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A Study of Life Skills Among Prospective Teachers

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Abstract

To live a better existence in civilization, you must have a lot of living abilities. It is crucial for everyone to have these living skills because they play a significant part in every person's existence. Life skills can therefore be acquired at any time of life and are essential for satisfaction and success. Effective learning can also significantly enhance one's quality of life. For instructors to positively impact their own lives as well as the lives of their pupils, life skills are crucial. Due to the teacher's crucial part in shaping the students' characters, hobbies, skills, attitudes, and aptitudes. Future instructors will eventually become future teachers. Therefore, the goal of the current research was to investigate potential instructors' living skills. This research employed the poll methodology. The College of Teacher Education in Vadodara was used as the source for the handy selection method to select a group of 50 future teachers. A 5-point Likert-type Life Skills Assessment measure was used to gather the data.

Key terms: Life Skills, Prospective teachers, Critical thinking, Creative thinking, Problem-solving, Communication skill, Decision-making, Interpersonal skill

INTRODUCTION

The primary method for enhancing a person's inherent abilities is education. It helps one realise their potential and equips them to use it for the advancement of both themselves and society. Learning specific abilities helps you live a better life, which is a component of education. A person can live a prosperous, useful, and fulfilling existence by developing their life skills. Therefore, instructors must organise and offer the best chances for students to learn the necessary skills. Gandhi stated that "by education, I mean a comprehensive bringing out of the best in the child and man's body, mind, and spirit." This is only feasible if both the pupils and the instructors are aware that education is more than just the dissemination of knowledge about how to live admirably in a democracy. Students also should learn the things to hold a modified behavior and prove themselves as good citizen. Teachers play a major role in shaping the Nation by sharpening the entire student community. An innovative and skillful teacher provides all kinds of learning environments to their students to make them efficient and effective personalities in the future. An innovative teacher must know the emerging technology in the teaching and learning environment, to develop those skills

among students, with a belief that every drop of effort becomes an ocean in the future.

CONCEPT OF LIFE SKILLS

According to the World Health Organization, life skills are those that help people cope successfully with the obligations and difficulties of daily living. A person's capacity to create adaptable and constructive behaviour is enhanced by their life skills. The capacity to change to various situations is referred to as being "adaptive." The phrase "positive behaviour" refers to an individual's optimistic outlook and ability to find answers, even in trying circumstances. existence skills cover all aspects of human existence, including the financial, social, and psychological ones, in addition to job abilities, company management abilities, etc. Making wise choices, successfully communicating, and developing dealing and self-management skills are all possible with the aid of life skills, which can help one lead a healthy and successful existence. Therefore, life skills education is the only method that can put a person on the path to growth and development and give them the ability to lead an effective and efficient life. Previewing the importance of life skills education researcher proposed to study life skills among Prospective teachers

REVIEW OF RELATED STUDIES

Sridevi and Amuthavalli (2019) examined the social abilities of B.Ed. learning to instruct. The research was conducted using a poll technique. 100 B.Ed. students made up the random group. Andhra Pradesh's Anantapur District has trainee instructors. The data was gathered using a programme that was created on my own. The percentage, mean, standard deviation, and t-tests were used to analyse the data. The outcome revealed that B.Ed. There was a middling degree of social skills among student instructors. Additionally, the research revealed a sizable disparity in living skills among B.Ed. There were substantial differences between B.Ed. country and metropolitan student instructors in terms of gender. relating their life abilities, student instructors.

Vijayarani and Geetha (2017) performed a survey on moral education and living skills among B.Ed. trainees. 200 B.Ed. were included in the study's group. learners from 7 institutions in the Coimbatore region of Tamil Nadu. The t-test and F-ratio were used to analyse the data. The study's conclusions showed that among B.Ed. students, there is no discernible distinction between living skills and moral education. trainees regarding

gender, location of the college, educational background, family structure, method of instruction, type of college, educational background of the father, educational background of the mother, father's and mother's occupations, and father's and mother's monthly income.

Mandeep Kaur (2014) research on certain personal factors among school-age teenagers' social skills. 200 students in government and private institutions in the Punjabi regions of Patiala, Fatehgarh Sahib, and Mansa made up the group. The data was gathered using Sharma's 2003 Life Skills Scale. The findings showed that female and rural school-going adolescents have more life skills than their counterparts, as do school-going adolescents with less-educated fathers and mothers. They also showed that school-going adolescents with parents who work in business have more life skills than their counterparts, and school-going adolescents with mothers who aren't employed have significantly more life skills than those without working mothers.

