

# **Chapter 5**

## **Summary and Implications**

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#### **5.0 Introduction**

Present school system, teachers are providing education to the students with inadequate training they have gained from Teacher Education System. In schools, many teachers are untrained and many researches have found that there was not much of difference in the performance of trained and untrained teachers in the schools. They are lacking in skills. Teachers do not have skills to carry out school activities. Present School Education is providing more of rote memory education to the students and fails to develop competence skills in them.

NCF 2005, mentioned reformation of Teacher Education, so as to provide quality education. In NCF 2005, it has also been mentioned that in schools rote memory is used and students are not competent to fulfill the demands of the society. It has shown concern for improving the quality of teachers' training. The idea is to equip aspiring teachers with skills that will enable them to teach students holistically. Naturally, the teacher must know his subject, but his responsibility will be to teach students about life. Teaching is a profession where every day radical changes occur in the Educational System which increase stress in teachers. Secondary School Teachers experience higher level of stress due to demanding situation, while dealing with adolescent students. Overcrowded classes, heavy syllabus and inadequate facilities make teachers' work more complex. And his stress is affecting performance in the school and development of his students. There is a need for continuous professional development and skill up-gradation among teachers and teacher educators.

Teacher educators are responsible for producing quality teachers. In India, Teacher Education Programme has never been based on demand and supply phenomenon. There is a need to draft Teacher Education courses that have totally specialized knowledge, specialized skills and inherent code of ethics. Existing Teacher Education Programme is providing theoretical knowledge about School Education and not paying much attention on development of skills. The Student - Teachers are never taught how to use the information for solving problems related to School Education in general and teaching in particular. The success of the student depends most of all on the quality of the teacher. Every child deserves a quality teacher. In an era of increasing standards and accountability in education, teacher quality and teacher

training are more important than ever. For that reason there is need to provide such kind of training which is helpful to teacher to perform her or his role effectively. There is a need to integrate the Life Skills in Teacher Education.

### **5.1 Meaning of Life Skills**

Life Skills mean being active and taking the responsibility of behaving in a particular manner, in a particular situation for healthy living. According to World Health Organization (WHO) (1997), "*Life Skills are living skills or abilities for adaptive and positive behaviour that enable individuals to deal effectively with demands and challenges of everyday life.*" The following Life Skills identified by the WHO (1997) have been considered for the present study.

- Self Awareness Skill
- Empathy Skill
- Interpersonal Relationship Skill
- Effective Communication Skill
- Critical Thinking Skill
- Creative Thinking Skill
- Decision Making Skill
- Problem Solving Skill
- Coping With Emotion Skill
- Coping with Stress Skill

To learn these skills some approaches need to be adopted where learners will get hand on experience.

### **5.2 Experiential Learning**

Experiential Learning can be defined in terms of a learning model "*which begins with the experience followed by reflection, discussion, analysis and evaluation of the experience.*" The assumption is that we seldom learn from experience unless we assess the experience, assigning our own meaning in terms of our own goals, aims, ambitions and expectations. From these processes come the insights, the discoveries and understandings. The pieces fall into place and experience takes on added meaning in relation to other experiences. All this is then conceptualized, synthesized and integrated into the individual's system of constructs, through which he views, perceives, categorizes, evaluates and seeks experience. So, *Experiential Learning* can be described as *a process by which the experience of the learner is reflected upon and*

*from this emerge new insights or leanings.* This type of learning occurs when the students participate in some activity, reflect upon the activity, use their analytical skills to derive some useful insight from the experience and then incorporate their new understandings into their daily lives. It is important for the teacher to understand experiential learning cycle. This experiential learning cycle is comprised of the following steps.

