



# LIFE SKILLS AWARENESS ON EFFECTIVE COMMUNICATION IN RELATION TO PERSONALITY DIMENSIONS: A STUDY

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## ABSTRACT

The paper comprises the Life skill awareness area consisting effective communication in relation to personality Dimensions. A sample of 826 Perspective teachers (teacher students) in B.Ed and D.Ed Institutes situated at Srikakulam District were taken to conduct the study. A standardized tool is used to conduct the study and calculated with all the statistic techniques. It proves that effective communication of life ability analysis has a optimistic substantial connection with the personal dimensions.

## KEY WORDS

Effective communication, life skills, personality Dimensions,

## INTRODUCTION

Personality plays an important role in a person's life. The role of educational institutions is very important in promoting the overall personality development of the younger generation. Personality is a complex compound of a constantly evolving and binding pattern of one's particular behaviour that arises as a result of one's interaction with one's environment and is directed towards certain ends.

Life skills can be an enabling strategy to get people involved at the individual and community levels. The life skills approach to livelihood is a unique way of looking at the environment, development and quality of life. Both are mingled to develop education at right end.

Personality has its ways to project in one's life. Personality traits are to reflect that It not only helps children improve their productive work but also boosts their confidence in being an integral part of personality development.

## LIFE SKILLS

Life skills are not a domain or subject, but cross-cutting applications of knowledge, values, attitudes and skills that are important in the process of personal development and lifelong learning. They are not just a set of skills, nor are they part of these skills that are not equivalent to survival skills, livelihood skills or occupational skills. Life skills develop our personality and enhance our overall growth, they also give our life meaning and purpose, inspire enough interest and enthusiasm in us to become a tremendous winner, and a professional dynamic, powerful and challenging world in the corporate world, a fierce battle for survival at all times. Life skills are fundamental to the development of children and youth from vulnerable backgrounds and enable successful transition and integration into society. Therefore, in short, life skills are essential abilities that help promote mental well-being and competence in young people as they face life realities.

The World Health Organization (W.H.O) defines life skills as “the ability of adaptive and positive behaviour to enable individuals to effectively deal with demands and challenges in daily life”

UNICEF defines life skills as "behaviour change or behavioural development approach designed to address the three areas of balance in our lives; Knowledge, Attitude and Skills". Life skills are essential abilities that promote and develop our mental well-being and capacity and prepare us to face the harsh and harsh realities of life. (as cited in Kalaiselvi, R. & Saravanakumar, A. R., 2019).

### AREAS OF LIFE SKILLS AWARENESS

The following ten key life skills were emphasized by the World Health Organization in 1997 to cover all aspects of human Life. These skills help a person to behave appropriately to the situation in living a happy and healthy life. They are: Self-awareness, Critical thinking, Empathy, Creative thinking, Decision making, Problem-solving, Effective communication, Interpersonal relations, Coping with stress and Coping with emotions.

