Chapter 1
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1.1 Introduction

The development of personal, interpersonal, and societal adolescent competencies is crucial for positive adaptive outcomes. The present study adopts a positive outlook towards adolescent development in the first year of college or the University and holds that capabilities can be enhanced through systematic interventions and directions. This part presents an extensive understanding of holistic education, adolescence, social and emotional learning, and positive youth development. This chapter also lists the explanations of the variables used by the researcher for this research namely value preference, social competence and leadership skills. Finally, the chapter gives the need of the study and proposes a model at construct level.

1.2 Adolescence

Adolescence is a period of preparation for adulthood. During adolescence, one reaches physical maturity, understands the roles of relationships, learn the skills required for successful adulthood and family life. In this period, one tries to cope with the biological changes and expression of sexuality, conditioning of the interpersonal skills necessary for relationships with the members of the other sex, going for learning and education for getting a job, tries to prioritize a set of values, tries to be autonomous emotionally and behaviorally (Crockett & Crouter, 1995).

Adolescents are encouraged to grow up confronting varied difficulties and tasks. In this period a youngster desires for freedom and independence and edges towards adulthood. He/she chooses to be a part of a peer group to a family and likes to be treated as an adult (Mabey & Sorensen, 1995). Throughout this period of growth, physical, cultural, rational and social changes are noticed. Individuals transform from children to adults with better logical and reasoning ability (Grotevant, 1998).
The mastery of skills such as adjustment to a new physical appearance, adaptation to the sexual orientation, separation from parents, social autonomy is an important task of the adolescents. When adolescents reach to maturity, they should have the ability to comprehend the present behaviour and how it affects the future life (Stang & Story, 2005).

As indicated by Erikson's Stages of Psychological Development, for an adolescent, identity formation is a major developmental issue. Identity could be simply defined as the conception of self, made up of goals, values and beliefs to which a person is committed. The significant challenge during the adolescent period is to regulate the crisis of identity against identity confusion. An adolescent wishes to transform into an exceptional individual with a more balanced sense of oneself. One desires a well-accepted and respected role in society (Erikson, 1968). Crocetti, Erentaite, and Zukauskiene (2014) concluded that teenagers with varied identity styles show changes in positive youth development and civic engagement. While Erikson’s theory (1968) concerns itself with psychological growth Kohlberg (1984) speaks about the theory of moral development where he explains how individuals pass through different stages in the advancement of their awareness of justice and in the mindset to make moral suppositions. Teenagers, in general, ask some fundamental questions about their life, such as “who am I?”, “where am I headed to?”, “what are my goals in life?”, “what is the meaning of life?”, and “what is my unique role in the society?” (Kroger, 2004).

Intervention programs given during adolescence may prevent detrimental choices and redirect them to develop healthy practices for shaping their later lives (Crockett& Crouter, 1995). Shek, Ma, and Sun (2011) conducted a study on the developmental problems of adolescents in Hong Kong. The major problems identified were substance abuse, internet addiction, worry about sexuality, bullying, and materialistic orientation. The study gives some implications for the design of positive youth development programs like Positive Adolescent Training through Holistic Social Programs (P.A.T.H.S.) for the holistic development of adolescents instead of prevention programs which are developed concerning the problems and pathologies of adolescents.
McNeely and Blanchard (2009) gave a positive outlook on adolescent developmental issues and suggested the need for promotion of healthy development. According to them, adolescence is a period of opportunity, and a lot of positive attributes could be developed through training and experience. The present study is based on this positive outlook towards adolescents especially in the later adolescence where one could develop competencies through training and experience. The holistic education program developed through this study with this positive outlook to improve the social competence and leadership skills of students while choosing their value system.

Professional education in one’s life is a critical stage. A smooth transition through this stage can be a challenge to both students and educators. In this context, very few attempts have been made to support exclusively to support the individual going through this phase of professional education, with deliberate curriculum inputs, value added courses, programmes or workshops that strengthen their life skills to make education fulfilling and holistic. Attempts have been made by a few researchers in India to study the positive outcomes and problems of students in universities and professional colleges especially among engineering students (Ramteke, & Ansari, 2016; Gokul, & Jayalakshmi, 2016; Prabhu, & Mohan, 2014). However, theoretical underpinnings of guided holistic education programmes are rare, and on the global front a few attempts have been made, such as Collaborative for Academic, Social, and Emotional Learning (CASEL) and Positive Youth Development Programs.

1.3 Social and Emotional Learning (SEL)

Collaborative for Academic, Social, and Emotional Learning (CASEL) guide gives the definition of Social and Emotional Learning (SEL) (CASEL-http://www.casel.org). “SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

CASEL considers social and emotional skills as critical for the holistic development of a student especially during adolescence because at this age they go through a lot of physical, emotional and cognitive changes. These changes provide an
opportunity for the SEL skill training. At the same time risky behaviours like addictions, drug use, ragging, etc. could also be prevented through the development of SEL skills. We can achieve this goal through effective curriculum and instructions, the engagement of students in positive activities in and out of classrooms with well-defined policies and educational ambience, active involvement of family and society in planning, designing, executing and evaluating the programs.

According to the Collaborative for Academic, Social and Emotional Learning (CASEL), the focus on social and emotional learning (SEL) is indispensable for students in addition to the academic achievements. The CASEL framework of key SEL competencies is divided into five key skills. They are 1) self-awareness which involves one’s emotions, goals, values, strengths and weaknesses 2) self-management which requires abilities to control one’s emotions and impulses 3) social awareness which includes understanding and accepting diverse cultures 4) relationship skills which help students to develop good interaction with others by following the social norms 5) responsible decision making which involves ability to make good choices among various options keeping in mind ethical standards of the society.