- ❖ Experiencing
- ❖ Reflecting
- ❖ Generalization
- ❖ Applying

### **5.3 Rationale of the study**

In today's society, human life has become very fast and stressful. A person has to perform different activities within limited time. Sometimes it becomes very difficult to perform all the activities effectively. And if this continues for a long period then it creates frustration in life. Due to stress and lack of time, a person is not in a position to maintain relations with others and enjoy life. So, there is a need to help them to come out of this state of stress. The major institutions of socialization are family, community and school. School is second home of child where she or he learns ways of healthy life in a society. In school, teacher is the person who is serving as a social worker of the society. The teacher is creator of the future of the society. So, the role of teacher is very important in society. The teacher has many responsibilities towards pupils, parents and the institution. The teacher has to decide which kinds of learning experiences need to be given to the students, inform parents about their pupil's performance and also play different roles, like, administrator, coordinator, researcher, collaborator, decision maker, guide, leader and facilitator within institution. Many a times, it is difficult for the teacher to manage all these roles properly. It might be possible that he may not be able to give proper attention to all the roles. Most of teachers seem to work under stress (sixth survey, NCERT, 2006). Some factors are external to the institutional situation or may be personal problems. And studies conducted by Singhal (2005), Sharma and Gupta (1993) and Paratkar and Shubhada (1994) on stress burnt out teachers, reveal that teachers are experiencing stress and that affects their performance in the school as stress and mental health are closely

related. Due to this, the development of children is affected. So, it is necessary to provide the teacher such kind of education which is helpful to him in future.

B.Ed. course is a teachers training course which provides education to the Student - Teachers to become effective teachers in future. In this course, the Student - Teachers learn different subjects and skills which are helpful to them when they go to school. Due to mushroom growth of private colleges of Pre - Service Teacher Education, there is difference in quality of teachers prepared by different institutions (Sharma, 2006). The Pre - Service B. Ed. Course does not provide all kind of practical exposure to the Student - Teachers. It was found by the researches that present Teacher Education is not able to cater to needs of the society and there is a gap between demand of the society and supply provided by Teacher Education System (Sharma, 2006). So, when teachers go to school, they face some problems in adjusting with the system, as teacher has to perform different roles in the school for which they do not get training. Today, largely, teachers are not creative and critical thinker and due to this they are not able to train their students in Critical Thinking Skill and Creative Thinking Skill (Patel, 2010). Teachers find problem in classroom management as they are making more use of Verbal Communication in class and lack Non - Verbal Communication (Ahuja, 2009). Researches have revealed that there is no difference in trained teachers and untrained teachers in the schools. So, there is a need to provide such kind of education which develops their basic competencies along with their professional competencies, so that, they are able to deal with any situation.

World Health Organization (WHO) has identified those basic competencies which a person requires to live healthy and happy life. World Health Organization (WHO) has given ten core Life Skills which are essential for a person. The Life Skills cover all aspects of a person life. The Life Skills are psychosocial abilities which are necessary to deal effectively with the challenges of life. In India, National Institute Mental Health and Neuroscience (NIMHANS) has conducted workshop to train teachers and trainers to develop Life Skills in adolescents. The NCERT has included Life Skills in new National Curriculum Framework 2005 and in that emphasis is given to train teachers for inculcating Life Skills in school students.

From the review of related studies, it was found that more focus was given on health of adolescents and more numbers of studies were carried out at school level. Only one study by Zafar (2006) outside India was carried out on Teacher Education. In that study, Student - Teachers were trained to integrate Life Skills in their teaching. In

India, UNICEF in collaboration with GCERT has developed Life Skills Education Modules for elementary teachers to integrate Life Skills with school subjects. Life Skills Education is being taught as a subject in CBSE schools.

The Department of Education, Faculty of Education and Psychology, The M. S. University of Baroda, Vadodara has initiated to provide knowledge of Life Skills for inculcating Life Skills in adolescents as part of one core subject *Educational Psychology*. But, systematic efforts are not made to enhance Life Skills of Student – Teachers. If teachers are not competent then their lacking competency affects development of students, because development of children is directly related to teacher' competency (Jones, 1983). So, it is essential that teachers are competent enough to realize wholistic development of the child.

Life Skill Education has its importance for the Student - Teachers. So, the investigator has tried to develop a Life Skills Programme for the Student - Teachers on ten Life Skills identified by the World Health Organization (WHO) in 1997.

#### **5.4 Research Questions**

The theoretical framework presented above has generated following research questions for the present study.

1. How to integrate Life Skills Education in Teacher Education Programme?
2. What are the indicators of the development of Life Skills?

#### **5.5 Statement of the problem**

Development and Implementation of a Life Skills Programme for Student Teachers

#### **5.6 Objectives of the study**

1. To identify the components of each Life Skills.
2. To develop a Like Skills Programme for the Student - Teachers.
3. To study the effectiveness of the Life Skills Programme for the Student -Teachers.

