



## RELATIONSHIP BETWEEN LIFE SKILLS AND TEACHER EFFECTIVENESS OF PROSPECTIVE TEACHERS

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### ABSTRACT

The present study was explored to find out the relationship between life skills and teacher effectiveness of prospective teachers. Survey method was conducted on a random sample of 375 B.Ed. students from Kottayam district, Kerala. Data was analyzed by *t*-test and *r*-value. Result found that there is significant relationship between life skills and teacher effectiveness of prospective teachers. Findings also indicated that there is no significant difference in life skills of prospective teachers with regard to their gender and locale, there is significant difference in teacher effectiveness of prospective teachers in terms of gender and there is no significant difference in teacher effectiveness of prospective teachers with respect to locale.

**KEYWORDS:** Life Skills, Teacher Effectiveness, Prospective Teachers.

### INTRODUCTION

Education is a process that facilitates human beings to attain wisdom and personal meaning. In education has great social influence in the part as well as importance especially in the modern, complex industrialized societies. It uplifts the standard and, promote co-operation and maintain harmony in the society. Education plays a very significant role in developing an individual to his latent talents. It develops in us a new perspective of looking at life. It helps us to build opinion and have points of view on things in life. It makes us capable of interpreting things rightly.

Now, rapidly changing global economy requires that students develop a complex set of skills and qualities that encompass far more than proficiency in basic academic subjects. Rather than merely mastering some subjects, language and arts, children should develop both the cognitive and non-cognitive competencies - the "Life skills" that allow for success in school and beyond. When compared to other traits and skills such as teamwork or intellectual openness, conscientiousness correlates most strongly with success in school and the work place.

Effective teachers' are more often than not effective in achieving specified learning goals. In other words, there is some degree of consistency in these teachers' effectiveness vis-à-vis classroom conditions, time and goals. However, this effectiveness does not stem from rigid adherence to a standard set of behaviors, activities, methods or strategies in all situations. Rather, teachers who are consistently effective are those who are able to adapt their knowledge and skills to the demands inherent in various situations so as to best achieve their goals.

### NEED AND SIGNIFICANCE OF THE STUDY

The children of today are the youth of tomorrow and future citizens of the country. Proper development and growth of children should be ensured from the earliest age. The wealth of the nation is not



so much in its economical and natural resources but it lies more decidedly in the kind and quality of the wealth of its children and youth. It is they, who will be the creators and shapers of the nations' tomorrow. The children of today will be adults of tomorrow. Their quality and personality will determine the kind of destiny that beckons the nation.

In this century, Prospective Teachers should acquire some essential life skills such as Critical Thinking and Problem Solving Skills, Communication Skills, Creative Thinking, Critical Thinking, Decision-making skills, Interpersonal Relations, Empathy, Self Awareness, Management of Stress and Emotions. But the reality is that some of these skills are not acquired completely or effectively.

The present study is confined to "Relationship between Life Skills and Teacher Effectiveness of Prospective Teachers". It helps the teachers and guiding professionals to understand the life skills and teacher effectiveness possessed by the teacher trainees.

### OBJECTIVES OF THE STUDY

- To examine the relationship between life skills and teacher effectiveness of prospective teachers.
- To find out the significant difference in life skills of prospective teachers based on gender and locale.
- To find out significant difference in teacher effectiveness of prospective teachers based on gender and locale.

### HYPOTHESES

1. There is no significant relationship between life skills and teacher effectiveness of prospective teachers.
2. There is no significant difference in life skills of prospective teachers based on gender.
3. There is no significant difference in life skills of prospective teachers based on locale.
4. There is no significant difference in teacher effectiveness of prospective teachers based on gender.
5. There is no significant difference in teacher effectiveness of prospective teachers based on locale.

### METHOD & SAMPLE

Survey method was employed. The present study was carried out on a random sample of 375 B.Ed. students in Kottayam district, Kerala.

### TOOL

- Life Skills Situational Test developed and validated by the Investigator.
- Teaching Effectiveness Scale by Umme Kulsum (2006).

### DATA ANALYSIS

**Table 1: Relationship between Life Skills and Teacher Effectiveness of Whole Samples**

Variables	r	t <sub>r</sub>	SEr	Confidence limit	Shared variance	Level of Significance
Life Skills and Teacher Effectiveness	0.95	58.77	0.005	0.96-0.94	90.25	0.05

**Table 2: Life Skills of Prospective Teachers based on Gender**

Gender	N	Mean	SD	t-value	Result
Male	58	21.74	5.12	0.307	Not Significant
Female	317	21.514	5.33		

**Table 3: Life Skills of Prospective Teachers based on Locale**

Locale	N	Mean	SD	t-value	Result
Urban	112	30.27	7.222	0.38	Not Significant
Rural	263	29.97	6.921		

**Table 4: Teacher Effectiveness of Prospective Teachers based on Gender**

Gender	N	Mean	SD	t-value	Result
Male	58	151.40	12.72	2.864	Significant
Female	317	156.53	11.502		

**Table 5: Teacher Effectiveness of Prospective Teachers based on Locale**

Locale	N	Mean	SD	t-value	Result
Urban	112	157.174	11.931	1.70	Not Significant
Rural	263	154.897	11.704		

**FINDINGS**

1. There is significant relationship between life skills and teacher effectiveness of prospective teachers.
2. There is no significant difference in life skills of prospective teachers based on gender and locale.
3. There is significant difference in teacher effectiveness of prospective teachers based on gender.
4. There is no significant difference in teacher effectiveness of prospective teachers based on locale.

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