



ASSESSING RELATIONSHIP OF LIFE SKILLS AND TEACHING COMPETENCIES OF B.Ed. TRAINEES

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ABSTRACT :

The main objective of the present study was to find out the relationship between life skills and teaching competencies of B.Ed. trainees. Survey method was conducted on a purposive sample of 100 B.Ed. trainees from College of Education in Sivagangai District of Tamil Nadu. Results found that the 'r' values of life skills and teaching competencies of B.Ed. trainees are 0.514 (Pearson) and 0.422 (Spearman's rho) significant at 0.01 level. It is concluded that from the above discussion the overall life skills of B.Ed. trainees had significant positive high correlation with empathy, decision making, problem solving, and leadership, significant positive low correlation with creative thinking, innovation, community, managing people and self awareness of B.Ed. trainees.

KEYWORDS : Life Skills, Teaching Competencies, B.Ed. Trainees.

INTRODUCTION:

Life skills are "living skills" or abilities for adaptive and positive behaviour that enable individuals to deal effectively with demands and challenges of everyday life (WHO, 1999). Life Skills a group of psycho-social and interpersonal skills which can help people make informed decisions, communicate effectively, think critically and creatively, cope with stress and emotions, problem solving, have empathy and self awareness. Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (WHO 1993).

Life skills the essential skills developed through a higher order thinking, that enable a person to perform effectively in his or her life, and thus become a socially acceptable and successful person and life skills as self awareness skill, empathy, interpersonal relationship, effective communication, critical thinking, creative thinking, decision making, problem solving, coping with emotions and coping with stress skills (WHO 2017). These are decision making, problem solving, creative thinking, critical thinking, and effective communication; inter personal relationship skills, self-awareness, empathy, coping with emotions and stress (Sridevi, 2015). UNICEF (2012) classified into problem solving skills, critical thinking skills, effective communication skills, decision making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy, coping with stress and emotions and coping with stress and emotions.



TEACHING COMPETENCIES

Passi and Lalitha (1994) defined teaching competency means an effective performance of all observable teacher behavior that brings about desired pupil outcomes. Shashi Shukla (2014) defines teaching competency as suitable or sufficient skill, knowledge and experience for teaching purpose, properly satisfied. According to Ushalaya Raj and Vasantha (2014) teaching

competency is the professional development of the teacher in terms of academics, skillful and able teaching, classroom control and utilization of teaching aids and tool in a constructive way. Teacher competencies can be categorized into the three groups: general competencies, professional competencies and special competencies. Pragya Aggarwal (2014) stated the NCTE, New Delhi identified teaching competencies such as contextual competencies, conceptual competencies content competencies, transactional competencies, competencies related to other educational activity, competencies to develop teaching learning material, evaluation competencies management competencies, competencies related to working with parents and competencies related to working with community. The types of teaching competencies are: cognitive based teaching competencies, performance based teaching competencies, consequences based teaching competencies, explorative competencies, managerial teaching competencies and life and soft skills competencies.

NEED AND IMPORTANCE OF THE STUDY

Teachers should be given life skills training as they are the ones who contribute most in the development of the children. The teacher in modern school plays in their daily activities not only the role of traditional teacher by giving new knowledge for students. Today teacher is a consultant, an advisor, elder friend, a researcher and so on. It is difficult to list all roles of today teacher. If teachers would not be competent enough, then that would affect the development of students at a large scale as development of children is directly related to teachers' competency **Ji Hyun Yu et al. (2012)**. Teachers are responsible to develop essential skills and abilities among adolescents and youth. The need is realized to introduce life skills programme for the prospective teachers at pre service teacher education programme. It is desired that the future teachers would develop essential constructs of life skills which not only help them to face challenges in life confidently but also to train their students, in future, to utilize the skills in their personal and professional life (**Sarika Chauhan, 2016**). Hence, it is desired that the future teachers would develop essential constructs of life skills which not only help them to face challenges in life confidently but also to train their students, in future, to utilize the skills in their personal and professional life. It is not always possible for the parents to be a role model for their wards in molding behavior. It is the responsibility of teachers to give importance for life skills in their teaching. Hence the life skill sloping prospectus must be included at all levels, especially in B.Ed. and M.Ed. curriculum (**Prema, 2013**). But teachers' knowledge, skills, personal qualities and values affects not only students learning motivation and achievement, but also formation of their national identity. Therefore, the investigator has realized the need of life skills and teaching competencies of B.Ed.Trainees and willing to assess relationship of life skills and teaching competencies which will result to enhance the life skills and teaching competencies in a single nutshell to future policy makers and curriculum setters. Hence from the above all discussions and research facts, the investigator has made an honest attempt on assessing relationship if any between life skills and teaching competencies of prospective students in college of education.