NEED AND SIGNIFICANCE OF THE STUDY

A instructor needs to have living skills to succeed in their daily lives. Who will carry their pupils' banner? Through teacher preparation, the teacher is created. Therefore,

during teacher preparation, living skills should be taught and acquired. Students who have developed their life skills are better able to think creatively and solve problems, recognise the effects of their actions, take responsibility for their actions rather than place blame on others, become more confident when speaking in front of groups, work cooperatively and collaboratively, analyse options, make decisions, and understand how they make certain choices outside of the classroom, and ultimately develop a greater sense of empathy. Lack of life skills affects potential instructors, students, and the overall educational process and structure negatively. Candidates for teaching positions who lack life skills may experience tension and inferiority complexes. They struggle to control the circumstance deftly and exhibit poor interpersonal and environmental management. Being able to face the difficulties of daily living in a world that is continuously changing requires having life skills. In order to help instructors and guardians improve the life skills of pupils, it is crucial to evaluate the life skills of potential teachers. This research concentrates on the life skills of the future instructors because it also seeks to identify and evaluate their current state. Life skills are acquired through

a variety of sources, including academic and extracurricular activities at the college, parents, peers, and personal experiences. The researcher's goal in the current study was to identify potential instructors' living skills. The scholar makes an effort to investigate the living skills of potential instructors based on a survey of relevant books.

OBJECTIVE OF THE STUDY

To study the life skill among the prospective teachers.

RESEARCH METHODOLOGY

The investigation was undertaken by using the survey method. A sample of 50 prospective teachers from Vadodara and Anand District. The sample was drawn by using Convenient sampling. The Life Skills Scale was constructed by the researcher. Data were analyzed by frequency and Intensity Index.

DELIMITATION OF THE STUDY

The emphasis of the current research is on life skills among prospective teachers. Critical thinking, problem-solving, decision-making, communication skills, and interpersonal interactions were the five living skills that this research separated out.

DATA ANALYSIS

The data was analyzed by frequency and Intensity Index.

1. Critical Thinking

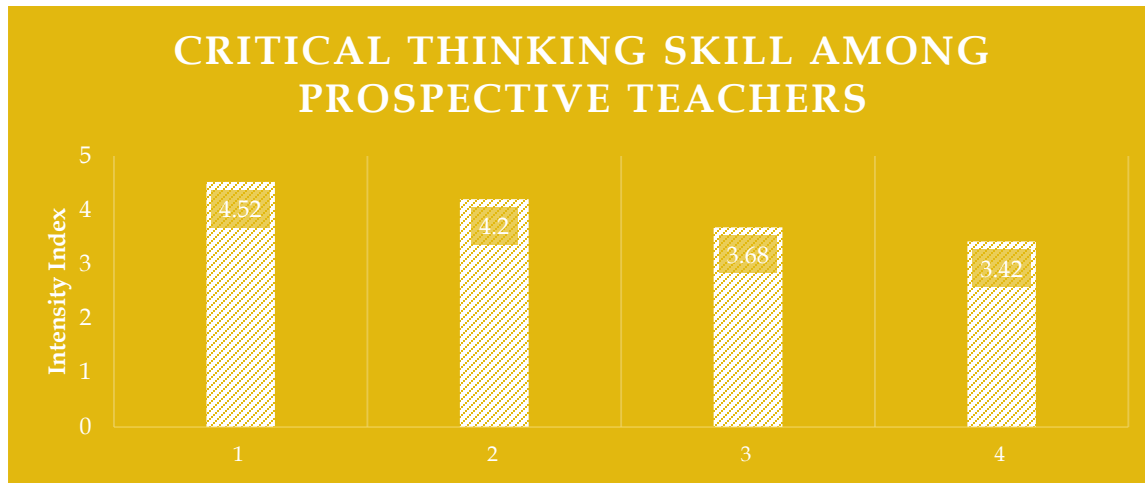


Figure-1

Interpretation: -

The majority 33 prospective teachers responded that they always examine things before coming to the conclusion. 12 prospective teachers responded that they usually examine things and 4 prospective teachers responded that they examine things sometimes. The majority 29 prospective teachers responded that they always ask for proof before they believe any information and 8 prospective teachers responded that they ask for proof sometimes. A total 18 PTs responded that they rarely think practically and 11 PTs never think practically.

