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## **A Study of the problems Faced by the Teachers of Higher Primary Schools in Inculcating the Life skills and Remedial Measures**

### **Abstract**

World Health Organization (WHO) [1997] defines life skills as, ‘the abilities for adaptive and positive behavior that enables individuals to deal with life effectively’ ‘Adaptive’ means being flexible and adjusting to various situations. ‘Positive behavior’ refers to a positive outlook even in the most difficult situation and / or anticipation of a “way out” in the difficult situation. The 10 core skills which are together known as “life skills” that promote the psychosocial competence among individuals are critical thinking, creative thinking, decision making, problem solving, effective communication, interpersonal relationship, Self-awareness, empathy, coping with emotions and coping with stress. [World Health Organization 1997] Realizing the significance of LSE, Central Board of Secondary Education (CBSE) has implemented and is continuing with LSE programme for Primary High School Children. The foundation on which the life approach is developed is drawn from various theories that have positively contributed to the growth and enrichment of LSE. Social learning theory (Bandura 1977) is prominent among them. The other theories include child and adolescent development theory, problem solving theory, social influence theory, multiple intelligences theory, problem behavior theory and risk and resilience theory. (Mangrulkar et al. 2001) From cognitive-behavioral viewpoint, the perception is that life skills are skills that are learnt and a person can be made conscious of its importance in his / her life. LSE is generally implemented through methodologies such as group discussion, discussion based on case vignette, role-play, simple games, storytelling, debate, etc.

Therefore, it's important for the trainer to be well versed in these methodologies. Researchers want to develop life skills program focused on the development of the skills needed for life such as Problem-Solving, Critical thinking, Creative thinking, Decision makings, so that they can identify the problem faced by them while inculcating the skills among the students. They can develop the material on the basis of their findings to help the teachers. Here in this paper the researchers have conducted survey on 30 school teachers, to find the issues of inculcating values theory in the Life Skills training can promote social adjustment. (Rahmati et al. 2010) Anger control, (Feindler et al. 1986) enhanced self-esteem (Young at al. 1997) and improvement in academic performance (Elias et al. 1991) were reported in various researches that evaluated the effectiveness of life skills training.

### **Introduction**

World Health Organization (WHO) define life Skills as “the abilities for adaptive and positive behavior that enables individuals to deal With life effectively” This definition contains two important Phrases,Viz.'Adaptive behavior and' and 'Positive behavior.' The phrase,'Adaptive behavior Impliesflexible and adjusting ways of conducting oneself in different life situations.The Second Phrse,'Positive behavior' refers to a positive outlook even in the most difficult situation and /or anticipation of a 'Way out in those difficult situation in other words,life skills are the socio psycho capabilities that equip every individual to satisfu his daily basic necessities and to face the challenges that come their way

WHO has enlisted 10 core skills which are together known as 'life skill' The core skill are critical thinking,creative thinking,decision making'problem solving'effective communication,interpersonal relationship,self –awareness,empathy,coping with emotions,and coping with stress.These 10 core skills promote the psycho- social competence among the individuals.

The theory and practice of Life skills Education are based on well-thought out bases and foundation. It is specifically based on the Life Approach which has emerged and developed through various theories. The Social Learning Theory by Bandura (1997) is most prominent theory that contributed to the growth and enrichment of Life Skill Education. Other prominent theories include 'Child and Adolescent Development Theory', 'Problem Solving Theory', Social Influence Theory', 'Multiple Intelligences Theory', Problem Behavior Theory' and 'Risk and Resilience Theory'. According to the cognitive-behavioral approach,

the understanding is that Life Skills are the skills that are learnt and the learner can be made conscious of the importance of his/her life.

The Life Skills Education is generally implemented through methodologies such as group discussion, role play, simple games, debate, story-telling and discussion based on case vignette.

Soon the significance of Life Skill Education was realized and various educational agencies have been quick to implement the programme. Central Board of Secondary Education (CBSE) has implemented the programme and is still continuing with it for Primary High School learners. National Council of Teacher Education (NCTE) has incorporated Life Skill Education programme into higher education. Moreover, in Tamilnadu, there is a separate course for this purpose. After 2005, Life Skills Education is provided through the school subject all over India.

