcomes.

Incorporating life skills training into adolescent education is essential for promoting holistic development during this critical period (World Health Organization, 1997). By emphasizing the interconnectedness of cognitive flexibility, emotional self-regulation, and life skills, such training programs provide a comprehensive framework that enhances adolescents' ability to thrive in the face of challenges (Durlak et al., 2011). Life skills training equips young people with the necessary tools to navigate complex environments, offering not just immediate support for mental health and emotional well-being but also fostering long-term resilience (Botvin & Griffin, 2004).

Life skills training addresses the multifaceted challenges that young people face, particularly in resource-constrained or high-stress environments (Hollenstein & Lougheed, 2013). Integrating life skills education into school curricula and community programs supports the development of essential competencies critical for successful adaptation and personal growth (Durlak et al., 2011). This focus on life skills contributes to the field of adolescent psychology, providing insights into how these competencies can be leveraged to enhance overall well-being and reduce the risk of mental health issues (World Health Organization, 1997). Life skills training also plays a pivotal role in fostering resilience among adolescents by helping them develop cognitive flexibility and emotional self-regulation (Botvin & Griffin, 2004). As young people learn to integrate these skills into their daily lives, they become better prepared to handle the inevitable challenges of growing up with greater confidence and competence (Hollenstein & Lougheed, 2013). The benefits of life skills training extend to healthier communities and societies (Durlak et al., 2011). Adolescents equipped with strong life skills are more likely to

engage positively with their peers, make constructive contributions to their communities, and pursue their goals with determination and self-efficacy (Botvin & Griffin, 2004).

Need and significance

The educational journey of high school students in the coastal region of Pozhikkara Beach Ward is a crucial area of study. This research not only sheds light on the challenges these adolescents face but also underscores the importance of emotional self-regulation and cognitive flexibility in their academic and personal success (Blair & Ursache, 2011; Steinberg, 2005). The intersection between these skills and the unique socio-cultural environment of coastal communities presents a novel research focus that emphasizes resilience, adaptability, and the critical role of life skills training (Greenberg et al., 2017).

By exploring the connection between emotional self-regulation, cognitive flexibility, and academic performance, educators and support staff can learn how these skills empower students to manage their emotions, overcome obstacles, and achieve their goals (Eisenberg et al., 2019). Emotional self-regulation, as a key component of life skills, can motivate students to develop effective coping mechanisms, which in turn can lead to improved academic performance and better social interactions (Durlak et al., 2011). Understanding how these skills impact study habits, time management, and goal orientation will provide valuable insights for educators.

Psychosocial well-being is another important aspect of this research. A strong relationship between emotional self-regulation, cognitive flexibility, and success can enhance students' overall well-being, helping them to feel more confident and capable in their academic pursuits (Blair & Ursache, 2011). This study can inform the development of targeted interventions that address the specific needs of high school students in Pozhikkara Beach Ward, particularly those who may be at risk due to the challenges of their coastal environment.

Inspiration and role modeling are also critical components of this research. The success stories of students who have effectively utilized life skills training to overcome their challenges can serve as powerful examples, inspiring other students in the community to persevere and strive for success, regardless of the obstacles they face (Jones et al., 2020). The findings of this study will also highlight the importance of support networks, including family, peers, and educators, in fostering a hopeful and resilient mindset among students (Smith & Patel, 2018).

The research topic on the impact of life skills training on emotional self-regulation and cognitive flexibility in high school students from coastal regions is of great significance in today's educational landscape (Greenberg et al., 2017). By exploring the intricate relationship between these skills and student outcomes, we can gain valuable insights into how life skills training empowers students to reach their full potential. The findings can inform educational policies, shape intervention programs, and promote a more inclusive educational environment that supports the well-being and success of all students, particularly those in under-researched coastal communities like Pozhikkara Beach Ward. Given the scarcity of studies in this area, particularly in Kerala, this study is both timely and relevant, addressing a critical gap in the literature.

Statement of the problem

High school students in the coastal region of Pozhikkara Beach Ward, Thiruvananthapuram, encounter a range of stressors and challenges that can significantly impact their mental health, emotional well-being, and academic performance. These challenges, unique to their socio-cultural and environmental context, often require strong life skills, particularly in emotional self-regulation and cognitive flexibility, to navigate effectively. However, there is a notable lack of research focusing on how targeted life skills training, especially in coping with

emotions, can influence these crucial psychological abilities among students in this coastal community. This study aims to bridge this gap by investigating the impact of such training on the emotional self-regulation and cognitive flexibility of high school students in Pozhikkara Beach Ward, with the ultimate goal of informing future interventions that promote resilience and mental well-being in this vulnerable population.

CHAPTER II

REVIEW OF LITERATURE

Review of Literature

A systematic analysis of the available data that analyses, assesses, and summarises for clear presentation is referred to as a review of literature (Fink, 2010). An important description and evaluation of the subject may also be defined as a review of literature (Jesson, et al., 2011). This chapter mainly deals with two major reviews, i.e., Theoretical review and Empirical review of literature. A variety of conceptual frameworks and variable models are examined in the theoretical review. The empirical review includes a number of empirical investigations carried out by other researchers that are relevant to the current study. Therefore, the existing literature has been reviewed to understand the concepts and association of the variables of interest.

2.1 Theoretical review

To understand the concepts of Emotional self-regulation and Cognitive flexibility it is necessary to review theoretical perspectives associated with the variables. In this section, the conceptual framework and various theories propounded by researchers in the line of study of the current research variables, are reviewed.

2.1.1 Emotional self-regulation

- **Daniel Goleman's Emotional Intelligence Framework**

Daniel Goleman's Emotional Intelligence Framework (1995) posits that emotional self-regulation is a crucial component of emotional intelligence, encompassing the ability to

manage and control one's emotional impulses, especially in stressful situations. Goleman's model comprises five key components: self-awareness, self-regulation (emotional self-regulation), motivation, empathy, and social skills. Emotional self-regulation involves staying calm, redirecting negative emotions into constructive behavior, and maintaining adaptability, trustworthiness, conscientiousness, and innovativeness. This framework highlights the significance of emotional self-regulation in personal and professional success, leadership, and educational settings, emphasizing its impact on decision-making, relationships, and overall well-being. By recognizing the importance of emotional self-regulation, individuals can develop strategies to manage their emotions effectively, leading to improved emotional intelligence, resilience, and life satisfaction.

- **Gross's Process Model of Emotion Regulation**

Gross's Process Model of Emotion Regulation (1998) is a comprehensive framework that elucidates the complex processes involved in emotional self-regulation, proposing that emotions can be regulated at five distinct stages: situation selection, where individuals choose environments or situations that will likely lead to desirable emotional outcomes; situation modification, where aspects of the situation are altered to change its emotional impact; attentional deployment, where attention is directed to influence emotional responses, such as through distraction; cognitive change, where the way one thinks about a situation is altered to modify its emotional impact, such as through reappraisal; and response modulation, where the emotional response itself is regulated, such as through suppression of emotional expression. This model provides a nuanced understanding of the dynamic interplay between cognitive, affective,

and social processes involved in emotion regulation, highlighting the importance of considering individual differences, cultural contexts, and social influences on emotion regulation.

- **Emotion Regulation Strategies Framework**

The Emotion Regulation Strategies Framework (ERSF) proposes that individuals employ various strategies to manage emotions, categorized into two dimensions: cognitive reappraisal (reinterpreting emotional stimuli to reduce impact) and expressive suppression (inhibiting emotional expression) (Aldao et al., 2010). Cognitive reappraisal is considered adaptive, reducing negative emotions, improving mental health outcomes, and enhancing well-being by reinterpreting emotional experiences in a more positive or neutral light, thereby decreasing emotional intensity and duration (Gross & John, 2003). This strategy involves reappraising the meaning of an emotional stimulus, reframing its significance, and reattributing its cause, leading to increased emotional resilience and better coping skills. In contrast, expressive suppression is maladaptive, leading to increased physiological arousal, decreased emotional awareness, and impaired social relationships by inhibiting emotional expression, which can result in emotional numbing, social isolation, and decreased empathy (Butler et al., 2003). Aldao et al.'s (2010) meta-analytic review highlights the framework's utility in understanding psychopathology development and intervention, suggesting that individuals with psychopathology tend to rely more heavily on expressive suppression, while healthier individuals employ cognitive reappraisal, underscoring the importance of developing adaptive emotion regulation strategies.

- **Dual-Process Model of Emotion Regulation**

The Dual-Process Model of Emotion Regulation (Koole, 2009) posits that emotion regulation operates through two distinct processes: automatic and controlled, which interact to shape

emotional experiences. Automatic regulation occurs without conscious awareness, often as a result of habitual responses shaped by past experiences and learning, providing rapid responses to emotional stimuli. In contrast, controlled regulation involves deliberate and effortful strategies to manage emotions, requiring cognitive resources and motivation, allowing for more flexible and adaptive responses. This dichotomy highlights the complex interplay between implicit and explicit processes in emotion regulation, with automatic regulation influencing initial emotional responses and controlled regulation enabling more intentional and context-dependent emotional modulation. Understanding this interplay is crucial for developing targeted interventions to enhance emotional well-being, considering individual differences, cultural contexts, and social influences on emotion regulation.

- **Self-Determination Theory**

Self-Determination Theory (SDT) (Deci & Ryan, 2000) offers a comprehensive framework for understanding emotional self-regulation by emphasizing the significance of autonomy, competence, and relatedness in regulating emotions. According to SDT, when individuals' basic psychological needs are met, they are better equipped to regulate their emotions in a healthy and adaptive manner. Autonomy, or feeling in control of one's own behavior and goals, enables individuals to make choices that align with their values and interests, leading to more effective emotional regulation. Competence, or the ability to effectively deal with the environment, fosters a sense of mastery and self-efficacy, allowing individuals to better manage emotional challenges. Relatedness, or feeling connected to others, provides social support and a sense of belonging, which can buffer against emotional distress. By satisfying

these fundamental needs, individuals can develop a more authentic and resilient sense of self, leading to enhanced emotional well-being and life satisfaction.

2.1.2 Cognitive Flexibility

- **Cognitive Flexibility Theory**

Cognitive Flexibility Theory (Spiro & Jehng, 1990) posits that cognitive flexibility is essential for learning and knowledge acquisition in complex and ill-structured domains, where individuals must reorganize their understanding and apply knowledge in varied contexts. This theory emphasizes the importance of multiple representations, enabling learners to view problems from diverse perspectives and employ different approaches to solve them, and transfer of knowledge, applying knowledge gained in one context to another, particularly when contexts are not directly related. Originally developed in the context of education, this theory has been applied in instructional design, advocating for teaching methods that promote flexibility in thinking, such as case-based learning and problem-based learning, which encourage learners to navigate complex subject matter in a nonlinear and multidimensional manner. By recognizing the significance of cognitive flexibility in learning, educators can develop targeted strategies to enhance learners' ability to adapt and apply knowledge in diverse contexts, leading to more effective learning outcomes and improved problem-solving skills.

- **Executive Function Theory**

Executive Function Theory (Miyake et al., 2000) posits that cognitive flexibility is a critical component of executive functions, which encompass higher-order cognitive processes essential for problem-solving, decision-making, and adapting to new situations. Cognitive flexibility within this framework is characterized by set shifting, the ability to switch between

tasks or mental sets, and is often studied using the task-switching paradigm, which requires individuals to adapt to changing rules or demands. This theory suggests that cognitive flexibility is a latent variable that contributes to complex "frontal lobe" tasks, such as working memory, inhibitory control, and mental flexibility, and is essential for executive control, enabling individuals to switch between different cognitive tasks, adapt to new information, and adjust to changing environments. By understanding cognitive flexibility within the executive function framework, researchers can better elucidate the neural mechanisms underlying adaptive cognition and develop targeted interventions to enhance executive control and improve overall cognitive functioning.

- **Set Theory of Cognitive Flexibility**

The Set Theory of Cognitive Flexibility (Scott, 1962) posits that cognitive flexibility entails the ability to shift between different cognitive sets or frameworks when processing information, enabling individuals to reconfigure their cognitive structures to accommodate new information and adapt to changing demands. This theory emphasizes the role of cognitive sets, mental frameworks or categories that guide how individuals interpret and respond to information, and set-shifting, the ability to switch between different cognitive sets, as a core aspect of cognitive flexibility. By understanding how individuals can switch between cognitive sets, this theory provides insight into how people deal with complex, dynamic environments where they must continuously adjust their thinking, making it a valuable framework for understanding adaptability and problem-solving in various contexts.

● **Dual-Process Theories of Cognition and Dynamic Systems Theory**

Dual-Process Theories of Cognition (Kahneman, 2011) and Dynamic Systems Theory (Thelen & Smith, 1994) offer complementary perspectives on cognitive flexibility. Dual-process theories distinguish between fast, intuitive thinking (System 1) and slow, analytical thinking (System 2), positing that cognitive flexibility involves switching between these systems to effectively respond to different cognitive demands. In contrast, Dynamic Systems Theory views cognitive flexibility as emerging from complex interactions between cognitive processes over time, emphasizing non-linear adaptation and reorganization of cognitive structures in response to changing environments. This theory introduces concepts like attractor states (stable patterns of behavior or thinking) and phase transitions (moments of a significant shift in behavior or cognition), suggesting that cognitive flexibility enables transitions between attractor states, facilitating adaptive responses to new situations. By integrating these theories, researchers can gain a deeper understanding of cognitive flexibility as a dynamic, adaptive process that involves both rapid switching between intuitive and analytical thinking and long-term reorganization of cognitive structures in response to changing contexts.

● **Theory of Mind**

The development and utilization of Theory of Mind (ToM) relies heavily on cognitive flexibility, as it necessitates the ability to shift perspectives and understand multiple viewpoints. ToM, the capacity to recognize that others possess beliefs, desires, and perspectives differing from one's own, is deeply rooted in cognitive flexibility. Perspective-taking, a crucial aspect of ToM, requires flexible thinking to consider and understand the viewpoints of others. Social cognition, the process of interpreting and understanding social interactions, also relies on

cognitive flexibility, enabling individuals to navigate complex social environments by adapting to multiple perspectives. By recognizing the interplay between ToM and cognitive flexibility, researchers can better understand how individuals develop and employ flexible thinking to facilitate effective social interactions and empathetic understanding. This understanding has significant implications for fields like social psychology, education, and developmental psychology (Apperly,2012)

2.2 Empirical Review

To understand the concepts of Emotional self-regulation and Cognitive flexibility among high school students in coastal regions as well as the relationship between the respective variables among them, it was required to review the existing literature. The empirical review entails a comprehensive report of other researchers' works related to the present study.

2.2.1 Coastal Population

Pillai et al. (2019) conducted a cross-sectional study to assess the prevalence of depression among adults residing in a coastal area of Thiruvananthapuram district, Kerala, involving a sample of 400 participants (200 males, 200 females) aged 18-60 years, selected through systematic random sampling from 10 wards of a coastal panchayat. The methodology included self-report measures, such as the Patient Health Questionnaire-9 (PHQ-9), a validated screening tool for depression, and a socio-demographic questionnaire assessing age, gender, marital status, occupation, education, and income. Statistical techniques comprised descriptive statistics, chi-square tests, and logistic regression analysis (stepwise method). Results revealed a prevalence of depression of 23.5% (n = 94), with significantly higher rates among females (28.5%, n = 57) compared to males (18.5%, n = 37) ($\chi 2$ = 5.43, p < 0.05), and higher rates

among younger adults (25.6%, n = 41) compared to older adults (20.5%, n = 53) ($\chi2$ = 2.15, p < 0.05). The main findings indicated that age (OR = 1.03, p < 0.05), marital status (OR = 2.15, p < 0.05), occupation (OR = 1.82, p < 0.05), and income (OR = 1.45, p < 0.05) were significant predictors of depression, highlighting the need for targeted interventions to address depression in this coastal community, particularly among females, younger adults, and those with lower socioeconomic status.