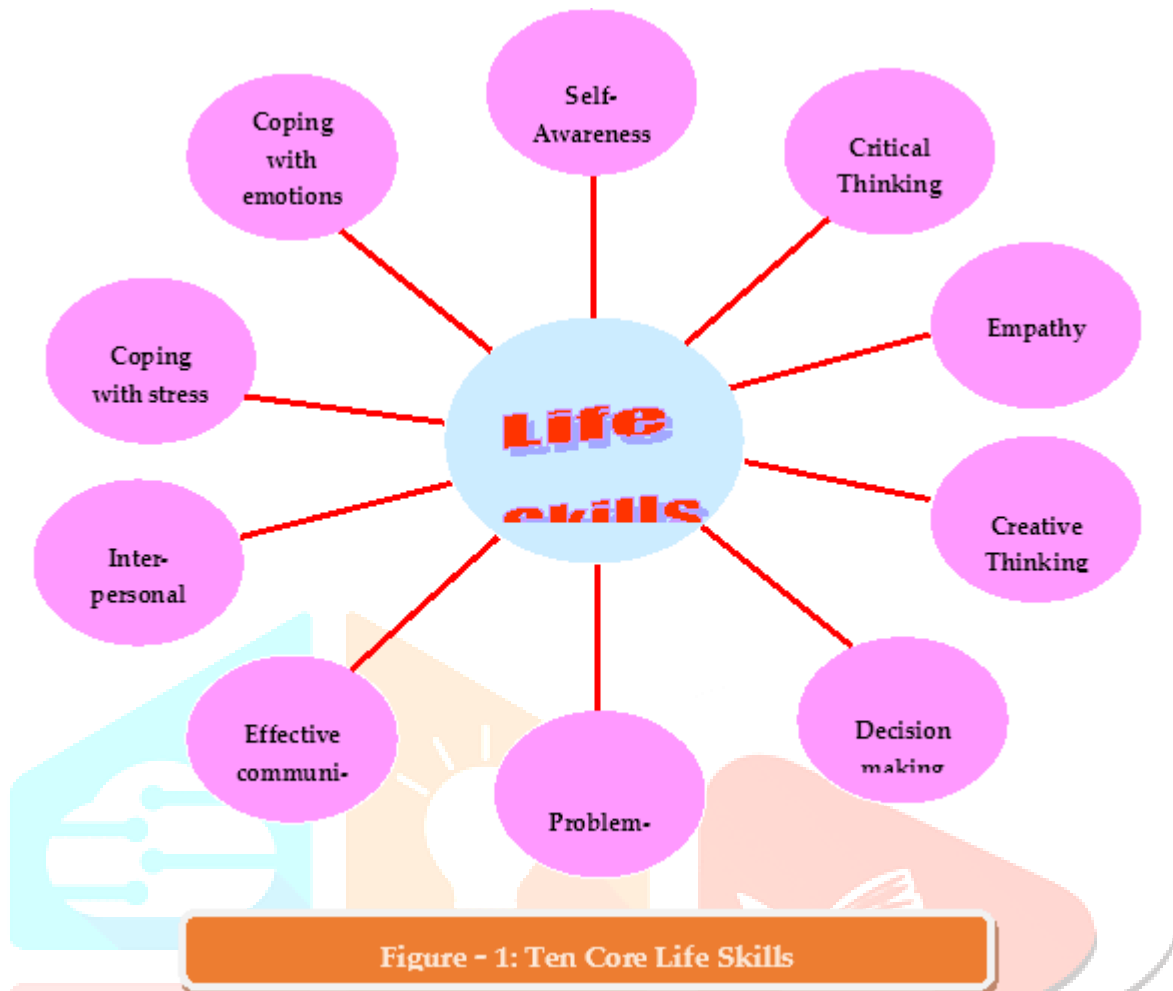


Figure - 1: Ten Core Life Skills

## PERSONALITY DIMENSIONS

Personality plays an important role in a person's life. The role of educational institutions is very important in promoting the overall personality development of the younger generation. Personality is a complex compound of a constantly evolving and binding pattern of one's particular behaviour that arises as a result of one's interaction with one's environment and is directed towards certain ends.

This inventory is developed and standardized by Mahesh Bhargava (2002). It consists of 60 items. In this inventory, the terms "*Dimensions of Personality*" and "*Personality Traits*" are used synonymously. It measures six important dimensions of personality. They are

1. Activity and Passivity Trait
2. Enthusiastic and Non-Enthusiastic Trait
3. Assertive and Submissive Trait
4. Suspicious and Trusting Trait
5. Depressive and Non-Depressive Trait
6. Emotional instability and Emotional stability Trait

## SIGNIFICANCE OF THE STUDY

The next challenge to life skills education is not participating in homework and school activities during adolescence. In this context, Ranjekar (2008) found that the primary reason for poor life skills training in Indian adolescence is the loss of experiences that have helped parents in household chores. One of the most common criticisms of the current education system is that it is bookish and distinct from real life. Much of education seems to focus on cognitive skills that simply revolve around the learning of subjects. Critical thinking, the ability to interpret, reflect thoughts and actions, communication, interpersonal skills, and above all, learning and releasing in response to ever-changing new situations in life are not dealt with consciously through the educational process ( as cited in Jatinder Grover, 2018).

## OBJECTIVES OF THE STUDY

The study is conducted to find the different personality dimensions with the areas of life skills which are the dire needs of the ongoing or perspective teachers.

## HYPOTHESIS

Hypotheses of the following formulated to test the stated objective.

Ho. To find out whether there is any significance in association between the dimensions of personality and the particular area of life skill especially Effective Communication.

## METHODOLOGY OF THE STUDY

### A. Method of study

The normative Survey Method was adopted in this investigation as it is the appropriate method for the present study.

### B. Sample

The researcher used a simple random sample technique for selecting the sample. A sample of 885 prospective teachers selected from 17 B.Ed. colleges and 28 D.Ed. colleges in Srikakulam district of A.P.

### C. Tool used

*Life Skills Awareness Scale* constructed and standardized by Uma Sankar, K.(2016) was used as the tool in this study. The scale consists of 66 statements of which 36 are positive and 30 are negative. It deals with ten different areas. They are self-awareness, critical thinking, empathy, creative thinking, decision making, problem-solving, effective communication, interpersonal relations, coping with stress and coping with emotions. This scale is a three-point scale. Each statement is followed by three alternative responses. Each item's alternative is assigned a weightage ranging from 3 to 1 for positive statements. In the case of negative statements, the scoring is reversed i.e. from 1 to 3. The range of scores is from 66 to 198. The

researcher stated that the reliability coefficient of correlation (r) is 0.71 by the split-half method using the Spearman Prophecy formula.

**D. Statistical Techniques Used**

Mean, Standard Deviation, Critical Ratio and ANOVA were used in the study to analyze the data.

**ANALYSIS OF DATA AND INTERPRETATION OF RESULTS**

Means and SDs of different sub-groups (Social status) of the area-*Effective communication* of life skills awareness were computed separately. From these, t-values were calculated and the data were presented in table No.1.