There have been numerous research works in this area. The research reports reveal that Life Skill Education can promote Social Adjustment (Rahmati et al; 2010), Anger Control (Feindler et al; 1986), Enhanced Self-esteem (Young et al; 1997) and Improvement in Academic Performance (Elias et al; 1991). There are some research studies that have established the educational effectiveness of Life Skills Education. In India, Some of the research studies have established the urgent need for the programme.

The research workers are the counselors and trainers working in the school of Education, Y.C.M. Open University, Nashik. In order to procure the grassroot level experiences of the Life Skills Education and its programme, they had conducted a small scale research study. This paper presents a report of their study.

### **1. Need of the Research Study**

At present, Life Skills education is gaining more and more importance. As the YCMOU Counsellors and trainers, the research workers are anxious to know how the theoretically developed Life Skill Education Programme operates in the classroom conditions. Various techniques and methodologies are recommended for implementing the programme. It is highly necessary to check how efficacious those teaching-learning strategies are.

It is natural that any education programme has problems and difficulties in implementing it, unfortunately, some obstacles are serious as they hinder conversion of 100% teaching into 100% learning. The research workers wanted to find out the problems and difficulties faced by the teachers and the learners so that proper remedies could be suggested.

The research workers are required to develop the Life Skills Education Programme, its instructional materials, practicum guide books, evaluation strategy etc. For this type of endeavour, the present study is needed. This task is certainly challenging when it is expected that Life-Skills are inculcated through all the school subjects. Though the present study is delimited to only four Core Skills, the insight and knowledge gained through it certainly paved a way for significant study.

## **2. Significance of the Research Study**

This research study is significant for the Life Skills Education Programme development, implementation and evolutions. Its direct beneficiaries are the School of Education personal, Study Center Counsellors and trainers, research workers and the Higher Primary School Teachers. The ultimate and indirect beneficiaries are the classroom students would have proper and effective learning experiences for assimilating the Life Skills into their budding personalities.

The research study will explore the possibilities in teaching methodologies and learning strategies. It will pave the way for planning of innovative activities, 'their implementation and outcome evaluation. It will also reveal teachers' difficulties and problems in making the learners assimilate the Life Skills. With the help of this information, the counselors can provide guidance to the trainees. For Teaching of Life Skills in unison with the subject contents is perhaps a challenging task. The Teaching objectives of contents and properly related Life Skills need to be smoothly combined. Both, the teaching contents and the Life Skill inputs need to be skillfully imparted to the learners. For this purpose, the counsellors need knowledge and talent. This research will procure proper data about this aspect.

As stated earlier, the Higher Primary School Students are the ultimate beneficiaries of this research study. They will have opportunities to have proper learning experiences for personality development. In desirable inputs supplied to their flexible minds will be retained due to plasticity of their mind. It will be a long term benefit of the study.

## **3. Statement of the Research Problem**

A Study of the Problems Faced by the Teachers of Higher Primary Schools in Including the Life Skills and Remedial Measures

## **4. Objectives of the Research Study**

5.1. To Find out the Life Skills Education-related knowledge of Higher Primary School-level

Teachers,

5.2. To investigate into the problems faced by Higher Primary School level teachers in inculcating

Life Skills in their students, and

5.3. To suggest measures and remedies for teachers in inculcating Life Skills at the Higher Primary Scholl Level.

### **5. Assumptions of the Research Study**

6.1. Higher Primary School teachers not organize and implement innovative activities in teaching of different school subjects for inculcating Life Skills, and

6.2. There is an interrelationship between the learning experiences provided in different subjects at the school-level and inculcation of Life Skills.

