



A STUDY TO PROMOTE LIFE-SKILLS STRATEGIES AMONG B.ED. STUDENTS

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ABSTRACT:

The present study was explored to find out the life skills of B.Ed. students. Researcher was used the Survey method in this study. A sample of 100 B.Ed. students was chosen from Government and private Colleges of Education situated in urban and rural areas in Bhiwani district of Haryana through simple random sampling technique. The data were collected using Life Skills Assessment Scale which was developed by the researcher. t-test analysis revealed that there was significant difference in life skills of B.Ed. students with reference to gender, locality, and type of colleges there was no significant difference in life skills of B.Ed. students.



KEYWORDS: *Life skills, B.Ed. students.*

INTRODUCTION

For creating an equitable and just society, education is the only tool. Life skills-based education is the building block of lifelong attitudes and the holistic development of human beings. For this Life skills are the best media to develop all the competencies. "Life skills education is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, the prevention of health and social problems, and the protection of human rights" World Health Organisation (1993). According to WHO there are ten core Life Skills. They are: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem Solving, Effective communication, Interpersonal relationship, Coping with stress and Coping with emotion.

Life skills are directed towards personal actions and actions towards others, as well as actions to change the surrounding environment to make it conducive to health UNICEF (2006). Life skills help the individual to understand the way of communicating with himself and others. Life skills lead human life and it gives us the enlightening path on which an individual must live his life. Life skills are problem solving behaviors utilized suitably and responsibly in the management of individual affairs. They are a bunch of human skills procured through teaching or direct experiences that are utilized to deal with issues and questions usually experienced in every day human life. The subject differs incredibly relying on societal norms and community expectations. Life skills like self-esteem, self-awareness, assertiveness, coping with stress, and coping with emotions can enable you to understand yourself, your strengths and weaknesses, your character and personality, and your values and principles. Your

awareness about your positive points can enable you to make as much as possible from your strengths and eliminate your weaknesses.

NEED FOR LIFE SKILLS

Life Skills are many factors such as social support, culture and environment that affect motivation and ability to behave in positive ways. Effective acquisition and application of Life Skills can influence the way one feels about others, ourselves and will equally influence the way we are perceived by others. It contributes to perception of self-confidence and self-esteem. Life Skills training is an efficacious tool for empowering the youth to act responsibly, take initiative and take control. It should be based on when young people are able to rise emotional impasses arising from daily conflicts, entangled relationships, and peer pressure, they are less likely to resort to anti-social behaviours. The Life Skills based programme where Life Skills are imparted would be in a supportive learning environment.

REVIEW OF RESEARCH LITERATURE

Alaka Das (2019) conducted a study of life skills in relation to academic anxiety of the B.Ed. students. Survey method was conducted on a sample of 90 B.Ed. students from 3 teacher training colleges of rural Kamrup district of Assam. Findings revealed that there was no significant difference in life skills of male and female, graduate and postgraduate, science and arts background B.Ed. students. Further, the study found that there was significant negative relationship between life skills and academic anxiety of B.Ed. students.

Sridevi (2019) attempted with teacher trainees' life skills - a study. Survey method was adopted in this study. The simple random sample consisted of 60 B.Ed. teacher trainees in Anantapur district. t-test analysis found that there was significant difference in life skills of B.Ed. teacher trainees in terms of gender and locality and there was no significant difference in life skills of B.Ed. teacher trainees with respect to management.

Rakesh Sandhu (2014) conducted a study of life skills of pupil teachers. Survey method was used in the study. The stratified random sample comprised 300 pupil teachers from Karnal and Kurukshetra district. Life Skills Assessment Scale by Nair A.R., Subassee R. and Ranjan S. was used for data collection. Percentage analysis showed that 4% of the respondents had high level of life skills, 72% of the respondents had average level of life skills and 24% of the respondents had low level of life skills. t-test analysis found that there was no significant difference in life skills between male and female and between rural and urban areas pupil teachers and there was significant difference in life skills between science and arts groups pupil teachers.

OBJECTIVES OF THE STUDY

To study the life skills of B.Ed. students in terms of Gender, Locality, and Type of colleges.

HYPOTHESES

1. There is no significant mean difference between Male and Female B.Ed. students in their life skills.
2. There is no significant mean difference between Rural and Urban B.Ed. students in their life skills.
3. There is no significant mean difference between Government and Private B.Ed. colleges students in their life skills.

