



LIFE SKILL EDUCATION: NEED OF TEACHERS

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ABSTRACT

The life skill education enables teachers to translate knowledge, attitude and values for handling real life situations to the children helping them decide what to do, when to do and how to do it with ease. This was also an approach towards integrated self-empowerment. Present study is focused on finding need of life skill education among primary school teachers.

INTRODUCTION

Life skills developed through a higher order thinking, that enable a person to perform effectively in his life, and thus become a socially acceptable and successful person. The development of individual capacities, in terms of knowledge, skills and values for the purpose of contributing to the betterment of the individual self and the society. In terms of skills education in general and primary education in specific includes laying of the foundation of a society that is equipped with a high level of creativity for problem solving, honed with the critical thinking approach for rationality in decision making, equipped with information gathering skills for updated information, and motivated through the attitude of helping others with skills of empathy, and a high level of communication skills for adjustment in the society.

Modules on life skill education contains self-awareness, empathy, critical thinking, creative thinking, problem solving, decision making, effective communication, inter-personal relationship, coping with emotions, coping with stress have also been dealt with. Teachers may get training through focus group discussions, presentations, role plays, games and simulations in different sessions. It help teachers to enhance quality of education through innovation, creativity and equip children become more analytical in approach; recognize the relationship between knowledge and power.

Life skill education has an important role to play in the promotion of health in terms of physical, mental and social well-being. In particular, where health problems are related to behavior, and where the behavior is related to an inability to deal effectively with stresses and pressures in life, the

enhancement of psychosocial competence could make an important contribution. This is especially important for health promotion at a time when behavior is more and more implicated as the source of health problems.

Objective of Study

1. To find life skill values among male teachers
2. To find life skill values among female teachers

HYPOTHESIS

1. There is no significant impact of life skill education on male teachers.
2. There is no significant impact of life skill education on female teachers.

METHODOLOGY

Descriptive survey method was applied for study. 100 teachers of primary classes were randomly selected for study. Teachers were classified into 2 groups as control and experimental group. Both groups were consists of 25 male and 25 female teachers. Experimental group teachers were trained for life skill education. All teachers were evaluated for impact of life skill education using a self-prepared questionnaire. Collected data was tabulated and converted into percentage. Collected data was comparatively analysed using mean, standard deviation and t value.

FINDING AND ANALYSIS

Table 1: Status of Impact of Life Skill Education on Male Teachers

Components	Group	Mean Value	Std. Deviation	t Value	Significant Level
Self-Satisfaction	Control	49.6	1.09	0.79	0.05
	Experimental	58.3	0.87		
Happiness	Control	56.4	1.23	0.84	0.05
	Experimental	67.7	1.02		
Job Satisfaction	Control	43.6	0.93	0.88	0.05
	Experimental	52.2	0.98		
Job related Innovation	Control	42.6	0.89	0.81	0.05
	Experimental	53.8	1.06		

Table 2: Status of Impact of Life Skill Education on Female Teachers

Components	Group	Mean Value	Std. Deviation	t Value	Significant Level
Self-Satisfaction	Control	47.8	0.87	1.01	0.05
	Experimental	56.4	0.83		
Happiness	Control	54.7	1.03	0.89	0.05
	Experimental	65.6	1.08		
Job Satisfaction	Control	41.3	0.91	0.84	0.05
	Experimental	50.8	0.94		
Job related Innovation	Control	43.8	1.09	0.87	0.05
	Experimental	55.6	1.03		