### **6. Research Questions**

7.1. Do the teachers possess knowledge of Life Skill Education?

7.2. Do the teachers encounter problems in inculcating Life Skills?

### **7. Hypotheses of the Research Study**

8.1. Higher Primary level teachers do not possess the knowledge of Life Skills

8.2. Higher Primary level teachers need training in teaching of Life Skills

8.3. Higher Primary level teachers do not possess knowledge about the Core Skill of Life Skills, 'Problem Solving'

8.4. Higher Primary level teachers do not possess knowledge about the Core Skills, 'Creative Thinking'

8.5. Higher Primary level teachers do not possess knowledge about the Core Skills, Decision Making'.

8.6. Higher Primary level teachers do not possess knowledge about the Core Skills, 'Critical Thinking'

8.7. Higher Primary level teachers encounter difficulties in inculcating Life Skills.

8.8. Higher Primary level teachers possess no knowledge about inculcation of Life Skills.

8.9. Higher Primary level teachers face difficulties in evaluating the students' acquisition of Life Skills.

8.10. Higher Primary level teachers possess no knowledge about Life Skills and they encounter difficulties in inculcating Life Skills.

### **8. Scope of the Research Study**

9.1. The present research study is related to the teachers teaching at the Higher Primary School- Level i.e. Std. 5th to Std. 8th,

9.2. This study is concerned with akkalkuwatahsilof Nandurbar district, and

9.3. This research study is related to the problems faced in inculcating Life Skills, by the Higher Primary School Teachers teaching different schools subjects in akkalkuwatahsilduring the academic year 2017-2018.

### **9. Limitations of the Research Study**

10.1. This research study is delimited to the teachers teaching at the Higher Primary School- Level Only.

10.2. It is Limited to the teachers of Akkalkuwa city located in Akkalkuwa district.

10.3. It is related only to the Academic year 2018.

10.4. Out of 10 Core Skills of Life Skills, only four have been selected for this investigative study. They are Problem Solving, Critical Thinking, Creative Thinking, and Decision Making.

### **10. Research Procedure**

#### **11.1. Research Methodology**

In order to study the Higher Primary School Teachers' problem in inculcating the Life Skills, a survey method has been used. It is a descriptive (quantitative) research method. In order to collect the data related to the teachers' problems and difficulties, techniques such as questionnaire and interviews have been used. In order to develop and systematise the questionnaire, the proper questions have been classified into nine sections-general knowledge of Life Skills, Knowledge about inculcation of Life Skills, Problems and Difficulties, Knowledge about training, problems in teaching, difficulties in evaluation etc. The data are quantified and analyzed according to these sections.

#### **11.2. Research tools**

For identifying the teachers' difficulties and problems and for investigating into the teachers' knowledge about Life-Skills, Two tolls, viz. a questionnaire and interview schedule have been used.

### 11.3. Sample Selection

There are total 85 teachers in 75 the Higher Primary School located in Akkalkuwatahsil of those teachers, 30 teachers were selected by a probability method, viz. a simple random sampling method.

### 11.4. Statistical Technique

'T' Test technique has been used for analyzing and interpreting the data and for drawing research conclusions.

## 11. Data Presentation Qualitative Analysis and Conclusions

**Table No. 1:**

**DataPresentation:** - Supporting data and calculation of 't' value for verifying the hypothesis related to 'knowledge of Life Skills'

No.	Details	Values
1	Mean	2.033333
2	Standard Deviation	0.490133
3	N	30
4	Degrees of Freedom	29
5		3
6	'T' calculated value	-10.8025
7	'T' table value	-1.699

For hypothesis 8.1, the standard t value on the 0.05 level of significance is -1.699 and the calculated t value is -10.8025. The calculated t value is lesser than the t table value. It

means the  $M=3$  i.e. 75% of the scores related to the Higher Primary Level Teachers' Life Skills related knowledge is significant on the 0.05 level.

According to the statistical analysis and on the basis of calculated t value, the related null hypothesis is rejected and the experimental hypothesis is accepted.

It is concluded that Higher Primary Level Teachers don't possess adequate knowledge about Life Skills.

