



Study of Life Skill's level

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Abstract

B.Ed. is a course that prepares the prospective teachers to teach students of std VIII – XII. This stage is termed as adolescence. As teachers, the B.Ed. students have to deal with such students who are continuously in the state of flux. Adolescence all over the world face many changes and challenges during this phase of life. At this stage it is important to equip them with such skills that will enable them to cop up with the different changes and challenges and thereby succeed in life. Such skills are called as life skills and are considered to be very important in the life of individuals.

The present study was conducted to endeavor the attitude of B.Ed. students towards life skill education. The researcher conducted a short survey on 50 student teachers of Arihant College of Education. The attitude of student teachers was found to be positive.

The focus of this study is to create the awareness of Life skills and to find out the Life Skill level among B. Ed. students. Experimental research methodology has been used for this study and single group design has been used for the research study. 30 B. Ed. students trainee are selected from entire population by incidental sampling method. The life skill scale i.e. pre-test and post-test tools are used for collection of data. The findings of the study are developed Life skill awareness programme enhances the Life skill level among the B.Ed. Students.

Key Words: Life skill, B.Ed. Students

1. Introduction :

In the fast paced modern world, the younger generation is prone to conflicts, stress related problems, anxiety etc. To prevent these problems and to lead the citizens of tomorrow to a

bright future some intervention is required. Life skill is such an intervention that will help to deal with such problems. To guide the younger generation through such a critical phase of life the teachers have to play an important role as they have to continuously interact with adolescents. Therefore the teachers should be aware of the life skill education and have a positive attitude towards it. Only then the teachers will be able to help adolescents deal with the problems.

Life skills, according to the World Health Organization, are abilities of individuals to adapt and develop positive behaviours that empower them to manage challenges in their day-to-day lives. Essentially, life skills are capabilities that help individuals strengthen themselves against the realities of life. Life skills are important as they enable individuals to think rationally and take positive actions to ensure personal well-being and productive social relationships. Life skills, sometimes called basic skills, are the skills that are used in leading a successful life.

Adolescence, the second decade of life, is a period of rapid development, when young people acquire new capacities and are faced with many new situations that create not only opportunities for progress, but also risk to health and wellbeing (World Health Organization, 1998).

Life Skills – An Overview

- a) **Self awareness:** It is a probe into ones own self, in relation to the surroundings in which we live. It is an unbiased assessment about ones character, capacity, capability, competency, desire and dislikes.
- b) **Empathy:** Empathy starts with our ability to understand and accept different kinds of people around us who are different from us in many respects. It is the imaginative transposing of ones self to the thinking and feeling of another.
- c) **Interpersonal relationship:** It is the ability to establish positive relationship and help us to relate in positive ways with the people we interact with.
- d) **Communication:** It is the most important part of the life skill education. Communication is the process by which information and understanding transfer from one person to other.
- e) **Critical Thinking:** It is the ability to analyze information and experiences in an objective manner. Critical thinking is making objective judgments about choices and risks.

- f) Creative Thinking: Creativity is the ability to produce work that is both novel and appropriate. It is a unique way of thinking, which bases on the insight we have in a particular area.
- g) Decision making: Decision making is to choose from the varied options based on the existing knowledge of the topic under consideration keeping in mind the positive and negative consequences of each of the option.
- h) Problem solving: Enables us to deal with the problems in our life in a constructive manner.
- i) Coping with emotions: Coping with emotions is being aware of the predominant emotion that preoccupies the mind at any point of time, knowing how emotions influence behavior, and being able to respond emotions appropriately.
- j) Coping with stress: Coping with stress means recognizing the sources of stress in our lives, recognizing how this affect us physically and emotionally and acting in ways that help us control our level of stress, by changing our environment or lifestyle and learning how to relax.

Need

Adolescence is the transition period where adolescents face problems of various kinds. Life skills helps adolescents translate knowledge, attitudes and values into healthy behaviour, such as acquiring the ability to adopt healthy behaviour that improve their lives in general. B.Ed. students are prospective teachers who have to continuously deal with adolescents. They have to help students to develop the life skills and thus enable them to face the challenges of life and succeed. But to help students develop life skills the B.Ed. students should be aware of the importance of life skill and have a positive attitude towards it. Hence the researcher decided to study the level of life skill's in prospective teachers.