Payton, Wardlaw, Graczyk, Bloodworth, Tompsett, and Weissberg, (2000) grouped these skills into four. They are 1) awareness of self and others, 2) positive attitudes and values, 3) responsible decision-making, and 4) social interaction skills.

Some of the accomplished experts and research scholars expressed their views on the subject how SEL helps students to succeed in school, the workplace and their life (cfChildren.org). According to Duffell 21st century, work environments necessitate teamwork, collaboration, and working with people in remote places who are in highly diverse backgrounds. So, social-emotional skills are essential for students as well as leaders everywhere in the 21st century. As Weissberg put it, at a time when competition for resources is severe, programs like SEL has a record of success. 2000 years ago, Aristotle taught that ‘educating the mind without educating the heart is no education at all’. In Carstarphen’s opinion, SEL enables to educate students in whole person development. She adds that in a world which is becoming smaller and flatter, social-emotional skills such as self-management, relationship building, cooperation, and conflict resolution should be taught to develop productive adults. SEL would help students to be successful in colleges through the skills like
goal-setting, and communication skills, in career through skills like teamwork, and problem-solving skills, and in their life skills like empathy and emotion management skills. It is encouraging to note that research has shown that SEL skills can be trained and taught. As Koch examines, companies are aware of the fact that the route to success today lies in the emotionally intelligent workforce and a healthier workplace will lead to a healthier society, and ultimately that will change the world. For Kranzier people with good social-emotional skills are going to be hired in any business or firm and they will be successful and well-adjusted adults where ever they will be. Matheny speaks from his teaching experience and research about the importance of social emotions skills training for the freshmen. According to him, social emotional skills are the most critical skills for students’ immediate and long-term success. It is not just soft skills. In the 21st century, workforce depends on applied skills as much as or more than knowledge skills. People will be hired or fired based on their ability to get along with others, and these skills should be taught in class. Segneri from his Harvard Business School experience, shares that 21st-century leaders must have the qualities such as self-awareness, empathy, and management of self-emotions, especially in conflict and crises situations. That is why Harvard included SEL in their curriculum. In Williams’ opinion, SEL is essential in this era wherein social media and technology influence young students a lot. Since the research findings are all showing the benefits of SEL, she recommends all government officials to include SEL as a mandatory program in the education curriculum.

National Research Council (2012) agrees with the concept of CASEL competencies and discusses how it affects the intrapersonal and interpersonal domains of an individual. Findings from a meta-analysis study established the positive impact of SEL programs in school students of the USA (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). The meta-analysis of two hundred and thirteen studies established the positive impact of SEL programs such as better academic performance, change of attitudes and character, a decrease in the negative behaviours, and a decrease in emotional imbalance. It could increase the pro-social behaviours like kindness, sharing, and empathy. The study also explored on implementation strategy of SEL among students. The successful strategies include 1) teaching practices to form an academic ambience for SEL development, 2) including SEL modules in the regular curriculum, 3) making policies and organisational structural
changes to develop SEL, 4) direct teaching of SEL skills through lessons in the classroom.

Another meta-analysis of 75 published studies reemphasized the fact that there is a significant impact of universal social, emotional, and behavioural programs for the students (Sklad, Diekstra, Ritter, Ben & Gravesteijn, 2012). This study confirms that there is an upturn in social skills and a decline in antisocial behaviour among students who had SEL training. There was considerable impact on seven items namely, social skills, antisocial behaviour, substance abuse, positive self-image, academic achievements, mental health, and pro-social behaviour. This study proposes programs like SEL would be beneficial to students across the globe for overall development.

The important instructional approaches to SEL are following: 1) Implementation of the available specific SEL curricula. 2) SEL skills could be imparted into the regular academic curriculum so that students’ motivation to learn increases. 3) Develop a supportive learning ambience so that students may be more engaged, attached and committed to what they do. 4) Changing the instructional pedagogy to promote SEL through peer tutoring and learning. 5) Informal curriculum such as learning through games in the playgrounds, extracurricular activities, informal gatherings and meetings, cafeteria discussions and so on. 6) Collaboration and partnerships between parents and teachers could provide additional support to students. 7) Experiential learning by engaging students in the learning process through service learning, outreach programs, field trips, etc. (Zins, Bloodworth, Weissberg, & Walberg, 2007).

Higher education institutions have the potential to implement SEL (Conley, 2015). Social Emotional Learning theory is one of the major concepts on which Holistic Education intervention program is designed for this study.

1.4 Positive Youth Development

The positive youth development theory is a strength based conception of adolescence. This is resultant from developmental systems theory, according to which the human development is aligned with developmental assets. This is to reduce the
problem behaviours of the youth while the developmental system promotes desired outcomes (Lerner, Almerigi, Theokas, & Lerner, 2005).

Catalano, Berglund, Ryan, Lonczak, and Hawkins (2004) conducted an assessment of positive youth development programs in the USA. The major constructs of positive youth development programs considered by them were: promotes bonding (such as the presence of positive peers), social competence (such as interpersonal skills), emotional competence (such as management of emotions and feelings), cognitive competence (such as critical and creative thinking), behavioral competence (such as art of saying ‘no’), and moral competence (such as aware of right and wrong), fosters resilience (such as facing the adversity), self-determination (such as setting goals), spirituality (such as meaning in life and values), self-efficacy (such as trusting one’s ability), clear and positive identity (such as self-esteem), belief in the future (such as optimism), and provides recognition for positive behavior (such as award giving), and opportunities for pro-social involvement (such as voluntary service). Twenty-five programs displayed substantial effects on youths’ behavioural outcomes. The important characteristics of effective positive youth development programs observed in the study were as follows: 1) Most of the intervention programs addressed the youth development constructs mentioned above and out of which competence, self-efficacy, and pro-social norms were addressed by all twenty-five programs. 2) Reductions in problem behaviour and increases in positive behaviour were measured. 3) Twenty-four programmes used a structured curriculum or activities. That was an important aspect for repetition of the programme. 4) These programmes were delivered with duration of nine months or longer during the academic year. 5) The quality and consistency of the programme implementation were maintained all through the intervention.

