



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

CRITICAL ANALYSIS OF LIFE SKILLS AMONG PROSPECTIVE TEACHERS

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Abstract: This study deals with the investigation of the life skills among Prospective Teachers. The study aims to investigate the 10 life skills these are decision making, empathy, interpersonal relationship, coping with emotions, critical thinking, creative thinking, self-awareness, effective communication, coping with stress, problem solving. For this purpose a descriptive survey model Scale developed by researcher. The scale consists of 70 items. These items are divided into 10 components. The factors are mixed randomly. Researcher takes a random sample of 50 prospective teachers from Guntur District. (Andhra Pradesh). This study limited to the Guntur district only. The data was evaluated by Statistical software using to calculate t-test, Standard Deviation and Mean tests. The final result revealed that the 66 % of the prospective teachers have average level of Life Skills, 18% of the prospective teachers have low level of Life Skills. Only 16 % of the prospective teachers have high level of Life Skills. Variables like gender, area didn't play any significant role their Life Skills.

Index Terms - Prospective Teachers, decision making, empathy, interpersonal relationship, coping with emotions, critical thinking, creative thinking, self-awareness, effective communication, coping with stress, problem solving.

I. INTRODUCTION

Education is a lifelong process. It contributes to the social, moral, and emotional development of the individual. The holistic development of the individual is possible only through education. An individual gets an education by gaining experiences from the nature, community and from school. When a person has valuable experiences he behaves like a perfect human being by controlling those emotions that are subject to emotion. Education provides the life skills needed for a person's social and moral development to flourish. Getting an education in a pleasant environment can be considered as the right of the students.

If heart, head and hands are synchronized learning can be joyful. A happy heart is the soul of creativity. A teacher should be an entertainer, facilitator, and motivator and instructed to make learning fun. A practical approach towards education makes it enriching experience, enabling children to enhance their skills, which is the need of the hour. Providing ample opportunities, inculcating self-respect and responsibility, allowing students to make mistakes so that they can learn from those, honoring the difference and making it simple should be a teacher's priority. A teacher with good life skills inspires his students through the right experiences.

LIFE SKILLS OF TEACHERS: According to WHO the competences for adaptive and positive conduct that allows individuals to deal efficiently with the needs and encounters of everyday life. Life skills convey mental and social stability in an individual. Life skills can help men to solve many problems in his life. It requires life skills to solve problems through logical and creative ways. Life skills are required to control emotions and feelings. According to UNICEF life skills as a behavioral change or development attitude constructed to knowledge, attitude and skills. **Critical thinking** is a competence to analyse problems in an objective manner. Critical thinking skill can provide a capability to recognize and evaluate the factors that affect attitudes and behavior. **Creative thinking** is generating innovative ideas, shifting perspective easily, visualizing of something innovative, and creating on other ideas. **Decision making** can impart individual how to creatively take decisions about their dealings in relation to good evaluation of different objectives. **Problem solving** can provide significant way to solve several unresolved problems; these problems can cause mental stress and give rise to accompanying physical strain. **Effective communication** means being able to express one's feelings, fears, and opinions. It is also provide good bondage between persons to persons who ask for guidance and help in the time of need. **Interpersonal relationship** skill shows positive ways with the people we interact with. It may mean keeping good relations with others. **Self-awareness** includes identification of 'self', our character, strengths, weaknesses, desires and dislikes. Developing self-awareness can help individual to recognize his/her feelings or

behavior. **Empathy** is the ability to assume what life is like for another person. It can help individual to accept others. This can develop social competence. **Coping with stress** is nothing but identifying the bases of stress. It can recognize how this effects of individual. It creates a clear way how to control levels of stress. Systematic setting up of daily activities leads to over the stress and strain. To cope up with stress one can practice yoga and can also allot some time for entertainment. **Coping with emotions** means connecting and identifying emotions within us and others, being conscious of how emotions manipulate behavior. In order to lead a peaceful life one should be very balanced, and should have the ability of controlling their emotions.

IMPORTANCE OF LIFE SKILLS TO A TEACHER: Life skills are of vital importance in all spheres of a teacher's life. A teacher performs life skills at school, classroom, in any activity where everyday interests bring people together. Life skills are deeds used properly and responsibly in the personal affairs. They are set of human behavior changed through teaching or experiences that are used to deals everyday situations. Teacher needs the ability to act responsibly, control his/her emotions, problems in effective and intelligent way. Life skills enable teachers become a facilitator, mentor, and knowledge provider.

