

Investigation About Life Skill Awareness Among Pupil Teachers Of Teacher Education Institutions In Odisha

Miss. Biswajita Rout, Dr. Lakshmipriya Malla, Dr. Rasmi Ranjan Puhan

Assistant Professor, Rama Devi Women's University, Odisha, India

Assistant Professor, Anandapur Anchalik Training College, Fakirpur, Keonjhar, Odisha, India

Assistant Professor, Govt. Teachers' Training College, Phulbani, Kandhamal, Odisha, India

Abstract

Through this present paper, researchers intend to investigate awareness levels regarding life skill education among pupil teachers so it will help them to acquire new skills, cultivate a problem-solving mindset, and learn how to control their behavior in a variety of real-world scenarios when they will have the practical situation in their teaching career. To justify the above condition the researchers followed the Descriptive Survey Research approach during the investigation. To explore all these above facts three objectives were framed along with the two-number of hypotheses. For this study, the Population has taken all B.Ed. pupil teachers from three different Teacher Education Institutions in the state. Then from the above population, a sample of 60 pupil teachers (30 male and 30 female) was selected. The data were collected using a self-made awareness scale. The data was analyzed & interpreted by using t-test, mean, and standard deviation. After a critical investigation, we find that the present issues are very serious and need to be addressed positively, as the result reveals that the majority of the students have a moderate level of life skills, also there was no significant difference in life skills between male and female pupil teachers. However, a significant difference was found between science and arts pupil teachers. Science pupil teachers were found to possess higher levels of life skills as compared to arts pupil teachers. For that, we have made some suggestions for up-gradation and change of the present implementation situation for teacher education situation like: Educational Games Simulations and Fieldwork are some of the best teaching techniques, Encourage Empathy Exercises, Promote Collaborative Projects, etc. during the teacher training course at the institutions.

Key Words - Life-skill awareness, Pupil-teacher, TEI (B.Ed.), Odisha, Etc.

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I. Introduction

Life skills encompass psychosocial attributes and communication proficiencies that enable students to make intelligent choices, address problems, engage in critical and creative analysis, communicate effectively, uphold social connections, engage with others, and adapt to imaginatively managing their lives. Adolescence in particular is a critical period of rapid physical growth for children in all its manifestations. Adolescents, under the influence of harmful psychological forces, make poor choices regarding their sexual orientation and other behaviors. They are typically heavily impacted by external factors. Their lack of maturity in making decisions and mental stimulation causes them to participate in antisocial actions that ultimately lead to their demise. So, Life Skill Education is the only way to ensure that adolescence is a healthy, lovely, and empowering stage of life. There is no doubt that the fundamental life skills education activities will satisfy the requirements of today's society. It will assist students in developing good coping mechanisms for all of the psychological, emotional, and physical issues that come with puberty (Nasheeda, 2008). The World Health Organization (WHO) has defined life skills as the capacity for good and adaptable behavior that enables people to successfully navigate the demands and obstacles of daily life. The World Health Organization (WHO) named the following ten basic (generic) life skills in 1997: self-awareness, empathy, decision-making, creative and critical thinking, problem-solving, effective communication, interpersonal relationships, coping with stress management, and coping with emotions. The goal of the life skills method is to help teenagers develop new learning strategies, achieve behavioral control, and make wise decisions that can result in good values (Gulhane.T.F., 2014). According to WHO, by enabling the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate manner, life skills education helps to enhance emotional and professional development, prevent health and social issues, and preserve human rights (WHO, 1999). Students who receive life skills education have developed a new perspective on problem-solving and communication skills, socialization, friendship-building, and an understanding of the consequences of their actions and behaviors (Ravindranath, et

al.,2012).Life skills include social, cognitive, emotional, and interpersonal abilities (Pan American Health Organization,PAHO,2001).