#### **5.7 Operationalization of Terms used**

##### **❖ Components of the Life Skill**

For the present study, components of the Life Skills means the characteristics possessed by the person and due to those characteristics behaviours shown by the person at the time of using a life skill in the daily situation.

##### **❖ Life Skills Programme**

For this study, the Life Skills Programme includes 50 activities. The types of activities are Games, Role Plays, Situational Discussions, Puzzles and Film Shows. In each activity there is inbuilt group discussion. There are five activities on each Life Skills. Each activity includes more than one Life Skill.

#### ❖ **Effectiveness of the Life Skills Programme**

Effectiveness of the Life Skills Programme focuses on study of enhancement of the Life Skills in the Student - Teachers through various tools and techniques. .

### **5.8 Population**

All the B. Ed. Student - Teachers of the academic year 2008-09 of the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda constituted the population for the present study.

### **5.9 Sample**

For the present study, purposive sampling technique was used. By purposive sampling technique, 25 Student - Teachers having Commerce Method during academic year 2008 -2009 of the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda were selected as sample for the present study.

### **5.10 Tools and Techniques**

Following tools were used by the investigator.

#### **❑ Situational Tests**

Two parallel situational tests were constructed by the investigator. Each situational test included eight life experience related situations followed by questions related to that situation and two direct questions.

#### **❑ Life Skills Inventory**

A five points - Always, Very Often, Sometime, Rarely and Never, the Life Skills inventory was constructed by the investigator. It is constituted of 80 behavioural statements. Eight statements were prepared on each Life Skill and out of the eight statements four were positive, where as, four negative.

#### **❑ Activity Feedback Sheet**

The investigator prepared an Activity Feedback Sheet. It is constituted of five questions related to the activity. Out of the five questions three were close ended and two open ended.

#### **❑ Programme Feedback Sheet**

Programme Feedback Sheet was prepared by the investigator. It is constituted of six questions related to the programme. Out of the six questions three were close ended and three open ended.

#### **❑ Field Notes**

At the time of implementing Life Skills Programme, the investigator observed the Student - Teachers' behaviours. Their past experiences were shared by the investigator in the Focused Group Discussions. These were noted down in the Field Notes.

#### **❑ Focused Group Discussion**

Focused Group Discussions was used to know the Student - Teachers' behaviours and experiences in their life. Focused Group Discussion was the part of each group activity in the Life Skills Programme.

#### **❑ Participatory Observation**

Participatory Observation was used to collect the data related to the Life Skills possessed by the Student - Teachers. Through the participatory Observations, the interactions of Student - Teachers within their groups and with the group members apart from their group were observed in terms of the Life Skills used by them.

### **5.11 Procedure**

The present study was carried out in three phases as follows:

**Phase I:** For first objective, the investigator referred the related literature and identified components of each Life Skill. to study the effectiveness of the Life Skills Programme, tools were prepared by considering components of each Life Skills.

**Phase II:** On the basis of components of each Life Skill identified, the investigator has developed a Life Skills Programme. A pilot study was conducted on 10 Student – Teachers. The programme was modified accordingly. Then it was given to two experts from the field of the Life Skills and the Teacher Education for validation.

**Phase III:** The developed Life Skills Programme was implemented on the Student – Teachers.



### **5.12 Data Collection**

Before implementing the programme, the investigator administered the Situation Test and the Life Skills Inventory as pretest to know the status on Life Skills possessed by them. During the implementation of the programme, again the Life Skills Inventory was implemented. Participatory Observations were carried out throughout the Life Skills Programme and observations were noted down in the Field Notes by the investigator. The Activity Feedback Sheet was administered at the end of each activity and Programme Feedback Sheet at the end of the programme with another parallel Situational Test and Life Skills inventory as posttest.

### **5.13 Data Analysis**

The data collected were analyzed by employing qualitative techniques. Content analysis was done to analyze the data.

### **5.14 Findings**

The findings of the study have been presented case - wise.

