

An Experimental Study on the Effectiveness of a Life Skill Enhancement Package in Improving Emotional Maturity Among B.Ed. Students

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Abstract

Preparing competent teachers requires more than academic and pedagogical training. Future educators must also possess emotional balance, resilience, and the ability to manage interpersonal and professional challenges effectively. The current investigation focused on assessing whether a structured Life Skill Enhancement Package could contribute to the development of emotional maturity among B.Ed. trainees.

The research was carried out using a quasi-experimental design that involved measuring participants before and after the intervention and comparing them with a control group. The participants were drawn from a population of 324 students enrolled in B.Ed. programmes offered by teacher education institutions in Goa during the academic year 2025–2026. One college was selected through simple random sampling. For the implementation of the intervention, a group of 72 student-teachers was chosen through a purposive sampling procedure and were subsequently assigned randomly to experimental and control groups comprising 36 students each.

Students in the experimental group underwent a structured Life Skill Enhancement Package implemented over a period of six weeks designed around major life skills identified by the World Health Organization, including empathy, self-awareness, communication skills, problem-solving, decision-making, interpersonal relationships, and decision making creative thinking, critical thinking, stress management, and emotional regulation. The participants in the control group followed their routine B.Ed. curriculum and academic activities, without being exposed to the intervention programme. The level of emotional maturity among the participants was assessed using the Emotional Maturity Scale developed by Singh and Bhargava (1990). The collected data were examined using Analysis of Covariance (ANCOVA) to assess the effect of the intervention while adjusting for initial differences among participants.

A statistically significant variation was observed between the adjusted post-intervention emotional maturity scores of the two groups, $F(1, 70) = 120.579$, $p < .05$. The obtained partial eta squared value (.633) indicated a substantial effect of the intervention. The results suggest that participation in the Life Skill Enhancement Package led to meaningful improvements in the emotional maturity of B.Ed. students.

The results suggest that teacher education programmes can benefit from the inclusion of organized life skills training aimed at strengthening emotional capabilities and psychosocial preparedness among student-teachers.

Keywords: Emotional maturity, life skills education, B.Ed. students, teacher education, emotional stability, psychosocial competence.

1. INTRODUCTION

Teaching is often regarded as one of the most emotionally demanding professions because teachers constantly interact with students, colleagues, parents, and administrators while responding to diverse academic and



behavioral situations. A teacher's ability to manage emotions constructively influences classroom climate, communication, decision-making, and professional effectiveness. Therefore, emotional maturity is an essential quality for prospective teachers.

Emotional maturity can be described as the ability to understand, control, maintain psychological balance, and respond to life situations with patience, stability, and understanding. Emotionally mature individuals are generally capable of handling stress effectively, maintaining healthy interpersonal relationships, and adapting positively to changing circumstances. In teacher education, emotional maturity becomes particularly important because student-teachers are expected to handle classroom responsibilities, practice teaching, institutional expectations, and academic pressures simultaneously.

B.Ed. students often encounter situations that require emotional adjustment and resilience. Assignments, lesson planning, internship responsibilities, classroom observations, peer competition, and performance evaluation can generate anxiety and emotional strain. In the absence of adequate coping abilities, these pressures may affect self-confidence, interpersonal behaviour, and professional readiness.

Life skills education offers a constructive approach to strengthening emotional and social competencies. The World Health Organization describes life skills as a set of adaptive and positive abilities that help individuals respond effectively to the various challenges and demands encountered in daily living. Core life skills include self-awareness, communication skills, empathy, critical thinking, creative thinking, interpersonal relationships, decision-making, problem-solving, coping with emotions, and coping with stress.

The development of these skills enables individuals to understand themselves better, manage emotional reactions, and interact positively with others. Life skills education contributes substantially to the development of emotional regulation, interpersonal competence, and overall mental health.

A growing body of research has reported positive outcomes of life skills interventions in enhancing psychosocial adjustment, emotional competence, and coping abilities among adolescents and young adults. However, limited research has specifically explored the impact of structured life skill interventions on emotional maturity among B.Ed. students. As teacher trainees affect not only students' academic development but also the emotional climate of classrooms, strengthening their emotional growth is of great educational importance.