**Table No. 2:**

Supporting data and calculation of t value for verifying the hypothesis related to 'Need for training to teach the Life Skills'

No.	Details	Values
1	Mean	1.1
2	Standard Deviation	0.305129
3	N	30
4	Degrees of Freedom	29
5		2.25
6	'T' calculated value	-20.6431
7	'T' table value	-1.699

For hypothesis 8.2, the standard t value on the 0.05 level of significance is -1.699 and the calculated t value is -20.6431. The calculated t value is smaller than the table value. It means the  $M=2.25$  i.e. 75% of the scores related to the Higher Primary Level teachers' need for training Life Skills is significant on the 0.05 level.

On the basis of statistical analysis and the calculated t value, the related null hypothesis i.e. those teachers need no training' is rejected and the experimental hypothesis is accepted.

Therefore, the research conclusion is that those specific teachers do need training for teaching of Life Skills

**Table No. 3:**

Supporting data and calculation of t value for verifying the hypothesis related to Core Skill, 'Problem Solving'

No.	Details	Values
1	Mean	2.83333
2	Standard Deviation	0.874281
3	N	30
4	Degrees of Freedom	29
5		4.5
6	'T' calculated value	-10.4414
7	'T' table value	-1.699

For hypothesis 8.3, the standard t value on the 0.05 level of significance is 1.699 and calculated t value is -10.4414. The calculated t value is smaller than the 't' table value- 1.699. It means the  $M=4.5$  i.e. 75% of the scores related to the Higher Primary level teachers' knowledge about Problem Solving Core Skill I significant on the 0.05 level.

On the basis of this statistical analysis and the calculated 't' value the related null hypothesis viz. those teachers possess knowledge about the Core Skill, 'Problem Solving' is rejected and the experimental hypothesis is accepted.

It is concluded that those specific teachers need to procure knowledge about the Core Skill, 'Problem Solving'.

**Table No. 4:**

Supporting data and calculation of t value for verifying the hypothesis related to Core Skill, 'Creative Thinking'

No.	Details	Values
1	Mean	2.73333

2	Standard Deviation	5.832923
3	N	30
4	Degrees of Freedom	29
5		5.25
6	'T' calculated value	-2.3632
7	'T' table value	-1.699

For hypothesis 8.4, the standard t value on the 0.05 level of significance is -1.699 and the calculated t value is -2.3632. The calculated t value is smaller than the 't' table value -1.699. It means the  $M=5.25$  I.e. 75% of the scores related to the Higher Primary level teachers' Knowledge about the Core Skill, 'Creative Thinking' is significant on the 0.05 level.

On the basis of the statistical analysis and the calculated 't' value the related null hypothesis is rejected and the experimental hypothesis is accepted.

That the those specific teachers lack knowledge about the Core Skill, 'Creative Thinking' is the research conclusion.

**Table No. 5:**

Supporting data and calculation of t value for verifying the hypothesis related to Core Skill, 'Decision Making'

No.	Details	Values
1	Mean	2.766667
2	Standard Deviation	0.85836
3	N	30
4	Degrees of Freedom	29
5		4.5
6	'T' calculated value	-11.0605

7	'T' table value	-1.699
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For hypothesis 8.5, the standard t value on the 0.05 level of significance is -1.699 and the calculated t value is -11.0605. The calculated t value is smaller than 't' table value 1.699. It means the  $M=4.5$  i.e. 75% of the scores related to the Higher Primary Teachers' Knowledge about the Core Skill, "Decision Making" is significant on the 0.05 level.

On the basis of the statistical analysis and the calculated 't' value, the related null hypothesis is rejected and the experimental hypothesis accepted.

It is concluded that those specific teachers lack the knowledge related to the Core Skill, 'Decision Making'.

**Table No. 6:**

Supporting data and calculation of t value for verifying the hypothesis related to Core Skill, 'Critical Thinking'

No.	Details	Values
1	Mean	3
2	Standard Deviation	0.787839
3	N	30
4	Degrees of Freedom	29
5		5.25
6	'T' calculated value	-15.6425
7	'T' table value	-1.699

For hypothesis 8.6, the standard t value on the 0.05 level of significance is -1.699 and the calculated 't' value is -15.6425. The Calculated 't' value is lesser than -1.699. It means the

M=5.25 i.e. 75% of the scores related to the Higher Primary Teachers' knowledge about the Core-Skill, Critical Thinking' is significant at the 0.05 level.