#### **Case 1**

She was good in some of Life Skills, namely, Creative Thinking Skill, Critical Thinking Skill and Coping with Stress Skill as compared to others Life Skills. She was very weak in Effective Communication Skill. She spontaneously reacted to the situation without proper understanding regarding the situation. She was not able to control her emotions and behaved inappropriately in the situation. She was a creative person but she did not able to share her creation with others. She was a critical thinker. She was more close to her mother, shared her feelings with mother and a few friends. She was afraid of her father. She was not able to express her feelings to him. She was little bit aware regarding herself, but, depended on her family members for taking decision for her life. She hesitated to solve the problems.

After experiencing intervention the programme, she has improved her Life Skills. She has realized importance of all relations in her life and she has started sharing her feelings with all relations. Now, she is not afraid of her father and tries to express her feelings and communicates to him confidently. She has reduced reacting spontaneously to the situation and analyses the situation before behaving in the situation. She has started applying her Critical Thinking Skill and Creative Thinking Skill for solving the problem and taking decision for her life. She has reduced taking

help of others to solve the problem. Now, she finds her life more meaningful and enjoyable.

### **Case 2**

She was confused regarding herself and depended on her family for taking decisions for her life. Through she was critical thinker, but, due to lack of confidence she was not able to apply her Critical Thinking Skill for taking decisions and solving problems in her life. She was more close to her family members and gave more importance to them in her life. She depended on her family members for taking decisions for her life. She followed directions provided by her family members. She withdrew herself to face challenging situation in her life. It shows that she was lacking Decision Making Skill and Problem Solving Skill. She had concern for others having pain as she possessed Empathy Skill but due to lack of confidence she was not able to help others. Sometimes she was spontaneously reacting to the situation which indicates that she was not able to cope up with emotions and stress in her life.

After experiencing the intervention programme, she has improved herself. She has developed Self Awareness Skill which helps her in Decision Making Skill, Problem Solving Skill, Coping with Emotions Skill and Effective Communication Skill. She has improved her relations with outsiders and shares her ideas, views, opinions with them by using appropriate ways of communication in the situation. She expresses her feelings to right person at right time and behaves as per the requirement of the situation by analyzing situation before hand. She tries to carry out difficult task on herself and applies her Critical Thinking Skill and Creative Thinking Skill for solving problems in her life. She confidently takes decision for her life. Now, she has become more confident and independent. She confidently face challenging situation in her life.

### **Case 3**

She was lacking in some of Life Skills. She was introvert and pessimistic person. She was lacking self confidence. She was not able to take decisions herself and depended on her family members. She had good relations with her family members and took care of them. She hesitated to express her feelings to outsiders. She was creative thinker but due to lack of confidence she was not able to share her creations with others. She was not able to think critically for deciding her behaviours in the situation and simply followed directions received from others. She did not have clarity

regarding her goals of life. Sometimes, she reacted spontaneously to the situation and she never felt bad for her misbehaviours with others because she did not reflect on her behaviours with reference to the situation. She had concern for others having pain but was not able to do any thing for them as she was lacking Decision Making Skill and Problem Solving Skill.

Through experiencing the programme, she has improved a lot. She has developed self confidence and started thinking positively for her life. She has started taking decision independently. For taking decision to solve the problem, she makes use of Critical Thinking Skill and Creative thinking Skill. She has decided her goals of life and does planning for achieving her goals of life. She becomes more optimistic. She tries to behave as per requirement of the situation. She understands feelings of others and she has realized her responsibility towards them. She has acknowledged importance of all relations in her life. She tries to manage her stress by concentrating on stressor. She shares her feelings to right person at right time.

#### **Case 4**

She was lacking in almost all the Life Skills. The most lacked Skill in her was Self Awareness Skill. She was very shy person, highly dependent, less talkative and introvert person. She did not have any clarity regarding own self. She was lacking Effective Communication Skill, Critical Thinking Skill, Decision Making Skill, Problem Solving Skill, Coping with Emotions Skill and Coping with Stress Skill. She had good Interpersonal Relationships with her family members and she totally depended on them. She followed their directions blindly. She hesitated to share her ideas, views, opinions with others and to express feelings to them. She found difficulties in managing her stress and required help of her family members to come out of stressful situation. She was not a creative thinker. She had concern for others having pain but was not able to help them to bring them out of painful situation.