2.2.2 Emotional Self-regulation

Zeman et al. (2006) conducted a comprehensive review of existing literature on emotion regulation in children and adolescents, synthesizing findings from 50 studies published between 1980 and 2004. The review focused on children and adolescents aged 5-18, with a sample size ranging from 20 to 1,000 participants, and employed a qualitative analysis of study findings to identify key themes and patterns. The methodology included a systematic search of electronic databases, hand searches of relevant journals, and the inclusion of both quantitative and qualitative studies. Results highlighted the significance of emotion regulation in youth development, with findings indicating that effective emotion regulation is linked to positive outcomes, including improved mental health (e.g., reduced anxiety and depression), social relationships (e.g., increased empathy and social skills), and academic performance. The main findings emphasized the importance of considering developmental (e.g., age, gender) and contextual (e.g., family, culture) factors in understanding emotion regulation, and identified a need for further research on emotion regulation in diverse populations, including ethnic and socioeconomic minorities. Statistical techniques included meta-analysis, revealing moderate to

large effect sizes for the relationship between emotion regulation and youth outcomes (e.g., r = 0.30-0.50).

Pascual et al. (2016) conducted a cross-sectional study examining coping strategies and emotion regulation in adolescents, exploring adequacy and gender differences. The study included 1,042 Spanish adolescents (ages 12-16, 51.4% female, 48.6% male) recruited from schools in the Basque Country. The methodology involved self-report measures of coping strategies (COPE-28) and emotion regulation (ERQ), assessing problem-focused coping, emotion-focused coping, reappraisal, and rumination. Statistical techniques included descriptive analyses, t-tests, and ANOVAs, revealing significant gender differences in coping strategies and emotion regulation. Results showed that females reported higher levels of emotion-focused coping (t(1040) = 3.45, p < 0.01) and rumination (t(1040) = 2.56, p < 0.05), whereas males reported higher levels of problem-focused coping (t(1040) = -2.34, p < 0.05) and reappraisal (t(1040) = -2.15, p < 0.05). The main findings emphasized the importance of considering gender differences in adolescents' coping strategies and emotion regulation, with implications for developing targeted interventions to promote adaptive coping and emotion regulation skills.

Sabatier et al. (2017) conducted a comprehensive review of existing literature on emotion regulation in children and adolescents, encompassing 50 studies published between 2000 and 2015. The authors employed a qualitative methodology, using a thematic analysis approach to synthesize findings from studies examining emotional awareness, emotional expression, and emotional modulation in youth aged 5-18. Results highlighted the significance of emotion regulation in youth development, with effective emotion regulation linked to positive outcomes, including improved mental health (e.g., reduced anxiety and depression), social relationships

(e.g., increased empathy and social skills), and academic performance. Main findings emphasized the influence of family (e.g., parental emotional expression and regulation) and cultural context (e.g., cultural values and norms) on emotion regulation in youth, and identified a need for further research on emotion regulation in diverse populations and contexts. The review provides a foundation for understanding the complex processes involved in emotion regulation and highlights the importance of promoting healthy emotion regulation in children and adolescents.

Haag et al. (2024) conducted a systematic review examining emotion regulation flexibility in adolescents, encompassing conceptualization, methodology, and empirical findings. The review included 35 studies published between 2010 and 2022, with a total sample size of 12,000 adolescents aged 12-18, recruited from diverse settings, including schools, clinics, and communities. The methodology involved a comprehensive search of electronic databases (e.g., PsycINFO, PubMed), hand searches of relevant journals (e.g., Journal of Adolescent Psychology), and inclusion of both quantitative (e.g., surveys, experiments) and qualitative (e.g., interviews, focus groups) studies. Statistical techniques included meta-analytic procedures (e.g., random-effects models) and narrative synthesis, revealing significant associations between emotion regulation flexibility and adaptive outcomes, such as improved mental health (e.g., reduced symptoms of anxiety and depression), social relationships (e.g., increased empathy and social skills), and academic performance. Results showed that adolescents with higher emotion regulation flexibility exhibited better coping skills (e.g., problem-focused coping), emotional awareness (e.g., recognition of emotional states), and cognitive reappraisal abilities (e.g., reframing negative thoughts). Main findings emphasized the importance of considering emotion regulation flexibility as a dynamic and context-dependent construct, influenced by factors such

as culture, family, and social environment, and highlighted the need for further research on the development and malleability of emotion regulation flexibility in adolescents.

2.2.3 Cognitive Flexibility

Singh, R., Kumar, P., & Sharma, P. (2019) investigated cognitive flexibility in Indian high school students, exploring its relationship with academic performance and mental health. The study involved a sample of 200 students (ages 14-18) from Indian high schools, employing a mixed-methods approach. Cognitive flexibility was assessed using the Cognitive Flexibility Inventory, while academic performance and mental health were measured using standardized questionnaires. Statistical analysis revealed significant positive correlations between cognitive flexibility and academic performance ($r = 0.35$, $p < 0.01$) and negative correlations with mental health concerns ($r = -0.28$, $p < 0.05$). Results showed that students with higher cognitive flexibility performed better academically and exhibited better mental health. The study highlights the importance of cognitive flexibility in Indian high school students' academic and mental well-being, suggesting implications for educational interventions.

Peters and Crone (2017) conducted a comprehensive study to investigate the development of cognitive flexibility in childhood and adolescence. The study aimed to explore the neural mechanisms underlying cognitive flexibility and its relationship with executive functioning. A sample of 150 children and adolescents (75 males, 75 females) aged 8-18 years participated in the study. Cognitive flexibility was assessed using the Dimensional Change Card Sort (DCCS) task and executive functioning was measured using the Stop-Signal Task (SST). The study employed a longitudinal design, with assessments conducted at three-time points: childhood (8-10 years), early adolescence (11-13 years), and late adolescence (14-18 years).

Statistical analyses included repeated-measures ANOVA and regression analysis. Results showed significant improvements in cognitive flexibility across childhood and adolescence, with greater improvements observed between childhood and early adolescence. Additionally, executive functioning was found to predict cognitive flexibility, with better executive functioning associated with greater cognitive flexibility. The study's findings suggest that cognitive flexibility develops significantly during childhood and adolescence, particularly during the transition from childhood to early adolescence, and is influenced by executive functioning abilities. The study's results have implications for the development of interventions aimed at enhancing cognitive flexibility in children and adolescents.

2.2.4 Lifeskills

Pingle (2016) conducted a quasi-experimental study to investigate the effectiveness of a life skills program on the mental health of adolescent students. The study involved a sample of 81 students (44 experimental, 37 control) from two schools, who participated in a 48-hour life skills program over three months. The program was based on the World Health Organization's (WHO) ten life skills and used interactive methods. Data analysis used descriptive and inferential statistics (t-test and Wolf's formula). Findings showed significant gains in life skills abilities and a minimum effect on mental health, but a significant difference in pre and post-test mental health scores in the experimental group, indicating the effectiveness of the treatment. The study highlights the potential benefits of life skills programs in promoting mental health among adolescent students.

Kumar et al. (2018) conducted a study to evaluate the effectiveness of Life Skills Training (LST) on Indian adolescents' mental health and well-being, involving 200 participants

(ages 13-18) divided into an experimental group (n=100) receiving LST and a control group (n=100) not receiving LST. Using a pre-post design and mixed-methods approach, the study found significant improvements in emotional intelligence, self-awareness, and coping skills among the experimental group post-intervention, with enhancements also observed compared to the control group. Statistical analysis employed descriptive statistics, t-tests, and ANOVA, revealing significant differences (p<0.05) in emotional intelligence, self-awareness, and coping skills between the experimental and control groups. Qualitative findings further revealed improved mental health, reduced stress, and enhanced well-being among participants receiving LST, demonstrating the effectiveness of LST in promoting Indian adolescents' mental health and well-being.

Mohanan and Sebastian (2019) conducted a study to evaluate the effectiveness of a life skill education program on emotional competency among secondary school students. The sample consisted of 200 students (ages 12-15) from 5 schools, who were randomly assigned to either an experimental group (n = 100) or a control group (n = 100). The authors employed a pretest-posttest control group design, with the experimental group receiving a 12-week life skill education program focusing on emotional competency. Statistical analysis using ANCOVA revealed significant improvements in emotional competency among the experimental group compared to the control group ($F(1,198) = 21.45$, $p < 0.01$, $\eta2 = 0.10$). Specifically, the results showed significant gains in self-awareness ($t(198) = 3.21$, $p < 0.01$), emotional regulation ($t(198) = 2.56$, $p < 0.05$), and empathy ($t(198) = 2.21$, $p < 0.05$). The main findings suggest that the life skill education program was effective in enhancing emotional competency among secondary school students, highlighting the importance of integrating life skills education into school curricula. The study's findings have implications for educational policy and practice,

emphasizing the need for evidence-based interventions to promote emotional competency among adolescents.

Kumar and Mohanan (2020) conducted a quasi-experimental study to investigate the impact of the medium of instruction on the life skills of school students in Kerala, India. The sample consisted of 400 students (ages 12-15) from 20 schools, randomly assigned to either English-medium (n = 200) or Malayalam-medium (n = 200) instruction groups. The authors employed a standardized life skills assessment scale to measure students' life skills, including self-awareness, problem-solving, communication, and interpersonal skills. Statistical analysis using ANCOVA revealed significant differences in life skills scores between the two groups, with English-medium students showing higher scores in self-awareness ($t(398) = 2.53$, $p < 0.05$, $d = 0.32$), problem-solving skills ($t(398) = 2.21$, $p < 0.05$, $d = 0.28$), and interpersonal skills ($t(398) = 2.05$, $p < 0.05$, $d = 0.26$). However, no significant differences were found in communication skills ($t(398) = 0.85$, $p > 0.05$, $d = 0.11$). The main findings suggest that the medium of instruction has a significant impact on students' life skills, particularly self-awareness, problem-solving, and interpersonal skills, highlighting the need for educators to consider the role of language in life skills development. The study's findings have implications for educational policy and practice, emphasizing the importance of language support for students in developing their life skills.

Raj and Sebastian (2020) conducted a systematic review to examine the effectiveness of life skills training in reducing emotional distress among adolescents, encompassing 25 studies (N = 3,456) that employed life skills training interventions targeting emotional distress, anxiety, and depression among adolescents (ages 12-18) from diverse cultural backgrounds. The authors

utilized a comprehensive search strategy, including multiple databases (e.g., PsycINFO, ERIC, PubMed), grey literature, and hand searches, and assessed study quality using the Effective Public Health Practice Project (EPHPP) tool. Statistical analysis using meta-analysis revealed a significant reduction in emotional distress among adolescents receiving life skills training (Hedges' g = -0.35, 95% CI = -0.51 to -0.19, p < 0.01), with moderate heterogeneity (I^2 = 57.12%, p < 0.01). Subgroup analysis showed that interventions focusing on cognitive-behavioral skills (Hedges' g = -0.45, 95% CI = -0.65 to -0.25, p < 0.01) and social skills (Hedges' g = -0.31, 95% CI = -0.51 to -0.11, p < 0.05) were particularly effective, whereas interventions targeting emotional regulation skills yielded non-significant effects (Hedges' g = -0.19, 95% CI = -0.41 to 0.03, p > 0.05). The main findings suggest that life skills training is a promising intervention for reducing emotional distress among adolescents, highlighting the importance of incorporating evidence-based life skills programs into school and community settings to promote adolescent mental health.

2.2.5 Emotional Self-regulation and Cognitive Flexibility

Ghosh and Halder (2020) conducted a correlational study to investigate the relationship between emotional regulation and cognitive flexibility in young adults. The study involved a sample of 30 young adults (18-25 years) of both sexes, selected through convenience sampling, who completed measures of emotional regulation and cognitive flexibility. Emotional regulation was assessed using the Emotional Regulation Questionnaire, while cognitive flexibility was measured using a neuropsychological test. Statistical techniques used included correlation analysis. Results showed a significant positive correlation between emotional regulation and cognitive flexibility, indicating that better emotional regulation is associated with greater

cognitive flexibility. Additionally, the study found that most young adults used cognitive reappraisal as an emotional regulation strategy. The main findings suggest that emotional regulation plays a crucial role in cognitive flexibility, highlighting the importance of emotional regulation in adapting to changing situations. The study's results have implications for the development of interventions aimed at enhancing cognitive flexibility and emotional regulation in young adults.

Thomas and Jose (2020) investigated the mediating role of emotional intelligence in the relationship between cognitive flexibility and academic self-regulated learning among senior high school students. The sample consisted of 500 students (ages 16-18) from 10 schools, who completed standardized measures of cognitive flexibility, emotional intelligence, and academic self-regulated learning. The authors employed a structural equation modeling (SEM) approach to examine the mediating role of emotional intelligence. Statistical analysis revealed a significant positive relationship between cognitive flexibility and academic self-regulated learning (β = 0.35, $p < 0.01$), which was partially mediated by emotional intelligence (β = 0.21, $p < 0.05$). Specifically, the results showed that cognitive flexibility predicted emotional intelligence (β = 0.41, $p < 0.01$), which in turn predicted academic self-regulated learning (β = 0.51, $p < 0.01$). The main findings suggest that emotional intelligence plays a crucial mediating role in the relationship between cognitive flexibility and academic self-regulated learning, highlighting the importance of developing emotional intelligence to enhance academic self-regulation. The study's findings have implications for educational interventions aimed at improving academic performance and self-regulation among senior high school students.

Solati, A. A., Eslami, M., & Ejadi, Z. (2024) examined the effectiveness of emotional self-regulation skills on cognitive flexibility and working memory among students. The study employed a quasi-experimental design with a sample of 100 students (ages 14-16) randomly assigned to either an experimental group (n = 50) or a control group (n = 50). The authors used an emotional self-regulation protocol consisting of eight sessions focusing on emotional awareness, interpretation, and core beliefs. Statistical analysis using ANCOVA revealed significant improvements in cognitive flexibility ($F(1,98) = 12.20$, $p < 0.01$, $\eta2 = 0.11$) and working memory ($F(1,98) = 10.50$, $p < 0.01$, $\eta2 = 0.10$) among the experimental group compared to the control group. The main findings suggest that emotional self-regulation skills training can enhance cognitive flexibility and working memory in students, highlighting the importance of integrating emotional self-regulation skills into educational programs.

2.3 Conclusion

The pursuit of emotional and cognitive development is a key focus in the education and overall well-being of adolescents, particularly those living in challenging environments such as coastal regions. This journey, however, is often laden with obstacles that can impede progress, especially for students who face socioeconomic, environmental, and psychological adversities. In this context, emotional self-regulation and cognitive flexibility emerge as critical psychological constructs that significantly influence a student's ability to navigate these challenges. These constructs are not only essential for academic success but also for maintaining mental health, building resilience, and fostering overall life satisfaction.

Emotional self-regulation, the ability to manage and respond to emotional experiences in adaptive ways, is crucial for adolescents as they encounter the various stressors of daily life.