On the basis of the statistical analysis and the calculated 't' value. The related null hypothesis is rejected and the experimental hypothesis is accepted.

It is concluded that those specific teachers do not possess knowledge about the Core Skill, 'Critical Thinking'

**Table No 7 :**

Supporting data and calculation of t value for verifying the hypothesis related to 'Encountering of difficulties in including Life Skills'.

No.	Details	Values
1	Mean	4.8
2	Standard Deviation	0.961321
3	N	30
4	Degrees of Freedom	29
5		4.5
6	'T' calculated value	+1.709281
7	'T' table value	+1.699

For hypothesis 8.7, the standard t value on the 0.05 level of significance is 1.699. The Calculated t value is 1.709281. The calculated 't' value is more than 1.699. It means the M=4.5 i.e. 75% of the scores related to the Higher Primary Teachers' Responses to 'Encountering of difficulties in including Life Skills at the 0.05 level.

On the basis of the statistical analysis and the calculated 't' value. The related null hypothesis is rejected and the experimental hypothesis is accepted.

It is therefore concluded that those specific teachers do encounter difficulties in inculcating Life Skills.

**Table No. 8:**

Supporting data and calculation of t value for verifying the hypothesis related to 'Knowledge of Inculcating Life Skills'.

No.	Details	Values
1	Mean	0.333333
2	Standard Deviation	0.479463
3	N	30
4	Degrees of Freedom	29
5		0.75
6	'T' calculated value	-4.75986
7	'T' table value	-1.699

For hypothesis 8.9, the standard 't' value on the 0.05 level of significance is -1.699. The calculated 't' value is -4.75986. The calculated 't' value is lesser than -1.699. It means the  $M=0.75$  i.e. 75% of the scores related to the Higher Primary Teachers' responses to 'Knowledge of inculcation of Life Skills' is significant at the 0.05 level.

On the basis of the statistical analysis and the calculated 't' value the related null hypothesis is accepted.

Therefore, it is concluded that those specific teachers do not possess knowledge for inculcating the Life Skills.

**Table No. 9:**

Supporting data and calculation of t value for verifying the hypothesis related to 'Difficulties in evaluating Students 'acquisition of Life Skills'.

No.	Details	Values
1	Mean	0.966667
2	Standard Deviation	0.182574

3	N	30
4	Degrees of Freedom	29
5		0.75
6	'T' calculated value	+6.5
7	'T' table value	+ 1.699

For hypothesis 8.9, the standard 't' value on the 0.05 level of significance is 1.699. The calculated 't' value is 6.5 which is more than 1.699. It means the M=75 i.e. 75% of the scores related to the Higher Primary Teachers' responses pertaining to 'Difficulties in evaluating students, acquisition of Life Skills' is significant at the 0.05 Level.

On the basis of the statistical analysis and the calculated 't' value the related null hypothesis is rejected and the experimental hypothesis is accepted.

Therefore, the research conclusion is those specific teachers do encounter difficulties in evaluating students' acquisition of Life Skills.

**Table No. 10:**

Supporting data and calculation of t value for verifying the hypothesis related to 'Overall knowledge of Life Skills and facing of difficulties'.

No.	Details	Values
1	Mean	20.56667
2	Standard Deviation	2.500804
3	N	30
4	Degrees of Freedom	29
5		24
6	'T' calculated value	-7.51964
7	'T' table value	-1.699

For hypothesis 8.10, the standard 't' value on the 0.05 level of significance is -1.699. The calculated 't' value is -.51964 which is smaller than -1.699. It means the M=24 i.e. 75% of the scores related to the Higher Primary Teachers' responses pertaining to 'Overall Knowledge of Life Skills and facing of difficulties' is significant at the 0.05 Level.

On the basis of the statistical analysis and the calculated 't' value, the related null hypothesis is rejected and the experimental hypothesis is accepted.

Therefore, it is concluded that those specific teachers have no knowledge of Life Skills and they do encounter difficulties in inculcating Life Skills.