Flay and Allred (2003) analysed the long-haul impacts of the Positive Action Program – a form of positive youth development programme. This Positive Action programme contained a curriculum with daily lessons, family-community involvement activities, and a school-wide climate programme with structured educational strategies and positive classroom management. It discussed a topic like a self-concept, positive actions of body and mind, positive actions for getting along with others, being honest with oneself and others, and positive actions for one’s
continued development, and a final review. This study concluded that schools with more positive action programmes reported better student behaviour, school involvement, and achievement. Thus, it proved the importance of the positive action programmes in schools and a comprehensive programme like this can have long-term effects on students. While most of the prevention programmes focus on negative behaviours that they are trying to prevent, these type of programmes focus on general social development through positive actions and values.

Frederickson (2000) discusses on Cultivating positive emotions to optimise health and well-being. According to him the repercussions of experiencing positive emotions have a long-term effect. This study suggests that intervention programmes based on generating positive emotions such as relaxation training, finding meaning in life, developing empathy, wonder, or interest can prevent problems rooted in negative emotions. This study further concludes that experience of positive emotions would widen one’s thinking pattern and build personal strengths to face adversities in life.

Shek and Merrick (2015) explain the importance of positive youth development. When adolescent problems are emphasised, there is a reinforcement of pathological orientation. Adolescents are not problems or issues to be fixed by an expert. Overlooking the high potentials and talents of adolescents is very dangerous. Instead of considering the negative side of the adolescents one has to shift the approach to the positive side of the adolescent development. The main focus should be on talents, strengths and potentials of the youth for their holistic development. The study indicates that most of the positive youth development programmes have been advanced only in Western Countries. It is proposed to have similar or better positive youth development programmes in non-Western countries.

Shek and Sun (2012) gives the implications for positive youth development programmes founded on the project Positive Adolescent Training through Holistic Social Programmes (P.A.T.H.S.) in Hong Kong. This project tries to encourage holistic development of secondary schools’ pupils. This study evaluates data collected from 2005 to 2011 on this project and discussed the issues such as complexity of programme development, the importance of training, factors during the implementation phase, the need for evaluation and sustainability of the programme. Adolescents are resources to be developed through positive youth development
programmes in addition to tackling the problems they face. The project P.A.T.H.S. is a significant tool to reduce negative behaviour of adolescents and promote holistic development in them. The study proposes professionals, parents, adolescents, researchers and government policy makers to work out strategies for developing better positive youth development programs.

Durlak, Taylor, Kawashima, Pachan, DuPre, Celio, Berger, Dymnicki and Weissberg (2007) gives information on social system change which includes changing policies and practices, personnel appointments, norms and values, communication systems that occur due to positive youth development. Positive youth development programmes, in general, promote youth competencies, as a result, contributes to the society and the environment they live in a positive way. Positive youth development programmes propose a holistic view of development focus on youth's all round integral development. This study concludes that there are intervention programmes which incorporate social system change to develop and sustain competencies in youth.

Shek (2010) in continuation of positive youth development model contended that advancement of interpersonal competencies, meaningful relationship skills, and citizenship among students of varsity is necessary for the holistic development of young people. According to him, though whole person development is stated in the vision and mission statements of many universities, care is given only to academic development in universities. He proposed courses for the holistic development of university students emphasising various leadership training models.

The positive youth development model (McNeely & Blanchard, 2009), and the Social Emotional Learning (SEL) theory are the two major theoretical bases for Holistic Education Program designed and implemented in this study. The positive youth development perspective (Lerner, Phelps, Forman, & Bowers, 2009; Porter, 2010) shifted the problematic view of adolescents “the terrible teens” (Hurlock, 1981) to more on positive qualities and skills that could be developed in the adolescence period. The five Cs (Competence, Confidence, Connection, Character, and Caring) model explains the positive dimension of adolescents which could be developed through training (Lerner, Lerner, Almerigi, Theokas, Phelps, Gestsdottir, Naudeau, Jelicic, Alberts, Ma, Smith, Bobek, Raphael, Simpson, Christiansen, & Eye, 2005).
1.5 Value Preference

‘Value’ is defined in the Oxford Dictionary as “to consider being of great worth or importance” or “standards or principles considered valuable or important in life.” The initial definition is more of physical and the second one is more concerned with our behaviour patterns. Based on one’s value preference in life, one can understand the learning, and one’s interest in the physical, material, moral or spiritual life.

Each person has an individual hierarchy of values that may comprise success, wealth, or monetary comfort, love, achievement and so on. Individuals unknowingly act in ways that move them towards what they esteem or far from anything counter to that esteem. Value is a set of behaviours, public and private, which a society reinforces. Value is something freely chosen from alternatives after considering the consequences which one feels good about and celebrates and willingly affirms publicly and which one acts upon consistently. Values can be defined as generalised, enduring beliefs about the personal and social desirability of modes of conduct or end states of existence (Rokeach 1979; Schwartz 1992).

A person’s values distinctively exist in a rank order from high positive value, through a neutral area, to high negative value. Moreover, one’s value preference is the criteria by which that a person assesses the possible effects on oneself of any situation which may confront, as well as the criteria by which one chooses a strategy in the circumstance. Values can have a key effect on how adolescents approach their work and on their feelings about their institutions and the personality itself. To MacCarthaigh (1992), value education is the business of orienting students towards a choice of such values as are conducive to the experience of joy and to helping them cope with the realities and the upsets of life constructively. Thus, values are the principles of choice.