II. Why Life Skill?

Life skills are considered in three basic categories that complement, supplement, and reinforce each other: Social or Interpersonal skills (Communication, Assertiveness, Cooperation, and Empathy), Creative/Thinking skills (Problem-Solving, Critical, Creative, Decision making, and self-awareness), and Emotional skills (Managing Stress, Emotions and resisting Peer Pressure). The WHO has identified ten core life skills that in brief include Self-Awareness, Empathy, Critical Thinking, Creative Thinking, Decision Making, Problem Solving, Interpersonal Skills, Effective Communication, Coping with Stress, and Managing Emotions ("Life Skills Education for Children and Adolescents in Schools", Programme on Mental Health, World Health Organization, Geneva, 1997, 1994, 1998a). Life skills development is a life-long process that helps individuals in general teachers in particular to grow and mature; build confidence in one's decisions taken based on adequate information and thought, and discover sources of strength within and outside. It is noteworthy that, from times immemorial, every culture and society has invested in educating and empowering its younger generation to lead fulfilling and responsible lives.

III. Review Of Related Literature

There is however much literature that reveals current methods and practices in Indian universities and colleges regarding life skill teaching in teacher education, so at this juncture, many researchers have studied in india recently; we can take themselves as a guide for this study:**Buvaneswari& Juliet (2017)**studied on assessment of "life skills among first year B.Sc. nursing students of selected nursing college, tamilnadu".It was across-sectional descriptive survey design where 40 first-year nursing students of selectedby using The Life Skills Assessment Scale developed by Radhakrishnan Nair A, Subasree R, and Sunitha Ranjan, 2009. The results revealed that, about global life skills score majority (75%) of them had average life skills and a few (5%) of them had very low scores in life skills. There was no association between life skills scores and socio-demographic variables of students. **Chakra (2016)** conducted a study to find the influence of personal variables on core affective life skillsamong 544 adolescents in which 292 girls and 252 boys were selected. The life skills assessment scale developedby experts was used to assess the level of life skills and tools in the questionnaire form were used and the result hasshown that birth order and income of family have influenced significantly the interpersonal relationship dimensionof life skills. Family type, sibling number, and gender have no significant influence on core affective lifeskills.**Naidu & Gurugubelli (2021)** studied on 'life skills impact on personality dimensions of prospective teachers with their qualifications'. It was a survey among the teacher trainees of the training institutes situated in the Srikakulam district of Andhra Pradesh. A sample of 351 intermediate, 354 graduates, and 121 postgraduates, a total of 826 prospective teachers was selected by using the stratified random sampling technique. The life Skills Awareness Scale developed and standardized by Uma Sankar; K. (2016) was used as the tool. The results found that the less qualified teachers are more aware of the life skills to get recognition.**Smith & Thomas (2018)** studied "A Study on Awareness of Life Skills Among Post Graduate Students". It was a normative survey research method where a total of 100 students were selected in 50 male students (25 Arts and 25 Science) and 50 female students (25 Arts and 25 Science) were identified from various departments of Central University of Kerala, Kasaragod. A standardized questionnaire form on life skills awareness was used for data collection. The present study revealedthat there is no significant difference in life skills awareness of post-graduatesconcerning gender, age,family type, subjects or streams, and marital status & also showed that the impact of life skills helps in transforming teaching and learning pedagogy forpostgraduate students for the effectiveness in the teaching-learning process.**Nayak & Panigrahi (2023)** studied "Life Skills Awareness of Student Teachers of Secondary Level in Relation to Gender, Stream of Study and Exposure to Course". It was a Descriptive Survey Research method wherea sample of a total of 80 students (40 male & 40 female) was taken for the research and the data were collected by using a self-prepared Awareness scale containing five points by the investigators. The result showed that life skill awareness has a significant impacton student teachers for improving their lives.**Sandhu(2014)** studied "Life Skills of Pupil Teachers".A descriptive survey method was used. A standardized scale on life skill assessment was used to collect data from a sample of 300 pupil teachers.The result revealed that the majority of the students have just an average level of life skills which are not adequate. There is a need to train the teachers and consequently develop the life skills among the students. There was no significant difference in life skills between male and female pupil teachers as well as pupil teachers belonging to urban and rural areas. However, a significant difference was found between science and arts pupil teachers. Science pupil teachers were found to possess higher levels of life skills as compared to arts pupil teachers.**Monteiro and Shetty (2016)** studied onIntroduction of life skill educationinthe curriculumforcreativeandpositive social functioning amongyoungstudents. Thestudysuggeststhatimplementingadolescenteducationismandatoryforschoolsandcolleges.Inaddition,itwasfound that there is a significant differencebetweenself-