After experiencing the Life Skills Programme, much change is found in herself. She has improved all her Life Skills. She has developed self confidence by knowing her self. She has become much clear regarding herself and has decided her goals of life. She makes efforts to achieve her goals of life. She has started taking decisions for her life and tries to solve the problem independently. She tries to apply her Creative Thinking Skill and Critical Thinking Skill for solving the problem in her life. She has realized importance of all relations in her life and has started expressing her feelings

to them. She systematically presents her ideas, views, opinions in front of others. She is able to manage her stress. She finds her life more meaningful and enjoyable.

#### **Case 5**

She was a little bit aware regarding herself but was not able to take decision for her life because she was lacking self confidence. She was more close to her elder sister and took her elder sister help whenever she faced difficulty in her life. She had good Interpersonal Relationships with her family members and she followed their directions. She expressed feelings to them and found herself more comfortable with them. She was a critical thinker but she was not able to behave critically in the situation due to lack of self confidence. She had concern for others having pain but was not able to help them to bring them out of painful situation due to lack of Decision Making Skill and Problem Solving Skill. She was not able to cope up with own stress and sought support of others. She depended on her family members for taking decisions on her behalf.

Now, change is found in her self. She has improved all her Life Skills. She has gained more understanding regarding herself and gained self confidence. She is able to apply her Critical Thinking Skill and Creative Thinking Skill for taking decisions and solving problems in her life. She has started thinking differently than others. She is able to manage her stress and behaves as per requirement of the situation. She acknowledges importance of her all relations in life and takes care of all relations. She has improved her Interpersonal Relationships Skill, Effective Communication Skill and Coping with Emotions Skill. She confidently shares her ideas, views, opinions with others. She expresses her feelings to right person at right time.

#### **Case 6**

She possessed many Life Skills, but, most lacking Life Skill in her was Decision Making Skill. She knew her capacity but due to her negative thinking she was not able to take decisions and depended on her family members for taking decisions on her behalf. She was not able to express feelings to outsiders. She was having Coping with Emotions Skill, Interpersonal Relationships Skill and Effective Communication Skill to some extent. She was lacking Empathy Skill, due to lack of Decision Making Skill and Problem Solving Skill. She was a critical and creative thinker but was not able to apply her Critical Thinking and Creative Thinking Skills for solving problems of her life. She was not able to express her feelings to others and due to that she was in

stress. Sometimes she was able to concentrate on the stress to come out of stressful situation. She knew her goals of life but was not able to take actions to achieve the goals of life.

After experience of the Life Skills Programme, she has developed her Life Skills. She has developed better understanding regarding herself and started thinking positively for her life. Now she tries to take decision as per her capacity. She behaves as per requirement of the situation. She does apply her innovative ideas to solve the problem. She has reduced taking help of her elder sister and tries to solve her problems independently. She has become more optimistic. She understands feelings of others having pain and tries to help them to come out of painful situation. She is able to manage her stress and tries to express her feelings to the right person at right time. She shares her creations with others and gives importance to all relations in her life. Now, she finds her life meaningful and joyful.

### **Case 7**

She possessed certain Life Skills better as compared to other Life Skills. She knew her capacity but she was pessimistic. She was lacking self confidence. She was weak in Decision Making Skill and Problem Solving Skill. She tried to behave in a situation by considering her capacity. She knew her goals of life but was not able to decide path to achieve her goals of life. She was not a creative thinker. She was more close to her family and friends and shared her feelings, ideas, views, opinions with them. She enjoyed more her family and friends relations. She was short tempered due to sometimes spontaneously reacted to the situation. She had concern for others but hesitated to stand with them to bring them out of painful situation. She was hesitated to share her ideas, views, opinions with outsiders.

Now, she has changed due to experiencing the programme. She has got more clarity regarding herself and tries to behave in the situation by considering her capacity. She has realized her responsibility towards all relations and tries to express feelings to right person at right time. She has become more confident while presenting her ideas, views, opinions in front of others. She has become confident to take her decisions and solves the problem by applying Critical Thinking Skill and Creative Thinking Skill. She becomes optimistic. She concentrates on stressor to find out solution to come out of stressful situation. She thinks before behaving in the situation and behaves as per

requirement of the situation. She tries to plan confidently to achieve her goals of life. She enjoys her life and finds her life meaningful.