Educational institutions constitute the biggest organised sector for imparting various kinds of values amongst the growing youth. The curricular and co-curricular activities, the celebrations of various festivals, team games and sports, subject clubs, social service programs, all these can aid in instilling the values of cooperation and mutual respect, honesty and integrity, discipline and social responsibility among the
students (Pandya, & Mathu, 2004). In India, the values have always been given much importance. The Indian tradition promotes the practice of values in all realms. Nevertheless, materialism has influenced the people in such a way that they consider success by any means is the goal of life. Thus, there is a requirement of value education in all education institutions especially college and university students (Kunchithapadam, 2005).

Scheidri (2005) speaks about the integrality of education and value preferences. In his opinion education is a process of bringing out desirable changes in one’s way of thinking, feeling, and acting. In this sense education, must involve the transmission of values and the goals of education – personality development, acquisition of knowledge, the formation of character – are nothing but statements of value preferences. Value education means developing one’s critical and creative thinking, emotional competence, and strengthening the will, and training character.

Gandhi (2005) considers education as a continuous and creative process. The purpose of education is to develop the capabilities inherent in human beings and direct these talents to the proper expression for the service of the society by instilling them with material, moral, and spiritual knowledge.

According to Nakra (2005) values are multidimensional and ideals for the people of the society to form their personalities. Values are abstract, and that needs training so that one can develop certain values through consistent effort (Suvirananda, 2005). Keeping in view, the nature of professional requirements values can be classified into several categories, such as economic values, social values, political values, spiritual values, modern values, aesthetic values, religious values, material values and so on (Gupta, 2000). Schwartz and Bilsky (1987) define values as normative standards to judge, to decide and to choose from alternative ways of behaviour. Every individual builds up an example of individual qualities from his aggregate educational experience amid his development period.

As values serve the function of setting priorities in one’s life, they are very important to adolescents in their search for guidelines, directions and principles of ideal behaviour in the complex world. The study of adolescents’ value preference is worth to understand their socialisation and development (Lau, & Wong, 1992).
The Value Preference explored in this study includes ten personal values as explained by Sherry and Verma (2005). They are:

1) Religious Value: It refers to faith in God, fear of God, practising ethical codes given in various sacred scriptures, activities like a pilgrimage, simple lifestyle, self-sacrifice, faith in religious leaders, etc.

2) Social Value: This involves kindness, almsgiving, love, sympathy, sacrificing one’s comforts and luxuries for the poor and the needy.

3) Democratic Value: It refers to respect for individuality, the absence of discrimination with respect to sex, region, religion, caste, colour, race, and family status, ensuring religious, social and political rights to all, and respect to the democratic system.

4) Aesthetic Value: It is defined regarding appreciation of beauty, love for fine arts, painting, music, dance, poetry, love for all kinds of literature, decoration of the home and workplace, neatness, keeping things in order, etc.

5) Economic Value: This value refers to one’s desire for money and other material achievements. The consideration for choosing a job will always be money and material gains. Rich and the affluent will be favoured because one considers them as a must for the development of the country.

6) Knowledge Value: One with knowledge value considers knowledge of theoretical principles is important for success. One loves the discovery of truth and creation of new knowledge because knowledge is considered as a virtue. One desires to be called as the seeker of knowledge.

7) Hedonistic Value: This value stands for the concept, desire for pleasure and avoidance of pain. One must live the present and not worry about the future. One indulges in pleasures of senses and tries to avoid all occasions of pain.

8) Power Value: This value is characterised by the concept of being a ruler or a leader always. One prefers a job where one can exercise authority over others and never wants to be subordinate. One is so status-conscious, and prestige of position matters a lot.

9) Family Prestige Value: It refers to the conception of the desirability of items like behaviour, relationships, and roles as part of one’s family status.
One values respect for roles based on one’s caste. Inter-caste marriages are avoided to keep the purity of family blood. It maintains a conservative outlook of the traditional family system.

10) Health Value: It stands for the desire to keep the body in a fit state always while carrying out regular duties and functions. One considers good physical health essential for the development of all other talents.

1.6 Social Competence

Social competence could be defined as an individual’s capability to deal with various environmental factors in day to day life (Eisler, 1976). It incorporates how one cooperates with an individual or interpersonal relationship circumstance effectively. White (1963) advanced the idea of social competence to demonstrate a person’s interaction with the social environment, and enable him to secure fruitful experiences of others that may yield desirable effects. According to Goldfried and D’Zurilla (1969), social competence is the valuable response of a person to his/her practical life situations. The socially competent individual administers well the conditions which they experience in everyday life.

Social competence is an essential factor to the well-being of adolescents in many areas of their life especially in their workplace and in their relationships. The young adults’ perception of social competence was influenced by their earlier assessments of parents, peers, teachers and their own (Sanson & Smart, 2003). For Gresham (1997) youths should have social competence in comparison with any other aspect of adaptive functioning in the society. According to Sullivan (1953, cited in Monahan, 2008), social competence is the ability to have a stable positive relationship in the society during adolescence, and the enhancement of social competence would have a high impact on the later adolescent period and then into adulthood.

The characteristics of socially competent adolescents are: establishing a positive social relationship, maintaining the relationship for a longer period, the capability to interpret social situations, always a caring attitude towards others, knowing to control negative emotions like anger, and managing conflicts in a creative and constructive way (Gunderson, 2010). There are different components associated with social competence such as interaction with parents, teachers, and peers and their
acceptance (Mpofu, Thomas, & Chan, 2004). Social competence is the ability for effective social functioning which includes self-confidence, leadership qualities, personal responsibility in words and actions (Boncheva & Tomcheva, 2012).

Sluckin (1981) underscores the role of peer group interaction particularly in the school environment for the preparation of adult social life and development of social competence. Students acquire the rules and rituals necessary to manage the conflict management in their day-to-day lives. For example, in their playgrounds, they develop strategies to solve the problems so that they can win over their peers. The games motivate them to discuss, influence, and initiate changes among them for mutual adjustment and success.