esteem and life skills scores acquired by students. It also shows that those who have low self-esteem have low skills and those who have a normal range of self-esteem have a high level of life skills. **Vijayarani & Geetha (2017)** studied Life skills and values education among B.Ed trainees. The findings reveal that there is no significant difference in the life skill and value education among B.Ed trainees. **Rani et al (2018)** studied the Attitude of college students towards life skills. The study found that male students have more life skills rather than female undergraduate students. The private institution students have more life skills than government institution students. There is no difference between life skills based on stream. **Prasad (2018)** studied on Awareness of life skills among senior secondary school students of East and South districts of Sikkim. The findings of the study that there is a significant difference between boys and girls. There is no significant difference between rural and urban. There is no significant difference between private and government institutions. **Vijayalakshmi (2019)** studied on the Assessment of life skills development for sustainable development of B.Ed. teacher trainees. The result showed that the life skill level among the B.Ed. teacher trainees with respect to the type of family and qualification of parents was found to be significant at 0.05 level. The teacher trainees show a strong positive relationship between life skills at 0.01 level. Life skills help the 21st century youngsters to achieve their goals, by strengthening their abilities to meet the needs and demands of present society and be successful in their work field and life. **Jayachithra (2020)** studied Awareness of Life Skills among Prospective Teachers. The study reveals that most of the teachers still have poor awareness of Life skills. So teacher education courses need to have Life skills in the curriculum so that it can be imparted to the students effectively. **Parvathy & Renjith (2015)** examined on "Impact of Life Skills Education on Adolescents in Rural Schools". An experimental study method involving pre-post study is led with the experiment-delayed group. A sample size of 57 is taken with 30 samples in the experimental group and 27 samples in the experiment-delayed group. 37 The result indicates that the experimental and experiment-delayed groups were found to be similar in their social-statistic status. The study has revealed a significant impact of life skills education training on adolescents.

IV. Rationale Of The Study

Nowadays, in the complexity and unemployment of society, teachers are taking a vast number of societal pressures and other many challenges, so rapid changes in the teaching environment and continued deprivation. When the above situation continues for a long time adolescents are at the crossroads of their lives facing an uncertain future during the responsibilities of the world of work. Also, during the 21st century, our Indian teachership life is undergoing a significant transition and change. Among the most affected are the newly teacher-recruited adolescents. Life skills play an essential part in teachers who are shaping the future of our country. If teachers have better life skills they will adjust in a better way and their self-confidence will be higher so then they can work on students towards making a good citizen of India. The young generation of teachers is the one who can easily bring about changes in society with their enthusiasm and zeal in teaching. That is why the investigator has selected the senior secondary school teachers training to know how well they understand their life skills, adjustment, and self-confidence. All the above factors provided enthusiasm to the investigator to take up the topic for this study. Also, a study on life skill education was deemed worthwhile in light of the previously mentioned facts.

V. Objectives

The study was undertaken with the following objectives:

1. To highlight the awareness level of life skills among the Pupil Teachers in TEIs.
2. To make a comparison of the levels of life skill awareness among male and female pupil teachers.
3. To make a comparison between the arts and science teacher trainee regarding the levels and depth of life skills awareness.

VI. Hypothesis

The study was regulated on the following hypothesis

H01: There exists no significant difference between Male and Female pupil teachers with reference to life skills awareness.

H02: There exists no significant difference between Arts and Science pupil teachers concerning life skills awareness.

VII. Methodology

The present study is intended to collect data regarding five core areas of life skills concerning their gender and stream. A descriptive survey research method was used for the study by the researchers. Hence the

study under investigation comes under the survey method of descriptive type of research. The study involved a mixed method design of both quantitative and qualitative approach for data collection and data analysis.

Sample and Sampling Strategies

The stratified random sampling method was adopted by the investigator. Here, the pupil teachers of two different teacher training colleges of Utkal University & Rama Devi Women's University were constituted as the population of the study. A total number of 60 (30 Male & 30 Female) teacher trainees from different teacher training institutions under Utkal & Rama Devi Woman University were taken by random sampling technique, as the sample for the study. The samples were categorized based on different variables such as gender and stream.