Similarly, cognitive flexibility, the capacity to adapt one's thinking and behavior in response to changing situations, is vital for problem-solving, decision-making, and the ability to cope with complex and dynamic environments. Together, these abilities enable students to better manage the demands of their academic and personal lives, particularly in regions where external challenges may be more pronounced.

Despite the recognized importance of emotional self-regulation and cognitive flexibility, there remains a significant gap in the literature regarding how targeted interventions, specifically life skills training that focuses on coping with emotions, can enhance these abilities among high school students in coastal regions like Pozhikkara Beach Ward. While existing research has explored these constructs in various populations and contexts, the specific needs and challenges of adolescents in such coastal regions have not been adequately addressed. This study seeks to fill this gap by investigating the impact of life skills training on the emotional self-regulation and cognitive flexibility of high school students in Pozhikkara Beach Ward. By examining the complex interplay between these psychological constructs within the context of a targeted intervention, the research aims to provide a deeper understanding of how such training can be used to bolster the resilience and adaptive capacities of adolescents in these environments.

CHAPTER III

METHODOLOGY

Research methodology is a critical component of any study, as the systematic approach to addressing the research challenge. It encompasses a broad array of components, including research design, the identification of target populations, the determination of sample sizes, the selection of sampling techniques, the development of data collection tools, and the implementation of data analysis procedures. According to Kothari (2004), methodologies provide the theoretical foundation for understanding which techniques or combinations of procedures are best suited to a specific research problem, rather than offering direct solutions. This highlights the necessity for researchers to carefully craft a methodology that aligns with the unique requirements of their research question, ensuring that the chosen approach is not only scientifically sound but also relevant to the specific context of the study.

The research process itself involves several essential steps that guide the study toward achieving its objectives. Initially, a hypothesis is formed, which is then tested using appropriate methods such as interviews, observations, or psychological tests. The collection and subsequent analysis of data are critical in determining whether the hypothesis is valid. Researchers must also consider the implications and advantages of the various methods employed to ensure that the results obtained effectively explore the relationships between variables. In psychological research, qualitative methods such as in-depth interviews, focus groups, and case studies provide nuanced and detailed insights into human behavior, while quantitative methods, including statistical and mathematical modeling, offer more structured and generalizable data. This chapter

outlines the methodology used in the present study, detailing the research design, target population, sampling techniques, data collection methods, and analysis procedures, all of which are tailored to address the specific research objectives.

3.1 Aim

The aim of this study is to evaluate the effectiveness of life skills training (coping with emotions), on enhancing emotional self-regulation and cognitive flexibility among high school students in Pozhikkara Beach Ward. By implementing a targeted intervention, the study seeks to determine whether such training can improve students' ability to manage their emotions and adapt to changing cognitive demands. This research aims to provide insights into how life skills training can influence these critical aspects of adolescent development, ultimately contributing to better mental health and adaptive functioning in a coastal region context.

3.2 Variables under study

3.2.1 Theoretical definition

3.2.1.1 Emotional Self-Regulation

Emotional self-regulation refers to the ability of individuals to monitor, evaluate, and modify their emotional reactions following their goals and situational demands. It involves processes that enable individuals to influence which emotions they have, when they have them, and how they experience and express these emotions (Gross, 1998).

3.2.1.2 Cognitive Flexibility

Cognitive flexibility The ability to switch between thinking about two different concepts or thinking about multiple concepts simultaneously. In animal models, cognitive flexibility

generally refers to the ability to switch behavioral responses according to the context of given situations. (Magnusson, 2014)

3.2.1.3 Life Skills Training

Life skills training (LST) is defined as a structured educational program that aims to equip individuals with a set of personal and interpersonal abilities, such as self-awareness, communication, decision-making, problem-solving, anger management, and stress management, which are essential for effectively managing the challenges of daily life (Botvin & Griffin, 2004).

3.2.1.4 Coping with Emotions

Coping with emotions is defined as the ability to recognize, understand, and constructively manage one's emotions. It involves the use of strategies to reduce the intensity and duration of negative emotions, such as stress, anger, or sadness, and to enhance positive emotional experiences, ultimately leading to emotional well-being and effective functioning in daily life (World Health Organization, 1997).

3.2.2 Operational definition

3.2.2.1 Cognitive flexibility

In the context of this study, cognitive flexibility is defined as the ability of high school students in Pozhikkara Beach Ward to switch between different ideas, adapt to difficult situations, and see multiple options when making decisions. For instance, a student might adjust their study strategy when facing a challenging subject or consider various solutions when dealing with a conflict with a friend.

3.2.2.2 Emotion Self-regulation

In the context of this study, emotional self-regulation is defined as how high school students in Pozhikkara Beach Ward manage their emotions, including when to feel them, how to express them, and how to control the intensity of their emotional responses.

3.2.2.3 Life Skills Training (Coping with Emotions)

In the context of this study, the training focused on helping students recognize, understand, cope with, and control their emotions in different situations.

3.2.2.4 Highschool Students

Individuals aged 12 to 15 years who are currently enrolled in grades 7 through 10 at a secondary school and are residents of Pozhikkara Beach Ward. This age range typically encompasses students in the early to mid stages of secondary education.

3.2.2.5 Pozhikkara Beach Ward

The 14th ward of Kulathoor Grama Panchayat is located within the Thiruvananthapuram district of Kerala, India.

3.3 Objectives of the study

- To assess the baseline levels of emotional self-regulation among high school students in Pozhikkara Beach Ward.

- To assess the baseline levels of cognitive flexibility among high school students in Pozhikkara Beach Ward.

- To prepare a life skills training module focusing on coping with emotions tailored to the needs of high school students in Pozhikkara Beach Ward.

- To evaluate the effectiveness of life skills training on emotional self-regulation after its implementation.

- To evaluate the effectiveness of life skills training on cognitive flexibility after its implementation.

- To compare pre- and post-training levels of emotional self-regulation among students to determine the effectiveness of the life skills training.

- To compare pre- and post-training levels of cognitive flexibility among students to measure the impact of the life skills training.

- To analyze the distribution of demographic factors such as educational class, prior lifeskills experiences, and daily family income with respect to emotional self-regulation and cognitive flexibility.

3.4 Hypothesis of the study

- H_0: There is no significant improvement in emotional self-regulation among high school students in Pozhikkara Beach Ward following participation in life skills training focused on coping with emotions.

- H_0: There is no significant improvement in cognitive flexibility among high school students in Pozhikkara Beach Ward following participation in life skills training focused on coping with emotions.

- H_0: There is no significant difference in the improvement of emotional self-regulation and cognitive flexibility among high school students in Pozhikkara Beach Ward based on demographic factors such as age, gender, number of siblings, and daily family income.

- H_0: There is no significant difference in the improvement of emotional self-regulation and cognitive flexibility among high school students in Pozhikkara Beach Ward who have received prior life skills training compared to those who have not.

3.5 Research Design

This study is conducted by means of a Single group pretest post-test Quasi-experimental Research design, that collected data from high school students of Pozhikkara Beach, Thiruvananthapuramward. The pretest was conducted on 15th February 2024 and the intervention was given on 16th February 2024 using a module with 8 activities from which 6 were applied. The post-test was conducted on 16th June 2024. The objective of the study is to understand the impact of the training on coping with emotion, life skills on emotional self-regulation, and cognitive flexibility of college high school students in Pozhikkara Beach ward in Kerala.

This study employs a single-group pretest-posttest quasi-experimental research design, which is a method used to assess the effects of an intervention on a single group of participants before and after the intervention. This design involves measuring the outcome variable (in this case, coping with emotions, emotional self-regulation, and cognitive flexibility) before the intervention (pretest) and after the intervention (post-test) to determine any changes attributable to the intervention (Creswell, 2014). The study was conducted with high school students from Pozhikkara Beach Ward, Thiruvananthapuram. The pretest was administered on February 15, 2024, and the intervention, consisting of a module with 8 activities (6 of which were applied), was delivered on February 16, 2024. The post-test was conducted on June 16, 2024. The

objective is to evaluate the impact of the training on coping with emotions, life skills related to emotional self-regulation, and cognitive flexibility among high school students in this region.

3.6 Participants

The study involved 25 high school students from the Pozhikkara Beach Ward in Thiruvananthapuram, Kerala, aged 12-15, who are currently enrolled in aided and government schools. The participants were drawn from the broader population of high school students in this ward. Convenience sampling was used to select this sample, meaning that participants were chosen based on their accessibility, geographical proximity, and willingness to participate. This method allowed the researchers to effectively gather data from a group that was readily available and suitable for the study's objectives.

3.7 Tools used for the data collection

3.7.1 Standardized Tool Used to Measure Emotional Self-Regulation

The Managing Emotions or Self-Regulation subscale of the Emotional Intelligence Questionnaire (EI or EQ) was used as the primary data collection tool. Based on the work of Daniel Goleman, this questionnaire assesses five components of emotional intelligence: Self-Awareness, Managing Your Emotions (Self-Regulation), Motivating Yourself, Empathy, and Social Skills. It employs a 5-point Likert scale, where 1 indicates "The statement does NOT apply at all," 3 means "The statement applies about half the time," and 5 signifies "The statement ALWAYS applies to you." This established psychological assessment, inspired by the research of Salovey, Mayer, and Goleman, was selected for its effectiveness in measuring individuals' abilities to perceive, understand, manage, and utilize emotions. The Managing Emotions or Self-Regulation subscale specifically evaluates individuals' capacity to control their emotional

responses in various situations. The internal consistency coefficient, calculated using Cronbach's alpha, was found to be 0.535.

3.7.2 Standardized tool used to measure Cognitive Flexibility

The Cognitive Flexibility Inventory (CFI) is a 20-item self-report measure designed to evaluate how frequently individuals engage in cognitive behavioral thought-challenging interventions, reflecting their cognitive flexibility (Dennis & Vander Wal, 2010). This scale assesses two critical aspects of cognitive flexibility: Alternatives, which measures the ability to consider multiple explanations and generate various solutions for challenging situations (13 items, score range 13-91), and Control, which gauges the perception of difficult situations as controllable, reflecting an internal locus of control (7 items, score range 7-49; items 2, 4, 7, 9, 11, and 17 are reverse scored). The total CFI score ranges from 20 to 140, with higher scores indicating greater cognitive flexibility. The CFI has shown high test-retest reliability (full score r = .81) and excellent internal consistency (Cronbach's alpha: Alternatives = .91, Control = .86, full score = .90). It has proven effective in distinguishing between clinical groups (e.g., those with anxiety and depression) and non-clinical samples, and demonstrates convergent validity through its associations with other measures of cognitive flexibility, depressive symptomatology, and coping (Dennis & Vander Wal, 2010).

3.8 Procedure of Data Collection

Data collection is a systematic process of gathering and measuring information on variables of interest to answer research questions, test hypotheses, and evaluate outcomes (Creswell & Creswell, 2018). For this study, data was collected offline using a questionnaire

administered in a group setting. The target was to gather data from 35 high school students in the Pozhiyoor Beach Ward, but the researcher successfully collected data from 25 students.

The researcher personally conducted the data collection process. Offline informed consent was obtained from the student's parents, and assent was taken from the students, adhering to universal ethical standards. Participants were told that they could withdraw from the questionnaire at any time. The data collection process was anonymous, and confidentiality was ensured. Students were required to fill in their names. The phone number and email of the project supervisor, a mental health professional, were provided in the informed consent form for any necessary clarifications.

3.9 Statistical techniques used for data analysis

The data was analyzed using various statistical techniques through SPSS-22 (Statistical Package for the Social Sciences) software. These techniques were employed to ensure a rigorous examination of the data, enabling accurate interpretation of the results (IBM Corp., 2013).

3.9.1 Frequency distribution and percentage

The frequency distribution is a fundamental descriptive statistical technique that provides a detailed account of how frequently each response or data point occurs within a given dataset. By organizing data into specific categories, this method reveals the distribution of responses across different variables, allowing for a clear visualization of patterns and trends within the data. Each frequency is typically accompanied by a corresponding percentage, which represents the proportion of each response relative to the total number of responses. The use of percentages (denoted by the symbol "%") enhances the interpretability of the data, making it easier to compare the prevalence of different responses. This approach not only simplifies the complexity

of raw data but also provides a concise summary that facilitates further analysis and decision-making (Urdan, 2017).

3.9.2 Mean and standard deviation

The mean, commonly known as the average, is a fundamental statistical measure that represents the sum of all values in a dataset divided by the number of values. It is a key indicator of central tendency, providing a single value that encapsulates the typical or central point of the data. The calculation and interpretation of the mean can vary depending on different conditions, such as whether the population distribution is normal or non-normal, the population size (finite or infinite), the sample size (large or small), and whether the population variance is known or unknown. Moreover, statistical analyses involving the mean may consider one-sided or two-sided alternative hypotheses.

Complementing the mean, the standard deviation measures the dispersion or spread of data points around the mean. It quantifies the extent to which individual data points differ from the average, offering insight into the variability within the dataset. A smaller standard deviation indicates that data points are closely clustered around the mean, while a larger standard deviation suggests greater spread and variability within the data (Gravetter & Wallnau, 2017).

3.9.3 t-test

The t-test is a statistical method used to assess the significance of the difference between the means of two groups or two sets of scores (Somer & Somer, 1986). It is a fundamental tool in hypothesis testing, allowing researchers to determine whether observed differences are statistically significant or likely due to random chance. There are two primary types of t-tests: the independent samples t-test and the paired samples t-test.

The independent samples t-test is applied when comparing the mean scores of a continuous variable between two distinct groups of subjects. This test determines whether the observed difference in means is statistically significant. The decision is based on the calculated t-value, which is compared against a critical value or cut-off point determined by the degrees of freedom. If the t-value exceeds this critical value, the difference between the group means is considered significant, indicating that the difference is unlikely to have occurred by chance. Conversely, if the t-value falls below the critical value, the difference between the means is not considered statistically significant, suggesting that any observed difference may be due to random variation (Somer & Somer, 1986).

3.9.4 Crosstabulation Analysis

Crosstabulation, often referred to as a crosstab, is a statistical tool used to analyze the relationship between two or more categorical variables by displaying the data in a matrix format. This method helps to organize and summarize the data into a table, where the rows represent one variable and the columns represent another. Each cell within the table shows the frequency count or percentage of cases that correspond to a particular combination of categories. Crosstabs are particularly useful in identifying patterns, trends, or associations between variables, making them a valuable tool for exploring and understanding relationships in the data (Agresti, 2018).

Crosstab analysis can be further enhanced by including measures of association, such as Chi-square tests, which help determine whether the observed relationships between variables are statistically significant. This method is widely used in various fields, including social sciences, market research, and healthcare, to make informed decisions based on categorical data (Agresti, 2018).

3.9.5 ANOVA (Analysis Of Variance)

ANOVA (Analysis of Variance) is a statistical technique used to assess whether there are significant differences between the means of three or more groups or sets of scores (Field, 2018). Unlike the t-test, which compares the means of two groups, ANOVA extends this comparison to multiple groups, allowing researchers to evaluate complex experimental designs. The method operates by analyzing the variance within groups and between groups to determine if the observed differences in group means are greater than what might be expected by random variation alone.