2. Problem solving

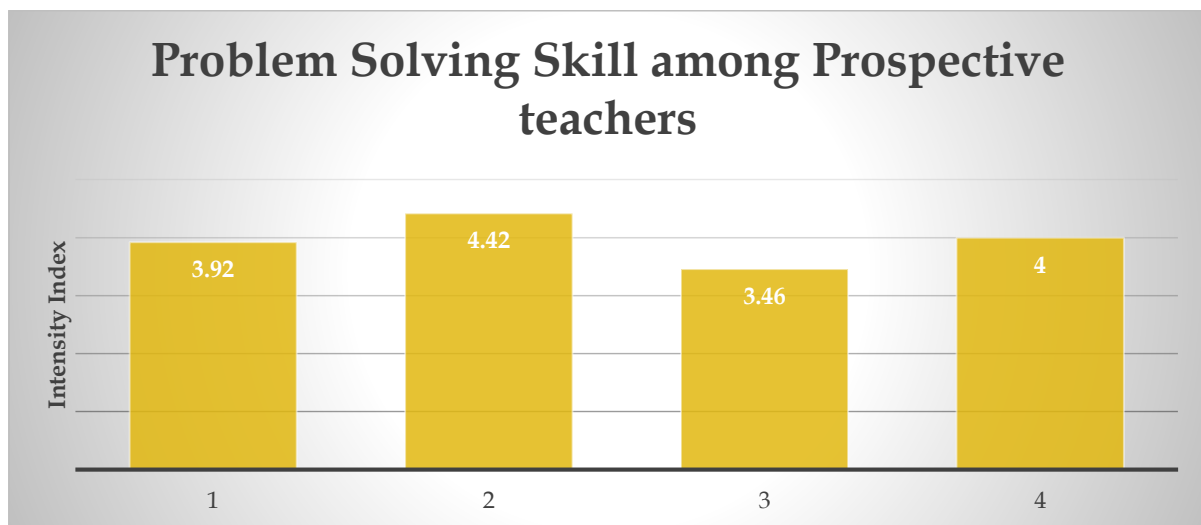


Figure-2

Interpretation

The majority of 23 Prospective teachers responded that they get help from friends and relatives for solving problems and 13 PTs get help sometimes. Total 28 PTs responded that they examine all possible outcomes of the various alternative solutions for a problem and only 4 PTs responded that they examine the outcomes sometimes. 18 PTs responded that they sometimes see a problem as a threat rather than a challenge and 5 PTs responded that they always see a problem as a threat. 26 PTs responded that they never pretend the problem does not exist and 4 PTs responded that they always pretend the problem as if a problem does not exist instead of solving it.