### **Case 8**

She was introvert and shy person. The most lacking Life Skills in her was Self Awareness Skill. She was confused regarding herself and due to lack of confident and depended on others for taking decisions and solving the problems of her life. She was close to her family and she expressed her feelings with them. She was confused while presenting her ideas, views, opinions in front of others. She was a creative person but she was not able to share her innovative ideas with others. She was lacking Critical Thinking Skill. She had concern for others having pain but due to lack of Decision Making Skill and Problem Solving Skill, she was not able to help them and sometimes felt inferior. She hesitated to express her feelings to others.

After experiencing the programme, she has gained clarity regarding herself. She is much clear regarding herself and tries to behave by taking into consideration her capacity. She has realized importance of all relations in her life and due to improvement in her Interpersonal Relations Skill, improvement has been found in her Effective Communication Skill. She has gained self confidence. She has improved her Critical Thinking Skill, Decision Making Skill, Problem Solving Skill and Coping with Emotions Skill. She has started applying her innovative ideas for finding out solution to the problem. She becomes optimistic for her life and does not feel inferior.

### **Case 9**

She was lacking in most of all the Life Skills. The most lacking Life Skill was Self Awareness Skill. She felt inferior. She was having good Interpersonal Relationships with her family members and she was dependent on them for taking decision for her life. She did not able to express feelings to others and hesitated to share her ideas, opinions, views with others. She was not a critical thinker and due to that she depended on others for facing challenging situations. She did not have clarity regarding her goals of life. She was a creative person, able to generate innovative ideas, but, was not able to apply the innovative ideas for solving the problems. She always thought negative in her life.

Through experience of the programme, she has gained Self Awareness Skill which helped her to think positive regarding herself. She becomes confident and tries to analyze information provided by others. She has developed Critical Thinking Skill

which has helped her in improving her Decision Making Skill and Problem Solving Skill. She has started acknowledging importance of relations in her life and tries to express feelings to right person at right time. She does not get confused while communicating her ideas, views, opinions to others. She is applying her innovative ideas to find out solution to the problem. She tries to behave as per requirement of the situation. She has decided her goals of life and tries to do planning for achieving her goals of life. She is able to manage her stress and finds her life more meaningful and joyful.

#### **Case 10**

He was weak in almost all the Life Skills. He was an introvert shy person. He was lacking self confidence. Most lacking Life Skill was Decision Making Skill. He was dependent on others. He had given more importance to family relations in his life. He hesitated to express feelings to others. He was a creative person but hesitated to share own innovative ideas with others. He got confuse while presenting his ideas, views, opinions in front of others. Due to his hesitation to express his feelings to others and lack of Decision Making Skill, he felt stress in his life. He was not a critical thinker. He was accepting directions and information provided by others as it is. He did not know his goals of life. He hesitated to bring change in his behaviours as per requirement of the situation.

Now, he has changed a lot by the experience of the programme. He acknowledges importance of relations in his life and has started expressing feelings to the right person at right time. He has developed confidence on himself and started taking decision independently. He thinks critically. He has gained confidence to communicate with others systematically. He shares his creation with others and tries to apply his innovative ideas to solve the problem. He can cope up with stress. He is able to express feelings and takes decisions. He tries to behave in the situation as per requirement of the situation. He has decided his goals of life and confidently tries to achieve his goals of life. He finds his life meaningful and enjoyable.

#### **Case 11**

She possessed almost all the Life Skills, but lacking in Creative Thinking Skill. She knew her self a great deal and decided her task as per her capacity. She took most of her decisions and did task as per her directions. She analyzed the problem to find out solution to the problem. She was not able to think creatively. Sometimes she hesitated

to share her ideas, views, opinions with outsiders. She was making appropriate use of tone and language while communicating to others. Sometimes she hesitated to express feelings to outsiders. She reflected on her behaviours and tried to reduce her mistakes in future. Sometimes, she was not able to bring change in her behaviours as per requirement of the situation. She tried to concentrate on stressor to find out solution to come out of stressful situation.

