



ISSN: 2249-894X  
 IMPACT FACTOR : 5.7631 (UIF)  
 UGC APPROVED JOURNAL NO. 48514  
 VOLUME - 8 | ISSUE - 8 | MAY - 2019

## LIFE SKILLS AMONG B.Ed. STUDENT TEACHERS

Dr. M. Sridevi<sup>1</sup> and Prof. T.G. Amuthavalli<sup>2</sup>

<sup>1</sup>Post Doctoral Fellow (ICSSR), Department of Education, Sri Padmavati Mahila Visvavidyalayam, Tirupati, Andhra Pradesh.

<sup>2</sup>Head & BOS Chairperson, Department of Education, Sri Padmavati Mahila Visvavidyalayam, Tirupati, Andhra Pradesh.



### ABSTRACT:

An attempt was made to study the life skills among B.Ed. student teachers. Survey method was conducted on a random sample of 100 B.Ed. student teachers from Anantapur District, Andhra Pradesh. Self-made tool was used to collect the data. Percentage, Mean, SD, and t-test were used for data analysis. The result found that B.Ed. student teachers have moderate level of life skills. Finding also showed that there is a significant difference in life skills among B.Ed. student teachers with reference to gender. The female B.Ed. student teachers have high level of life skills than male B.Ed. student

teachers. The study also indicated that there is a significant difference between rural and urban area of B.Ed. student teachers with reference to their life skills. The urban area B.Ed. student teachers have high level of life skills than rural area B.Ed. student teachers.

**KEYWORDS:** Life Skills, B.Ed. Student Teachers.

### INTRODUCTION :

UNICEF gives to an understanding that powerful behavioural outcomes are the results of interrelations between the skills, most importantly the psycho-social and interpersonal skills. The practice and reinforcement of psycho-social skills contributes to the promotion of personal and social development, the prevention of health and social problems and protection of human rights, says, the mental health promotion and policy team in World Health Organization.

WHO defines life skills as those skills that can enable individuals to deal effectively with the demands

and challenges of everyday life. Life skills equip a person with the ability to develop an adaptive and positive behaviour. The term 'adaptive' means the ability of person to flexible adjust to varied circumstances. The term positive behaviour indicates a positive approach of a person who can find a ray of hope and appointee in finding solutions even under difficult situations.

Life skills not only involve vocational skills, business management skills etc. but also encompass all dimensions of human life, be it economical, social or psychological. Life skills can help to make informed decisions, communicate effectively and develop coping and self-management skills that can help to

lead a healthy and productive life. Therefore, the one way that can place an individual on the highway to growth and development, that can enable to lead a life effectively and efficiently is life skills education.

### REVIEW OF RELATED STUDIES

Vijayarani and Geetha (2017) conduct a study on life skills and value education among B.Ed. trainees. The sample of the study was 200 B.Ed. trainees in and around Coimbatore district through simple random sampling technique. The

data were analyzed using t-test and F-ratio. The results found that there was no significant mean score difference in the life skills and value education among B.Ed. trainees with respect to gender, locality, general qualification, type of family, medium of instruction, nature of college, educational qualification of father, educational qualification of mother, occupation of father, occupation of mother, monthly income of father, and monthly income of mother.

Prema (2013) investigated enforcing life skills to teacher trainees by teacher educators. Survey method was used in the study. 118 teacher educators from the colleges of education located in Tamil Nadu was taken as samples. Self-made tool was used for data collection. The data was analyzed using percentage. Results found that 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.

