

# A Study of Life Skills of Prospective Teachers

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## Abstract

Teachers have a pivotal role in our education system. However, inefficiency in teachers can affect the very foundation of this education system and which in turn will lead to the downfall of society and the nation. It is well said that the quality of education depends on the quality of teachers, so it is essential to prepare a quality teacher. As the teacher acts as transmitter of knowledge, motivator, and manager so it is dire need to train the prospective teacher in Life skills. According to WHO life skills have been defined as “the abilities for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life”. The present study include ten Life skills as suggested by WHO i.e. Self-awareness skill, Interpersonal skill, Effective Communication skill, Problem Solving, Decision Making, Critical Thinking, Creative Thinking, Coping with Stress, Coping with Emotion, and Empathy. A descriptive survey method is used for this study. The data of 100 prospective teachers in which 50 female and 50 male prospective teachers were collected by random cluster sampling technique from two B.Ed. colleges of Ludhiana affiliated to Punjab University Chandigarh. Moreover, t-test is used as a statistical technique to compare the life skills between male and female prospective teachers. However, the investigator found no significant difference between the male and female prospective teachers in their Life Skills.

**Keywords:** Life skills, Male and female prospective teachers

## Introduction

In the new millennium, education is undergoing a revolutionary change in the field of science, technology, globalization, industrialization, privatization, urbanization etc. There is a cutthroat competition; unemployment and lack of job security etc. are challenging issues for today's youth. The youth are considered as the productive members of our society due to their physical and intellectual capabilities. But they are not using their potential and capabilities in a proper way due to the lack of proper guidance and counseling. These leads to some social problems like alcoholism, drug abuse, sexual abuse smoking, juvenile delinquency, anti-social acts, and crimes which have an adverse effect on them as well as on others. So, these require some efforts from our socially responsible education system which enables a person to live life happily and efficiently. An individual has some goals in their life, to achieve these goals a person should require some skills in them. These skills enable a person to face the challenging issues in the economical, technological, and social field of demographic society. These skills are known as the Life Skills which enable us to live life happily and successfully. No doubt the need for life skills is well addressed by different policy makers, educationists, and teachers and by stakeholders. They all try to include these Life skills in the curriculum of school subjects, but the training of these Life Skills is hardly found in the curriculum other than subject knowledge. Moreover, it is found there is more stress on the developmental knowledge of prime subjects rather than development of any Life Skills which is in fact more important for life. Today's life becomes more mechanical, and it becomes impossible for the parents to become role models for their children, so it becomes the responsibility of teachers to develop different Life Skills in their students. At the end, it is the duty of teachers to train their students in life skills. Teachers have a pivotal role in our

education system, so inefficiency of teachers can lead to the downfall of society and the nation. Teacher's philosophy, method of teaching, content knowledge, communication skill, class management skills, command on language, coping with emotion, mental ability, aptitude, and attitude all are not only essential for the progress of a teacher but also our society and nation. It is also well said that the quality of Education depends on the quality of teachers, so it is essential to prepare a quality teacher. As the teacher acts as transmitter of knowledge, motivator, and manager so it is dire need to train the prospective teacher in Life skills.

## Review of related literature

**Patel A. (2012)** conducted her study on life skills of male and female student teachers in Kerala district. She found female student teachers possess more life skill in comparison to male student teachers and there was a significant difference between academic anxiety of male and female student teachers, however, females possess more academic anxiety than male.

**Prema N. (2013)** in her paper about the enforcement of life skills in teacher trainees by teacher educators and found that female teacher educators possessed a high level of life skills and teaching maximum possible life skills to their students in comparison to male teacher educator.

**Sandhu, Rakesh (2014)** in his study on Life skills of pupil teachers found that most of the pupil teachers possess average level of life skills and a significant difference was found in life skills of male and female pupil teachers. While stream- wise comparison science stream students possess more life skills than art students.

## Objective

To compare Life Skills of male and female Prospective teachers.

## Hypotheses

There is no significant difference between the life skills of male and female Prospective teachers

## Research Methodology and Sample

The data for the study was collected by Descriptive survey method. Random cluster method of sampling technique was used to draw out representative data of Prospective Teachers. The data of 100 prospective teachers in which 50 female and 50 male pre-service teachers were collected from two B.Ed. colleges of Ludhiana affiliated to Punjab University Chandigarh.

## Tool used:

A self-constructed research tool (Life skills Scale) is used by the investigator to study the life skills of male and female prospective Teachers.

## Statistical Techniques Used

For data analysis t test, mean and standard deviation is calculated.

## Data Analysis and Interpretation

**Objective: To compare Life Skills of male and female Pre-service teachers.**

In order to achieve this objective, a null hypothesis was formulated that there is no significant difference between the life skills of male and female Prospective teachers.

To test this hypothesis, the data regarding life skills were tabulated and analyzed by using t-test. The result for this analysis is shown below in Table 1.1

### Data analysis:

The table shows the mean, standard deviation, t-test value with level of significance for both male and female pre-service teachers.

Life Skills dimensions	Male mean	Female mean	Male Standard deviation	Female Standard deviation	t-value	Level of Significance
Life Skills	333.83	340.5	57.98	48.42	0.59	NS

Table: 1.1 the table shows the mean and standard deviation of total life skills for both female and male Prospective teachers. Moreover, it also shows the t-value with its level of significance based on the detected p-value for all ten life skills. NS= Not significant.

### Hypothesis testing:

The objective of this hypothesis was to compare the life skills of male and female pre-service teachers. To achieve this objective, a null hypothesis was formulated and tested using t-test statistics. The null hypothesis was that there is no significant difference between the life skills of male and female prospective teachers.

As shown in table 1.1 above, the mean for the male and female pre-service teachers were found to be 333.83 and 340.50, respectively. This indicates that the mean score for both male and female are similar. The t-value between the life skill of male and female pre-service teachers was found to be 0.59. The t-value is smaller than the t-critical value at 95% confidence i.e. 1.96 at 95% confidence. This means that the t-value is not significant. As the t-value is found to be not significant therefore null hypothesis, that there is no significant difference between the life skills of male and female prospective teachers, is accepted. This means that there is no significant difference between the life skills of male and female pre-service teachers of B.Ed. colleges. This analysis concluded that male and female Prospective teachers of B.Ed. colleges of Ludhiana district of Punjab have similar level of life skills.

## Discussion and Conclusion

Today's time is the time for equality, there is no difference in males and females. Both genders are getting equal opportunity to grow in every dimension of their life. They are aware of their choices and responsibilities. Moreover, they both are trying equally, to grow both in their personal and professional life. This can also be seen in the teaching profession, where both male and female pre-service teachers are choosing teaching professions due to their interest in the teaching rather than just a job opportunity. Therefore, they are also trying to make equal effort to grow in different skills, whenever required. This can also be seen in the finding where the investigator found no significant difference in the level of life skills in both male and female prospective teachers.

## Educational implications

To provide a good level of life skill during the training program, teacher educators may use different techniques such as group discussion, and brainstorming methods e.g., during teaching, to inculcate different life skills in prospective teachers. They should provide a friendly environment during their teaching and give more time to inculcate life skills in prospective teachers.

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