Social competence training could improve adolescents with borderline intelligence to steady progress in their cognitive part of social competence (Nestler & Goldbeck, 2011). Social skill intervention programme could make a significant impact on the social competence of adolescents especially using music therapy (Gooding, 2011). Adolescents with poor problem-solving skills could improve their social problem-solving skills after the intervention programme (Malik, Balda, & Punia, 2005).

Social competence is considered as a multidimensional construct with emotional, behavioural, and cognitive component (Kanning, 2002, as cited in Nestler & Goldbeck, 2011). Social competence in the present study is defined as one’s awareness and reception of social contexts and the capability to cope up with these contexts making use of the environmental and personal strengths to bring forth positive adaptive results (Devassy & Raj, 2012). Eight dimensions of adolescent social competence are considered for this study.

1) School Competence: It refers to a student’s ability to adjust to the academic, social, and interpersonal context of the institution one studies. It includes the how one enjoys the curriculum, teacher-student interaction, the ambience of the school, the culture and traditions of the campus, discipline and values of the school, and the time management with respect to the school calendar and plans.
2) Team organising competence: It involves the ability to form a team as a leader, acceptance in the team, willingness to take the initiative and volunteer for a social cause.

3) Peer Competence: It is the special talent of making friends easily among peers, mingle and get along with peers, acceptance among the peer groups, always taking the initiative to start the discussions in the peer group to strengthen the positive interaction.

4) Social Cognition Competence: It refers to the ability to stand for the rights of others even those opponents. It is the willingness to promote social equality and justice keeping the traditions of the society.

5) Home related Social Competence: It refers to one’s relationship with parents and siblings. Though this is directly related to home, this competence is a supportive factor in dealing with social contexts.

6) Socio-Emotional Competence: It refers to one’s ability to control the emotions and express it properly depending on the situation.

7) Social Forethought and Compassion: It refers to one’s ability to understand the need of others and showing care and concern in other’s needs. Social Compassion is the attitude of forgiveness and non-judgmental in interpersonal relationships. Empathy and altruism are considered part of this competence.

8) Social Flexibility: It is the ability to accept and adapt to change easily to make compromises and consensus in various social contexts and demands (Devassy & Raj, 2012).

1.7 Leadership Skills

Leadership is a complex, multidimensional concept that involves several personality traits and skills (Whitehead, 2009; Komives, Lucas & McMahon, 2007). There were two twenty-one definitions on leadership published between 1900 and 1990 (Rost, 1991 as cited in Hackman & Johnson, 2009). The concept of leadership could be understood in various perspectives such as the person, the position, or the process (Grint, 2010). According to Gupta (2011) leadership is a process of influencing, guiding or directing the followers for vision and mission for the achievement of certain goals or shared objectives. Hackman and Johnson (2009) gave the four themes related to leadership: what one is (traits), how one acts (influence),
what one does (followership), and how one works with others (collaboration). In general, a leader is a person who can inspire and motivate others to do what he or she wants them to do with a feeling of happiness (Kumar & Hsiao, 2007).

Northouse (2007) and Nahavandi (2006) define leadership as a method whereby the leader tries to influence his/her team to achieve a common goal whether it is short term or long term. Thus, leadership is understood as the process of influencing others to agree upon a common objective, actions to be taken to reach the objective both individual and collective levels (Yukl, 2006). Various research studies on the leadership skills have pointed towards an improvement in leadership through training (Roets, 1988; Karnes & Stephen, 1999; Malik, 2001).

Everyone has the spark of leadership within; it can be in various roles as a volunteer in non-profit institutions, government profession, business, education institutes and so on. Leadership skill training will help one to understand where to use his leadership talent to serve others (Segneri, cfChildren.org). Leaders are not born, but leadership is learned through training on the principles, tasks and tools of leadership, along with experience and practice (Pinnow, 2011). Roets (1988) states that skilled leadership can be taught as an art, it must be practised and mastered. So, opportunities to exercise leadership qualities should be encouraged through the school or college curriculum.

Kudo in a digital case study case entered in 2003-05 states ‘Adolescence is a very significant period in a young persons’ life’. It is a time when youth are growing and establishing individual identities. It is also a critical time for learning essential life skills. Li and Wang (2012) in a review article on adolescent leadership development stated that Adolescence is the best and critical time for leadership development when leadership skills are introduced, tested and cultivated over time. The result reveals that the consensus on training leadership adolescence has been reached. However, there did not appear to be much writing or research about youth leadership education and development. Moreover, most studies were theoretical, while experimental and longitudinal studies were relatively few. The author further recommends a conceptual or theoretical model that integrates the individual developmental processes with contextual support and practice to be explored and the effectiveness should be tested by vast empirical research. Therefore, adolescents can learn to lead. Formal leadership
education and training will help specifically those students who do not perceive themselves as leaders or who do not participate in any leadership activities. Just as everyone has some capability to run, act, or paint everyone has the potential to lead. The success of any training program is its stress on students’ awareness to use their skills in the current life situations (Fertman & Long, 1990).

The present study assumes that leadership can be developed through training and experience. The leadership skills explored in this study include nine skills as explained by Karnes and Chauvin (2005). The nine skills are as follows:

1) Fundamentals of Leadership: It refers to the basic knowledge of the terms, and styles of leadership. It is the ability to understand one’s leadership style and the responsibility of the position one holds.

2) Written Communication Skills: It is the ability to write to persuade others. It consists of knowledge about the source of information, presenting one’s ideas clearly, distinguishing facts from opinions.

3) Speech Communication Skills: It is the ability to speak in a clear manner, express feelings, active participation in discussion and debates, defend and state one’s viewpoint clearly, listen to others carefully and being honest and sincere in speaking.