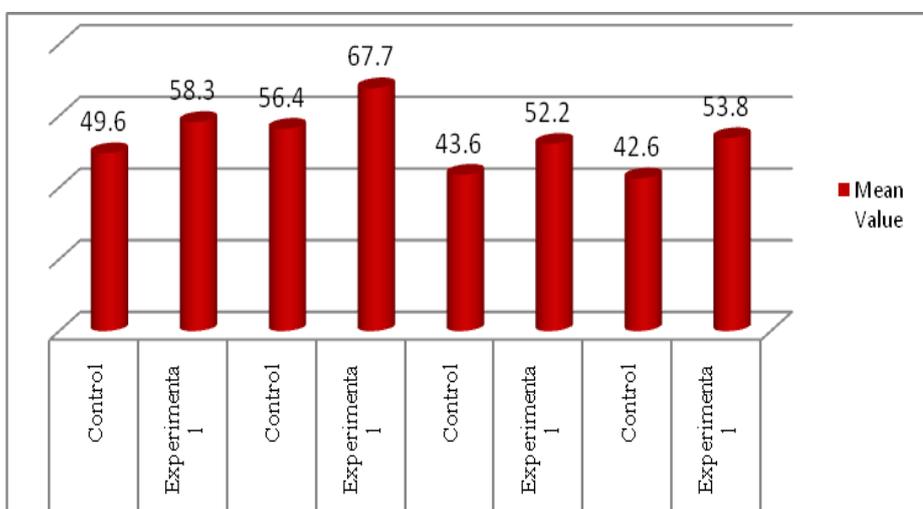


Chart 1: Status of Impact of Life Skill Education on Male Teachers

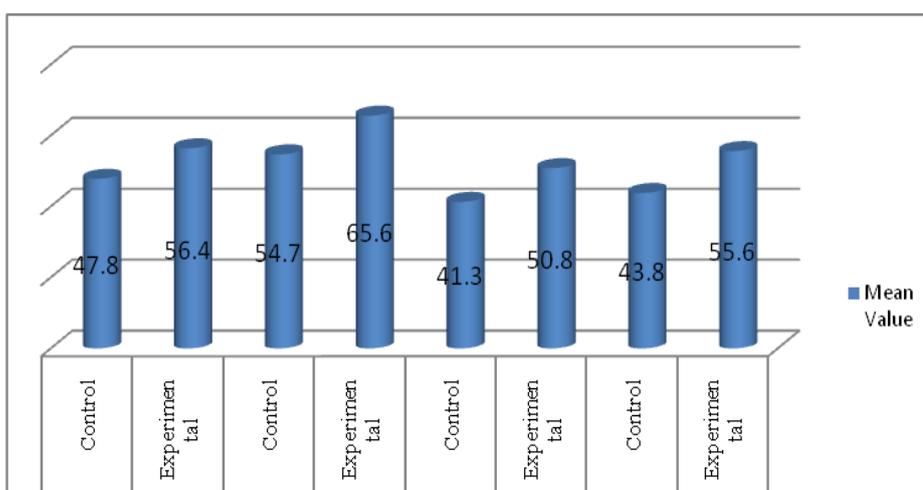


Chart 2: Status of Impact of Life Skill Education on Female Teachers

Effect of life education on male teacher's related data shows that for self-satisfaction, control group exhibits 49.6 and experimental group 58.3 mean values. T value is calculated as 0.79 significant at

0.05 levels. For happiness, control group has 56.4 while experimental group has 67.7 mean value and 0.84 t value. In the matter of job satisfaction control group got 43.6 while experimental group 52.2 mean value with 0.88 t value. In the context of job innovation, control group has mean value 42.6 and experimental group has 53.8 mean values. Calculated t value is 0.81 significant at 0.05 levels. Hence hypothesis 1, there is no significant impact of life skill education on male teachers is rejected.

Effect of life skill education on female teachers related data shows that control group has 47.8 mean values with standard deviation of 0.87 while experimental group perform 56.4 mean value showing t value 1.01 which is significant at 0.05 levels. For happiness, control group exhibits 54.7 mean values with standard deviation 1.03 and experimental group shows mean value 65.6 with 1.08 standard deviation, calculated t value is 0.89. Regarding job satisfaction, control group show mean value 41.3 and experimental group depicts 50.8. t value is 0.84 significant at 0.05 level. Job innovation shows mean value for control group 43.8 while for experimental group 55.6 and t value observed as 0.87. Thus life skill education has great impact on female teacher and hypothesis 2, there is no significant impact of life skill education on female teachers is rejected.

CONCLUSION

To teach life skill education to students, teachers should be trained. It requires a learning environment in which a teacher educator can organize active and experiential learning activities. It is important that the educator had training in active and experiential teaching methods, and in facilitating the learning of life skills. He should be equipped with a teaching manual that describes life skills lessons. The teachers should be sensitive to the capabilities and understanding of those taking part in the life skills program, and be able to adapt life skills lessons accordingly. The life skills teaching should have continuity. A happy, satisfied, innovative teacher can teach their students with better performance.

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