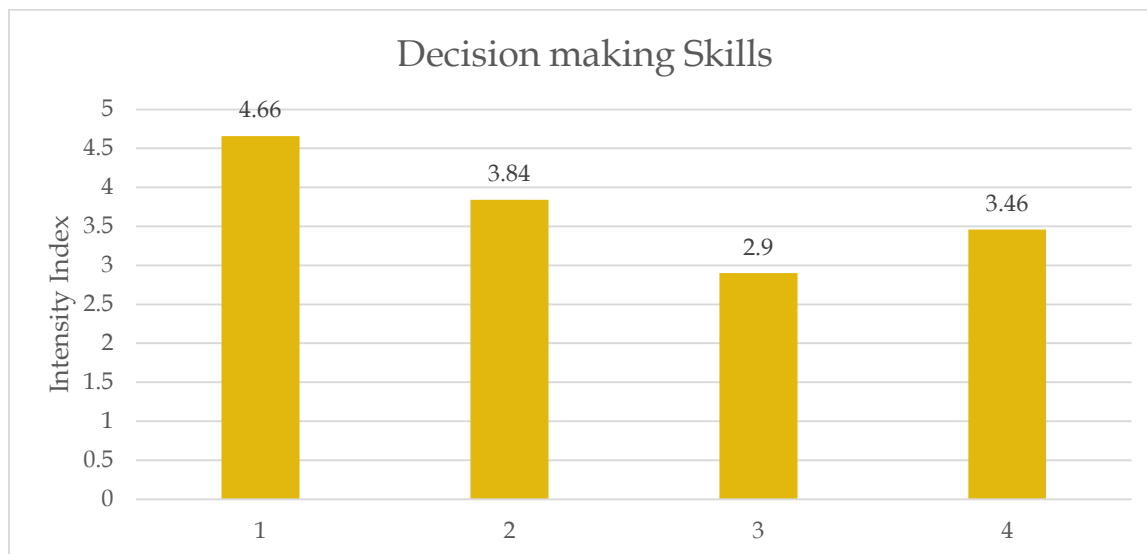


Figure-3

Interpretation

The Majority of 42 Prospective teachers responded that they always responsible for their decision whether the outcomes are good or bad and only 3 PTs responded that they usually responsible for their decision whether is good or bad. 18 PTs responded that they always keep many choices while making a decision and 12 PTs responded that they usually keep many choices while making a decision. 13 PTs responded that they sometimes go along with what others suggest while making a decision and 7 PTs responded that they rarely go along with what others suggest. 24 PTs responded that they sometimes felt not good at making decisions and 11 PTs responded that they always feel that they were good at making decisions.

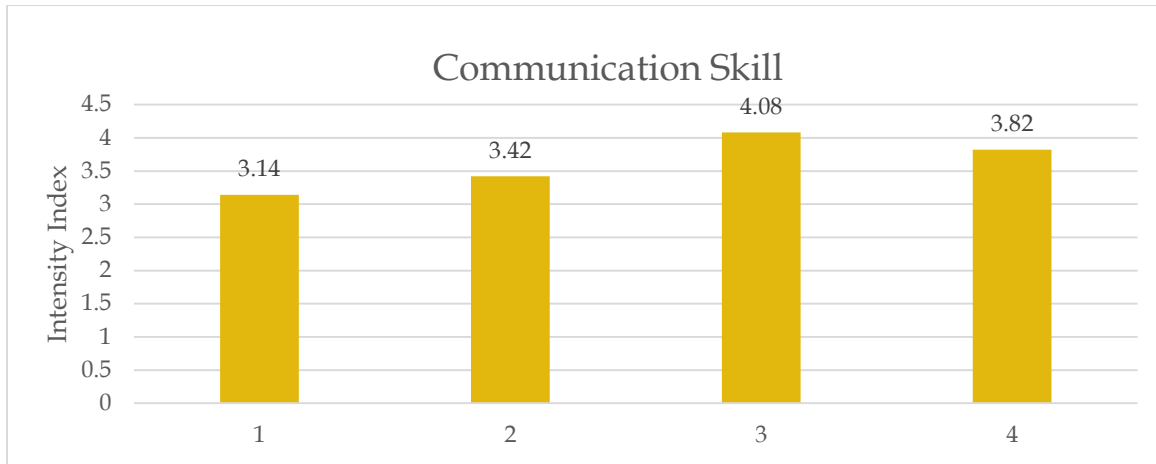


Figure-4

Interpretation

The Majority of 16 Prospective teachers responded that they sometimes find it difficult to put across their ideas and views with others and 6 PTs responded that they always find difficulty putting across their ideas and views with others. 17 PTs responded that they never pretend to listen even if their mind drift away while conversing and 7 PTs responded that they always pretend to listen even if their mind drift away while conversing. 25 PTs responded that they always show their reaction to the other person by nodding when they are listening and 10 PTs responded that they usually show their reaction to the other person by nodding when they are listening. 24 PTs responded that they never interrupt when the other person is speaking and 5 PTs responded that they always interrupt when the other person is speaking