4) Character-building Skills: It involves an understanding of one’s feelings, to be sensitive to other’s needs, to have respect for the right of others, doing what one speaks, having personal convictions and standard, willing to accept mistakes, being loyal, etc.

5) Decision-making Skills: It refers to the ability to understand the steps and skills in decision making, to analyse the facts for decision making, based on the facts deciding quickly and accurately, ability to reach legal conclusions, etc.

6) Group dynamic Skills: It is the ability to convene a meeting, group discussion, to do brainstorming, understand the viewpoint of others, conflict resolution, giving credit and praise for other’s work, etc.

7) Problem-solving Skills: This includes one’s capability to understand various methods of problem-solving, identifying the problem, select the best way to solve the problem among different options, evaluation of the strategies.
8) Personal Skills: It refers to one’s ability to be self-confident, understanding the strengths and weaknesses, accepting mistakes and constructive criticisms, being persistent, honest, dependable, making friends smoothly, empathetic and so on.

9) Planning Skills: It is the ability to set goals for oneself and the group, set objectives to attain the goals, set measures to check the output, take the initiative in group planning, seeking the opinion and suggestions of experts, accepting change, a delegation of authority, review of strategy time to time.

1.8 Holistic Education

Shroff (2012) outlined that the main objective of life skill education is to enable students to develop a concept of oneself as a worthy and contributing member of the society. Besides acquiring knowledge, students should have social skills, emotional balance, time management skills, financial literacy, health consciousness, and problem-solving skills among others. To ensure a person’s holistic development, character building and value-based teaching is another essential item.

Hence universities are now beginning to realise that the purpose of holistic education is to blend academics with life lessons that prepare students to meet the challenges of life. Holistic education believes that it is important for young people to learn. Common observation indicates parents too increasingly endorse just learning academics is not enough, and they see young people to be guided by supportive or alternative methods to cope with increasing complexities of modern life. Education in their communities is suffering from a lack of much needed learning, and, in turn, the society at large is suffering as well.

Hence, what do we expect from students when they complete their studies from schools, colleges or universities? Educational philosophers give various answers to this question. It could be efficiency in management, individual happiness and satisfaction, national prosperity and so on (Cohen, 2006; Dunne & Hogan, 2004). Parents and teachers wish to see their children develop skills to become lifelong learners who exhibit love, teamwork and responsible citizenship in their lives. It will be a social injustice if we don’t consider it as human rights of all students to have a social, emotional, ethical, and academic education (Cohen, 2006).
Educational institutions are social places, and teaching and learning is a social process. Students learn in collaboration with teachers, in the company of their peers, with the family accompaniment, and in an accommodative school ambience. Education concerns itself with the development of an individual’s intellectual, physical, creative, social, emotional, and spiritual dimensions. Institutions of education should be a nurturing ground for the all-round inclusive development of a student. The purpose of life is gradually unfolded to a student through the process of education, and such integral approach can be termed as holistic education. According to Miller (2000), Holistic education is a philosophy of education based on the premise that one finds meaning and purpose in life through interaction with others, the world, and the spiritual values. Holistic education prepares one to lead a creative, meaningful, purposeful, and ethical life in this ever changing and complex world (Adeolu, 2011).

According to the Vedic epistemology, learning involves not only the acquisition of knowledge of the physical, temporal world but also the development of all the dimensions of human nature, especially the inner spirit (Laxman & Nandy, 2011). Hansen (2007) has stated that in the traditional education system teachers pour material into students’ brains as if they are empty vessels. It is morally and ethically a deficient system. On the other hand, mind should be engaged actively so that mind acts as an interface between the body-spirit nexus. Montgomery, Strunk, Steele, and Bridges (2012) suggests a four-quadrant educational model for the holistic growth that includes psychomotor, cognitive, social-emotional, and creativity elements result in deeper and more engaged learning. By engaging the whole individual (creativity, cognitive dimension, emotional capacities, and the physical dimension of the individual), the student experiences many outcomes that are essential in the education system.

According to Cohen (2006), the major skills required for nation building are: listening skills, critical and creative thinking skills, problem-solving and decision-making skills, communication skills, and teamwork. American College Testing (ACT) program has developed a framework for the holistic approach to college and career readiness of students. This framework consists of skills in four domains. They are the academic skills, cross-cutting talents like critical thinking and problem-solving skills,
behavioural skills such as adjustability, stress management, interpersonal relations, education and career skills which include self-awareness, values, decision making, etc. (ACT Research Report, 2014).

In the USA, there was a survey conducted with 431 employers to find out the skills necessary for success in the workplace (The Conference Board, 2006). The survey indicated that professionalism, work ethic, oral and written communication, teamwork and collaboration, critical thinking and problem solving are the most significant skills lacking in the hired graduates. As per the survey results, lack of leadership skills of graduates also is a concern among employers. 75.6 percent of employers say that K-12 schools are responsible for the skill deficiency, 68.4 percent say that four-year colleges and universities are responsible, and 49.7 percent say that it is the responsibility of the individual.

According to Dyson and Renk (2006), a student undergoes various transition experiences and adjustments when he/she joins to a college or university for higher studies. Amid this time of development, the individual assesses themselves by his or her purpose in life, value preferences in life, leadership skills, psychosocial competence and adjustment in the personal, interpersonal and societal level. One faces a lot of challenges like competitiveness, social exclusion, disintegrating family system and values, relationship issues, lack of psycho-spiritual integration, peer pressure, misleading media and more over a tendency to conform to the trends of the society.

