



Enforcing Life Skills to Teacher Trainees by Teacher Educators

* Dr. N. Prema

* Assistant Professor, Department of Education, SRM University, Kattankulathur-603 203

ABSTRACT

Children will be handed over to the teachers to build knowledge. Teachers have to mould them in a proper way to make them cope up with the challenges of their life. Life skill is an art; it must be cultivated at the earlier stages of life. At the same time, the parents and the teachers should act as a role model for the children. It is the responsibility of teacher educators to teach life skills along with other skills to the teacher trainees, so that it is made possible for them to handle the children in an appropriate way. Samples; Hundred and eighteen teacher educators from the colleges of education located in Tamil Nadu was taken as samples. From that 43 of them are male and 75 of them are female. Methods; Survey method was adopted to collect relevant information regarding the possession of life skill and teaching of life skill. A questionnaire was prepared by the investigator comprising 24 statements regarding their possession of life skill and 28 statements regarding life skill oriented teaching. Results; Female teacher educators were possessed high level of life skills and also teaching maximum possible life skills to student teachers when compare with male teacher educators. Conclusion; From this investigation, it can be concluded that, even though the teacher educators possess life skill, they are not teaching sufficient life skills in the class room.

Keywords : Life Skills, Teacher Educators. B.Ed and M.Ed Trainees, Altitude, Parents

Introduction

Life skills have been defined as "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO). 'Adaptive' means that a person is flexible in approach and is able to adjust indifferent circumstances. 'Positive behavior' implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions.

Parents are the first teachers and Teachers are the second parents. A teacher must play a multiple role in their life such as daughter/son, sister/brother, wife/husband mother/father, neighbor, friend and a good teacher etc. To play all these roles successfully, they need some life skills. To inculcate the necessary life skills among B.Ed and M.Ed trainees, the teacher educators should pay greater attention during the course. Hence the investigator has decided to assess the teacher educators, regarding their role in shaping the B.Ed and M.Ed trainees with life skills

Samples, Materials and Methods

Hundred and eighteen teacher educators were selected as samples from the colleges of education located in Tamil Nadu by convenient random sampling method. Survey method was adopted to collect the relevant information regarding the research work. A questionnaire was prepared and standardized by the investigator encompassing with 52 statements. The first 24 statements were related to measure the possession of life skill; the remaining 28 statements were related to teaching life skills in the classroom. The responses were accepted in three point scale such as always, sometimes and never.

Objectives

- To know the altitude of possession of life skills among teacher educators.
- To analyze the percentage of teacher educators in inculcating life skills among B.Ed and M.Ed trainees.
- To find out the gender difference in possession of life skill and life skill oriented teaching.

Hypotheses

- The altitude of life skills possession among teacher educators is high in nature.
- The pace of inculcation of life skills to B.Ed and M.Ed trainees by teacher educators is distinctive in nature.
- Male and female teacher educators possess the corresponding capacity of life skills.
- Male and female teacher educators are uniformly fostering the life skills among B.Ed and M.Ed trainees.

Data analysis - Percentage analysis

Table-1 Altitude of possession of life skill among teacher educators

Category	High		Average		Low		Total	
	Number	%	Number	%	Number	%	Number	%
Total Sample	54	45.76	37	31.35	27	22.88	118	100
Male	10	23.25	18	41.86	15	34.88	43	100
Female	37	49.33	20	26.67	18	24.00	75	100

The maximum scores are 48. The scores above 35 were considered as high, between 34 and 12 were considered as average and below 12 were considered as low level of life skill possession.

Table-2 Altitude of Life skill oriented teaching in the class room

Category	Maximum		Average		Minimum		Total	
	Number	%	Number	%	Number	%	Number	%
Total Sample	29	24.57	53	44.92	36	30.50	118	100
Male	8	18.60	14	32.56	21	48.84	43	100
Female	21	28.00	30	40.00	24	32.00	75	100

The maximum scores are 52. The scores above 42 were con-

sidered as Maximum, between 41 and 14 were considered as average and below 14 were considered as Minimum altitude of life skill oriented teaching.

Results

Around 46 %, 31 % and 23 % of teacher educators practicing life skills in their daily life as high, average and low level respectively.

Around 25 %, 45 % and 30 % of teacher educators teaching life skills along with subjects as maximum, average and minimum respectively.

Around 23 %, 42 % and 35 % of Male teacher educators practicing life skills in their daily life as high, average and low level respectively.

Around 50 %, 26 % and 24 % of Female teacher educators practicing life skills in their daily life as high, average and low level respectively.

Around 19 %, 32 % and 49 % of Male teacher educators teaching life skills along with subjects as maximum, average and minimum respectively.

Around 28 %, 40 % and 32 % of Female teacher educators teaching life skills along with subjects as maximum, average and minimum respectively.

Recommendations

- Parents should act as a role model for their children.
- Teachers must be interested in inculcating life oriented teaching along with subject.
- Life skill training must be provided to the teacher trainees.
- Life skills must be included in the curriculum at all levels of education.
- Importance must be given for extracurricular activities at all levels of education for all students.
- All the students should be motivated to learn about life skill.
- Prerequisites of interpersonal skills such as critical thinking, problem solving, decision making, healthy relationship and effective communication must be insisted among students by inviting great personalities to schools and colleges.

The Ten core Life Skills as laid down by WHO are:

1. Self-awareness
2. Empathy
3. Critical thinking
4. Creative thinking
5. Decision making
6. Problem Solving
7. Effective communication
8. Interpersonal relationship
9. Coping with stress
10. Coping with emotion

Different methods that can be used to enhance Life Skills amongst students

- Group discussion
- Demonstration and guided practice
- Role plays
- Audio and visual activities, e.g., arts, music, theatre, dance
- Small groups
- Educational games and simulations
- Case studies
- Story telling
- Debates
- Decision mapping or problem trees

Conclusion

Majority of the people are leading a machinery life. In this situation, it is impossible for the parents to be a role model for their wards in molding behavior. Hence it is the responsibility of teachers to give importance for life skills in their teaching. To attain this goal, the teacher educators must prepare the B.Ed and M.Ed trainees consequently. From this investigation, most of the teacher educators are not acquiring high level life skills. And this study also shows that, even if they have life skills, they are not inculcating the same in teaching. Since, they are concentrating only on finishing the curriculum. Hence the life skill oriented curriculum must be included at all levels, especially in B.Ed and M.Ed curriculum.

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