



Personal and Institutional Impact on Life Skills among Teacher Educators

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ABSTRACT

Life skills are the abilities which help to promote mental well-being and competence in young people. It empowers them to take positive action to protect and promote health and positive social relationships. The teachers alone can promote these to younger generation which is the need of the hour. In teaching-learning process, life skills are very essential, especially, to teacher educators who make teachers every year. The method adopted in the present study is survey method. The sample consists of 200 teacher educators, randomly selected from 22 colleges of education in Tirunelveli District. Life skills scale (LSS) prepared by Vasuki and Kanagaraj (2012) was employed for collecting the data. The statistical techniques employed were t-test and one-way ANOVA. The major findings revealed that there found a significant difference in life skills of teacher educators with regard to location of college where, urban college teacher educators had more life skills than the rural college teacher educators. More than 50% of the teacher educators have moderate level of life skills with regard to personal variables. In this paper authentic recommendations are given based on findings to the policy makers to enrich the teacher educators on life skills for effective living.

KEYWORDS

Life skills, Teacher Educators, Psychosocial abilities.

Introduction

Life skills are abilities and behaviours that enable individual to deal with demands and challenges of everyday life (Page & Page, 2015). They are the psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (www.cbse.nic.in). Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner.

Life skills are abilities or proficiencies needed by an individual which helps to deal effectively with friends, family, society and one's environment in a proactive and constructive way, to appreciate and live with one's self, to adapt positive behaviour, values and attitudes to deal effectively with the demands and challenges of everyday life.

Development of life skills is a lifelong process that starts in early childhood and continues throughout one's life. Life skills are important to enable learners to choose reliable friends, to use leisure time properly, avoid risky situations, and it leads to less strain on health facilities and promotes harmonious interaction between others. Life skills are used to strengthen teacher-pupil relationship, leads desirable behaviour change, improves discipline, improves their performance. With the help of life skills, one can achieve the goal successfully. Without life skills, the life becomes miserable. Hence the life skills are very important to every teacher educator.

What do Reviewed studies say?

Life skills training is effective for enhancing the self-esteem of hearing impaired students in inclusive schools (Vernosfaderani, 2013). Teachers with two years of training had significantly higher scores on work environment and self-efficacy measures

than did teachers with less training. Self-efficacy was significantly and positively correlated with only two work climate dimensions-supervisor support, clarity of rules and negatively correlated with work pressure (Shechtman, Levy & Leichtenritt, 2005). Interventions to enhance classroom climate may be more effective than investing in life skills training (Shechtman, 2006).

Significance of the Study

The ultimate aim of Education is the overall development of an individual personality which cannot be achieved without exposing to various life skills. Hence, it plays a key role in the growing years. Life skills are usually associated with managing and living a better quality of life. It helps to accomplish the ambitions and live to one's own full potential. Life skills are the abilities that help in the promotion of mental and social well-being and competence in young children, students, teachers to face the realities of life. Anyone who wants to lead a meaningful life, needs life Skills. Especially life skills are must for teacher educators as they were dealing with prospective teachers. Activities designed to strengthen teaching skill, moral skill, social skill, intellectual skill, physical skills and personal skill will help teacher educators to be actively engaged in the teaching-learning process.

Objectives of the study

- To know the level of life skills among the teacher educators.
- To find out the significant difference, if any, in life skills of teacher educators with regard to personal variables namely gender, age, marital status, major subject and religion.
- To find out the significant difference, if any, in life skills of teacher educators with regard to institutional variables namely nature of the college, nature of the administration and locality of the college.

Hypotheses of the study

- There is no significant difference in life skills of teacher educators with regard to personal variables.
- There is no significant difference in life skills of teacher educators with regard to institutional variables.

Methodology

The method adopted in the present study was survey method.

Tool Used

Life skills scale (LSS), developed by Vasuki and Kanagaraj (2012), was employed in this study. This tool includes six dimensions namely Physical skills, Intellectual skills, Moral skills, Social skills, Personal skills and Teaching skills. Each dimension has 10 statements and thus the tool has 60 items.

The reliability of LSS was established by using test and retest method and validity was established by the subject experts.

Sample

The sample, in this study, consists of 200 teacher educators, randomly selected from 22 Colleges of Education in Tirunelveli district.

Statistical Techniques Used

The relevant statistical techniques help the investigator to analyse and interpret the data meaningfully in the study. The techniques employed in this study were t-test and one-way ANOVA.

