



ATTITUDE TOWARDS LIFE SKILLS AND VALUE EDUCATION AMONG B.Ed., TRAINEES

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Abstract

The present study was attitude towards life skills and value education among the B.Ed., trainees in Krishnagiri district. The study is based on primary data which is collected from 200 B.Ed., trainees in and around the Krishnagiri district. The study explored the study on life skills and value education among B.Ed., trainees. The findings reveal that there is no significant difference in the attitude towards Life Skills and Value Education among the B.Ed., Trainees. The Trainees shall be still encouraged to give more importance to life skills and value education. The same kind of study can be carried out by increasing the number of variables and factors to get the narrowed results. The same study may be extended to another geographical region. So as to generalize the findings of the present study or compare with other regions. In the similar manner further study can be conducted to analyze Life Skills and Value Education among all subject teachers at school level as well as college level or academia level.

Keywords: Attitude, Life Skills; Value Education, B.Ed., Trainees.

Introduction

Life Skills Based Education is a form of education that focuses on cultivating personal life skills such as self-reflection, critical thinking, problem solving and interpersonal skills. Life Skills Based Education aims to help children reach their full personal potentials and to prepare them for the challenges of everyday life. Life skills based education has a long history of supporting child development and health promotion in many parts. In 1986, the Ottawa Charter for Health Promotion recognized life skills in terms of making better health choices.

The main need of the study was to explore the attitude towards Life skills and value education among the B.Ed., trainees. It is practically impossible to teach without passing on some of the values that the teacher ascribes to. To achieve this, the aim of establishing the extent to which life skills education was being taught among B.Ed., Trainees, how life skills education training had equipped teacher to teach it in schools and to identify challenges teachers were facing in implementing life skills education. In addition to recommend measures to be undertaken to improve practice of morality in B.Ed., colleges. The Life Skills Education will

bring long term benefits to the society. These include educational, social, health, cultural and economic benefits.

Objectives of the study

The following objectives were framed for the present research study.

1. To find out the attitude towards Life Skills and Value Education among B.Ed., Trainees.
2. To find out the attitude towards Life Skills and Value Education among B.Ed., Trainees with respect to the Demographic variables such as Gender, Type of family, Parents occupation.

Hypothesis of the study

These Hypotheses of study are as follows given below.

1. The level of attitude towards Life Skills and Value Education among B.Ed., Trainees.
3. There is no significant difference on the mean score level of attitude towards Life Skills and Value Education among B.Ed., Trainees with respect to the Demographic variables such as Gender, Type of family, Parents occupation.

Limitation of the study

The present study has certain limitations

1. The study is limited to four B.Ed., Colleges in Krishnagiri District.
2. The correctness of information provided by the respondents in the personal Bio-Data could not be established.
3. The study is limited to 200 B.Ed., trainees in Krishnagiri district.

Method of Study

The study intends to collect data pertaining to the attitude towards Life Skills and Value Education among B.Ed., Trainees. The survey method is employed to describe and interpret what exists at present. The survey method gathers data from B.Ed., Trainees. **Sampling technique and sample size**

A Stratified random sampling technique was adopted for the selection of sample. The samples of 200 B.Ed., trainees were taken from the study.

Data Collection Procedure

The investigator got prior permission from the principal of the college approached, the B.Ed., trainees of the college for getting necessary co-operation. I am explaining the purpose of research title of the attitude towards Life Skills and Value Education among the B.Ed., Trainees. I am provided to the tool Xerox copies. In order to investigator explained about the tool and the way of answering questionnaire. The questionnaire was administered individual to all the students' teacher.

Data analysis**Hypothesis -1**

The level of the attitude towards Life Skills and Value Education among B.Ed., Trainees

Table - 1
Significant Difference on the Mean Scores on the total sample

S. No.		N	Percentile Mean	SD
1	Total	200	78.60	8.42

It is understood from the Table 1 that Mean and SD Scores in total sample on the level of attitude towards Life Skills and Value Education among B.Ed., Trainees were 78.60 and 8.42. Therefore the level of attitude towards Life Skills and Value Education among the B.Ed., Trainees in Krishnagiri District.