**THE AREA - EFFECTIVE COMMUNICATION OF LIFE SKILLS AWARENESS  
COMPARISONS- MEANS - SDS - t -VALUES**

Social Status	N	Mean	SD	df	D	$\frac{\sigma}{D}$	t- value
OC	107	14.32	2.67	558			2.68***
BC	453	15.07	2.38		0.75	0.28	
OC	107	14.32	2.67	254			0.40*
SC	149	14.45	2.28		0.13	0.32	
OC	107	14.32	2.67	222			0.44*
ST	117	14.46	2.16		0.14	0.32	
BC	453	15.07	2.38	600	0.62	0.22	2.82***
SC	149	14.45	2.28				
BC	453	15.07	2.38	568	0.61	0.23	2.65***
ST	117	14.46	2.16				
SC	149	14.45	2.28	264			0.04*
ST	117	14.46	2.16		0.01	0.27	

\* Not significant at 0.05 level

\*\*Significant at 0.05 level

\*\*\*Significant at 0.01level

RELATIONSHIP BETWEEN THE DIMENSIONS OF PERSONALITY  
AND THE AREAS OF LIFE SKILLS AWARENESS

Sr. No.	Areas of Life Skills Awareness	Dimensions of Personality					
		Activity & Passivity	Enthusiastic & Non-Enthusiastic	Assertive & Submissive	Suspicious & Trusting	Depressive & Non-Depressive	Emotional stability & Emotional instability
1	Self-awareness	0.226***	0.086***	-0.104***	-	-	-
2	Critical thinking	0.134***	0.023*	-0.074**	-	-	-
3	Empathy	0.079**	0.032*	-0.002*	0.028*	-0.021*	0.010*
4	Creative thinking	0.273***	0.198***	0.108***	-	0.0002*	0.066**
5	Decision making	0.020*	-0.032*	-0.073**	-	-	-
6	Problem solving	0.148***	0.067**	-0.013*	-	-	-
7	Effective communication	0.106***	-0.002*	-0.130***	-	-	-
					0.318***	0.200***	0.100***
8	Interpersonal relations	0.121***	0.062**	-0.035*	-	-	0.012*
					0.161***	0.090***	
9	Coping with	0.182***	0.072**	-0.008*	-	-	0.032*
					0.107***	0.128***	
10	Coping with emotions	0.131***	0.062**	-0.069**	-	-	-
					0.279***	0.267***	0.157***

Table 2

RELATIONSHIP BETWEEN THE DIMENSIONS OF PERSONALITY  
AND THE AREA OF EFFECTIVE COMMUNICATION IN LIFE SKILLS AWARENESS

Sr. No.	Areas of Life Skills Awareness	Dimensions of Personality					
		Activity & Passivity	Enthusiastic & Non-Enthusiastic	Assertive & Submissive	Suspicious & Trusting	Depressive & Non-Depressive	Emotional stability & Emotional instability
7	Effective communication	0.106***	-0.002*	-	-	-	-
				0.130***	0.318***	0.200***	0.100***

TABLE 3

\*Not significant at 0.05 level

\*\*Significant at 0.05 level

\*\*\*Significant at 0.01 level

It can be observed from Table 3 that the obtained t-values of 2.68, 2.82, and 2.65 with dfs = 558, 600, and 568 are greater than the table value of 2.59. They are significant at 0.01 levels. Hence, the null hypotheses are rejected. Therefore, it can be inferred that BC prospective teachers differed significantly from the neighbour groups such as OC, SC, and ST prospective teachers in the life skills awareness area of effective communication. The mean differences (0.75, 0.62, and 0.61) are in favour of the BC prospective teachers. Hence, it can be stated that BC prospective teachers possess high awareness in the above-said area of life skills when compared to their neighbour groups.

The remaining obtained t-values of 0.40, 0.44, and 0.04 with dfs = 254, 222, and 264 are less than the table value of 1.97. Hence, they are not significant at 0.05 level. Therefore, the null hypotheses are accepted. It can be inferred that OC prospective teachers do not make significant differences from the neighbour groups such as SC and ST prospective teachers and also SC prospective teachers do not make a significant difference from the ST prospective teachers in the life skills awareness area of effective communication.

## RESULTS

*Effective communication* of life skills awareness has a positive significant relationship with the personality dimension of activity & passivity at 0.01 level and is negatively related to other personality dimensions of assertive & submissive, suspicious & trusting, depressive & non-depressive, and emotional stability & emotional instability respectively at 0.01 level. Effective communication of life skills awareness does not have a significant relationship with the personality dimension of enthusiastic & non-enthusiastic at 0.05 levels.

## CONCLUSION

Effective communication of life ability analysis has a optimistic substantial connection with the personal dimension of activity & inactivity and is undesirably related to other personal dimensions of self-assured & obedient, doubtful & believing, gloomy & non-depressive and sensitive stability & sensitive instability. So the aspect is important to the perspective teachers.

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