METHODOLOGY

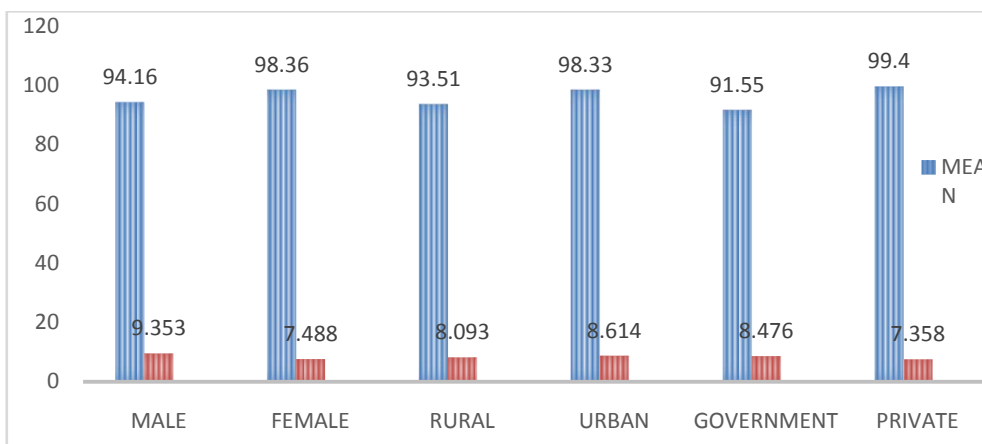
The study was carried out by descriptive survey method. The population included all the B.Ed. students belonging to various Colleges of Education in Bhiwani district of Haryana. A sample of 100 (50 male and 50 female) B.Ed. students was selected through simple random sampling technique. The data were analyzed using Mean, SD and t-test.

RESULT AND DISCUSSION

Table 1: Mean Differential of Life skills of B.Ed. Students based on Gender, Locality and Type of colleges.

Variable	Sub sample	N	Mean	SD	t-value	Level of significance
Gender	Male	50	94.16	9.353	2.479	Significant
	Female	50	98.36	7.488		
Locality	Rural	42	93.51	8.093	2.869	Significant
	Urban	58	98.33	8.614		
Type of colleges	Government	40	91.55	8.476	4.916	Significant
	Private	60	99.40	7.358		

Figure 1: Bar diagram showing Mean Differential of Life skills of B.Ed. Students based on Gender, Locality and Type of colleges.



t-values (2.479) of has showed in Table -1 which indicated higher mean score of female B.Ed. students and significant at 0.05 level. It can be concluded from the results that the mean scores of life skills between male and female B.Ed. students differ significantly. Thus, the Ho1 is rejected. t-values (2.869) of has showed in Table -1 which indicated higher mean score of Urban B.Ed. students and significant at 0.05 level. It can be concluded from the results that the mean scores of life skills between rural and urban B.Ed. students differ significantly. Thus, the Ho2 is rejected. t-values (4.916) of has showed in Table -1 which indicated higher mean score of Private B.Ed. colleges students and significant at 0.05 level. It can be concluded from the results that the mean scores of life skills between Government and Private B.Ed. colleges students differ significantly. Thus, the Ho3 is rejected. So, finding revealed that there is significant mean difference in life skills of B.Ed. students in terms of Gender, Locality, and Type of colleges.

CONCLUSION

CCOM Life skills are skills, strengths, and abilities that can help students face life issues with a positive attitude and carry out different situations in the life. Training for life skills advances mental health and general wellbeing of prospective teachers which is imperative as the teachers frequently work in diverse circumstances. To improve the level of life skills of B.Ed. students, legitimate curricular

orientation alongside intervention program should be incorporated at teacher training level. There for life skill education is a need of the society and every education system should impart life skill education as a part of its curriculum as it can produce positive health behavior, positive interpersonal relationships, and a way of empowering youth to build their lives and their dreams. There is also need to integrate an approach to provide opportunities of experiential learning to students. The purpose of the present research is to study the difference in life skills of B.Ed. students in terms of Gender, Locality, and Type of colleges. The result found that there is significant mean difference in life skills of B.Ed. students in terms of Gender, Locality, and Type of colleges.

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