CONCEPTUAL BACKGROUND: Life skills are essential for the teachers to develop this personality. Under the aspect of personality they can analyze their attitude, aptitudes, interests, abilities and so on. The knowledge of life skills enhances the social behavior of the teachers and also promotes social adjustment and understanding.

The life skills help the teachers to know about different people and their mind sets. The teachers must be earning and sharing the profession so that it brings a great joy and satisfaction. When teachers have good life skills, they will prosper in their profession definitely. The life skills are important aspects of quality education since the epitome of education is to lead a life not merely for the sake of living but encompassing the real essence of it. Life skills help in translating the knowledge into action and thus enable a person to live a healthy and productive life (Emanuel, 2008).

NEED AND SIGNIFICANCE OF THE STUDY:

From the conceptual back ground, it is understood that life skills are more important for a teacher. Lack of healthy life skills cause many problems to the teacher, pupils and to the entire process and system of education. Teachers without life skills might feel stressed in their profession. They fail in managing the situation skillfully and can't deal properly with his surroundings and relationships. Teachers who own the life skills should be able to convey them to their pupils. In this connection K.Sudhakar Rao (2006) presented an article on life skills in the classroom and stated that the life skills are necessary to lead a peace full life in the present democratic society that encounters a number of problems in different fields and said that every teacher should keep these skills in mind while creating best and challenging learning atmosphere in the classroom situation. After reviewing this, the researcher wanted to study whether our teachers possess these skills. Each individual teacher experiences his own unique pattern of pressures such as competing with others, occupational and marital demands and coping with the complexity and repaid pace of modern life. Life styles of modern decade generate much stress and many are unable to cope with it. Thus the researcher felt that measuring the life skills of teachers will be useful to improve and rectify some of the problems regarding life which are major among the teachers and other problems connecting to it.

REVIEW OF RELATED LITERATURE

Rajni Dhingra, Kirti Singh Chauhan (2017). Research study entitled "Assessment of Life Skills of adolescents in relation to selected variables". These study deals with adolescent's life skills with their SES and education of parents. Data collected data from the school of 5 zones of Delhi municipal council, with the help of SES scale developed by Twari (2010) and life skills assessment scale constructed by Subasree and Nair (2010). Major findings are a highly significant correlation found between parental education and level of life skills.

Ravindra Prajapati, Bosky Sharma, Dharmendra Sharma (2017). Conducted a study entitled "Significance of Life Skills Education". This study aimed on the importance of life skills education and the advantages of imparting life skill education in our curriculum. They concluded life skill education highly importance and significance in overall development of students.

Dr. Sandhya Khera; shivani, K. (2014) Conducted a study entitled "A study of core life skills of Adolescents in relation to their self-concept developed through Yuva Scholl life skill Programme". For the study, 500 adolescents were randomly selected in secondary class of sarvodaya schools situated in South Delhi. They have under gone YUVA (SLP). The major findings of the study is that there is a positive Co-reflation between core Affective life skill and self-concept of adolescents which means those who possess these essential skills achieve better confidence in all aspects.

Balasundari, K.P. Edward, W.Benjamin(2014) Conducted a research correlation of life skills and Academic Achievement of high school students. The researcher has chosen normative survey method and randomly selected the sample of high school students in different areas of Karaikudi region. The major findings of the study are students who had received life skills and academic training gained significantly higher scores in life skills and academic achievement.

Objectives of the study:

1. To analyze the life skills of teachers and to classify them.
2. To analyze the life skills of teachers with respect to the following variables.
 - a. Gender : Male / Female
 - b. Locality : Rural /urban

Sample: A simple random sample of 50 prospective teachers from Guntur District.

Method used:

a descriptive survey model Scale developed by researcher. The scale consists of 70 items. These items are divided into 10 components. The factors are mixed randomly. Researcher takes a random sample of 50 prospective teachers from Guntur District. (Andhra Pradesh).

Data Analysis:

Objective -1:

To evaluate the life skills of prospective teachers, and classify them.

To analyzing data for the first objective Mean, SD, percentage of Mean of Scores of total sample of prospective teachers and tabulated in table 1 and 2.