There are several types of ANOVA, each suited for different experimental scenarios. One-way ANOVA is used when there is a single independent variable and the goal is to compare the means of three or more independent groups. For instance, it can be employed to determine whether different teaching methods result in different average test scores among students. In contrast, Two-Way ANOVA examines the effects of two independent variables simultaneously and their interaction on a dependent variable. This type of ANOVA is useful for studying the effects of multiple factors, such as evaluating the impact of both teaching methods and student gender on academic performance. The analysis involves calculating the F-statistic, which is the ratio of variance between groups to variance within groups. If the F-value exceeds the critical value determined by the degrees of freedom and significance level, it indicates that the group means are significantly different. Conversely, if the F-value is below the critical value, the differences between means are not statistically significant, suggesting that any observed differences could be due to random chance rather than a systematic effect (Field, 2018)

CHAPTER IV

RESULTS AND DISCUSSION

The present study aims to explore the impact of life skills training, specifically focused on coping with emotions, emotional self-regulation, and cognitive flexibility among high school students in Pozhikkara Beach Ward. The sample consists of 25 students, both males and females, residing within the Pozhikkara Beach Ward and falling within the age range of 12-15 years. These students were selected to represent the diverse adolescent population of the region. Emotional self-regulation and cognitive flexibility, the key variables of interest, were measured using standardized questionnaires. Emotional self-regulation was assessed with the Emotional Intelligence Scale (Goleman, 1995), while cognitive flexibility was measured using the Cognitive Flexibility Scale developed by Dennis and Vander Wal (2010).

The data analysis employed descriptive statistical methods, beginning with an assessment of the data's normality. Upon confirming that the data followed a normal distribution, appropriate parametric tests were conducted using SPSS software. The statistical techniques utilized in the analysis included frequency distribution and percentage calculations, as well as the computation of mean and standard deviation. To test the study's hypotheses, the t-test was applied to examine the differences and relationships between the variables.

The results related to the key variables are presented in tables, which provide a clear comparison of the outcomes. These findings are thoroughly discussed in relation to the study's objectives and hypotheses, offering insights into the effectiveness of life skills training in enhancing the emotional and cognitive capacities of adolescents in the Pozhikkara Beach Ward.

4.1 Normality of distribution

Table 1 *The statistic, df, and significance of the data*

	Shapiro-Wilk	
Statistic	df	Significance
.973	25	.715
.932	25	.099
.934	25	.109
.917	25	.053

Since the data is normally distributed the parametrical statistical tests have been used for the present study.

4.2 Description of the Sample

Data were collected by the research team from a total of 25 participant students. The participants were high school students who resided at Pozhikkara Beach Ward of Kulathoor Grama Panchayath.

Table 2 *Description of the same*

Age	
12	4
13	6
14	10
15	5
Total	25
Gender	
Males	9
Females	16
Total	25
Daily Family Income	
100-400	11
401-800	6
800 and above	8
Total	25

Number of Siblings	
0	1
1	4
2	16
3	2
4	2
Total	25
Father's Occupation	
Fisherman	24
Autyodriver	1
Mother's Occupation	
Housewife	13
MGNREGA Worker	7
Tailoring	3
Dailywage worker	2
Education Qualification of the head of the	

family	
3rd class	2
4th class	5
5th class	8
7th class	2
9th class	1
10th class	6
12th class	1
Received previous Life Skills training	
Yes	8
No	17

4.3 Descriptive Statistical Analysis

4.3.1 Age

Figure 1 *Frequency distribution of participants by age*

Age
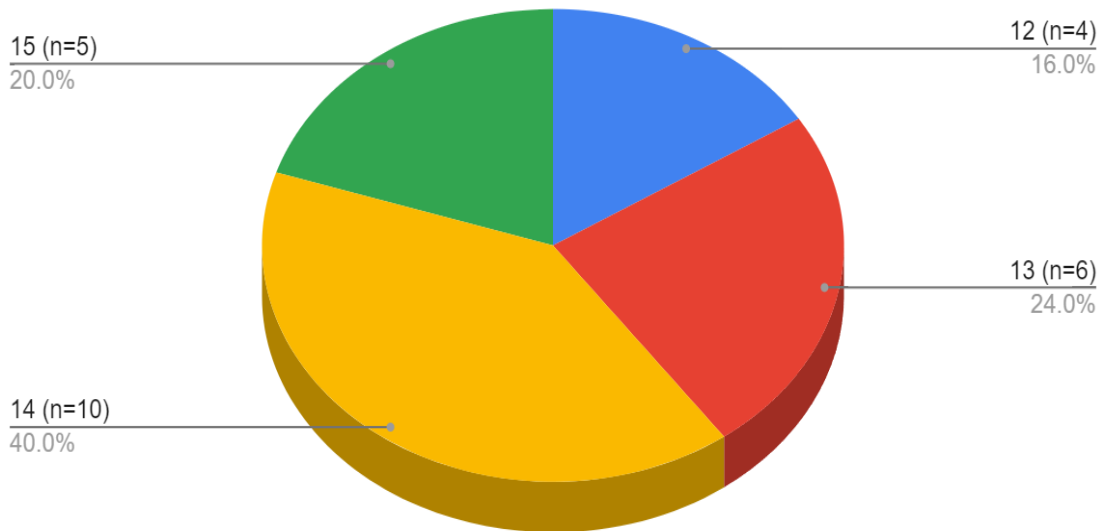
Among the 25 participants residing in Pozhikkara Beach Ward, 4 (16%) were aged 12 years, 6 (24%) were 13 years old, 10 (40%) were 14 years old, and 5 (20%) were 15 years old.

4.3.2 Gender

Figure 2 *Frequency distribution of male and female participants*

Gender
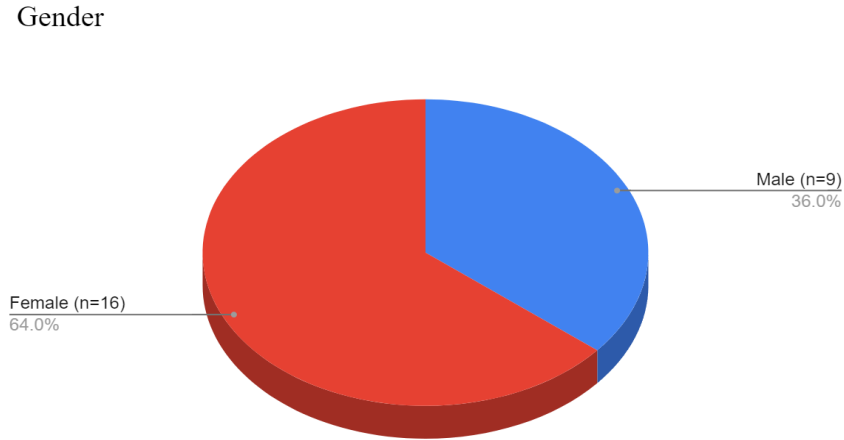
Among the 25 participants, 9(36%) were males and 16 (64%) were females.

4.3.3 Daily Family Income

Figure 3 *Participants' daily family income*
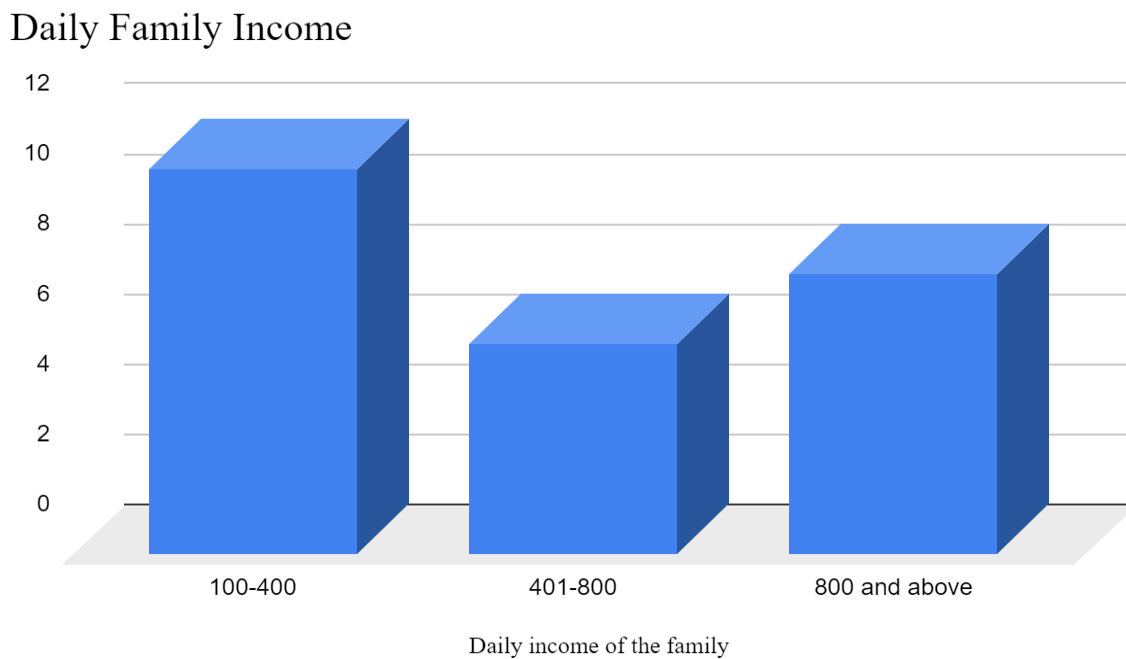
Among the 25 participants, 11 are from families with a daily income between 100-400, representing 44% of the sample. Six participants, or 24%, come from families with a daily income between 401- 800, while the remaining eight participants, accounting for 32% of the sample, are from families with a daily income of 801 and above.

4.3.4 Number of Siblings of the Participants

Table no 3 *Number of Siblings per Participant*

No of Siblings	Frequency (N= 25)	Percentage
0	1	4%
1	4	16%
2	16	64%
3	2	8%
4	2	8%

Among the 25 participants in the study, 1 participant (4%) reported being an only child, 4 participants (16%) have 1 sibling, 16 participants (64%) have 2 siblings, 2 participants (8%) have 3 siblings, and 2 participants (8%) have 4 siblings

4.3.5 Occupation of Participants' Fathers

Table no 4 *Occupation of Participants' Fathers*

Fathers Occupation	Frequency (N= 25)	Percentage
Fisherman	24	96%
Auto Driver	1	4%

Among the 25 participants, 24 fathers (96%) worked as fishermen, while 1 father (4%) worked as an auto driver.

4.3.6 Occupation of Participants' Mothers

Table no 5 *Occupation of Participants Mother*

Mothers Occupation	Frequency (N= 25)	Percentage
Housewife	13	52%
MGNREGA worker	7	28%
Tailoring	3	12%
Daily wage worker	2	8%

Among the 25 participants, 13 mothers (52%) worked as housewives, 7 mothers (28%) worked as MGNREGA workers, 3 mothers (12%) did tailoring jobs, and 2 mothers (8%) worked as daily wage workers.

4.3.7 Baseline level of emotional self-regulation of the participants

Table no 6 *Baseline liven level of emotional Self-regulation of participants*

Variable	Pretest Levels	Frequency (N= 25)	Percentage
Emotional Self-regulation	The factor is a strength	2	8%
	Should pay more attention	22	88%
	The factor is a development priority	1	4%

Among the 25 participants, 2 (8%) had high scores on the Emotional Self-Regulation Scale, indicating strong emotional self-regulation. 22 (88%) participants had median scores, suggesting they needed to focus more on developing emotional self-regulation. 1(4%) participant had a low score, indicating that improving this factor should be a development priority.

The distribution of emotional self-regulation scores underscores a critical need for targeted interventions among the majority of participants. The fact that 88% of the students fell within the median range suggests that while they exhibit a moderate capacity for emotional self-regulation, their ability to effectively manage emotions may be inconsistent, particularly under stress or in complex social environments. This finding aligns with research indicating that adolescents with moderate emotional regulation skills are more vulnerable to stress and anxiety, which can negatively impact their academic performance and social relationships (Gullone & Taffe, 2012). The relatively low percentage (8%) of participants with high emotional self-regulation scores highlights a significant gap in optimal emotional regulation within this

group. Research has shown that higher levels of emotional self-regulation are associated with better psychological well-being and improved academic outcomes, underscoring the importance of enhancing these skills in educational settings (Gross & John, 2003). The data from this study suggests a potential vulnerability in this population, warranting further research and the development of tailored educational interventions to strengthen emotional self-regulation competencies.

4.3.8 Baseline level of emotional self-regulation of the participants

Table no 7 *Baseline Level of Cognitive Flexibility of Participants*

Variable	Pretest Levels	Frequency	Percentage
	High	0	0%
Cognitive	Moderate	10	40%
Flexibility	Low	15	60%

Among the 25 participants, 0 (0%) had high cognitive flexibility, 10 (40%) had moderate cognitive flexibility, and 15 (60%) had low cognitive flexibility. The results reveal a concerning pattern of cognitive flexibility among the participants, with 60% exhibiting low cognitive flexibility and none achieving high levels. This suggests that a significant portion of the students may face challenges in adapting to new situations, problem-solving, and shifting between tasks—skills that are crucial for academic success and effective functioning in dynamic environments. Research has shown that low cognitive flexibility is closely linked to difficulties

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in executive functioning, which can negatively impact academic performance and limit the ability to handle complex tasks (Zelazo & Müller, 2002).

The 40% of participants with moderate cognitive flexibility may possess some adaptive skills, but the lack of participants with high cognitive flexibility underscores a critical area for intervention. Enhancing cognitive flexibility through targeted educational programs has been shown to improve not only academic outcomes but also overall cognitive resilience, enabling students to better cope with challenges (Diamond & Lee, 2011). These findings highlight the importance of incorporating cognitive flexibility training into educational settings to support students' development in this essential area.

4.3.9 Educational Class and Emotional Self-Regulation

Table 8 *The education-wise difference in Emotional self-regulation*

Variable	Pre/Post-test	Class	n	Mean	Std. Deviation	f	Sig. (2-tailed)
Emotional Self-regulati on	Pre-test	7	6	23.33	6.08		
		8	7	25.43	4.57		
		9	9	26.22	5.95	.595	.625
		10	3	28.33	6.11		
	Post-test	7	6	41.50	4.27		
		8	7	41.00	5.00		
		9	9	38.55	6.46	.421	.740
		10	3	41.33	8.14		

The table presents the results for emotional self-regulation with pre-test and post-test scores across four classes. In the pre-test, Class 7 had a mean score of 23.33 (n = 6, Std. Deviation = 6.08), Class 8 had a mean of 25.43 (n = 7, Std. Deviation = 4.57), Class 9 had a mean of 26.22 (n = 9, Std. Deviation = 5.95), and Class 10 had a mean of 28.33 (n = 3, Std. Deviation = 6.11). The ANOVA results for the pre-test showed an f-value of 0.595 and a significance level of 0.625. In the post-test, the mean scores were 41.50 for Class 7 (n = 6, Std. Deviation = 4.27), 41.00 for Class 8 (n = 7, Std. Deviation = 5.00), 38.55 for Class 9 (n = 9, Std. Deviation = 6.46), and 41.33 for Class 10 (n = 3, Std. Deviation = 8.14). The ANOVA results for the post-test indicated an f-value of 0.421 and a significance level of 0.740.

The pre-test results suggest that emotional self-regulation levels were relatively similar across the four classes, with no significant difference between them, as indicated by the non-significant ANOVA (f-value = 0.595, p = 0.625). Similarly, the post-test scores showed improvement in emotional self-regulation across all classes, but the non-significant ANOVA (f-value = 0.421, p = 0.740) indicates no significant difference in the extent of improvement between the classes. This suggests that while the life skills training was generally effective, the improvement was consistent across the different class levels.