Table: 1.1
Level of Life Skills of Teacher Educators with regard to Personal Variables

Personal Variable		Low		Moderate		High	
		N	%	N	%	N	%
Gender	Male	16	21.6	37	50.0	21	28.4
	Female	33	26.2	71	56.3	22	17.5
Age	Below 30 years	20	25.3	45	57.0	14	17.7
	31-50 years	27	25.0	55	50.9	26	24.1
	Above 50 years	2	15.4	8	61.5	3	23.1
Marital Status	Married	38	24.2	82	52.2	37	23.6
	Unmarried	11	25.6	26	60.5	6	14.0
Major Subject	Arts	24	24.5	51	52.0	23	23.5
	Science	18	24.3	40	54.1	16	21.6
	Maths	7	25.0	17	60.7	4	14.3
Religion	Hindu	28	26.4	60	56.6	18	17.0
	Christian	19	22.1	44	51.2	23	26.7
	Muslim	2	25.0	4	50.0	2	25.0

Table: 1.2
Level of Life Skills of Teacher Educators with regard to Institutional Variables

Institutional Variable		Low		Moderate		High	
		N	%	N	%	N	%
Type of College	Govt-Aided	6	20.7	12	14.1	11	37.9
	Private	43	25.1	96	56.1	32	18.7
Location of College	Rural	42	25.8	92	56.4	29	17.8
	Urban	7	18.9	16	43.2	14	37.8
Nature of College	womens'	3	14.3	11	52.4	7	33.3
	Co-Education	42	25.8	91	55.8	30	18.4
	Mens'	4	25.0	6	37.5	6	37.5

Table: 1.3
Significance of Difference in Life Skills of Teacher Educators with regard to Personal variables

Personal variable		N	Mean	Standard deviation	t	P
Gender	Male	74	253.09	26.127	1.45	0.14 ^{NS}
	Female	126	246.98	30.085		
Marital status	Married	157	250.59	28.470	1.24	0.21 ^{NS}
	Unmarried	43	244.40	29.735		

NS-Not Significant at 5% level

Significance of Difference in Life Skills of Teacher Educators with regard to Personal variables

Personal variable	Groups	Source of variation	Sum of squares	df	Mean square	F	P
Age	Below 30 years	Between groups	502.493	2	251.247	0.301	0.740 ^{NS}
	31-50 years	Within groups	164361.987	197	834.325		
	Above 50 years	Total	164864.480	199			
Religion	Hindu	Between groups	1733.800	2	866.900	1.047	0.353 ^{NS}
	Christian	Within groups	163130.680	197	828.075		
	Muslim	Total	164864.480	199			
Major subject	Arts	Between groups	481.401	2	240.701	0.288	0.750 ^{NS}
	Science	Within groups	164383.079	197	834.432		
	Maths	Total	164864.480	199			

NS-Not Significant at 5% level

Table: 1.4
Significance of Difference in Life Skills of Teacher Educators with regard to Institutional variables

Institutional variable	Groups	N	Mean	Standard deviation	t	P
Location of college	Rural	163	247.22	29.870	2.10	0.03*
	Urban	37	258.14	21.560		
Nature of administration	Aided	29	256.72	22.799	1.15	0.13 ^{NS}
	Private	171	247.97	29.547		

*Significant at 5% level NS-Not Significant

Significance of Difference in Life Skills of Teacher Educators with regard to Institutional variables

Institutional variable	Groups	Source of variation	Sum of squares	df	Mean square	F	P
Nature of college	Womens'	Between groups	2890.461	2	1445.230	1.758	0.175 ^{NS}
	Co-education	Within groups	161974.019	197	822.203		
	Mens'	Total	164864.480	199			

NS-Not Significant at 5% level

FINDINGS AND INTERPRETATIONS

1. More than 50% of the teacher educators have moderate level of life skills with regard to personal variables namely Gender, Age, Marital Status, Major Subject and Religion.

2. More than 50% of the teacher educators have moderate level of Life Skills with regard to institutional variables namely location of college, nature of college and nature of administration with the exception of Mens' College (37%).

- There was no significant difference in life skills of teacher educators with regard to all the select personal variables namely, gender, age, community, religion, marital status and major subject.
- Urban college teacher educators had more life skills than the rural college teacher educators.

Recommendations

The following are the recommendations for the policy makers to develop the life skills among teacher educators.

- To increase the life skills of teacher educators, the National educational bodies shall instruct the teacher education institutions to conduct programmes on life orientation and refreshment related seminars to promote positive social adjustment and reduce emotional disorders.
- Organisation of workshops on life skills for teacher educators make them aware about its importance.
- Life skills shall be taught as part of mental and emotional skills.
- The management has to create a positive prone environment by taking them to field trips, making them to participate in curricular activities
- Government should provide many opportunities to the teacher educators to attend the programmes on job satisfaction and life skills.
- Organisation of awareness programmes on lifeskills in rural areas to make the rural teacher educators aware about the positive aspects of life skills
- Additional focus may be given to male teacher, educators to raise their morale for working and promotion of lifeskills.

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