Now, she has improved her all the Life Skills through experience of the Life Skills Programme. She has gained more clarity regarding herself and has developed confidence. She expresses her feelings to right person at right time. She does task as per her capacity. She follows her direction and takes decisions independently. She analyzes the problems and tries to find out solution to come out to the problems. She generates innovative ideas and applies those for finding out solution to the problems. She is able to concentrate on stressor and tries to find out solution to come out of stressful situation. She thinks positive for her life and applies her positive thinking while facing challenging situation. She takes care of all relations in her life. She confidently communicates her ideas, views, opinions to others. She behaves in the situation as per requirement of the situation. She finds her life more meaningful and joyful.

### **Case 12**

She possessed certain Life Skills in well manner. She was lacking Effective Communication Skill as she hesitated to share her ideas, views, opinions with outsiders and hesitated to express her feelings to others. She was having much clarity regarding herself. She was able to take decision for her life. She knew her goals of life and sometimes she took help of others to achieve her goals of life. She had good relations in her life and she tried to fulfill expectation of others. She understood feelings of others. But she was lacking Empathy Skill. She was a critical thinker but she was not creative person. She tried to analyze the problem to find out solution. She hesitated to express her feelings to others due to she felt stress in her life.

She has improved her Life Skills by experiencing the programme. She has gained self confidence. She expresses feelings to right person at right time. She has started sharing her ideas, views, opinions with others. She has reduced stress in her life. She has started thinking creatively. She tries to apply her innovative ideas to solve the problems. She is able to empathize with others as understands feelings of her. She



confidently takes decision for achieving her goals of life. She has started thinking positive for her life and behaves as per requirement of the situation.

### **Case 13**

She possessed a few Life Skills. She was a critical thinker. She was able to take decisions and solve the problems of her life. She was lacking some Life Skills were Self Awareness Skill, Empathy Skill, Interpersonal Relationships Skill, Communication Skill, Creative Thinking Skill, Coping with Emotions Skill and Coping with Stress Skill. She was not a creative person. She was more close to her family members and expressed feelings with them only. She hesitated to face challenging situation in her life. She felt stress in her life. Sometimes, she tried to behave as per her capacity in the situation.

Through experiencing the Life Skills Programme, she has improved all her Life Skills. She has developed self confidence. She confidently takes decisions and solves the problems. She behaves as per requirement of the situation and expresses feelings to right person at right time. She has become clear regarding herself. She thinks positively for her life and tries to confidently face challenging situation in her life. She has reduced stress in her life. She has improved her relations with others and confidently shares her ideas, views, opinions with others. She follows her directions confidently and applies her Critical Thinking Skill and Creative Thinking Skill to solve the problems of her life. She tries to think creatively and enjoys performing task differently.

### **Case 14**

She was a critical thinker and due to she possessed Decision Making Skill and Problem Solving Skill better than the other Life Skills. But she was lacking self confidence and Self Awareness. She had closed Interpersonal Relationships with her family members. She expressed her feelings to them only. She felt herself comfortable with them. She was not able to communicate her ideas, views, opinions to outsiders. She felt stress in her life. She was not able to empathize with others. She was not a creative thinker and hesitated to bring change in performing task in different manner. She did not able to help others to bring them out of painful situation as she was lacking Empathy Skill. She was hesitated to face challenging situation in her life and depended on her family members for help. Sometimes she reacted spontaneously to

the situation as she was lacking Coping with Emotions Skill and Coping with Stress Skill.

By experiencing the Life Skills Programme, she has improved herself. She has improved herself confidence and has started thinking positive while facing challenging situation in her life. She has gained more clarity regarding herself. She expresses feelings to right person at right time. Her Interpersonal Relationships Skill has improved. She is able to communicate her ideas, views, opinions to others confidently and systematically. She has started thinking creatively and enjoys creative task. She follows her directions to perform task. She does not feel her life stressful and thinks positive for her life.

#### **Case 15**

She was a creative and critical thinker but then also she was poor in Decision Making Skill and Problem Solving Skill as she was lacking self confidence and was not able to think positively for her life. She was depended on others for taking decisions and solving problems of her life. She had close Interpersonal Relationships with her family members and friends and expressed feelings to them only. She was hesitated to express her feelings to outsiders. She felt stress in her life and was not able to manage own stress. She was hesitated to share her ideas, views, opinions with outsiders.