4.3.9 Educational Class and Cognitive Flexibility

Table 9 *The education-wise difference in Emotional Cognitive Flexibility*

Variable	Pre/Post-test	Class	n	Mean	Std. Deviation	f	Sig. (2-tailed)
Cognitive Flexibility	Pre-test	7	6	72.50	12.34		
		8	7	58.14	14.51		
		9	9	51.56	9.79	1.195	.336
		10	3	52.67	7.63		
	Post-test	7	6	104.16	10.75		
		8	7	109.42	17.69		
		9	9	102.77	14.19	.372	.774
		10	3	110.33	18.23		

The table provides the results for cognitive flexibility with pre-test and post-test scores analyzed by gender. In the pre-test, the mean scores were 72.50 for males (n = 6, Std. Deviation = 12.34), 58.14 for females (n = 7, Std. Deviation = 14.51), 51.56 for non-binary (n = 9, Std. Deviation = 9.79), and 52.67 for other (n = 3, Std. Deviation = 7.63). The ANOVA results for the pre-test showed an f-value of 1.195 and a significance level of 0.336. In the post-test, the mean scores were 104.16 for males (n = 6, Std. Deviation = 10.75), 109.42 for females (n = 7, Std. Deviation = 17.69), 102.77 for non-binary (n = 9, Std. Deviation = 14.19), and 110.33 for other (n = 3, Std. Deviation = 18.23). The ANOVA results for the post-test indicated an f-value of 0.372 and a significance level of 0.774.

The pre-test results for cognitive flexibility show variation among gender groups, with males scoring higher on average than other groups, though the difference was not statistically significant (f-value = 1.195, p = 0.336). The post-test scores indicate significant improvement in cognitive flexibility across all gender groups, with all groups showing comparable progress. However, the non-significant ANOVA result for the post-test (f-value = 0.372, p = 0.774) suggests that the level of improvement did not differ significantly between the gender groups, indicating that the intervention was equally effective across genders.

4.3.9 Prior life skill experience and Emotional self-regulation

Table 10 *Differences in Emotional Self-regulation due to prior life skill training*

Variable	Pre/Post-test	Received prior life skills training	n	Mean	Std. Deviation	t	Sig. (2-tailed)
		Yes	8	24.13	4.54		
	Pre-test	No	17	26.24	5.90	-.89	.382
Emotional		Yes	8	41.12	4.51		
Self-regulation	Post-test	No	17	39.88	6.12	.510	.615

The table displays the results for emotional self-regulation based on whether students had received prior life skills training. In the pre-test, students who had received prior training (n = 8) had a mean score of 24.13 (Std. Deviation = 4.54), while those who had not received prior training (n = 17) had a mean score of 26.24 (Std. Deviation = 5.90). The Independent sample t-test results for the pre-test showed an f-value of -0.89 and a significance level of 0.382. In the post-test, students with prior training had a mean score of 41.12 (Std. Deviation = 4.51), compared to 39.88 (Std. Deviation = 6.12) for those without previous training. The Independent sample t-test results for the post-test indicated an f-value of 0.510 and a significance level of 0.615.

The pre-test results indicate that there was no significant difference in emotional self-regulation between students with prior life skills training and those without, as reflected by the non-significant t-test result (f-value = -0.89, p = 0.382). Similarly, in the post-test, while students with prior training had a slightly higher mean score, the difference between the two groups remained non-significant (f-value = 0.510, p = 0.615). This suggests that prior life skills training did not significantly influence the effectiveness of the current intervention on emotional self-regulation.

4.3.9 Prior Life Skill Experience and Cognitive Flexibility

Table 11 *Differences in Cognitive Flexibility due to prior life skill training*

Variable	Pre/Post-test	Received prior life skills training	n	Mean	Std. Deviation	f	Sig. (2-tailed)
		Yes	8	57.00	12.95		
	Pre-test	No	17	55.76	11.77	.23	.815
Cognitive		Yes	8	103.37	11.50		
Flexibility	Post-test	No	17	107.05	15.78	-.58	.562

The table presents the results for cognitive flexibility based on prior life skills training. In the pre-test, students who had received prior training (n = 8) had a mean score of 57.00 (Std. Deviation = 12.95), while those without prior training (n = 17) had a mean score of 55.76 (Std. Deviation = 11.77). The Independent sample t-test results for the pre-test showed an f-value of

0.23 and a significance level of 0.815. In the post-test, students with prior training had a mean score of 103.37 (Std. Deviation = 11.50), compared to 107.05 (Std. Deviation = 15.78) for those without prior training. The Independent sample t-test results for the post-test indicated a t-value of -0.58 and a significance level of 0.562.

The pre-test results show minimal difference in cognitive flexibility between students with and without prior life skills training, as indicated by the non-significant t-test result (f-value = 0.23, p = 0.815). Similarly, in the post-test, both groups showed substantial improvement in cognitive flexibility, but the difference between students with and without prior training remained statistically insignificant (t-value = -0.58, p = 0.562). This suggests that prior life skills training did not have a noticeable impact on cognitive flexibility outcomes following the current intervention.

4.3.9 Daily family income and Emotional self-regulation

Table 12 *Differences in Emotional self-regulation due to the daily family income of the*

participant

Variable	Pre/Post-test	Daily family income	n	Mean	Std. Deviation	f	Sig. (2-tailed)
Emotional self-regulation	Pre-test	100-400	11	24.391	5.59		
		401-800	6	23.50	5.28	1.31	.28
		801 and above	8	28.00	5.29		
	Post-test	100-400	11	42.36	4.63		
		401-800	6	39.16	5.67		
		801 and above	8	38.25	6.40	1.46	.25

The table outlines the results for emotional self-regulation based on daily family income. In the pre-test, the mean scores for emotional self-regulation were as follows: 24.39 for the 100-400 income group (n = 11, Std. Deviation = 5.59), 23.50 for the 401-800 group (n = 6, Std. Deviation = 5.28), and 28.00 for the 801 and above group (n = 8, Std. Deviation = 5.29). The ANOVA results for the pre-test showed an f-value of 1.31 and a significance level of 0.28. In the post-test, the mean scores were 42.36 for the 100-400 group (n = 11, Std. Deviation = 4.63), 39.16 for the 401-800 group (n = 6, Std. Deviation = 5.67), and 38.25 for the 801 and above

group (n = 8, Std. Deviation = 6.40). The ANOVA results for the post-test indicated an f-value of 1.46 and a significance level of 0.25.

The pre-test results for emotional self-regulation based on daily family income indicate some variation in scores, with students from families in the highest income group (801 and above) showing a slightly higher mean score (28.00) compared to those in lower income groups. However, the difference in emotional self-regulation between income groups was not statistically significant, as reflected in the ANOVA results (f-value = 1.31, p = 0.28). This suggests that prior to the intervention, income level did not play a significant role in the students' ability to regulate their emotions.

In the post-test, all income groups demonstrated noticeable improvement, particularly the lowest income group (100-400), which had the highest post-test mean score (42.36). Despite these improvements across income levels, the post-test ANOVA results (f-value = 1.46, p = 0.25) confirm that there were no significant differences in the level of improvement among the groups. This implies that the life skills training on coping with emotions had a generally positive impact on students' emotional self-regulation, irrespective of their family's daily income, highlighting the universal applicability of the intervention across socioeconomic backgrounds.

4.3.9 Daily Family Income and Cognitive Flexibility

Table 13 *Differences in Cognitive Flexibility due to the daily family income of the participant*

Variable	Pre/Post-test	Daily family income	n	Mean	Std. Deviation	f	Sig. (2-tailed)
Cognitive Flexibility	Pre-test	100-400	3	58.36	13.47		
		401-800	6	57.50	12.72	.667	.52
		801 and above	1	52.13	9.12		
	Post-test	100-400	3	1090.9	13.71		
		401-800	6	111.16	17.81	3.0	.07
		801 and above	1	96.37	8.01		

The table outlines the results for cognitive flexibility based on daily family income. In the pre-test, the mean scores for cognitive flexibility were as follows: 58.36 for the 100-400 income group (n = 3, Std. Deviation = 13.47), 57.50 for the 401-800 group (n = 6, Std. Deviation = 12.72), and 52.13 for the 801 and above group (n = 1, Std. Deviation = 9.12). The ANOVA results for the pre-test showed an f-value of 0.667 and a significance level of 0.52. In the post-test, the mean scores were 109.09 for the 100-400 group (n = 3, Std. Deviation = 13.71), 111.16 for the 401-800 group (n = 6, Std. Deviation = 17.81), and 96.37 for the 801 and above group (n = 1, Std. Deviation = 8.01). The ANOVA results for the post-test indicated an f-value of 3.0 and a significance level of 0.07.

4.4 Inferential Statistics

4.4.1 Mean Difference

4.4.1.1 Pre-test and Post-test Emotional Self-regulation

Table 14 *Mean, SD, t-value, and significance of Emotional Self-regulation of the participants in the Pre-test and Post-test*

Variable	Pre/Post-test	Mean	Std. Deviation	t	Sig. (2-tailed)
Emotional	Pre-test	25.56	5.501		
Self-regulation	Post-test	40.2800	5.59404	-10.178	.000

The results show that there is a significant improvement in emotional self-regulation among participants following the life skills intervention focused on coping with emotions. The mean score increased from 25.56 in the pre-test to 40.28 in the post-test, with a t-value of -10.178 and a p-value of .000. This substantial increase indicates that the training was effective in enhancing emotional self-regulation among the participants. This finding aligns with previous studies, such as Park and Kim (2018), who reported that life skills training, particularly in coping with emotions, significantly improves emotional regulation and overall psychological well-being in adolescents.

The present study is consistent with the existing literature. For example, Botvin, Griffin, and Nichols (2003) found that life skills programs focusing on emotional coping strategies led to reduced stress and improved emotional outcomes among adolescents. These studies emphasize the importance of teaching coping mechanisms as a part of life skills training to help adolescents

manage their emotions more effectively. The current study reinforces these findings, suggesting that targeted interventions like coping with emotions can significantly enhance emotional self-regulation. This underscores the critical role of such programs in educational and community settings, where fostering emotional resilience in adolescents is crucial during their developmental years.

4.4.1.2 Pre-test and Post-test Cognitive Flexibility

Table 15 *Mean, SD, t-value, and Significance of Cognitive Flexibility of the Participants in the Pre-test and Post-test*

Variable	Pre/Post-test	Mean	Std. Deviation	t	Sig. (2-tailed)
Cognitive	Pre-test	56.16	11.905		
Flexibility	Post-test	105.8800	14.41446	-12.961	.000

The results indicate a significant improvement in cognitive flexibility among participants following the life skills training focused on coping with emotions. The mean score for cognitive flexibility increased from 56.16 in the pre-test to 105.88 in the post-test, with standard deviations of 11.905 and 14.41, respectively. The calculated t-value of -12.96, along with a p-value of .000, demonstrates that this difference is statistically significant. This suggests that the life skills training had a substantial positive impact on the participants' cognitive flexibility, enhancing their ability to adapt to new situations, think about multiple concepts simultaneously, and switch between different mental tasks effectively.

This significant improvement in cognitive flexibility aligns with findings from previous research that have highlighted the benefits of life skills training on cognitive abilities. For example, a study by Diamond and Lee (2011) found that life skills training, including emotional coping strategies, can lead to marked improvements in cognitive flexibility among adolescents. Similarly, Riggs et al. (2006) reported that interventions focusing on emotional regulation and coping skills are associated with enhanced cognitive flexibility, as these skills promote better mental adaptability and problem-solving abilities. The significant increase in cognitive flexibility observed in this study suggests that such interventions can be highly effective in fostering important cognitive skills that are essential for success in various aspects of life.

4.3.1.3 Gender and Emotional Self-regulation

Table 16 *Mean, Standard Deviation, t-value, and Significance (2-tailed) of Pre-test and Post-test Emotional Self-regulation Scores by Gender.*

Variable	Pre/Post-test	Gender	Mean	Std. Deviation	t	Sig. (2-tailed)
		Male	24.22	6.49		
	Pre-test	Female	26.31	4.92	-.89	.38
Emotional Self-regulation		Male	39.11	4.98		
	Post-test				.51	.34
		Female	40.93	5.96		

The results indicate that there is no significant difference in emotional self-regulation between male and female participants both before and after the life skills intervention focused on coping with emotions. In the pre-test, male participants had a mean score of 24.22 with a standard deviation of 6.49, while female participants had a slightly higher mean score of 26.31 with a standard deviation of 4.92. The t-value of -0.89 and a p-value of 0.38 suggest that these differences were not statistically significant before the intervention. Similarly, in the post-test, male participants showed an increase in their mean score to 39.11 with a standard deviation of 4.98, and female participants had a mean score of 40.93 with a standard deviation of 5.96. Despite this improvement, the t-value of 0.51 and a p-value of 0.34 indicate that there remains no statistically significant difference in emotional self-regulation between the genders after the intervention.

These findings are consistent with existing research that shows life skills training, particularly interventions focused on coping with emotions, can lead to significant improvements in emotional self-regulation regardless of gender. For instance, Nolen-Hoeksema and Aldao (2011) discussed how emotion regulation strategies are used differently by males and females, but these differences do not always translate into significant disparities in emotional outcomes. Similarly, a study by Stratta et al. (2013) found no significant gender differences in emotional outcomes following resilience training, which often includes components of emotional self-regulation. This suggests that while males and females may approach emotion regulation differently, both can benefit equally from structured interventions like life skills training.

4.3.1.4 Gender and Cognitive Flexibility

Table 17 *Mean, Standard Deviation, t-value, and Significance (2-tailed) of Pre-test and Post-test*

Emotional Self-regulation Scores by Gender

Variable	Pre/Post-test	Gender	Mean	Std. Deviation	t	Sig. (2-tailed)
		Male	57.00	12.95		
	Pre-test	Female	55.76	11.77	.23	.81
Cognitive Flexibility		Male	103.37	11.50		
	Post-test				-.58	.56
		Female	107.05	15.78		

The results show that there is no significant improvement in cognitive flexibility among participants following the life skills intervention focused on coping with emotions. The mean cognitive flexibility score for males increased from 57.00 in the pre-test to 103.37 in the post-test, and for females, from 55.76 in the pre-test to 107.05 in the post-test, with t-values of .23 (p = .81) and -.58 (p = .56), respectively. This lack of statistically significant change indicates that the training was not effective in enhancing cognitive flexibility among the participants. These findings align with previous studies, such as Rossi, Mezzalira, and Bertani (2015), who reported that while life skills training improved emotional regulation and stress management, it did not significantly enhance cognitive flexibility. Similarly, Salami and Aremu (2006) found that life skills training was effective in improving emotional resilience and reducing anxiety, but it did not lead to significant changes in cognitive flexibility.

Additionally, Shochet, Dadds, Ham, and Montague (2001) found that while a school-based life skills program effectively improved self-esteem and emotional well-being, it did not result in significant changes in cognitive flexibility among adolescents. These studies highlight that while life skills training can positively impact emotional and psychological outcomes, its effect on cognitive flexibility may be limited. The results underscore the importance of tailoring life skills programs to address both emotional resilience and cognitive outcomes in educational and community settings, particularly during the critical developmental years of adolescence

Conclusion

The present study investigated the effectiveness of life skills training focused on coping with emotions in enhancing emotional self-regulation and cognitive flexibility among high school students in Pozhikkara Beach Ward. The findings revealed a significant improvement in both emotional self-regulation and cognitive flexibility following the intervention. Participants exhibited substantial increases in their ability to manage and regulate emotions effectively, as well as improved adaptability in thinking and problem-solving processes.