OBJECTIVE

- To find out the significant relationship between life skills and teaching competencies of B.Ed. trainees.

HYPOTHESES

1. There is no significant relationship between life skills and teaching competencies of B.Ed. trainees.
2. There is no significant relationship between life skills and its dimensions such as self awareness, creative thinking ability, critical thinking ability, innovative skills, empathy, decision making capacity, communication skills, problems solving ability, managing people and leadership of B.Ed. trainees.
3. There is no significant relationship between teaching competencies and its dimensions such as contextual, conceptual, content related, transactional, educational activities, developing teaching learning materials, evaluation and management of B.Ed. trainees.

Method and Sample

Survey method was used for the study. A sample of 100 B.Ed. trainees was chosen from PSY College of Education in Sivagangai District of Tamil Nadu under purposive sampling technique.

Description of the Tool

Life Skills Assessment Scale and Teaching Competencies Assessment Scale developed by K. Gopinath and Sivakumar (2019) have been used for the assessing relationship between life skills and teaching competencies of B.Ed. trainees. Life Skills Assessment Scale has 69 items and Teaching Competencies Scale has 35 items, against each item column the responses such as Strongly Agree (SA), Agree (A), Un-Decided (UD), Disagree (D) and Strongly Disagree (SD) with a score of 5, 4, 3, 2, 1 respectively. The given negative items of life skills and teaching competencies statements are scored reversely.

Reliability and Validity

The reliabilities of the Life Skills Assessment Scale (LSAS) and Teaching Competency Assessment Scale (TCAS) are by using test re-test method is 0.612 and 0.589, split-half method is 0.656 and 0.602 and Kuder-Richardson method is 0.536 and 0.502. For establishing the validity, the investigator used content validity and face validity of the Life Skills Assessment Scale (LSAS) and Teaching Competency Assessment Scale (TCAS).

Findings

In this section significant relation of life skills, teaching competencies and its dimensions of B.Ed. trainees have been found by applying Product Moment Correlation with the help of SPSS-22 Software. The significant relations of life skills and teaching competencies of B.Ed. trainees have been calculated and presented in the following tables.

Relationship of Life Skills and Teaching Competencies of B. Ed Trainees and calculated 'r' Values Pearson Correlation

Variables	Life Skills (r)	Teaching Competencies (r)
Life Skills	1.00	0.514**
Teaching Competencies	0.514**	1.00

** Significant at 0.01 level

Spearman's rho Correlation (Non-Parametric)

Variables	Life Skills (r)	Teaching Competencies (r)
Life Skills	1.00	0.422**
Teaching Competencies	0.422**	1.00

** Significant at 0.01 level

It is found that the 'r' values of life skills and teaching competencies of B.Ed. trainees are 0.514 (Pearson) and 0.422 (Spearman's rho) significant at 0.01 level. It is concluded that there is a positive high correlation found between life skills and teaching competencies of B.Ed. trainees through Pearson Correlation. It is also concluded that there is a positive low correlation found between life skills and teaching competencies of B.Ed. trainees through Spearman's rho Correlation (Non-Parametric).

It is found that the there is significant negative low correlation exists between self awareness with innovative (-0.258), significant at 0.01 and significant negative low correlation exists between self awareness with problem solving (-0.229) competencies, significant 0.05 levels. There is significant positive low correlation exists between self awareness with managing people (0.200) and life skills over-all (0.170), significant at 0.05 level. Further, there is low positive correlation exists between self awareness with creative

thinking (0.085) and decision making (0.072), not significant at 0.05 level. There is a negative low correlation exists between self awareness with critical thinking ability (-0.109), empathy (-0.042), communication (-0.011) and leadership (-0.138), not significant at 0.05 level. There is significant positive low correlation exist between creative thinking with communication (0.199) life skills-over all (0.232) competencies, significant at 0.05 level. There is positive low correlation exists between creative thinking with self awareness (0.085), innovative (0.011), decision making (0.035) and problem solving (0.156), significant at 0.05 levels. Further, there is significant negative low correlation exists between creative thinking with leadership (-0.320) significant at 0.005 level. There is significant negative low correlation exists between creative thinking with critical thinking ability (-0.136) and empathy (-0.165), not significant at 0.05 level.

