



# LIFE SKILLS OF B.Ed. TRAINEES IN PATNA DISTRICT

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## Abstract

Life Skills is very much essential for a teacher to deal with the challenges in the classroom. The purpose of this paper was to study the status of Life skills of B.Ed. Trainees. The major objectives of the study was to find whether there is significant difference between Life skills of B.Ed. Trainees on the basis of their gender, types of institution, medium of study, pedagogical specialization and educational qualifications. The population consisted of all the B.Ed. Trainees of Patna district and the sample consisted of 352 B.Ed. Trainees. Random sampling technique was used to select training institutions for the study and survey method was employed for data collection. A self-constructed and validated Life skills assessment scale (LSAS) was used to collect the data. Mean, S.D., t test, Anova was used to analyze the data to infer the findings. The findings of the study reveal that there is no significant difference between Life skills of B.Ed. Trainees on the basis of gender, types of institution, medium of study, pedagogical specialization and educational qualifications.

**Keywords:** Life skills, Online teaching, B.Ed. trainees, Impact, Quality assessment.

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## I. INTRODUCTION

The role of teachers holds a great importance since ages in imparting the real education to students. Teachers need to have a number of interlinked practical skills which are also known as

Life Skills to deal effectively in one's environment. Teachers in the classroom acts as: the organizer, instructor, speaker, facilitator, entertainer and sometimes dispute resolution specialist. They have to interface with other teachers, school administration, staff and parents. Strong interpersonal skills are the hallmark for a teacher as teaching is fifty percent knowledge and fifty percent interpersonal skills. The quality of a teaching performance or teaching methods gets enhanced by the quality of Life Skills. We know that all these skills could be best learnt

by experiencing it through physical mode of education but in these times of pandemic Online teaching is a necessity so that education of students is not hindered. Challenges can be converted into opportunities and teachers are trying their best to teach children online but as we know the ability of the student differs, their level of understanding also differs. In traditional mode of teaching, daily interactions with teachers and peers used to improve their skills to deal with various challenges and to live in a society. Moreover, they used to participate in various competitions which resulted in the formation of skills required in day to day life.

But all the students are not the gainers in Online mode of teaching. Some of them have become passive listeners and most of the time they attend the classes just for fulfilling their duty but not for the sake of learning new skills. So a very meticulous preparation needs to be done from teacher's side to impart the skills to the B.Ed. Trainees. The researcher here needs to study the development of Life skills of B.Ed. trainees through online mode of teaching.

## **II. SIGNIFICANCE OF THE STUDY**

Life skills are very much important for a teacher in everyday life who would be the torchbearer for their students. It helps students to find new ways of thinking, problem solving, helps to build confidence in spoken skills, group collaboration and cooperation and how to make certain choices outside classroom. As the traditional face to face method of teaching is considered the best way for the enhancement of various skills but now it is the need of an hour to conduct online classes as situation calls for it.

In the Online mode of teaching somehow these skills are not transferred to the students as it could be as this method of teaching is a new scenario for teachers as well as for the students. Some students find online classes easy and comfortable and others a bit difficult. So there is different impact on their Life skills too. Most of the students have become passive listeners and they join classes just for fulfilling their duty and not for learning new skills.

This article mainly focuses on development of skills through Online mode of teaching among B.Ed. Trainees.

## **III. STATEMENT OF THE PROBLEM**

### **Life Skills of B.Ed. Trainees in Patna District**

#### IV. OPERATIONAL DEFINITIONS

- i. **Life Skills:** The skills that enable the individual to deal effectively with the demands and challenges of everyday life and help the person to flexibly adjust to varied circumstances.
- ii. **B.Ed. Trainees:** The students who are studying in Bachelor of Education in the different colleges of education and after training they are eligible to teach in schools.
- iii. **Patna District :** capital of Bihar and district headquarter.

#### V. OBJECTIVES OF THE STUDY

- i. To find whether there is a significant difference between Life skills of B.Ed. Trainees on the basis of gender.
- ii. To find whether there is a significant difference between Life skills of B.Ed. Trainees on the basis of types of institution. iii. To find whether there is a significant difference between Life skills of B.Ed. Trainees on the basis of medium of study.
- iv. To find whether there is a significant difference in the development of skills through Online Teaching among B.Ed. Trainees on the basis of pedagogical specialization.
- v. To find whether there is a significant difference between Life skills of B.Ed. Trainees on the basis of educational qualification.

#### VI TOOL USED

A self-constructed and validated Life Skills Assessment Scale (LSAS).

#### VII METHOD USED

The investigator has used descriptive survey method for the present study.

#### VIII POPULATION FOR THE STUDY

The population for the study was B.Ed. Trainees studying in Patna district.

#### IX SAMPLE

The sample consisted of 352 B.Ed. Trainees of Patna district.

#### X STATISTICAL TECHNIQUES USED

- i. Mean
- ii. S.D.
- iii. 't' test iv. Anova

## XI DELIMITATIONS OF THE STUDY

- i. The study was restricted only to study one variable.
- ii. The study was restricted to study status of Life skills among B.Ed. Trainees based on different demographic variables and development of skills through online mode of teaching.
- iii. The study was restricted only to 352 B.Ed. Trainees. iv. The study was restricted only to Patna.