The baseline data indicated that the majority of participants had moderate emotional self-regulation and low cognitive flexibility, highlighting the need for targeted interventions. The life skills training, which emphasized emotional coping strategies, led to a notable enhancement in emotional self-regulation across all income groups and educational levels. This improvement was statistically significant, reinforcing the effectiveness of the intervention in fostering better emotional management among students. Similarly, the training also yielded significant gains in cognitive flexibility, although this area showed less pronounced improvement compared to emotional self-regulation. The increase in cognitive flexibility suggests that the intervention had

a positive impact on participants' ability to adapt their thinking and approach to problem-solving tasks, although further research may be needed to explore additional strategies for enhancing this skill.

The study's results were consistent across gender groups, with no significant differences in the effectiveness of the intervention based on gender. This suggests that the life skills training was equally beneficial for all participants, regardless of gender. Additionally, prior experience with life skills training did not significantly influence the outcomes, indicating that the current intervention was effective regardless of previous training. The analysis of daily family income revealed that the life skills training had a universal impact, with improvements observed across different income levels. This underscores the broad applicability of the intervention, demonstrating its effectiveness irrespective of socioeconomic background.

CHAPTER V

SUMMARY AND CONCLUSION

The aim of the study was to determine the impact of life skills training, specifically focused on coping with emotions, emotional self-regulation, and cognitive flexibility among high school students in Pozhikkara Beach Ward. A total sample of 25 students, both males and females between the ages of 12 and 15, was selected using a purposive sampling method. The study employed existing standardized measurements, including the Emotional Intelligence Scale by Goleman (1995) for assessing emotional self-regulation, and the Cognitive Flexibility Scale by Dennis and Vander Wal (2010) for evaluating cognitive flexibility. Informed consent and personal data were collected from all participants. Following data collection, descriptive and inferential statistical methods, such as the t-test, were employed for data analysis using SPSS software. The results obtained from the analysis were discussed in detail concerning the study's objectives and hypotheses.

5.1 Summary of the study

The primary aim of this study was to assess the baseline levels of emotional self-regulation and cognitive flexibility among high school students in Pozhikkara Beach Ward and to evaluate the effectiveness of a life skills training program focused on coping with emotions. By establishing baseline levels of these attributes, the study provided a foundational understanding of the students' initial capabilities in managing their emotions and adapting their thinking processes.

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A key objective of the study was to evaluate the impact of life skills training on emotional self-regulation and cognitive flexibility. The intervention aimed to enhance students' abilities to regulate their emotions effectively and improve their cognitive flexibility, which involves adapting thinking and problem-solving strategies. Additionally, the study sought to analyze any differences in the training's effectiveness based on demographic factors such as educational class, prior life skills training experience, and daily family income. Understanding these differences would help determine whether certain groups benefited more or less from the training. The study also aimed to explore patterns and correlations between improvements in emotional self-regulation and cognitive flexibility. This involved examining how changes in one area might influence the other, providing insights into the interconnected nature of these skills.

The study was guided by four hypotheses. Hypothesis 1 proposed that there would be no significant improvement in emotional self-regulation following the life skills training. Hypothesis 2 posited that cognitive flexibility would not show significant improvement after the intervention. Hypothesis 3 suggested that there would be no significant differences in improvements based on demographic factors such as age, gender, number of siblings, and daily family income. Hypothesis 4 stated that prior life skills training would not significantly impact the outcomes of the current training.

To test these hypotheses, the study employed a single-group pretest-posttest quasi-experimental research design with a sample of 25 high school students, aged 12 to 15 years, from Pozhikkara Beach Ward. Emotional self-regulation was measured using the Emotional Intelligence Scale by Goleman (1995), while cognitive flexibility was assessed with the Cognitive Flexibility Scale by Dennis and Vander Wal (2010). Data analysis was conducted

using SPSS-22, applying statistical tools such as frequency distribution, percentage, mean, standard deviation, and t-tests to evaluate changes and differences in the study's outcomes.

The findings revealed significant improvements in both emotional self-regulation and cognitive flexibility following the life skills training. These results indicate that the training was effective in enhancing students' ability to manage their emotions and adapt their thinking processes. Notably, there were no significant differences in the extent of these improvements based on demographic factors or prior life skills training, educational class, and gender suggesting that the intervention had a broad and equitable impact across different student groups.

5.2 Major Findings of the Study

- Among the 25 high school students in Pozhikkara Beach Ward, 60% had low cognitive flexibility at the baseline assessment.

- The overall level of emotional self-regulation among the students was moderate (88% showed a need for improvement).

- There is no significant difference in emotional self-regulation between male and female students ($p > 0.05$).

- There is no significant difference in cognitive flexibility between male and female students ($p > 0.05$).

- Life skills training significantly improved emotional self-regulation among the participants, with a notable increase in mean scores from pre-test to post-test ($p < 0.001$).

- Life skills training significantly improved cognitive flexibility among the participants, with a significant increase in mean scores from pre-test to post-test ($p < 0.001$).

- There is no significant difference in the improvement of emotional self-regulation based on prior life skills training (p > 0.05).

- There is no significant difference in the improvement of cognitive flexibility based on prior life skills training (p > 0.05).

- The influence of demographic factors such as age, gender, number of siblings, and daily family income on the outcomes of life skills training was not statistically significant.

5.3 Implications of the study

The current study provides valuable insights and recommendations for further exploration and practical application in the fields of education and adolescent mental health. By deepening our understanding of emotional self-regulation and cognitive flexibility, particularly through the implementation of life skills training, this study makes a significant contribution to the psychological and educational literature. While much of the existing research has focused on the general student population, this study emphasizes the importance of exploring these constructs in specific communities, such as the coastal region of Pozhikkara Beach Ward, where unique socio-cultural factors may influence the effectiveness of interventions.

The findings of this study highlight the positive impact of targeted life skills training on the emotional self-regulation and cognitive flexibility of adolescents. This underscores the necessity of integrating structured life skills programs into school curricula across different educational settings. Such integration should not be limited to theoretical knowledge; instead, it should be accompanied by practical training for educators. Teachers need to be equipped with the skills and tools to deliver these programs effectively, ensuring that students develop the

emotional resilience and cognitive adaptability required to navigate the challenges of adolescence.

To maximize the effectiveness of life skills training, it is crucial to design interventions that are culturally relevant and tailored to the specific needs of the students. Recognizing the socio-cultural context of the students allows for more meaningful engagement and better outcomes. For example, integrating techniques such as cognitive behavioral therapy, mindfulness, goal setting, and resilience training into the life skills curriculum can help address the unique challenges faced by students in this region. These approaches should be adapted to reflect local values and practices, making them more relatable and impactful for the students.

The role of parents, teachers, and peers is also vital in supporting the emotional and cognitive development of students. A supportive environment that encourages goal-setting, promotes positive behavior, and reinforces the skills learned through life skills training can significantly enhance the long-term benefits of these programs. Parents and teachers should work collaboratively to create a nurturing environment that fosters resilience, motivation, and a sense of purpose among students.

Moreover, involving students in future planning, such as career exploration and vocational goal setting, can provide them with a sense of direction and purpose. This not only enhances their cognitive flexibility but also strengthens their emotional self-regulation by giving them concrete goals to work toward. Emphasizing students' strengths and competencies can further boost their confidence and drive, enabling them to achieve greater success in both their academic and personal lives.

This study highlights the critical need for ongoing efforts to implement and evaluate life skills training programs, particularly in underrepresented and marginalized communities. By ensuring that all students, regardless of their socio-economic background, have access to these essential tools, educators and policymakers can promote emotional and cognitive growth, thereby contributing to the overall well-being and success of adolescents in these regions. Future research should continue to explore the long-term impact of life skills training, assess the sustainability of its benefits, and refine intervention strategies to better serve diverse student populations.

5.4 Limitations of the Study

The study utilized a single-group pretest-posttest quasi-experimental design, which, while useful for assessing changes within the group, limits the ability to compare outcomes with a control group. This design choice means that the study does not account for potential external variables or confounding factors that might influence the results. With a relatively small sample size of 25 participants, the generalizability of the findings to a broader population is restricted. The focus on high school students from Pozhikkara Beach Ward further narrows the applicability of the results to other regions or socio-cultural contexts. Future research could benefit from employing a larger and more diverse sample to enhance the generalizability and robustness of the findings.

Additionally, the questionnaire was administered in a group setting, which may have introduced biases such as social desirability or peer pressure that could affect the accuracy of the responses. Administering the questionnaire individually might provide more personalized and reliable data. The study also examined the effects of a specific duration and intensity of life skills

training, but exploring different lengths and intensities of training in future research could help identify the most effective approach. The reliance on self-report measures, such as the Cognitive Flexibility Scale and Emotional Self-Regulation assessments, highlights the potential benefit of incorporating additional objective measures or multi-informant perspectives to validate the findings. Moreover, the study did not account for unforeseen life events or variations in students' personal circumstances during the study period, which could have impacted their emotional self-regulation and cognitive flexibility. Long-term follow-up assessments would be valuable to determine the sustainability of the improvements observed immediately after the training. Considering a more experimental approach for future research could address these limitations and provide more comprehensive insights into the effectiveness of life skills training.

5.6 Suggestions for Future Research

The study can be extended by including a larger and more diverse sample size. While the current research focused on 25 high school students from Pozhikkara Beach Ward, future studies should incorporate a broader demographic, including students from various regions and socio-cultural backgrounds across Kerala and other parts of India. This would enhance the generalizability of the findings. Additionally, incorporating equal numbers of male and female students and considering other sampling techniques beyond purposive sampling, such as random sampling, could strengthen the study's validity. This broader approach would provide a more comprehensive understanding of how life skills training impacts different groups.

Further research could also explore the influence of socio-cultural contexts by conducting cross-cultural studies. Such studies would be beneficial in understanding how cultural differences affect emotional self-regulation and cognitive flexibility. Expanding the geographical

scope and including institutions from different regions would increase the study's relevance and applicability. Moreover, exploring the effectiveness of life skills training across different age groups, including adolescents and adults, could offer valuable insights into how these skills evolve over time.

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APPENDICES

Informed Parental Consent Form

Overview:

My name is Sreelekshmi L S and I am a postgraduate student pursuing M.Sc. Counseling Psychology in Loyola College of Social Sciences, Sreekaryam, Trivandrum. I have undertaken a research study entitled "Impact of Lifeskills Training- Coping with Emotions on Emotional Self-regulation and Cognitive Flexibility among High School students in Pozhikkara Beach Ward" under the guidance of Dr Pramod S K, Assistant Professor, Department of Counselling Psychology, Loyola College. Your child is invited to participate in this research study which will examine the impact of life skills training on self-regulation and cognitive flexibility. To decide whether you wish to let your child participate in this study, you should know about the risks and benefits involved to make an informed judgment. This sheet gives you detailed information about the study and you should feel free to ask any other questions that you may have. Once you understand the study procedures you may choose to let your child participate by signing the attached form.

Study procedures:

- Preliminary screening and pretest: In the screening session, I will explain all the details of the study and answer any questions you may have. At this meeting, your child will be asked questions to confirm that your child meets the requirements to take part in the study. The pretest questionnaires will be administered individually.

- Training Sessions: Your child will receive training on " Coping with emotions", and life skills. The module consists of 8 activities and an ice-breaking session, of which 6

activities and the ice-breaking session will be administered. The last activity will have a homework assignment that your child should do after the training session.

- Post-test: The post-test will be conducted after two months with the same questionnaire that was administered during the pre-test.

Risks and Inconveniences:

There are no major risks involved in the study however there are minor risks and inconveniences which are listed below. The study altogether may take up to 3 months and your child may feel tired or uncomfortable. If needed you may take breaks in between.

Safety:

To ensure Your child's safety the following precautions will be taken:

i) All adequate precautions will be taken and procedures will be explained to you and your child.

ii) Support will be available to your child for the entire duration of the study.

Benefits:

By participating in this study, your child will have any direct benefit. The study aims to improve the self-regulation and cognitive flexibility of children.

Confidentiality:

If any reports or publications result from this study, no information will be revealed that will permit readers to identify you. If you would like to know the results of the study or Your child's individual results on any of the measures, I would be happy to reveal them to you after the data has been completely analyzed. All the information obtained in this study will be kept confidential to the extent permitted by the law.

Voluntary Participation:

You are free to choose the participation of your child in this study. If you choose to let your child participate, you are free to withdraw your child from the study at any time without giving any reason.

Discontinuing the study:

If the study investigator determines that it is not in your best interest to continue in the study, your involvement may be discontinued at any time.

Questions:

Please feel free to ask about any terms you don't understand.

Undertaking by the investigator:

Your consent to participate in the above study by Ms. Sreelekshmi L S is sought. You have the right to refuse consent or withdraw the same during any part of the study without giving any reason. The information you provide will be stored and maintained safely and confidentially. The data will be used solely for research purposes. Results will be published as dissertations and may be presented in academic conferences or published in scientific journals, without identifying the participants. If you have any doubts about the study, please feel free to contact Primary Researcher Sreelekshmi L S (Phone: 7907841330, Email: sreelekshmils235@gmail.com) to clarify them. Even during the study, you are free to contact any of me during working hours (9 a.m. – 4.30 p.m., Monday-Saturday) for clarifications if you so desire.

Sign:

Name:

Assent Form

I have read and understand the information provided in this consent form. It has been done. I have had the opportunity to ask questions and have received satisfactory answers. I am willing to participate in the research.

Sign:

Name:

Date:

Personal Data Sheet

Name (പേര്):

Age (വയസ്സ്):

Class (ക്ലാസ്):

Gender (ലിംഗം):

Annual Income (വാർഷിക വരുമാനം):

Number of siblings (സഹോദരങ്ങളുടെ എണ്ണം):

Father's Occupation (പിതാവിന്റെ ജോലി):

Mother's Occupation (അമ്മയുടെ തൊഴിൽ):

Education of the head of family (കുടുംബനാഥന്റെ വിദ്യാഭ്യാസം):

Have you ever got any kind of previous training in life skills? if so in which area, specify. (ജീവിത നൈപുണ്യങ്ങളിൽ നിങ്ങൾക്ക് എപ്പോഴെങ്കിലും ഏതെങ്കിലും തരത്തിലുള്ള പരിശീലനം ലഭിച്ചിട്ടുണ്ടോ? അങ്ങനെയെങ്കിൽ, ഏതൊക്കെ ജീവിത നൈപുണ്യങ്ങളിൽ, വ്യക്തമാക്കുക.) :

Emotional Self-Regulation Scale (Goleman, 1995)

Read each statement and decide how strongly the statement applies to you I = Does not apply, 3 = Applies half the time, 5= Always applies

1. I can positively 'reframe' bad situations quickly

1	2	3	4	5

2. I do not wear my 'heart on my sleeve'

1	2	3	4	5

3. Others can rarely tell what kind of mood I am in

1	2	3	4	5

4. I rarely 'fly off the handle' at other people

1	2	3	4	5

5. Difficult people do not annoy me

1	2	3	4	5

6. I can consciously alter my frame of mind or mood

1	2	3	4	5

7. Awareness of my own emotions is very important to me at all times

1	2	3	4	5

8. I am not easily upset or annoyed by others' words or actions

1	2	3	4	5

9. I can let anger 'go' quickly so that it no longer affects me

1	2	3	4	5

10. I know what makes me happy

1	2	3	4	5

Cognitive Flexibility Scale (Dennis and Vander Wal 2010)

Instructions: Please use the scale below to indicate the extent to which you agree or disagree with the following statements.