Tools

A self-developed life skill awareness scale was developed and used by the researchers to collect data from 60 pupil teachers of two different teacher training colleges. The tools consist of 25 items based on five areas of life skills such as Problem Solving, Decision Making, Interpersonal Relations, Effective Communication & Self Awareness. The tool follows 5-point scales such as strongly agree, agree, undecided, disagree, and strongly disagree. All the items of the tool were positive statements. Hence, the scoring procedure was as follows, 5- strongly agree, 4-agree, 3-undecided, 2- disagree and 1- strongly disagree.

Statistical Techniques

To analyze the collected data, the investigators decided to use both descriptive as well as inferential statistical techniques. Descriptive statistics like mean and standard deviation were used to analyze the nature and distribution of competency level of life skills among the samples. The inferential statistics like t-test was applied to find the relationship among variables such as gender & stream. The hypotheses were tested by using the statistical technique of the 't' test to find out the significance of the difference between the means of the two samples.

VIII. Results And Interpretation

Analysis and interpretation of results are discussed under the following headings.

Level of Life Skills Awareness among the Pupil Teachers

Table 1: Showing Level of Life Skills Awareness among the Pupil Teachers

Areas of Life Skills	Mean	SD
Decision Making	20.05	3.485
Problem-Solving	20.50	3.164
Effective Communication	18.91	3.668
Interpersonal Relationship	20.26	3.727
Self Awareness	19.9	3.926

The above table shows the mean score & standard deviations of all 60 pupil teachers in different areas of Life Skills. Out of 5 areas, Problem-Solving skills show the highest mean score i.e. 20.50. Hence all the pupil teachers at Utkal University & Rama Devi Women's University have high Problem-Solving Skills. In the same timetable shows effective communication mean score is 18.91 so both university trainees are a little bit poor in effective communication skills.

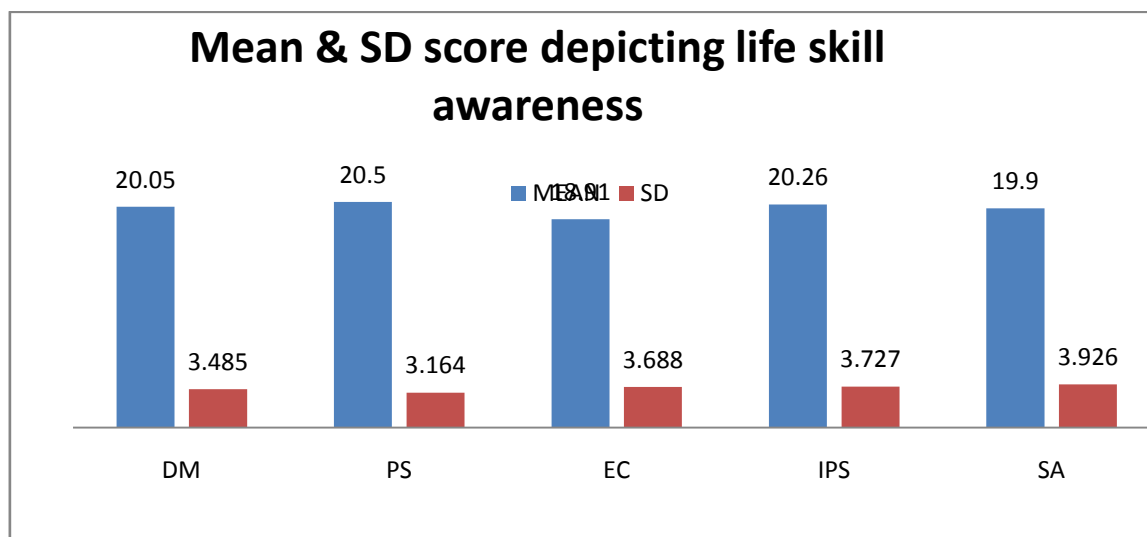


Figure 1: Histogram depicting Life Skill Awareness Mean & SD score in different five areas of Life skills

Hypothesis 1- There exists no significant difference between Male and Female pupil teachers with reference to life skills awareness.