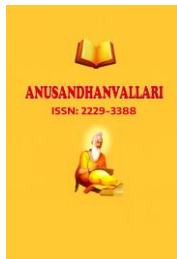
The current research was undertaken to examine whether a structured Life Skill Enhancement Package could improve emotional maturity among B.Ed. students.

2. REVIEW OF RELATED LITERATURE

Emotional maturity has attracted considerable attention in educational and psychological research because of its close relationship with adjustment, mental health, and professional competence. Singh and Bhargava (1990) explained emotional maturity as the capacity to exercise emotional control, maintain balance, and display socially desirable behaviour. The development of emotional maturity allows individuals to deal successfully with stressful situations, feelings of frustration, and relationship-related difficulties.

Goleman (1995) emphasized that emotional competence contributes significantly to personal and professional success. Emotional regulation, empathy, and self-awareness were identified as essential dimensions of emotionally healthy behaviour. Similarly, Coleman (2003) pointed out that emotionally mature individuals demonstrate better adaptability and interpersonal functioning.

Life skills education is acknowledged as an effective means of enhancing psychosocial competence. The World Health Organization advocated life skills education as a strategy for promoting healthy adjustment and positive behaviour among young people. Botvin and Griffin (2004) found that life skills training improve coping skills, communication abilities, and emotional functioning.



Durlak et al. (2011), in a large-scale review of social-emotional learning programmes, reported significant improvements in emotional competence, social behaviour, and psychological well-being among participants exposed to structured interventions.

Within the Indian educational context, several researchers have examined emotional maturity and life skills education. Vranda and Rao (2011) reported that life skills education contributed positively to emotional adjustment and social competence among adolescents. Sharma and Gupta (2012) observed that emotionally mature teacher trainees displayed better classroom adjustment and interpersonal relationships.

Rani and Devi (2014) found that emotional maturity significantly influenced stress management and teaching effectiveness among prospective teachers. Kaur and Singh (2015) reported that life skills training improved emotional balance and confidence among teacher trainees.

Patil and Jadhav (2018) demonstrated that structured life skills programmes enhanced emotional regulation and interpersonal effectiveness among student-teachers. Bharathi and Sreedevi (2019) highlighted the role of psychosocial interventions in improving emotional stability and adjustment among college students.

Nasheeda et al. (2019) observed that life skills education contributes to emotional regulation, communication competence, and psychosocial well-being. Nirmala and Begum (2021) concluded that life skills interventions strengthen emotional resilience and social adaptability among higher education students.

Recent studies by Chand and Gupta (2023) and Joshi and Kulkarni (2023) further established that life skills and emotional competency programmes positively influence emotional balance, confidence, and professional preparedness among teacher trainees.

Although research on life skills education has expanded considerably, comparatively fewer studies have specifically focused on emotional maturity among B.Ed. students. The present study seeks to add to the understanding of this important area of educational research.

3. NEED AND SIGNIFICANCE OF THE STUDY

Teacher education institutions are instrumental in shaping the professional and personal qualities of future educators. While academic achievement and teaching skills are important, emotional maturity is equally necessary for competent teaching and healthy interpersonal interactions.

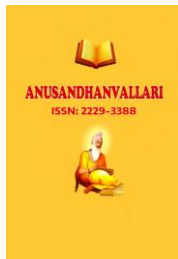
Emotionally mature teachers are more likely to demonstrate patience, empathy, emotional control, and constructive communication within classrooms. They are better able to cope with stress, handle conflicts constructively, and build positive relationships with students and colleagues.

The increasing pressures of academics, evolving technologies, and shifting societal expectations have contributed to a range of emotional challenges faced by student-teachers in recent times. Many B.Ed. students experience stress, anxiety, emotional instability, and difficulties in adjustment during teacher training. Therefore, there is a growing need for structured interventions that can support their emotional development.