### **Qualitative Analysis**

In the present research study, a questionnaire was developed for surveying and identifying the Higher Primary Teachers' difficulties and problems in imparting the knowledge of Life Skills and in inculcating the Life Skills. In the learners. That questionnaire has been statistically effective for designing the training program and the proper Teachers' Handbook for Life Skills Education program. Through its outcomes have proved its utility, it is also necessary to take the support of qualitative information as well. Therefore, in order to verify if the responses provided to the questionnaire are proper and true, the technique of interview was used. The same technique was also used for identifying the teachers' problems, for ascertaining the nature of Teachers' Handbook on Life Skills Education and the units that should be included in the Handbook. The interviews of teachers have revealed that Life Skills Education training is highly essential for teachers. The respondents demand that there should be a special period reserved for teaching-learning of Life-Skills. Teachers face difficulties in selecting suitable contents, examples for inculcating Life Skills. It is not possible to conduct innovative activities. There are many difficulties in implementing innovative activities. There are many difficulties in implementing innovative techniques and in using evaluation procedures. With the help of the interview technique, proper, true and sincere responses have been procured.

### **Conclusions**

1. The Higher Primary level teachers do not possess adequate knowledge about Life Skills. In then follows that inadequacy of theoretical and background knowledge adversely affects the teaching – learning process of Life Skills. It specifies the need for proper training through study materials for content enrichment.

2. The Higher Primary level teachers need the proper training for teaching and inculcating the Life Values in the Learners. It is certainly more crucial as the teaching of Life Skills is more concerned with the affective domain and psycho-motor domain. The experts in pedagogy prescribe specific methods for teaching Life Skills. The teachers should be provided with proper training in specific teaching techniques and strategies.
3. The Higher Primary level teachers are in need of adequate knowledge related to the Core Skill, 'Problem Solving'.
4. In case of the Core Skill, 'Creative Thinking', The Higher Primary level teachers need proper knowledge inputs.
5. The Higher Primary level teachers lack adequate knowledge about the Core Skill, 'Decision Making'.
6. In case of Core Skill, 'Critical Thinking', the teachers teaching at The Higher Primary level do not possess adequate knowledge. The Conclusions nos.3 to 6 refer to conclusions about the four Core Skills Selected for Research Study. The Teachers lack adequate knowledge about these Core Skills. It is therefore necessary to develop proper instructional materials for content enrichment of these Core Skills.
7. The Higher Primary level teachers encounter difficulties and problems in inculcating the Life Skills. These difficulties are related to the content knowledge of Life Skills, the Skills of Teaching those skills and in attitude development. It is necessary to identify specific difficulties and resolve them.
8. The Higher Primary level teachers do not possess knowledge of inculcating Life Skills. Certainly, Teaching-Teaching of Life Skills should not remain at the cognitive level. Those skills need to be internalized, digested and used when the situations demand. For this, teachers should be equipped with proper aids, techniques and strategies.
9. The Higher Primary level teachers face problems and difficulties in evaluating students' acquisition of Life Skills.
10. Finally, the summarized and overall conclusion is that the Higher Primary School Teachers are in need of knowledge of Life Skills and they certainly face difficulties in inculcating those skills. It is therefore necessary for Y.C.M. Open University to develop quality instructional materials and provide quality training.\

### **Suggestions and Recommendations**

1. The Principals of Schools should inform the teachers about the training in Life Skills and depute them to the orientation courses.

2. SCERT and Yashada Institution organize orientation courses about teaching of Life Skills. They should be made compulsory for all teachers.
3. Various information Media develop and publish innovative programmes for inculcating Life Skills. Teachers should record and use them.
4. Teachers should use method of teaching Life Skills.
5. The School should use various Co-curricular and extra-curricular activities and special days for inculcating Life Skills.
6. The School should organize various activity programmes, Scout and Guide for developing Life Skills.
7. The recommendations and suggestions enlisted in the Life Skills related Action research works should be put into practice.
8. Organizing Orientation Courses, Seminars, Workshop for teaching and inculcating Life Skills is an urgent need of the hour.
9. It is necessary to develop a Teachers' Handbook on Life Skills. It should contain lesson plans for all the Core Skills.