Table 1: life skills among prospective teachers

Total Sample	Mean	SD	% of Mean
50	184.24	14.38	90.19

Table 2: levels of life skills among prospective teachers.

S.No	Levels of Life Skills	Score	No of Sample	Percentage
1	High level Life Skills	198 and above	8	16%
2	Average level Life Skills	170-197	33	66%
3	Low level Life Skills	169 and below	9	18%

Procedure:

One standard deviation is added to the mean ($\text{Mean} + \text{SD} = 184.24 + 14.38 = 198.62$). The obtained value is 198.62. The number of prospective teachers whose scores are above 198 (rounded off) is arrived at (8) and converted into percentage (16%). This group is considered to have high Value of Life Skills. One standard deviation is subtracted from the mean. The obtained value is 169.86. ($\text{Mean} - \text{SD} = 184.24 - 14.38 = 169.86$). The number of teachers whose scores are below 169 (rounded off) is arrived at (9) and converted into percentage (18%). This group is considered to have low Value of Spirit of Nationality. The number of prospective teachers whose scores are in between 169 and 198 are considered to possess average Life Skills.

Interpretation:

1. From the tables 1 and 2 it may be inferred that the sample of prospective teachers have average level of Life Skills.
2. 18% of the prospective teachers have low level of Life Skills.
3. 33% of the prospective teachers have average level of Life Skills.
4. Only 16 % of the prospective teachers have high level Life Skills.

Objective- 2:

To analyze the life skills of teachers with respect to the following variables.

- c. Gender : Male / Female
- d. Locality : Rural /urban

The following hypotheses have been formulated and they are tested on by one.

Hypotheses formed:

1. There would be no significant difference between male and female prospective teachers in their life skills.
2. There would be no significant difference between Rural and Urban prospective teachers in their life skills.

The following table shows the mean, s.d, % of mean, sed and “t” value for testing significance for mean difference between the two sub groups of variables.

Table: 3

S.no	Variable	Group	N	Mean	SD	% of Mean	SED	“t”	Hypotheses
1	Gender	Male	20	180	16	88	4.3	-1.62**	Null hypothesis accepted
		female	30	171.25	12	91			
3	Area	Rural	26	182	15	89	2.8	0.72**	Null hypothesis accepted
		Urban	24	185	12	90			

** Not Significant at 0.05 level.

Interpretation:

1. The variable gender doesn't play a significant role on the Life Skills of prospective teachers.
2. The variable area doesn't play a significant role on the Life Skills of prospective teachers.

Educational Implications:

1. The prospective teachers will be able to shoulder the responsibility of guiding their students to the best suited avenues.
2. This study is useful to the educational policy makers, by referring this, they can suggest a new skill based curriculum for class room transaction.
3. The study helps the institutions of different managements to provide necessary guidelines to the future citizens through their teachers for a better tomorrow.
4. The prospective teachers with good personality characteristics can develop creative thinking, good decision making, self – awareness effective communication, good interpersonal relationships, coping with stress and emotions etc., and skills among the students.

Conclusion.

Life skills are more essential for future generations. Specially teachers who deal with thousands of pupils should possess good life skills. If the teachers possess good skills, they will automatically be transmitted to his / her pupils. Hence the researcher made an attempt to find out the life skills of the teachers. Life skills are essential for every individual. It is not sufficient to be aware of these skills but practicing and applying them for the life is much more essential. Teachers, being the builders of the nation need them more particularly. So to know the life skills in teachers, in modern age is very much essential, because life skills help them to have all round development of the personality. They also can achieve success, when they possess the life skills. Through this study, the investigator got a clear idea about the life skills of teachers. Particularly the findings are helpful to the educational administrators and policy makers in designing curriculum and class room transaction. This study will give guidance to future researchers in the area of life skills. This study also helped the researcher to know the standards about these skills in teachers. With regard to their skills the researcher is very much satisfied with her work, and suggested that this research will be useful for further studies and also, saying that, every individual should be aware of having life skills, otherwise, it is highly impossible to go through the different social situations and challenges to lead a successful life. Therefore, this study is an attempt to find facts on the important life skills and their influence on the teachers. Even though it has some limitations, this is a humble attempt which is useful in its own way for teachers, pupils, researchers, parents, other vocational people etc.,

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