Strongly disagree	Disagree	Somewhat disagree	Neutral	Somewhat	Agree	Strongly agree
1	2	3	4	5	6	7

1. I am good at "sizing up" situations

1	2	3	4	5	6	7

2. I have a hard time making decisions when faced with difficult situations.

1	2	3	4	5	6	7

3. I consider multiple options before making a decision

1	2	3	4	5	6	7

4. I like to look at difficult situations from many different angles

1	2	3	4	5	6	7

5. I like to look at difficult situations from many different angles.

1	2	3	4	5	6	7

6. I seek additional information which are not immediately available before attributing causes to behavior

1	2	3	4	5	6	7

7. When encountering difficult situations, I become so stressed that I can not think of a way to resolve the situation

1	2	3	4	5	6	7

8. I try to think about things from another person's point of view

1	2	3	4	5	6	7

9. I find it troublesome that there are so many different ways to deal with difficult situations.

1	2	3	4	5	6	7

10. I am good at putting myself in others' shoes.

1	2	3	4	5	6	7

11. When I encounter difficult situations, I just don't know what to do.

1	2	3	4	5	6	7

12. It is important to look at difficult situations from many angles.

1	2	3	4	5	6	7

13. When in difficult situations, I consider multiple options before deciding how to behave.

1	2	3	4	5	6	7

14. I often look at a situation from different viewpoints.

1	2	3	4	5	6	7

15. I am capable of overcoming the difficulties in life that I face.

1	2	3	4	5	6	7

16. I consider all the available facts and information when attributing causes to behaviour.

1	2	3	4	5	6	7

17. I feel I have no power to change things in difficult situations.

1	2	3	4	5	6	7

18. When I encounter difficult situations, I stop and try to think of several ways to resolve it.

1	2	3	4	5	6	7

19. I can think of more than one way to resolve a difficult situation I'm confronted with.

1	2	3	4	5	6	7

20. I consider multiple options before responding to difficult situations.

1	2	3	4	5	6	7

Module

Coping with Emotions

Introduction

The term "emotion" originates from the Latin language and signifies the act of initiating movement. Emotion refers to a feeling and its distinctive thoughts, psychological and biological states, and range of propensities to act (Goleman1995), each individual's emotional state corresponds to an emotion. Consequently, emotions represent intense sentiments that arise as responses to various circumstances, individuals, and concerns. Emotions are identified and delineated about feelings. Emotion refers to a psychological condition that arises spontaneously, rather than as a result of conscious exertion. Physiological alterations accompany it. Emotions stimulate the organism's capabilities, propelling them to a remarkably elevated degree to confront exigent scenarios.

Emotions can be categorized into two distinct categories: positive and negative. Emotions that can contribute to the successful resolution or adaptation with others are classified as positive, while emotions that lead to a lack of adjustment with others are considered negative. These emotions are most beneficial when experienced in moderation; however, they can have adverse effects when excessively expressed. Positive emotions have a complementary effect; they broaden our thinking and actions(Hoeksema et. al,2009). Positive emotions encompass feelings of warmth, love, compassion, humor, gratitude, curiosity, joy, and happiness. On the other hand, negative emotions narrow our thinking and action (Hoeksema et. al,2009). Negative emotions include sorrow, fear, tension, anger, hate, envy, jealousy, resentment, repulsion, hostility, depression, grief, and insecurity.

Coping with Emotions

Successfully regulating emotions is central and important for psychosocial functioning and is related to mental health benefits (Gross & Thompson, 2007). The ability to cope with emotions entails the capacity to articulate or convey one's emotional state, a life skill that contributes to a healthy and prosperous existence. Coping with emotions encompasses several aspects: comprehending how emotions influence perception, recognizing their impact on behavior and evaluating how it affects others, and understanding the physiological or bodily changes underlying emotional development.

Objectives

- To augment one's knowledge and comprehension of emotions and the methods of coping with them,

- To cultivate aptitudes for regulating emotions, thereby bestowing favorable contributions towards achieving equilibrium in life.

Ice-Breaking Session- Getting to the nuts and bolts

Duration: 30 minutes

Materials required: Nuts and Bolts.

 Procedure:

- Distribute to each individual participant a nut and bolt of varying dimensions that are not compatible.

- Instruct the participants to traverse the room in search of the nut or bolt that corresponds to their respective set.

- Encourage the participants to engage in dialogue with one another, facilitating expedient exchanges that often engender substantial discourse and amusement, particularly if an individual acquires a nut that is wedged onto an incorrect bolt.

- Direct the participants to return to their designated seats upon successfully assembling their set.

Expected Outcome:

- The participants will get to know each other better.

- The activity will ease the tension between the participants and the facilitator.

Activity 1: Pass the feelings

Duration: 30 minutes

Materials required: word cards with emotions/feelings, box, and music

Procedure:

- Cards labeled with various emotions such as joy, shyness, loneliness, sadness, fear, amusement, confusion, excitement, anger, and happiness, among others, are placed within a container.

- The participants form a circle and proceed to pass the receptacle of emotions while the music plays in the background.

- When the music ceases, the individual holding the container is required to select a card from within and proceed to enact the emotions described, without uttering a single word.

- The remaining members of the group are then tasked with identifying the specific emotion being portrayed. Additionally, the emotions listed can be expanded upon if suggested by the participants.

- These emotions are to be displayed on the wall and can be referenced in subsequent sessions whenever the need arises to express one's feelings.

- Toward the conclusion of the session, the participants may be prompted to contemplate a situation that evoked such emotions.

- Subsequently, they are encouraged to recall the support they received and identify the individuals with whom they discussed their feelings.

Facilitating questions:

- Was it challenging to articulate specific sentiments? For what reason?

- What were their sentiments like when they conveyed them non-verbally?

- Did they encounter any challenges in recognizing the sentiment?

- Do individuals exhibit the same sentiment in distinct manners?

- Do females and males exhibit them dissimilarly? For what reason?

- When was the most recent time you experienced delight/sorrow/any other sentiment?

Expected Outcome:

- Participants will acquire knowledge and consciousness regarding their own emotions and acquire the skills necessary to manage and deal with them effectively.

- They will develop a comprehensive comprehension of the diverse modes in which emotions are demonstrated by individuals.

- Participants will acquire the ability to adopt an objective viewpoint when analyzing a given situation.

Activity 2: Think-Feel-Do

Duration: 30 minutes

Materials required: None

Procedure:

- The participants shall be divided into three or four groups and assigned a distinct problem for their deliberation.

Suggestions:

1. The match has been lost by our team and consequently, our participation in the finals is ruled out. (ഞങ്ങളുടെ ടീം മത്സരത്തിൽ തോറ്റ, തൽഫലമായി, ഫൈനലിൽ ഞങ്ങളുടെ പങ്കാളിത്തം തള്ളിക്കളഞ്ഞു.)

2. Due to my father's ailment, his ability to engage in work shall be compromised indefinitely. (അച്ഛന്റെ അസുഖം കാരണം അദ്ദേഹത്തിന് ജോലി ചെയ്യാൻ കഴിയുന്നില്ല.)

3. I do not possess an aesthetically pleasing appearance, which unfortunately makes me a subject of mockery by others.(എനിക്ക് ആകർഷകമായ ഒരു രൂപം ഇല്ല, നിർഭാഗ്യവശാൽ ഇത് എന്നെ മറ്റുള്ളവർ പരിഹസിക്കുന്ന വിഷയമാക്കുന്നു.)

4. I find myself inadequately prepared for my impending final examinations.(എന്റെ അവസാന പരീക്ഷകൾക്ക് ഞാൻ വേണ്ടത്ര തയ്യാറെടുപ്പ് നടത്തിയിട്ടില്ല.)

- Thereafter, each group shall be instructed to contemplate the aforementioned problems from two distinct perspectives, namely the negative and the positive.

- Subsequently, they shall be expected to document their discussions separately, focusing on the following aspects:

  1. The thoughts that would arise in each scenario.

  2. The corresponding behavioral patterns that would be exhibited.

Below is an example of the activity

Situation		Feelings	Thoughts	Behavior
I have failed in my exams	Negative	I feel sad & angry	I'm stupid and there is no point in wasting my time on my studies	I will drop out
	Positive	I'm upset but I'm o	I think I need to get some help in clearing my exams	I will try again

Facilitating questions:

- What knowledge was acquired as a result of engaging in this activity?

- What aspect of this activity posed the greatest difficulty? For what reason?

- What emotions are experienced when one possesses a positive self-regard?

- What emotions are experienced when one possesses a negative self-regard?

- Are there any disparities in cognitive processes and actions exhibited in this particular circumstance?

- Which option is favored in your personal preference?

Expected Outcome:

- Participants will gain an increased level of consciousness regarding the impact of emotions on their cognitive processes and actions.

- They will acquire comprehension regarding the diverse reactions individuals have towards identical circumstances.

Activity 3: Feeling Wheel Exploration and Mindfulness

Duration: 50 minutes

Materials Required: Large printout or display of a feelings wheel, markers, and large poster paper or a whiteboard and mindfulness bell or chimes (optional).

Procedure:

- Briefly explain the importance of emotional self-regulation in managing stress and promoting well-being.

- Introduce the concept of the feelings wheel, emphasizing its role in categorizing and understanding various emotions.

- Display the feelings wheel prominently in the room.

- Ask each student to choose a color on the wheel representing how they feel at that moment.

- Have students draw or write on a piece of paper the specific emotions within their chosen color category that resonate with them.

- Form small discussion groups (4-5 students per group).

- In their groups, students take turns sharing their chosen emotions and reasons behind them. Encourage open and non-judgmental communication.

- Facilitate discussions with questions like: "How do you usually cope with these emotions?" or "Can you think of situations that trigger these feelings?"

- Guide the entire group through a brief mindfulness exercise to practice being present in the moment and calming their minds.

- Utilize mindfulness scripts, and apps, or focus on deep breathing and present awareness.

- Bring the group back together for individual reflection.

- Prompt students to consider one emotion or situation they want to regulate better and set a small, achievable goal for managing that emotion.

- Summarize key takeaways from the activity, emphasizing the importance of carrying awareness and mindfulness techniques into daily life.

- Encourage students to support each other in their emotional self-regulation journey.

Facilitating Questions:

- Was it challenging to articulate specific emotions? Why?

- How did you feel when expressing emotions nonverbally?

- Did you encounter any difficulties recognizing emotions?

- Do individuals express the same emotion in different ways?

- Do different genders express emotions differently? Why?

- When was the last time you experienced joy/sorrow/any other emotion?

Expected Outcome:

- Increased self-awareness and understanding of emotions.

- Acquisition of skills to manage and cope with emotions effectively.

- A comprehensive comprehension of the diverse ways individuals express emotions.

- Development of an objective viewpoint when analyzing situations

Activity 4: Roleplay

Duration: 40 minutes

Materials required: Photocopy of the Role-Play situations, White-board and Marker, Duster, etc.

Procedure:

- Enquire with the students regarding their comprehension of the term 'Emotions'.

- Prompt them to identify several typical scenarios in which they have experienced negative emotions such as anger, grief, hurt, worthlessness, sadness, depression, and the like.

- Compile a roster of the situations shared by the students on the whiteboard.

- Divide the students into groups, with each group consisting of no more than 7-8 students.

- Allocate individual situations to each group, which may be selected from either the situations identified by the students themselves or those mentioned previously.

- Instruct each group to devise a role-play lasting approximately 5 minutes centered around the assigned situation.

- Provide them with 10 minutes for preparation.

- Facilitate the students in discerning emotions in all of the presented situations.

- Identify common emotions including fear, grief, anger, depression, and so on.

- Conduct a brief discussion among the entire group following each role-play.

- Conclude the session by engaging the entire class in a conversation concerning appropriate methods for managing fear, grief, anger, and the like.

- Summarize the activity by reinforcing the key messages provided earlier.

Worksheet: Role-Play Situations

Situation 1:

Akhil, a student enrolled in class IX, is currently experiencing academic difficulties. The preceding week, his parents were compelled to attend a family gathering. Akhil, however, was not included in their excursion due to his imminent examinations, as his guardians desired for him to focus his attention solely on his studies. This decision deeply wounded him, as he perceived his parents' actions as an indication of their disdain for him, which consequently led to his exclusion from the family function. In reality, Akhil's parents harbored a great deal of care and concern for their son and were simply attempting to prevent the squandering of his precious time. However, Akhil's own interpretation of the situation was far more negative, as he believed himself to be unworthy and assumed that his parents were too ashamed of him. Consequently, Akhil has imbued the aforementioned scenario with his pessimistic viewpoint, thereby transforming it into a source of emotional distress.

അഖിൽ ഒൻപതാം ക്ലാസ് വിദ്യാർത്ഥിയാണ്, പഠനത്തിൽ നല്ലനിലയിലല്ല. കഴിഞ്ഞയാഴ്ച അവന്റെ മാതാപിതാക്കൾക്ക് ഒരു കുടുംബ ചടങ്ങിൽ പങ്കെടുക്കാൻ പോകേണ്ടിവന്നു. അഖിലിന്റെ

പരീക്ഷകൾ അടുത്തിരിക്കുന്നതിനാലും പഠനത്തിൽ ശ്രദ്ധ കേന്ദ്രീകരിക്കണമെന്നുള്ളതിനാൽ അവർ അഖിലിനെ കൂടെ കൂട്ടിയില്ല. ഇത് അവനെ വല്ലാതെ വേദനിപ്പിച്ചു, കാരണം അവന്റെ മാതാപിതാക്കൾ തന്നെയോർത്ത് ലജ്ജിക്കുന്നു, അതിനാൽ അവർ അവനെ കുടുംബ ചടങ്ങിന് കൊണ്ടുപോകുന്നില്ല. അഖിലിന്റെ മാതാപിതാക്കൾക്ക് അവനോട് വളരെയധികം കരുതൽ ഉണ്ടായിരുന്നു, അവന്റെ വിലപ്പെട്ട സമയം പാഴാക്കാൻ അവർ ആഗ്രഹിച്ചില്ല എന്നതാണ് വസ്തുത. എന്നാൽ താൻ വേണ്ടത്ര യോഗ്യനല്ലെന്നും മാതാപിതാക്കൾക്ക് തന്നെ ഓർത്ത് നാണക്കേടുണ്ടെന്നുമായിരുന്ന സാഹചര്യത്തെക്കുറിച്ചുള്ള അഖിലിന്റെ അഭിപ്രായം. അഖിൽ തന്റെ നിഷേധാത്മകമായ വ്യാഖ്യാനത്തിലൂടെ സാഹചര്യത്തെ കയറ്റുകയും അതിനെ വേദനിപ്പിക്കുകയും ചെയ്തു.

Situation 2:

Aarav, a young adolescent of 15 years, is currently enrolled in class X. Despite the imminent arrival of his final examinations, he appears to be apathetic towards the matter. The majority of his time is dedicated to engaging in leisure activities, such as playing, conversing, and casually strolling alongside his companions. Whenever his parents make an attempt to address this issue with him, he becomes vexed. In a discourteous manner, he explicitly advises them against interfering in the affairs of his life. Frequently, he succumbs to bouts of anger, resorting to vehement outbursts and the employment of offensive language. Furthermore, he exhibits a tendency to engage in physical altercations with his parents over trifling matters.