### **NEED AND SIGNIFICANCE OF THE STUDY**

The life skills are more important for student teachers in everyday life. The development of life skills helps students to find new ways of thinking and problem solving, to recognize the impact of their actions and teachers them to take responsibility for what they do rather than blame others; the life skills help to build confidence both in spoken skills and for group collaboration and cooperation and to analyze options make decisions and understand way they make certain choices outside the classroom and ultimately develop a greater sense of self awareness and classroom and ultimately develop a greater sense of self awareness and appreciation for others. Lack of life skills cause many problems to the student teachers, pupils and to the entire process and system of education. Student teachers without life skills might feel stressed in and inferior in their life. They fail in managing the situation skilfully and can't deal properly with his surroundings and relationships. In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. Thus, it is important to assess life skills of student teachers so that it would guide the teachers and parents to strengthen life skills of students. This study also aims to find and assess the present status of student teachers life skills gained through various sources like curricular and co-curricular activities of the college, parents, friends and personal experiences; hence this study focuses on the assessment of life skills of student teachers. In the present study the researcher attempt to find out life skills among student teachers. Based on the review of related literature the researcher attempts to study the life skills of student teachers with respect to different demographic variables like, gender and locality.

### **OBJECTIVES OF THE STUDY**

- To assess the level of life skills among B.Ed. student teachers.
- To study the life skills among B.Ed. student teachers with regard to gender and locality.

### **HYPOTHESES**

1. There is no significant difference between male and female B.Ed. student teachers with reference to their life skills.
2. There is no significant difference between rural and urban area of B.Ed. student teachers with reference to their life skills.

### **METHODOLOGY**

The present study was undertaken by using normative survey method. A simple random sample of 100 (50 male and 50 female) B.Ed. student teachers was selected in Anantapur District of Andhra Pradesh State. 'Life Skills Scale' was developed and validated by the researcher. The statistical techniques such as percentage, mean, standard deviation and t-test were used for the data analysis with SPSS 20.0 version.

**DATA ANALYSIS****Table 1: Level of Life Skills among B.Ed. Student Teachers**

Score	N	Percentage	Level
1-50	28	28%	Low
51-100	39	39%	Moderate
101-150	33	33%	High

Table-1 reveals that 28% of the B.Ed. student teachers having low level of life skills, 39% of the B.Ed. student teachers having moderate level of life skills and 33% of the B.Ed. student teachers are found to possess high level of life skills.

**Table 2: Mean, SD and t-value of Life Skills among B.Ed. Student Teachers based on Gender**

Gender	N	Mean	SD	t-value	Remark
Male	50	94.98	8.467	3.748	Significant at 0.01 level
Female	50	101.46	8.821		

From Table-2, the calculated t-value 3.748 is greater than the table value (2.58) at 0.01 level of significance. Thus there is a significant difference between male and female B.Ed. student teachers with reference to their life skills. Hence, the hypothesis-1 is rejected.

**Table 3: Mean, SD and t-value of Life Skills among B.Ed. Student Teachers based on Locality**

Locality	N	Mean	SD	t-value	Remark
Rural	50	95.54	9.020	3.032	Significant at 0.01 level
Urban	50	101.90	8.655		

Table-3 indicates that the calculated t-value 3.032 is greater than the table value (2.58) at 0.01 level of significance. Thus there is a significant difference between rural and urban B.Ed. student teachers with reference to their life skills. Hence, the hypothesis-2 is rejected.

**FINDINGS OF THE STUDY**

- B.Ed. student teachers having moderate level of life skills.
- There is a significant difference in life skills between male and female B.Ed. student teachers.
- There is a significant difference in life skills between rural and urban B.Ed. student teachers.

**IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH**

- The study has hung implications in the field of education, schools and colleges should give priority for life skills enrichment programmes in school and colleges followed by life skills assessment programme.
- The present study is deal with single dependent variable i.e. life skills. Another investigation can also take place in relation to life skills and teaching competency of student teachers. etc.
- Experimental studies are also can be carried out on life skills.
- Longitudinal studies are also can be carried out on each skill.

**CONCLUSION**

The results of the present study indicated that the student teachers have to take steps at school level to improve the life skills among the students. It can be stated on the basis of results obtained that there is a huge need to improve the life skills for the betterment of our young ones and for the future of the nation.

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