

Attitude of prospective teachers towards life skill

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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 H.G.M Azam College of Education. The attitude of student teachers was found to be positive.

Key Words: Life skill, B.Ed. Students

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 behaviors 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 (World Health Organization, 1998).

- 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 behavior, such as acquiring the ability to adopt healthy behavior 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 education and have a positive attitude towards it. Hence the researcher decided to study the attitude of prospective teachers towards life skill education.

Statement of the problem

A study of attitude towards life skill education of B.Ed. students in Pune city.

Objective

- 1) To find the attitude of B.Ed. students towards life skill education.

Research Question

- What is the attitude of B.Ed. students towards life skill education?

Limitation

- 1) Tools used for the present study are is not standardized but developed by the researcher



- 2) Result of this study depends upon the responses given by the B.Ed. students.

Delimitation

- 1) The present study is limited to the B.Ed. students.
- 2) B.Ed. students of H.G.M. Azam college of Education are selected for the study.

Operational Definition

- **Attitude:** Attitude means individual feeling of favorableness or unfavorableness towards life skill education
- **Life skill:** Skills that help us deal with situations that can adversely affect our life.

Population

Population for the present study consists of all the B.Ed. students studying in Pune city.

Sample

The researcher selected 50 students by incidental sampling method

Method of the study

Method used for the present study was survey method

Tools for data collection

Attitude scale developed by the researcher. The scale consists of 15 statements each having 3 options viz. Agree, Disagree, Cannot say.



Scoring for the scale was as follows:

	Agree	Disagree	Cannot say
Q.1-6 & Q. 15	3	0	0
Q.7-14	0	3	0

Statistical tools

Statistical tools used for the study was percentage and mean

Procedure

Preparation of tool



Implementation of the tool



Finding the attitude towards life skill education



Analysis and Interpretation

Table – 1

Scores	Frequency (f)	Percentage
16 – 20	1	2 %
21 – 25	2	4 %
26 – 30	6	12 %
31 – 35	5	10 %
36 – 40	29	58 %
41 – 45	7	14 %

Table – 2

Mean	N												
36	50	Very poor		Poor		Average		Good		Very good		Excellent	
		16-20	%	21-25	%	26-30	%	31-35	%	35-40	%	41-45	%
		1	2	2	4	6	12	5	10	29	58	7	14

Observation:

From table 2 it is seen that

- 1) The mean score of the group is 36.
- 2) Out of the sample of 50 students 1 student teacher (2 %) fall in the category of very poor attitude towards life skill.



- 3) 2 student teachers (4 %) have poor attitude towards life skill.
- 4) There are 6 student teachers (12 %) who possess an average attitude towards life skill.
- 5) The number of student teachers having good attitude towards life skill is 5 (10 %).
- 6) The table also shows that 29 student teachers (58 %) have very good attitude towards life skill.
- 7) 7 student teachers (14 %) have an excellent attitude towards life skill.

Major findings:

- 1) The study shows that majority of the student teachers have a positive attitude towards life skills. They feel that life skills are very important for the adolescents and can be taught by teachers.
- 2) Majority of the student teachers also agree that there is a great need of life skills in adolescents irrespective of their social, cultural, economic or emotional background.
- 3) The study also shows that majority of the student teachers positively feel that life skills in adolescents can increase their adaptability in school, will result in improved academic performance and help them adjust in a better way in school related activities.



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