പത്താം ക്ലാസിൽ പഠിക്കുന്ന 15 വയസ്സുള്ള ആൺകുട്ടിയാണ് ആരവ്. അവസാന പരീക്ഷകൾ വളരെ അടുത്താണ്, പക്ഷേ അയാൾക്ക് വിഷമമില്ല. അവൻ തന്റെ സുഹൃത്തുക്കളുമായി കളിക്കാനും ചാറ്റ് ചെയ്യാനും ചുറ്റിക്കറങ്ങാനും കൂടുതൽ സമയവും ചെലവഴിക്കുന്നു. അവന്റെ മാതാപിതാക്കൾ അവനോട് അതിനെക്കുറിച്ച് സംസാരിക്കാൻ ശ്രമിക്കുമ്പോൾ, അവൻ അസ്വസ്ഥനാകും. തന്റെ ജീവിതത്തിൽ ഇടപെടരുതെന്ന് അയാൾ അവരോട് പരുഷമായി പറയുന്നു. അവൻ ദേഷ്യപ്പെടുകയും,

ആക്രോശിക്കുകയും, പലപ്പോഴും അധിക്ഷേപകരമായ ഭാഷ ഉപയോഗിക്കുകയും, നിസ്സാര കാര്യങ്ങളിൽ പോലും അവരോട് വഴക്കിട്ടുകയും ചെയ്യുന്നു.

Situation 3:

Amritha, a 15-year-old female, is enrolled as a student in class X. She exhibits an excess body weight, wears spectacles, and possesses a diminished stature. Regrettably, her classmates find happiness in bullying her and referring to her as 'Sodakuppi'. They engage in the act of teasing her, asserting that she is both tedious and aesthetically unappealing. These actions result in a profound sense of distress and emotional anguish within her. However, she refrains from disclosing her sentiments to others.

അമൃത എന്ന 15 വയസ്സുകാരി പത്താം ക്ലാസിൽ വിദ്യാർത്ഥിനിയായി ചേർന്നു. അവൾ അമിതമായ ശരീരഭാരം പ്രകടിപ്പിക്കുന്നു, കണ്ണട ധരിക്കുന്നു, ഒപ്പം പൊക്കക്കുറവുള്ളവളമാണ്. ഖേദകരമെന്ന പറയട്ടെ, അവളുടെ സഹകാരികൾ അവളുടെ സ്വഭാവങ്ങളിൽ നിന്ന് വിനോദം നേടുകയും സ്ഥിരമായി അവളെ 'സോഡകുപ്പി' എന്ന് വിളിക്കുകയും ചെയ്യുന്നു. അവൾ മടുപ്പുള്ളവളാണെന്നും സൗന്ദര്യപരമായി അതൃപ്തിയുള്ളവളാണെന്നും ഉറപ്പിച്ചുപറഞ്ഞുകൊണ്ട് അവർ അവളെ കളിയാക്കുന്നതിൽ ഏർപ്പെടുന്നു. ഈ പ്രവൃത്തികൾ അവളുടെ ഉള്ളിൽ അഗാധമായ വിഷമവും വൈകാരിക വേദനയും ഉണ്ടാക്കുന്നു. എന്നിരുന്നാലും, തന്റെ വികാരങ്ങൾ മറ്റുള്ളവരോട് വെളിപ്പെടുത്തുന്നതിൽ നിന്ന് അവൾ വിട്ടുനിൽക്കുന്നു.

Situation 2:

Sneha, a fifteen-year-old adolescent, is currently enrolled in the tenth grade. Demonstrating exceptional skills in public speaking, she frequently takes part in various school activities. However, a predicament arose last week when a dispute between Sneha and her dear friend Ishita transpired. The cause of this disagreement stemmed from Sneha's selection to participate in a school function while Ishita was not chosen. Ishita, who shares a close bond with

Sneha, opted to cease communication with her and even influenced some of their mutual classmates to follow suit. Consequently, Sneha has been profoundly affected by this turn of events, experiencing profound sorrow and despondency. Consequently, she has found it increasingly difficult to maintain focus on her academic pursuits, often succumbing to bouts of tears within the confines of her home. Regrettably, Sneha has opted to withhold her emotions from her parents and others, further exacerbating her emotional turmoil.

സ്നേഹ 15 വയസ്സുള്ള ഒരു പെൺകുട്ടിയാണ്, അവൾ പത്താം ക്ലാസ്സിൽ പഠിക്കുന്നു. അവൾ നല്ല പ്രാസംഗികയും പലപ്പോഴും സ്കൂൾ പ്രോഗ്രാമുകളിൽ പങ്കെടുക്കുകയും ചെയ്യുന്നു. കഴിഞ്ഞയാഴ്ച സ്കൂളിലെ ഒരു ചടങ്ങിൽ പങ്കെടുക്കാൻ തിരഞ്ഞെടുക്കപ്പെട്ടതിനെ തുടർന്ന് സുഹൃത്തായ ഇഷിതയുമായി വഴക്കിട്ടിരുന്നു. അവളുടെ അടുത്ത സുഹൃത്തുക്കളിൽ ഒരാളാണ് ഇഷിത. ഇഷിത സ്നേഹയോട് സംസാരിക്കുന്നത് നിർത്തി, അവളോട് സംസാരിക്കരുതെന്ന് മറ്റ് ചില സഹപാഠികളെ പോലും പ്രേരിപ്പിച്ചു. ഇത് സ്നേഹയെ വല്ലാതെ സങ്കടപ്പെടുത്തുകയും വിഷാദിക്കുകയും ചെയ്തു, അവൾക്ക് പഠനത്തിൽ ശ്രദ്ധ കേന്ദ്രീകരിക്കാൻ കഴിയില്ല, പലപ്പോഴും വീട്ടിൽ കരയുന്നു, പക്ഷേ അവളുടെ വികാരങ്ങൾ മാതാപിതാക്കളോടോ മറ്റാരെങ്കിലുമോ പങ്കിടുന്നില്ല.

Facilitating Questions:

- How did you experience the emotional response when you were assigned your role-play situation?

- Were you able to establish a connection with the sentiments of the character you embodied?

- To what extent did you face difficulties in comprehending and expressing the emotions within the given scenario?

- While observing the role-plays of other groups, were you able to readily discern the emotions that were depicted?

- Were there any instances where the emotions portrayed were intricate or arduous to comprehend?

- What insights did you acquire from the observation of the diverse role-plays?

- Did any of the role-plays astonish you with the profoundness of the emotions portrayed?

- To what extent did the subsequent discussions after each role-play enhance your comprehension of emotions?

- What are some prevalent emotions that emerged throughout the role-plays?

- In your opinion, what are effective strategies for managing negative emotions such as fear, grief, anger, etc.?

- Can you identify any constructive coping mechanisms that the characters in the role-plays could have employed?

Expected Outcomes:

- Participants will develop the ability to identify and comprehend a variety of negative emotions depicted in the role-play scenarios.

- Participants will cultivate the skill to openly and effectively express their emotions.

- The participants will foster an increased understanding of the perspectives and emotions of others, thereby promoting a heightened sense of empathy.

- Participants will acquire insights into the positive management of conflicts and the discovery of constructive solutions.

- Participants will contribute to the establishment of a supportive environment where individuals feel comfortable discussing and sharing their emotions.

- The exploration and discussion of coping strategies for addressing negative emotions and navigating stressful situations will be undertaken.

- Participants will engage in self-reflection, assessing their own approaches to managing emotions and considering the adoption of healthier strategies.

Activity 5: Handling Emotions

Duration: 45 minutes

Materials required: List of emotions/feelings, White-board/ Black-board, Markers, chalk, Duster, etc.

Procedure:

- Instruct the participants to divide themselves into two distinct teams and arrange themselves on the floor such that they are facing each other.

- One of the teams shall proceed to exhibit unhealthy manners in which feelings and emotions can be displayed, whereas the other team shall demonstrate healthier alternatives.

- Each team will be afforded a duration of two minutes to reach a consensus on their response, which they will then proceed to enact.

- The facilitator will proceed to articulate the various feelings and emotions to be portrayed.

- The facilitator has the option to utilize their own predetermined list or alternatively, they can promptly generate one with the aid of the participants, utilizing a flip chart and suitable markers.

- Following a period of 10 minutes, the teams shall exchange positions and the identical procedure shall be adhered to.

Note for the Facilitator

It has been asserted that feelings and emotions do not possess inherent qualities of healthiness or unhealthiness. This statement holds some measure of truth, though it is worth noting that the manners in which these internal states of being are manifested can indeed possess qualities of healthiness or unhealthiness. For instance, engaging in berating or humiliating behaviors towards one's learners when experiencing feelings of frustration would fall into the realm of unhealthiness. Similarly, expressions of emotions and feelings that take the form of suicide or self-injury can also be classified as unhealthy. It is of utmost importance that participants acquire the ability to discern between their internal states of being and the manner in which they choose to externalize them.

Facilitating Questions:

- When employing unhealthy methods of expressing emotions, how did you experience the associated emotional state?

- Conversely, how did you feel when utilizing healthy methods?

- Comparatively, which approach is more effortless and yields superior outcomes?

- Under what circumstances do you employ healthy methods, and when do you resort to unhealthy methods for the purpose of displaying emotions or feelings?

- What is the rationale behind this decision?

- Does utilizing unhealthy methods of expressing emotions or feelings yield the desired outcomes?

- Can any advantages be discerned in the utilization of healthy methods for exhibiting emotions or feelings?

Expected outcomes:

- Participants will become aware that some emotions are healthy while others are not.

- Participants will be able to deal with their emotions

List of emotions/feelings that may be discussed

Love	Gloom	Sadness	Shame
Joy	Confusion	Excitement	Anger
Happiness	Frustration	Helplessness	Jealousy
Bravery	Revenge	Depression	Loneliness
Hate	Fear	Embarrassment	Empathy
Patience	Peace	Contentment	Envy

Activity 6: Group Discussion

Materials Required: whiteboard, paper/book and pen

Duration: 30 minutes

Procedure:

- Firstly, the participants should be divided into groups of 3 or 4 and allocated a specific situation.
- Subsequently, the group members are to select a representative among themselves who will deliver the key points at the conclusion.
- Subsequently, each group should be given a duration of 10 minutes to contemplate how they would react to the assigned situation and record their insights.
- It is imperative to encourage all group members to actively engage in the discourse.

- Following this, each group's representative is required to step forward and present their perspectives to the audience.

- Concurrently, the facilitator is tasked with creating two columns on the board, one labeled "negative response" and the other labeled "positive response".

- As the representatives articulate their points, the entire group should be consulted regarding whether the response is positive or negative, and this should be documented in the corresponding column.

- Upon completion of all presentations, it is essential to involve the entire group in a discussion on healthy methods of addressing stressful situations.

The situation for the groups:

- You're excluded from a group activity by your peers without explanation.

- Your sibling breaks something valuable of yours and blames it on you.

- You receive a low grade on a test you studied hard for, and you believe the grading was unfair.

- Your friends make plans without inviting you, and you see them having fun on social media.

- You're teased or bullied by classmates for your appearance, interests, or background.

- You're overlooked for a leadership role or opportunity you were hoping for.

- Your pet passes away suddenly, and you're struggling to cope with the loss.

- You're unfairly accused of cheating or plagiarism by a teacher or authority figure.

- You're embarrassed in front of your peers by a public mistake or mishap.

Facilitating inquiries:

- What knowledge have you acquired from this endeavor?

- Were you successful in discerning the emotions encountered and applying them suitably?

- Have you previously encountered this particular circumstance?

- In what manner can we effectively manage our emotions?

Expected Outcome:

- At the culmination of this undertaking, Participants will acquire comprehension that the management of emotions constitutes an integral component of the process of maturation.

- They will ascertain that the management of emotions entails the capacity to discern and articulate emotions in a suitable manner.

Activity 7: Unexpressed Emotions

Duration: 30-60 minutes

Materials required: 4 balloons (1 red, 1 white, 1 yellow, 1 blue)

Procedure:

- Hand out the balloons to each student. Each one should have 4 balloons, one of each color.:

- The students are asked to blow a white balloon fully. Tie it off. Handle the balloon with care.

- The facilitator will then discuss why. The white balloons should be handled with care. Because it may pop if too much pressure is given as it can't take much more

- Then blow the red balloon up until it pops.

- The facilitator then describes what happened and why. The red balloon had too much energy and there it reached the stage where there was no return and irreparable damage.

- The participant is asked to blow the yellow balloon up fully but does not tie it off. And take their fingers off the balloon and let it go. The participant will have no control over what happens.

- The facilitator then described what happened. The yellow balloon represents emotions that are out of control. It can be in appropriate times and places but because it's not tied off, it may also get out of control during inappropriate times. The person has the flexibility to add or release air before letting go which points to the fact that before a person lets go their emotions can be managed.

- At last, the participant is asked to blow the blue balloon up all the way. Tie it off. And then toss it around the room.

- Then the facilitator explains what's meant by this part. The balloon can withstand interaction and won't break as it was tied off leaving space for extra pressure. This portrays the situation where the person is in an optimum self-regulated state and can withstand additional pressure. The person is considered resilient, more fun, and worry-free.

Facilitating Questions:

- Identify personal style. Which balloon represents you and why?

- Which emotional style would you prefer, and how can you achieve that preference?

Expected Outcomes:

- The participant is introduced to the need to express emotions

- The participant comprehends the detrimental effects of suppressing emotions.

- The participant comprehends the exigency of discovering avenues for constructively conveying emotions.

● The participant will get an insight into their personal emotional style.

Activity 8: Guided Progressive Muscle Relaxation

Duration: 20 minutes

Materials required: Comfortable seating, relaxing music (optional)

Procedure:

● Begin by explaining the purpose of the activity - to learn relaxation techniques that can help manage stress and emotions. Highlight the importance of practicing relaxation regularly.

● Guide the adolescents through a Progressive Muscle Relaxation exercise:

● Instruct them to sit comfortably with their eyes closed and take deep breaths in through their nose and out through their mouth.

● Starting from their toes, ask them to tense the muscles in their feet for a few seconds, then release and relax them completely.

● Move upwards through their body, tensing and relaxing each muscle group, including legs, abdomen, arms, shoulders, neck, and face.

● Encourage them to focus on the sensations of tension and relaxation in each muscle group, and to let go of any stress or tension they may be holding onto.

● Use a calm and soothing voice to guide them through the process, allowing for moments of silence to fully experience relaxation.

● After the PMR exercise, invite the adolescents to open their eyes and reflect on their experiences.

- Ask them to share any observations or feelings they noticed during the relaxation exercise.

- Encourage them to discuss how they felt before and after the exercise, and whether they noticed any changes in their physical or emotional state.

- Assign the adolescents to practice relaxation exercises at home for at least 5-10 minutes each day.

- Encourage them to keep a journal documenting their experiences with relaxation, including any thoughts, feelings, or sensations they notice during the practice.

Facilitating Questions:

How did your body feel during the relaxation exercise?

Did you notice any changes in your stress levels or emotions after practicing relaxation?

What challenges did you encounter during the exercise, if any?

How do you think practicing relaxation regularly can help you cope with emotions and stress in your daily life?

Expected Outcome:

- Participants will learn a valuable relaxation technique that they can use to manage stress and emotions.

- They will develop awareness of their body and the physical sensations associated with stress and relaxation.

- Through regular practice, participants will enhance their ability to cope with challenging emotions and maintain emotional well-being.

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