Hypothesis – 2

There is no significant difference on the mean score level of attitude towards Life Skills and Value Education among B.Ed., Trainees with respect to their Gender.

Table – 2
Significant Difference on the Mean Scores of the gender

Gender	N	Percentile Mean	Std. Deviation	't' value
Male	123	77.79	7.46	1.61**
Female	77	79.88	9.67	

** - Not Significant at 0.05 level

From the above Table 2 the 't' values, 1.61 are not significant at 0.05 level. It reveals from the results that there is no significant difference among Male and Female of B.Ed., Trainees towards Life Skills and Value Education. Therefore the framed null hypothesis is accepted.

Hypothesis – 3

There is no significant difference on the mean score level of attitude towards Life Skills and Value Education among B.Ed., Trainees with respect to their type of family.

Table – 3
Significant Difference on the Mean Scores on Type of family

Type of family	N	Percentile Mean	Std. Deviation	't' value
Nuclear family	151	79.08	8.81	2.83*
Joint family	49	77.10	6.94	

* - Significant at 0.05 level

Table 3 shows that the 't' values 2.83 is significant at 0.05 level. It reveals from the results that there is no significant difference among Nuclear and Joint family of B.Ed., Trainees towards Life Skills and Value Education. Therefore, the framed null hypothesis is rejected.

Hypothesis – 4

There is no significant difference on the mean score level of attitude towards Life Skills and Value Education among B.Ed., Trainees with respect to their Parents occupation.

Table – 4**Significant Difference on the Mean Scores on Parents occupation**

Parent's Occupation	Sum of Squares	df	Mean Square	F
Between Groups	904.61	2	452.30	6.71*
Within Groups	13205.76	196	67.37	
Total	14110.38	198		

** - Not Significant at 0.05 level

It is revealed from the above Table 4 that the F values, 6.71 are significant at 0.05 levels. Hence, it reveals from the results that there is a significant difference among parents occupation of B.Ed., Trainees, attitude towards Life Skills and Value Education. Therefore the framed null hypothesis is rejected.

As the F values is found to be significant for the Scientific Attitude, 't' test was applied.

Table – 5**"t" value between Significant Difference on the Mean Scores on Parents occupation**

Parent's Occupation	N	Percentile Mean	Std. Deviation	't' value
Self Employee	144	79.85	7.61	3.10*
Private Employee	46	74.78	10.20	
Self Employee	144	79.85	7.61	1.17**
Govt Employee	9	77.66	5.26	
Private Employee	46	74.78	10.20	1.24**
Govt Employee	9	77.66	5.26	

** - Not Significant at 0.05 level

* - Significant at 0.05 level

It is clearly seen from the Table 5 the 't' values, 1.17 and 1.24 are not significant whereas 3.10 is significant at 0.05 level. It is understood from the Mean scores of the attitude towards Life Skills and Value of Self Employee is higher than the Government and Private Employee.

Summary of Findings

1. The level of attitude towards Life Skills and Value Education among B.Ed., Trainees in Krishnagiri District.
2. The results that there is no significant difference among Male and Female of B.Ed., Trainees towards Life Skills and Value Education.
3. The results that there is a significant difference among Nuclear and Joint family of B.Ed., Trainees towards Life Skills and Value Education.
4. The results that there is a significant difference among parents occupation of B.Ed., Trainees, attitude towards Life Skills and Value Education. It is understood from the Mean scores of the attitude

towards Life Skills and Value of Self Employee is higher than the Government and Private Employee.

Suggestion for Further Study

A similar study may be undertaken by taking the arts and science colleges, all government and self finance colleges, and university level.

Conclusion

The findings of this study are very significant to the Nuclear and Joint family and also Parent's occupation of B.Ed., Trainees, attitude towards Life Skills and Value Education. To even try to do so would be to suck the soul out of teaching. The simple act of teaching is about communicating certain values about commitment, preparation, discipline, timeliness, completeness, caring, attention curiosity, communication and many others. Value free teaching is not even possible.

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