Table 2: Mean difference in Life Skill Awareness among Male and Female pupil teachers

Gender	N	Mean	S.D.	df	t	Remarks
Female	30	98.90	8.64	58	0.53	Not significant
Male	30	100.36	12.41			

An analysis of the results presented in Table-2 revealed that the Mean and SD of male pupil teachers on life skill awareness are 100.36 and 12.41 whereas, the mean and SD of female pupil teachers on life skill awareness are 98.90 and 8.64 respectively. Here the calculated t-value is less than the table value for the df 58 at the 0.05 significant level. Hence the null hypothesis (H₀) "There exists no significant difference in life skill awareness between Male and Female Pupil teachers" was accepted and it was concluded that there did not exist a significant difference in life skill awareness of the male and female pupil teacher.

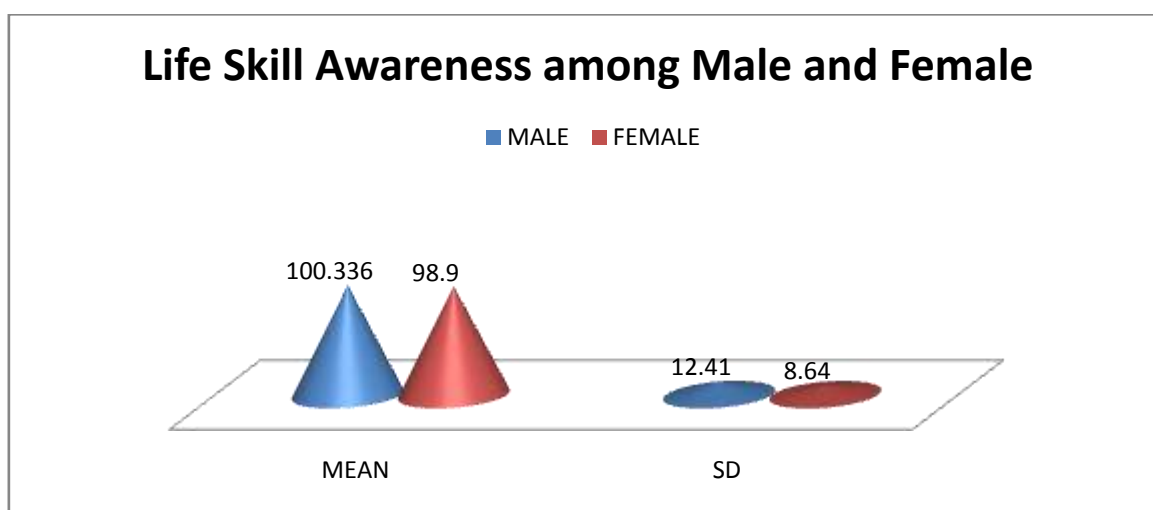


Figure 2: Histogram depicting mean scores in life skill awareness of male and female pupil teacher

Hypothesis 2- There exists no significant difference between Arts and Science pupil teachers concerning life skills awareness.

Table 3: Mean difference in Life Skill Awareness between Arts and Science

Stream	N	Mean	S.D.	df	t	Remarks
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Science	30	95.50	5.96	58	8.56	significant
Arts	30	82.03	6.22			

An analysis of the results presented in Table 3 revealed that the Mean and SD of science pupil teachers on life skill awareness is 95.50 and 5.96 whereas, the mean and SD of arts pupil teachers on life skill awareness is 82.03 and 6.22 respectively. Here the calculated t-value is more than the table value for the df 58 at the 0.05 significant level. Hence the null hypothesis(H02) “There exists no significant difference in life skill awareness between arts and science Pupil teacher” was rejected and it was concluded that there exists a significant difference in life skill awareness of the Science and Arts pupil teacher. This is because science students are very particular and in a scientific attitude as they used the laboratory from pre and post-matric conditions till to graduation so they have developed their scientific attitude and problem-solving skills along with interpersonal relationships between the variable and decision-making, also good analytical skill and logical thinking but all these skills are not representing in case of art students.