During this period of change, an educational institution could play a major role in helping students to reach maturity in all realms. The Association of American Colleges and Universities (AACU) identified the learning outcomes of twenty-first-century university graduates as the personal and social responsibility which includes a desire for excellence, integrity in life, community orientation, respecting diversity, ethical and moral uprightness and its application in life (Dey & Associates, 2008). Studies reveal that university experience influences students in various aspects including personal, interpersonal and societal dimensions (Pascarella & Terenzini, 2005).
1.8.1 Holistic Education for Engineers

Husain and Kumar (2014) conducted an assessment study on the engineering education in India. The study reveals that though India produces a huge number of engineers annually, there is a dearth of good quality engineers. 75% of the engineering graduates are unemployable. The western countries have an accreditation process which is based on quality such as the ability to apply knowledge, performance under stress, problem-solving skills, survival in multidisciplinary groups, communication skills, compassion towards society, environment, moral and professional matters, etc. The Indian universities and engineering colleges are yet to take these quality parameters seriously. This study suggests a holistic development model involving human values, attitudes, interpersonal relationships, and dynamics of social, political, environmental systems on a global basis.

According to Gupta and Dewanga (2012), after the independence in 1947, the technical education emerged as a major concern for the Indian government to face the challenges of the country. Though there are many numbers of engineering colleges in India now, they are producing persons much short of the expectation of the industry with the uneven quality of graduate and skill mismatch. The study brings forth the need for interventions that make connections between higher education and the jobs more efficient.

To meet the demands of this ever changing dynamic world, engineering programs are confronted to come up with innovative ways to teach classes so that graduates are prepared to take on the twenty-first-century challenges (Kumar and Hsiao, 2007).

As Mohanty and Dash (2016) puts its higher education in general and engineering education, particularly, needs a paradigm shift to meet the challenges faced by the professional communities in a multidisciplinary dynamic ever-changing world. Engineering education should be more than the just transmission of technical knowledge; skills such as creativity, oral and written communication, critical thinking, interpersonal skills, management skills, collaboration and teamwork, and visionary leadership skills should be part of the curriculum and pedagogy. The importance of emotional competence in an engineer’s success while performing effectively as professionals should be emphasised. The paper concludes stating that India has the manpower to meet the needs of the world for skilled workers, provided
its education system can convert the engineers into the skilled workforce with a diversity of skills.

The article by Farr and Barzil (2009) explores the changing nature of engineering and addresses why leadership skills are so important in an engineering career. According to them, leadership development programs should be part of undergraduate level education in engineering to understand the importance of leadership skills for subsequent career growth. This article concludes that judicious mix of hard and soft skills is required to guarantee long-term success. National Academy of Engineering (2005) states about the future of engineering education that in addition to technical excellence engineering graduates should have teamwork, communication skills, ethical reasoning, planning and analysis skills in various contexts, and understanding work strategies. As Russel and Yao (1997) state, an engineer is hired for her or his technical skills, fired for poor people skills, and promoted for leadership and management skills. Colleges and universities are criticised by the practising professionals very often saying that educational institutions are producing engineers who are intellectually and technically gifted, however, not equipped for real world engineering life (Bakos, 1997; Nair, 1987).

1.8.2 Holistic Education Intervention

The various studies indicate that the concept ‘Holistic Education’ involves many variables. Though holistic student development is a very broad term, in this study, the researcher focuses more on value preferences (personal skills, attitudes and values), social competence (social interaction skills), and leadership skills (responsible decision making) of students based on the key Social and Emotional Learning (SEL) competencies (Payton, Wardlaw, Graczyk, Bloodworth, Tompsett, &Weissberg, 2000). The researcher developed a Holistic Education Programme for engineering students and assessed its impact on the integral development of an individual.

The facilitative tool of ‘Holistic Education Programme’ (Teaching Intervention) used in the present study was designed by the researcher. This instructional material consisted of 20 sessions of two hours each in the classroom, one-day outing to an amusement park, and two days and one night stay in a village.
The sessions were aimed at introducing the concepts of human values, social competence training, and leadership skills training.

1.9 Need and Significance of the Study

According to Chandrashekar (2008), late adolescence (17-20 years) is a period of strong emotions and feelings when one begins the college or university education. Mental health professionals associated with college students observe that late adolescent college-going students are highly vulnerable to the limitations in personality development issues of gender, self-esteem, competition, and cultural membership which result in anxiety and depression.

Julia and Veni (2012) explained the various adjustment issues of adolescents in their first year of college or university study. The main issues involved personal, emotional, social and academic aspects. Students who join a college come from various backgrounds and have different value systems and norms. The values of the students may not merge with the vision, mission and core values of the institute. College life could be considered as both an opportunity and a challenge. Beginners in a college require time to adapt to the new environment and face difficulties in the study as well as psychological developments (Wang, Chen, Zhao, & Xu, 2006). Higher rates of unwholesome psychological issues are being recorded among first-year college students everywhere (McDermott & Pettijohn, 2011).

While there are many adjustment difficulties associated with the transition to college, there are many positive challenges and opportunities too. They get more options to explore various lifestyles, values, and norms. They prefer to spend time with their peers and more autonomy from their parental supervision (Heaven, 2000).

The purpose of education is to draw out the best of the students’ potentials: physical, mental, and intellectual. However, these days many consider education as preparing one for a job to earn maximum money, comfort and luxurious way of life (Kunchithapadam, 2005). Dalton and Crosby (2007) observed the growing emphasis on higher education on making money as the goal of life rather than the overall development of university students. Students think that financial success is equivalent to success in life. Internal measures of excellence such as integrity, character and values are ignored. There is an inclination among technical students, engineering
students, in particular, to invest the vast majority of their time and vitality to secure technical knowledge rather than developing a good personality. In the current technological and mechanistic society, an engineering student aspires to become a good computer or a good machine.

Many states of the USA and other countries like Singapore, Hong Kong, and Australia have considered the implementation of programs like SEL in their schools and that is a success story (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). According to Greenberg, O’Brien, Zins, Fredericks, Resnik, and Elias (2003) the schools across the USA as well as many parts of the world, have benefited from the implementation of prevention and youth development programs. They propose that the researchers, policy makers and educators should work together to design evidence-based youth development programs. However, there are no serious studies on programs like SEL in India. This study tries to fill this research gap so that one can promote whole person development.