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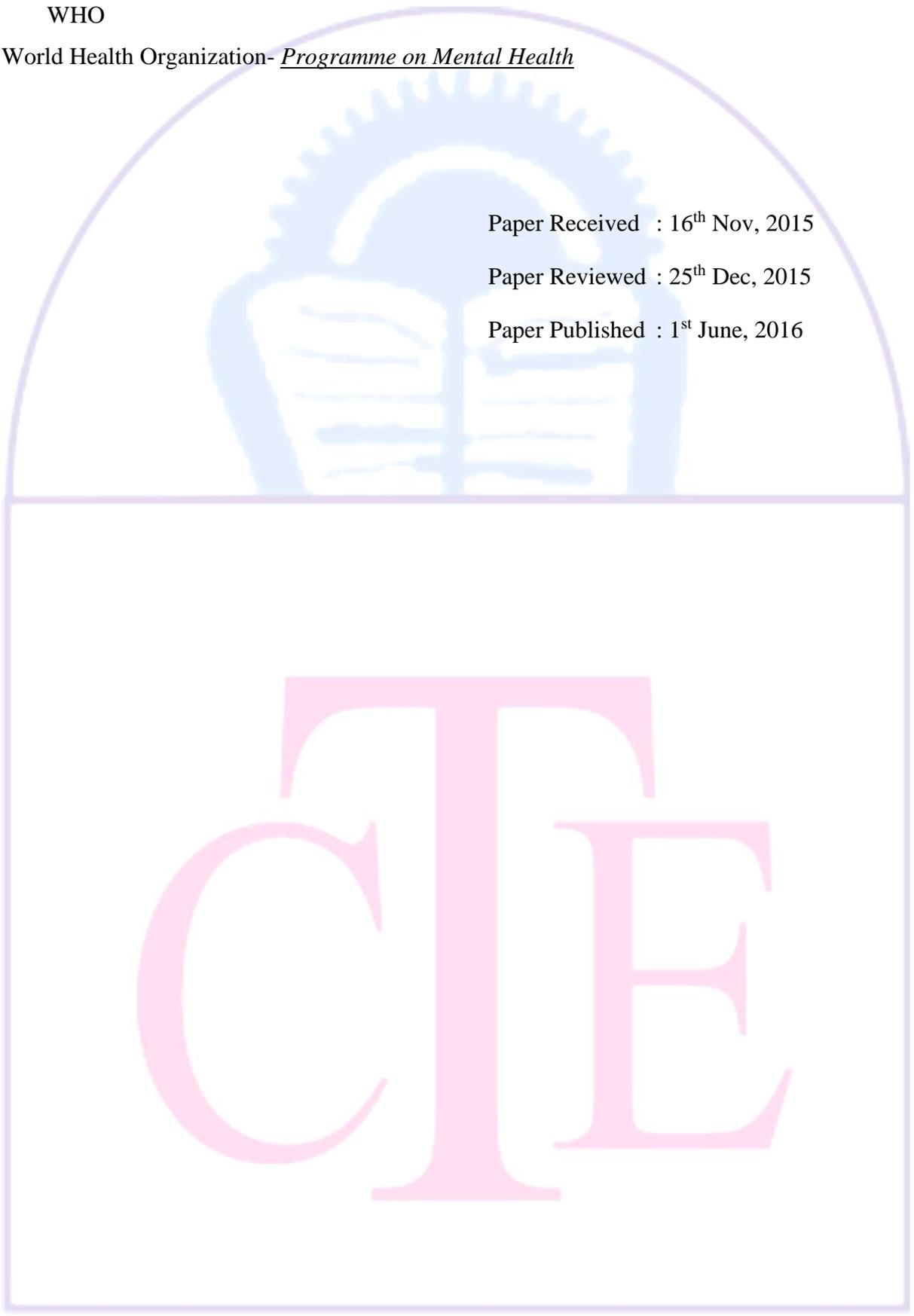
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