Statement of the problem

A study of life skill's level of B.Ed. students in Pune city.

Objectives

1. To develop life skills scale for B.Ed student
2. To prepare life skill awareness programme
3. To find out level of life skills of B.Ed students

Conceptual Definition

Life Skill: The abilities for adaptive and passive behaviour that enables individual to deal effectively with the demands and challenges of everyday life. (WHO)

A behaviour change or behaviour development approach designed to address a balance of three areas knowledge, attitude and skill. (UNICEF)

Operational Definition

- **Life skill:** *Skills* that help us deal with situations that can adversely affect our life.

Assumptions of the Study

- i) B. Ed. students have basic knowledge about Life skills .
- ii) B. Ed. students are familiar with life skills.
- iii) B. Ed. students apply life skills in daily life.

Hypothesis

Research Hypothesis :

Life Skills Programme enhances the Life Skill level of the student teacher.

Null Hypothesis of the study

H0: There is no significant difference between means score of pretest and posttest.

Delimitations of the study

This research study is delimited to

- i) B. Ed. students.
- ii) Only Girls student
- ii) For the academic year 2012-2013
- iii) 30 B. Ed. students of Azam College of Education
- iv) Affiliated to Pune University
- v) Life skill scale developed by investigator

Limitations of the study

- i) The psychological aspects like attention, motivation, interest are beyond the control of investigator.
- ii) The attendance aspect of the B. Ed. students is beyond the control of investigator.

Research Methodology

For this research study Experimental research methodology is used to find out the level of life skills in B. Ed. students.

Research Design of the study

For this research study single group (pretest-posttest) design is used.

Population of the study

Population of the present research study consists of all B. Ed. students from college of Education which are affiliated to the Pune University.

Sample and Sampling

The researcher selected 30 students by incidental sampling method.

Variables of the Research Study

Variables of the present research study are as given below.

Independent Variable: Life Skill awareness programme developed by researcher comes under independent variable.

Dependent Variable: Enhancement of life skill level among B. Ed. students comes under dependent variable.

Data Collection Tool

Tools for the data for this research study consist of

- (a) Life Skill scale (Pre test and post test)
- (b) Life Skill Awareness programme.

Statistical Tool

“t” value

Preparation of Tools

(a) Life Skill Scale (Pre test and post test): This scale is prepared by the investigator which is based on ten life skills recommended by WHO.

(b) Life Skill Awareness programme: This programme is based on ten life skills recommended by WHO. Activities are performed in accordance with each life skill which includes storytelling, moral stories, and daily events, creating situations.

Administration of Test

a) Administration of Life Skills Scale Pre Test

Before administration the Life Skill Awareness programme investigator has implemented the Life Skill Scale for B. Ed. students. Pre test is used as life skills Scale.

b) Administration of Life Skill Awareness programme

A Life Skill Awareness programme based on ten life skills recommended by WHO- Self awareness, Empathy, Critical Thinking, Creative Thinking, Decision making, Effective Communication, Interpersonal Relationship, Coping with stress, Coping with Emotions, Problem solving.

c) Administration of Life Skill Scale Post Test

After administration of the Life Skill Awareness programme investigator has implemented the Life Skills scale for B. Ed. students to find out the level of life skills.

Testing of Hypothesis :

H0: There is no significant difference between means score of pretest and posttest.

Interpretation of data for ‘t’ Test

Table -1

Test	Number	Mean	S.D.	“t” Value	Decision
Pre-Test	30	21.83	6.21	9.83	Rejected
Post-Test	30	34.76	3.53		

Observation :

From the table we can see that t-value is greater than the table value at 0.5 level of significance, the hypothesis is rejected. Hence it is taken to be significant resulting in the rejection of null hypothesis H0: and accepting the research hypothesis.

Major findings:

The findings of the study are developed Life skill awareness programme enhances the Life skill level among the B. Ed. Students.

Educational Implication:

Life skills are abilities by which an individual can be helped to become successful in living a dynamic and rewarding life by instilling in him, intrapersonal qualities such as self-awareness, self-esteem and self-confidence, which will make him aware of his strengths and weaknesses. As a result, the individual is able to recognize opportunities at hand. Rational decision-making and appropriate Problem-solving comes natural to him. He has good control over his emotions and feelings, and he has optimum knowledge of relaxation techniques as well.

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