Various programs such as SEL and positive youth development programs are only implemented at the high school level in America and other countries. At the university level, these programmes are ignored based on many assumptions such as university students are grown-up adults, and they know how to handle issues in their lives, students should be focused on academic subjects and specialisation rather than personal and psychological competencies (Shek, 2010). However, the review of the literature indicates that students face many problems and challenges in their college or university life and the need for a whole person education cannot be discarded. The adolescents in colleges or universities need guidance and support. The part that educational institutions play in nurturing, facilitating and enhancing the competence, values and skills is to be explored and understood in higher education, particularly in technical education. It is not enough if good technical knowledge is given to students for employment, but they should also be trained in leadership skills. There is a lack of trained professionals and teaching materials for holistic education in higher educational institutions.

The notion of skills-gap is perhaps one of the most important issues of concern across the world. Research on this area has revealed that there is a substantial increase in skills-gap among college and university graduates. Surveys and studies in
Graduate Employability (Archer & Davison, 2008), Skills-gap Survey (The Higher Education Forum, 2010), The Skills Gap (America’s Edge, 2010) indicate a need for training in professional, technical and behavioural skills coupled with classroom teaching.

Holistic education aids individuals to develop appropriate talents, skills, attitudes, behaviours, and values, both as an individual and as a team member (Hare, 2006). Several types of research have explored the various competencies involved in holistic learning (Arguelles, McCraty & Rees, 2003; Duncan-Hewitt, Leise & Hall, 2005; Bigger, 2008).

Students need to have a Holistic Education Programme included in their training period to have better value preference, social competence, and leadership skills. Currently, there is limited research available on Holistic Education about value preference, social competence, and leadership skills of university students. The present study intends to bridge this gap and thereby contribute substantially in the field of higher education. Through this research, the researcher aims to create greater awareness among the academicians, administrators and managers of educational institutions about the need for holistic education training. The researcher recommends a course curriculum for Holistic Education to higher education institutions in India.
1.10 Statement of the Problem

The preceding discussions and research on the major concepts such as adolescents, SEL, positive youth development programmes, value preference, social competence, and leadership skills call for an urgent need to integrate, knowledge, competencies, skills, attitudes and values in engineering education. Such integration would enable to bind the core academic proficiency in the engineering discipline for larger gains for a meaningful engineering education offered by the universities. Therefore, the goal of the present study is to examine whether engineering students will show any significant change in their value preference, social competence, and leadership skills having been exposed to ‘Holistic Education Programme’ specially designed by the researcher. In the light of the above discussion, the present study has been undertaken titled ‘the impact of Holistic Education on value preference, social competence and leadership skills of engineering students’.
1.11 Scope of the Study

The present study is an attempt to investigate the effect of ‘Holistic Education programme’ on engineering students. The dependent variables in the present study are value preference, social competence and leadership skills of engineering students. The independent variable is holistic education programme. The biographical variables are branch of study, gender, religion, kind of stay and region. The sample of the study comprised of 55 engineering students. The Research Design employed in the present study was a single group Pre-Test – Post-Test – Delayed Post-Test. The scores of pre-test, post-test and delayed post-test of value preference, social competence, and leadership skills of engineering students were recorded. The researcher himself carried out the intervention and collected the data. The data was analysed to test the hypotheses stated, using the statistical techniques – Mean, Standard Deviation, Karl Pearson’s Product Moment Coefficient of Correlation, t-test, Chi-square test, Mann-Whitney U Test, Kruskal-Wallis ANOVA, Shapiro-Wilk test, One-way ANOVA, Two-way ANOVA, Repeated Measures of ANOVA and Friedman’s two-way ANOVA. Considering all this, the present study was undertaken with the following objectives.

1.12 Objectives

The various objectives of this study are:

1. To develop a curriculum on Holistic Education Programme for Engineering students
2. To implement the curriculum of Holistic Education Programme for Engineering students
3. To assess the impact of Holistic Education Programme on students’ value preference
4. To assess the impact of Holistic Education Programme on students’ social competence
5. To assess the impact of Holistic Education Programme on students’ leadership skills
6. To assess whether branch of study has any influence on the impact of Holistic Education Programme
7. To assess whether gender has any influence on the impact of Holistic Education Programme
8. To assess whether religion has any influence on the impact of Holistic Education Programme
9. To assess whether the kind of stay has any influence on the impact of Holistic Education Programme
10. To assess whether the region one comes from has any influence on the impact of Holistic Education Programme

1.13 Resume of Succeeding Chapters

Chapter 1 deals with the introduction, need for the study, statement of the problem, the scope of the study, and objectives of the study.

Chapter 2 gives a brief review of related literature. The review includes studies done in India and abroad.

Chapter 3 considers the research design framed for this study. The content of this chapter includes method of the study, operational definitions of the terms used in this study, variables of the study, the hypotheses formulated for the study, sampling procedure and sample of the study, design of the study, procedure of the study, evaluative tools used to collect the data, flowchart of the methodology, procedure of the data collection, and statistical techniques used for analysis of the data.

Chapter 4 presents the analysis and interpretation of the data. The data has been analysed using statistical techniques like Mean, S.D, Karl Pearson’s Product Moment Coefficient of Correlation, t-test, Chi-square test, Mann-Whitney U Test, Kruskal-Wallis ANOVA, Shapiro-Wilk test, One-way ANOVA, Two-way ANOVA, Repeated Measures of ANOVA and Friedman’s two-way ANOVA. The testing of each hypothesis by statistical techniques is followed by the interpretation of the analysed data.

Chapter 5 includes a summary, major findings of the study, educational implications, general conclusions, limitations of the research followed by suggestions for future research in this area.