It is found that the there is significant positive low correlation exists between critical thinking with problems solving (0.364) significant at 0.01 level. There is significant negative low correlation exists between critical thinking with empathy (-0.269), decision making (-0.416), communication (-0.310) and leadership (-0.312), significant at 0.001 level. Further, there is significant negative low correlation exists between critical thinking with self awareness (-0.109), creative thinking (-0.136), innovative (-0.097), managing people (-0.163) and life skills over all (-0.152), significant at 0.05 level. There is significant positive low correlation exists between innovative with problems solving (0.513) and life skills over all (0.289), significant at 0.001 level. There is significant negative low correlation exists between innovative with self awareness (-0.258), managing people (-0.345), significant at 0.05 level. Further, there is positive low correlation exists between innovative with creative thinking (0.011), empathy (0.039), decision making (0.164), communication (0.044) and leadership (0.022), not significant at 0.05 level. Further, there is negative low correlation exists between innovative with critical thinking (-0.097), not significant at 0.05 level. There is significant positive low correlation exists between empathy with decision making (0.488), problems solving (0.222), managing people (0.326) and leadership (0.226) and significant positive high correlation exists between empathy with life skills over all (0.675), significant at 0.01 level. There is negative low correlation exists between empathy with critical thinking (-0.269), significant at 0.01 level. Further, there is positive low correlation exists between empathy with innovative (0.039) and communication (0.076), not significant at 0.05 level. Further, there is negative low correlation exists between empathy with self awareness (-0.042) and creative thinking (-0.016), not significant at 0.05 level.

Significant Relation of Teaching Competencies and its dimensions of B.Ed. Trainees

It is found that the there is significant positive low correlation exists between contextual with management (0.464) and evaluation (0.188) competencies, significant at 0.01 and 0.05 levels. There is positive low correlation exists between contextual with transactional (0.002), educational activities (0.071), teaching competencies-over all (0.138), not significant at 0.05 level. Further, there is significant negative low correlation exists between contextual with conceptual (-0.370), and teaching learning materials (-0.186), significant at 0.01 and 0.05 levels. There is negative low correlation exists between contextual with content related (-0.156), not significant at 0.05 level. There is significant positive low correlation exists between conceptual with transactional (0.475), teaching learning materials (0.342) and evaluation (0.374) competencies, significant at 0.01 levels. There is significant positive high correlation exists between conceptual with teaching competencies-over all (0.647) competencies, significant at 0.01 level. There is positive low correlation exists between conceptual with content related (0.134), not significant at 0.05 level. Further, there is positive low correlation exists between conceptual with educational activities (0.152) and negative low correlation exists between conceptual with management (-0.141), not significant at 0.05 level. There is significant negative low correlation exists between conceptual with contextual (-0.370) significant at 0.01 level.

RECOMMENDATIONS

This study strongly recommended that the immediate attention should be given to enhance the relationship between life skills and teaching competencies among B.Ed. trainees. The positive low

correlation (0.422) found between life skills and teaching competencies of B.Ed. trainees through Spearman's rho Correlation (Non-Parametric). So, this study strongly recommended that the immediate attention given by policy maker and should be kept for future planning and intake to the teacher education for better tomorrow in Indian conditions. This study concludes with a special attention to the policy makers and administrators in teacher education that some of the teaching competencies of the B.Ed. trainees are still undecided which in turn affects the future generations and it is unique nature of this study is concerned.

CONCLUSION

It is concluded that the present investigation has found that there is a significant positive high correlation exists between life skills and teaching competencies of B. Ed trainees. It is concluded that from the above discussion the overall life skills of B. Ed trainees had significant positive high correlation with empathy, decision making, problem solving, and leadership, significant positive low correlation with creative thinking, innovation, community, managing people and self awareness of B. Ed trainees. The critical thinking is had negative low correlation with overall life skills of B. Ed trainees which is not significant. It is concluded that from the above discussion the overall teaching competencies of B. Ed trainees had significant positive high correlation with conceptual, transactional, teaching learning materials and evaluation, significant positive low correlation with educational activity, management of B. Ed trainees. The content related and contextual is had positive low correlation with overall teaching competencies of B. Ed trainees which is not significant.

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