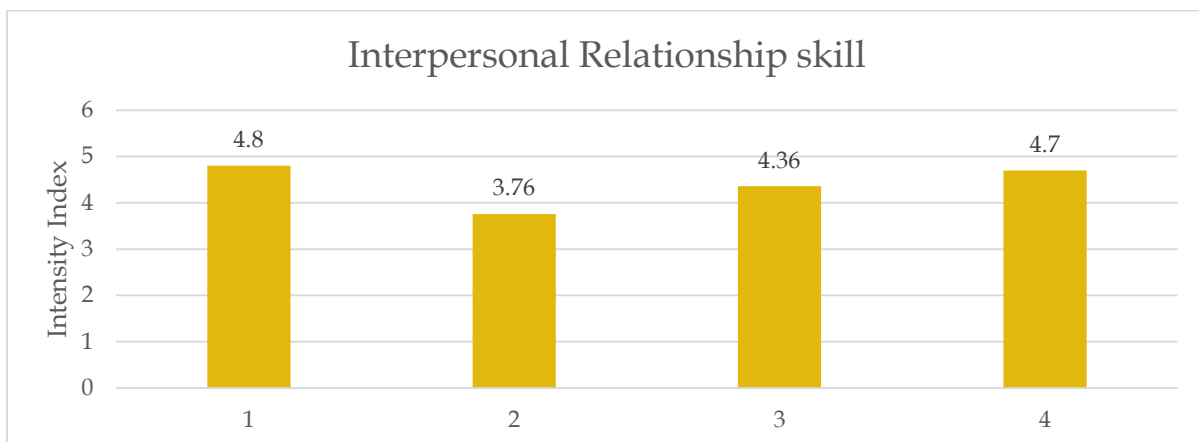
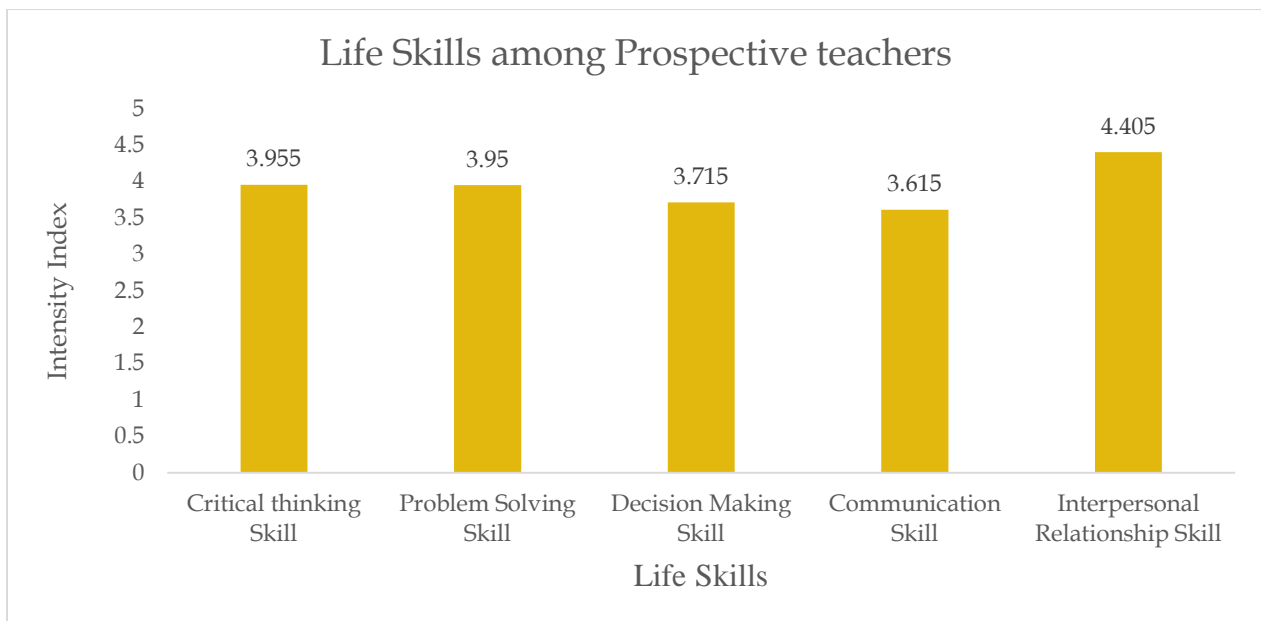


Figure-5

Interpretation

The Majority of 41 Prospective teachers responded that they always cooperate well when working in a team and 8PTs usually cooperate well when working in a team. 19 PTs responded that they always Introduce themselves and speak first when they meet a new friend and 7 PTs responded that they sometimes introduce themselves and speak first when they meet a new friend. 32 PTs responded that they never got into fights with friends while working together and 3 PTs responded that they always fight with friends while working together. 40 PTs responded that they were willing to do the work assigned by a team in which they are members and 7 PTs is usually willing to do the work assigned by a team in which he or she is a member.

Figure-6



Interpretation

From the above graph, the result shows that Interpersonal relationship skill among the prospective teachers was higher than other skills. The intensity index of Critical thinking skills among the prospective teachers was 3.95 which is above average. The intensity index of Problem-solving skills among prospective teachers was 3.95 which is above average. The intensity index of Decision-making skills was 3.71 which is above average. The communication skill among

prospective teachers was 3.61 which is average. The intensity index of interpersonal relationship skills was the highest that is 4.40 among the prospective teachers.

CONCLUSION

Realistic curriculum direction and remedial programmes should be integrated at the teacher training level to raise the level of living skills of prospective teachers. Life skills are important for prospective teachers because they are becoming a teacher in the future. According to the current research, potential instructors have above-average critical thinking, problem-solving, decision-making, and communication skills, and their human connections skills are better than their other skills.

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