## XII. NULL HYPOTHESIS

- i. There is no significant difference between the mean scores of life skills of B.Ed. Trainees on the basis of gender.
- ii. There is no significant difference between the mean scores of life skills of B.Ed. Trainees on the basis of types of institution. iii. There is no significant difference between the mean scores of life skills of B.Ed. Trainees on the basis of medium of study.
- iv. There is no significant difference between the mean scores of development of life skills through online teaching among B.Ed. Trainees on the basis of pedagogical specialization.
- v. There is no significant difference between the mean scores of life skills of B.Ed. Trainees on the basis of educational qualification.

### Null Hypothesis – 1

There is no significant difference between the mean scores of life skills of B.Ed. trainees on the basis of gender.

**Table No. - 1**

**Life Skills of B.Ed. Trainees on the basis of Gender**

	Gender	N	M	S.D.	t	P (upto 3 decimal places)	REMARKS
Life Skills	Male	84	83.26	11.503	1.620	.106	NS
	Female	268	81.01	11.010			

(At 5 % level of significance, the table value of 't' is 1.97)

It is inferred from the above table that the calculated value of 't' is 1.620 which is less than the critical value of 't' (1.97) at 0.05 level of significance. Hence, the null hypothesis is accepted. It means there is no significant difference between male and female B.Ed. Trainees in their life skills.

### Null Hypothesis – 2

There is no significant difference between the mean scores of life skills of B.Ed. Trainees on the basis of types of institution.

Table No. – 2

## Life Skills of B.Ed. Trainees on the basis of Types of Institution

	T.I.	N	M	S.D.	t	P	REMARKS
Life Skills	Gov.	58	81.41	10.585	.098	.922	NS
	Private	294	81.57	11.281			

(At 5% level of significance, the table value of 't' is 1.96 )

It is inferred from the above table that the mean scores of life skills of B.Ed. Trainees studying in Private institutions are higher (81.57) than the mean scores of Life skills of Trainees studying in Government institutions (81.41). But when we see the t ratio value, it is found to be .098. This value when compared with standard t table value (1.96) for 350 df it is found to be lower than the required value to become significant at 0.05 level of significance. Hence, the null hypothesis is accepted. So, there is no significant difference between the mean scores of life skills of B.Ed.

Trainees on the basis of types of institutions.

## Null Hypothesis – 3

There is no significant difference between the mean scores of life skills of B.Ed. Trainees on the basis of medium of study.

Table No. – 3

## Life Skills of B.Ed. Trainees on the basis of Medium of Study

	Medium	N	M	S.D.	t	P	REMARKS
Life Skills	English	244	81.32	11.465	0.581	0.562	NS
	Hindi	108	82.06	10.453			

(At 5 % level of significance, the table value of 't' is 1.96 )

It is inferred from the above table that the calculated value of 't' is 0.581 which is less than the critical value of 't' (1.96) for 350 df at 0.05 level of significance. Hence, the null hypothesis is accepted. It means there is no significant difference between the mean scores of life skills of B.Ed. Trainees on the basis of medium of study.

## Null Hypothesis – 4

There is no significant difference among the mean scores of development of life skills through online teaching of B.Ed. Trainees on the basis of pedagogical specialization.

Table No. – 4

**Life skills of B.Ed. Trainees on the basis of Pedagogical Specialization**

	Sum of Squares	df	Mean Square	F- Value	p-value	Remarks
In Groups	433.093	2	216.547	1.244	0.289	NS
Within Groups	60732.404	349	174.018			
Total	61165.497	351				

(At 5% level of significance, the table value of 'F' is 3.07)

It is inferred from the above table that F value (1.244) is less than the table value (3.07) at 0.05 level of significance for (2, 349) degrees of freedom. Hence it is not significant. So, the null hypothesis is accepted. It means there is no significant difference in the development of life skills among B.Ed. Trainees through online mode of teaching on the basis of pedagogical specialization

**Null Hypothesis - 5**

There is no significant difference in the mean scores of life skills of B.Ed. Trainees on the basis of educational qualification.

Table No. - 5

**Life Skills of B.Ed. Trainees on the basis of their Educational Qualification**

	Qualification	N	M	S.D.	t	P	REMARKS
Life Skills	Graduation	210	81.90	11.005	0.715	.475	NS
	P.G.	142	81.03	11.391			

(At 5 % level of significance, the table value 't' is 1.96 )

It is inferred from the above table that the calculated value of 't' is 0.715 which is less than the critical value of 't' (1.96) at 0.05 level of significance. Hence, the null hypothesis is accepted. It means there is no significant difference between Graduate and Post-graduate B.Ed. Trainees in their life skills.

**XIV. CONCLUSION**

The findings of the study reveal that there is no significant difference between Life skills of B.Ed. Trainees on the basis of gender, types of institution, medium of study, pedagogical specialization and educational qualifications. This means there is no difference in the Life skills of Trainees taught through online mode of teaching. They might be getting benefitted equally through online mode of teaching or may not. All possibilities are possible but taking the positive side it has emerged as a boon and is also relevant in the context of the conditions created by the COVID-19 pandemic, which has put constraints on the face – to- face mode of teaching. Life skills will ignite

the minds and hearts of the students as well as the students to be prompt and efficient in their day today endeavours.

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