Life skills education offers practical strategies for promoting emotional balance and psychosocial competence. The present study is significant because it explores the efficacy of a systematically designed Life Skill Enhancement Package in enhancing emotional maturity among prospective teachers. The findings may help teacher education institutions incorporate psychosocial development programmes within the B.Ed. curriculum.

4. RESEARCH QUESTIONS

1. Is the Life Skill Enhancement Package effective in enhancing emotional maturity among B.Ed. students?



2. Do the experimental and control groups differ significantly in their adjusted post-test emotional maturity scores?
3. To what extent does the Life Skill Enhancement Package influence emotional maturity among B.Ed. students?

5. HYPOTHESIS

H₀: There is no significant difference between the adjusted post-test emotional maturity scores of B.Ed. students in the experimental and control groups.

6. METHODOLOGY

6.1 Research Design

The study adopted a quasi-experimental approach involving pre-test and post-test assessments with experimental and control groups. This design enabled the researcher to assess the effectiveness of the Life Skill Enhancement Package by comparing emotional maturity levels before and after the intervention.

Two groups were formed:

- Experimental Group
- Control Group

Both groups were assessed before the intervention using the Emotional Maturity Scale. The experimental group subsequently participated in the Life Skill Enhancement Package, whereas the control group continued with regular academic activities without any special training.

6.2 Population of the Study

All students enrolled in recognized B.Ed. programmes at teacher education institutions in Goa in the academic year 2025–2026 formed the population of the study. The total population comprised 324 student-teachers.

6.3 Sample and Sampling Technique

The study employed a multi-stage sampling procedure for selecting the participants. Initially, one teacher education institution was selected through simple random sampling. Thereafter, a purposive sampling technique was used to identify individuals eligible for participation in the intervention phase.

The use of purposive sampling enabled the researcher to select participants who fulfilled the necessary criteria related to emotional maturity assessment, availability, and participation continuity.

Following the administration of the pre-test, total of 72 B.Ed. students constituted the final sample for the study. These participants were then randomly assigned into:

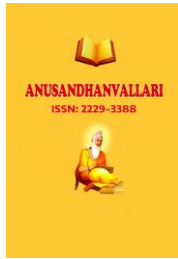
- Experimental Group = 36
- Control Group = 36

The use of purposive sampling for sample selection, combined with random assignment for group formation, enhanced the reliability and validity of the study while maintaining feasibility within the institutional setting.

6.4 Tool Used for Data Collection

6.4.1 Emotional Maturity Scale (EMS)

The study measured emotional maturity with the help of the Emotional Maturity Scale designed by Dr. Yashvir Singh and Dr. Mahesh Bhargava (1990).



The instrument measures different dimensions of emotional maturity, such as:

- Emotional Stability
- Emotional Progression
- Social Adjustment
- Personality Integration
- Independence

The instrument contains structured statements that assess emotional responses, adjustment patterns, and behavioral tendencies. The scale has been extensively employed in educational and psychological studies in India and has demonstrated acceptable levels of reliability and validity.

The instrument was administered before and after the intervention to assess changes in emotional maturity.

6.5 Intervention

The Life Skill Enhancement Package was conducted over a period of six weeks for the experimental group. The programme was based on the life skills framework proposed by the World Health Organization.

The intervention included training in:

- Empathy
- Self-awareness
- Interpersonal relationships
- Effective communication
- Critical thinking
- Creative thinking
- Decision-making
- Problem-solving
- Coping with stress
- Coping with emotions

Interactive and participatory methods such as group discussion, role play, reflective exercises, experiential learning activities, and guided interaction sessions were employed throughout the programme.

6.6 Statistical Techniques Used

The information collected during the investigation was analyzed using suitable descriptive and inferential statistical approaches. Mean and standard deviation values were calculated to summarize the data.

Analysis of Covariance (ANCOVA) was applied to determine the influence of the intervention while controlling for pre-test differences.

The level of significance was fixed at 0.05.