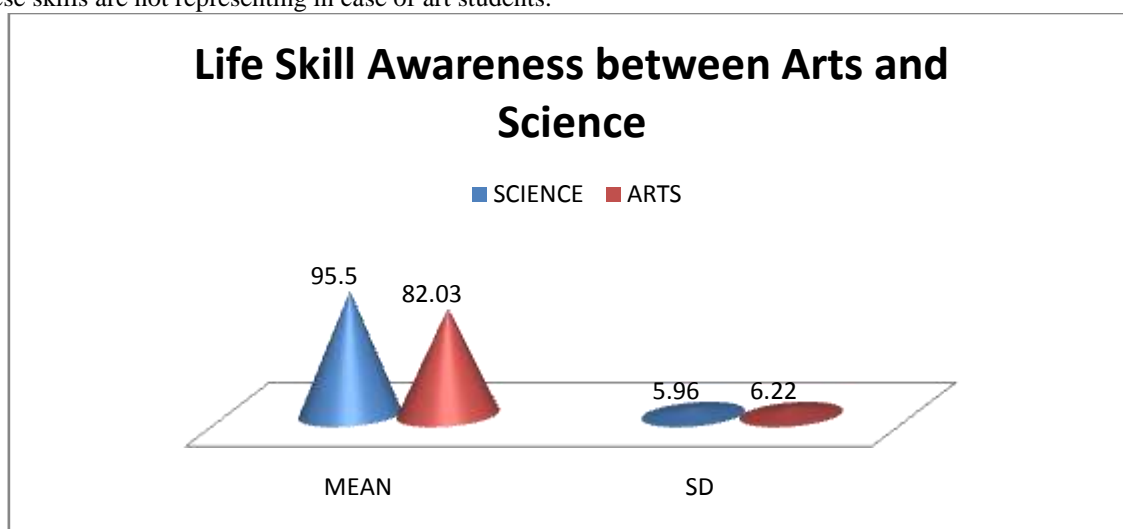


Figure 3: Histogram depicting mean scores in life skill awareness of arts and science pupil teacher

IX. Findings Of The Study

The present study was planned and carried out to test the tentative hypotheses and to achieve the corresponding objective was evaluated in the light of the study. The sequence of findings and conclusions follows the objectives and hypotheses of the study.

- ❖ Majority of pupil teachers under Utkal & Rama Devi Women’s University have high problem-solving skills and are a little bit poor in effective communication skills out of five different areas of Life Skills.
- ❖ The mean score of male pupil teachers about life skill awareness (98.90) does not differ significantly from that of female pupil teachers (100.36). So it is found that both the male and female pupil teachers have the same idea about life skill awareness.
- ❖ The mean score of Science student teachers about life skill awareness (95.50) differs significantly from Arts student teachers (82.03). It is revealed that Science pupil teachers have more knowledge about life skill awareness than Arts pupil teachers.

Delimitation

The study was delimited with the following aspects:

- The study was delimited to pupil teachers of Utkal University, Bhubaneswar, and Rama Devi Women's University, Bhubaneswar, Odisha.
- A total of 60 number of samples were considered for collected data.
- The students pursuing B.Ed. Arts and Science stream only.
- Only male & female pupil teachers were considered for the study.
- The study is confined to two institutions under self-finance mode.

X. Suggestions For Fostering Life Skills In Training Institutions

Based on the findings and conclusions, the investigators suggest the following recommendations that would help the associated stakeholders in improving the present educational practices with particular reference to life skills in TEIs.

- Adequate Provisions for Educational Games Simulations
- Providing ample opportunity for Fieldwork as its one of the best teaching techniques
- Through co and curricular activities (Internship) Encourage Empathy Exercises
- Promote Collaborative Projects to foster teamwork and mutual understanding
- Prompt activities/programmes like helping others week and month
- Training for recognizing and respecting others' emotions
- The teacher should always Provide Constructive Feedback for their future and service endeavor
- Teachers should help students to feel real-life learning experiences
- Adequate opportunities through the syllabus for social work which is the real way of nurturing life skills among them
- From time to time academic activities like Debates, Riddles and Puzzles, Seminar, Quiz, Brain Storming, Story Telling, Role-playing, Buzz Groups, and Situation Analysis with emerging topics like human rights education, environmental education, peace education, science day, etc.

XI. Conclusion

The development of life skills helps adolescents to transform their knowledge, attitudes, and behaviors that promote their well-being. For example, they can learn to adopt healthy behaviors that improve their lives overall and minimize risky behaviors (WHO, 1997). This study reveals that both male & female pupil teachers have the same level of life skill awareness. However, Science stream pupil teachers have more awareness of Life skills than arts. As life skills are very much crucial in this 21st century so, everyone should possess them. Only teachers can impart it to the students. Thus, it is necessary to make life skills a part of the teacher education curriculum to effectively implement in the classroom.

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