7. DATA ANALYSIS AND INTERPRETATION

Table 1

Summary of ANCOVA for Post-Test Emotional Maturity Scores

Source	SS	df	MS	F	p	Partial η^2
Group	19.958	1	19.958	120.579	.000*	.633
Pretest	0.005	1	0.005	0.032	.857	.000
Error	11.586	70	0.166			
Total	32.121	72				

*Significant at 0.05 level

7.1 Interpretation

ANCOVA was employed to assess whether participation in the Life Skill Enhancement Package resulted in significant gains in emotional maturity among B.Ed. students, after accounting for initial differences.

The findings indicated that the group effect was statistically significant, $F(1, 70) = 120.579$, $p < .05$. This suggests that the adjusted post-test emotional maturity scores of the experimental group were significantly different from those of the control group.

The obtained F-value suggests that the difference observed between the two groups was meaningful and was unlikely to be the result of chance alone. These findings suggest that the Life Skill Enhancement Package was useful in enhancing the emotional maturity of B.Ed. students.

The effect size, represented by a partial eta squared value of .633, was found to be very large. This implies that the intervention contributed to about 63.3% of the variance in post-test emotional maturity scores when pre-test differences were taken into account.

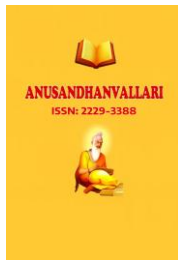
The large effect size reflects the considerable impact of the intervention on participants' educational and psychological outcomes. The programme contributed significantly to improving emotional regulation, social adjustment, emotional stability, personality integration, and independence among student-teachers.

Further analysis revealed that the covariate effect of pre-test emotional maturity scores was not statistically significant, $F(1, 70) = 0.032$, $p = .857$. This finding suggests that the initial emotional maturity levels of participants did not significantly influence the adjusted post-test scores.

Therefore, the improvement observed among students in the experimental group may be primarily due to the Life Skill Enhancement Package rather than pre-existing differences among participants.

8. FINDINGS

1. B.Ed. students who participated in the Life Skill Enhancement Package demonstrated a significant increase in emotional maturity.
2. The experimental group showed significantly better adjusted post-test emotional maturity scores when compared with the control group.
3. A partial eta squared value of .633 suggests that the intervention produced a considerable and meaningful effect.



4. The pre-test emotional maturity scores did not significantly influence the adjusted post-test scores.

9. DISCUSSION

The study findings reveal that structured life skills training can contribute significantly to the emotional development of prospective teachers. Emotional maturity is essential for teachers because they are expected to manage diverse classroom situations, maintain healthy interpersonal relationships, and respond positively to stress and challenges.

The Life Skill Enhancement Package provided opportunities for participants to develop self-awareness, empathy, emotional regulation, and constructive coping strategies. These competencies likely contributed to the observed improvement in emotional maturity.

The large effect size obtained in the study indicates that the intervention had considerable practical significance. The findings support earlier research conducted by Vranda and Rao (2011), Kaur and Singh (2015), Nasheeda et al. (2019), and Chand and Gupta (2023), which highlighted the positive influence of life skills education in enhancing emotional and psychosocial competence.

The non-significant effect of the covariate further strengthens the validity of the findings because it indicates that the improvement was mainly associated with the intervention itself.

The study therefore supports the inclusion of structured life skills education within teacher preparation programmes for promoting emotional balance, professional readiness, and psychosocial well-being among future educators.

10. CONCLUSION

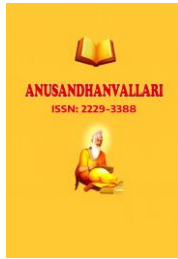
The present study concludes that the Life Skill Enhancement Package was highly effective in enhancing emotional maturity among B.Ed. students. Student-teachers who participated in the intervention demonstrated substantially higher levels of emotional maturity compared to those who did not receive the training.

The findings emphasize that emotional competence should be considered an important dimension of teacher preparation. Teacher education institutions need to integrate life skills training within the B.Ed. curriculum to foster emotionally mature, professionally competent, and socially responsible educators.

The findings strengthen the available evidence in this field of study highlighting psychosocial interventions within higher education and teacher education settings.

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