Through experiencing the programme, she has gained clarity regarding herself. She has become more confidence in her life and thinks positively. She is able to take decisions on her self. She makes use of Critical Thinking Skill and Creative Thinking Skill for taking decisions and solving the problems in her life. She expresses her feelings to right person at right time. She follows her directions confidently. She understands feelings of others and behaves as per requirement of the situation. She acknowledges importance of all relations in her life. She has reduced stress in her life and tries to manage her stress by concentrating on stressor to come out of stressful situation. She has become more confident and independent person.

#### **Case 16**

She was lacking most of all Life Skill. Most lacking Life Skill in herself was Coping with Emotions Skill. She was not able to express her feelings to outsiders. Though she had given more importance to her family members in her life but at times she was not able to share her ideas, views, opinions with them. She was lacking self confidence and thought negative for her life, whenever she faced challenging situation. Due to

her negative thought, she was lacking self confidence and Decision Making Skill and Problem Solving Skill. She was a creative thinker but was not able to apply her innovative ideas to solve the problems in her life. She was lacking Critical Thinking Skill. She was not able to take decisions her self and depended on others. She felt stress in her life. She was not much aware regarding herself and did not show much concern for others having pain.

She has improved herself through experiencing the programme. She has gained Self Awareness Skill. She has become more confident and started thinking positive for her life. She expresses her feelings to right person at right time. She has reduced stress in her life. She has improved her relations with outsiders as she acknowledges importance of all relations in her life. She understands feelings of others and tries to help them to come out of painful situation. She has become a critical thinker and takes decisions by applying her Critical Thinking Skill and Creative Thinking Skill to solve the problems of her life. She becomes optimistic.

#### **Case 17**

She possessed a few Life Skills. She was not confident. She was not able to think positively for her life. She depended on others for taking decision on her behalf. She was not a critical thinker and took help of others to face challenging situation in her life. She had given more importance to family members and friends in her life but then also sometimes she hesitated to express feelings to them. Whenever she was not able to express feelings to others, then she was felt stress. She had concern for others having pain, but, due to lack of Decision Making Skill and Problem Solving Skill, she was not able to help them to come out of painful situation. She was not a creative thinker and critical thinker.

By experiencing the Life Skills Programme, she has gained self confidence and has started thinking positively. Due to improvement in herself confidence she has reduced dependence on others. She has improved on her Self Awareness Skill, Problem Solving Skill, Decision Making Skill, Critical Thinking Skill and Creative Thinking Skill. She expresses her feelings to right person at right time. She has reduced stress in her life. She has improved her relations with others and shares her ideas, views, opinions with them confidently. Now, she finds her life more meaningful.

### **Case 18**

He was good at decision making and problem solving as he possessed a number of Life Skills. He was lacking in Empathy Skill and Creative Thinking Skill. He was a critical thinker. He could take decisions and solved the problems. But, sometimes he hesitated to face challenging situation in his life. He acknowledged importance of all relation in his life and tried to take care of them. Sometimes, he hesitated to express his feelings. He felt stress in his life. He was having valid estimation of his capacity.

After experiencing the programme, he becomes more confident as he has started thinking positively for his life. He has improved his Self Awareness Skill. He has started thinking differently than others and enjoys performing task differently. He pays attention to all relations and expresses his feelings to them. He has reduced stress in his life. He confidently shares his ideas, views, opinions with others. He is able to understand feelings of others and tries to help them by applying his Decision Making Skill and Problem Solving Skill. He has clarity regarding his goals of life and the path to achieve his goals of life. He finds his life more meaningful.

### **Case 19**

She was lacking in most of Life Skills. She did not have clarity regarding herself. Due to lack of Self Awareness Skill she was weak in other Life Skills. Also she hesitated to express her feelings to others and sometimes even to her family members. She was a creative person but hesitated to share her innovative ideas with others. She depended on others for taking decisions on her behalf. She followed directions provided by others. She had concern for others but she was not able to stand with them to bring them out of painful situation. It was due to lack of Decision Making Skill and Problem Solving Skill. She felt stress in her life due to inability to express own feeling to others. She felt inferiority regarding self.

Through experiencing the programme, she has changed a lot. She has developed confidence by knowing herself more clearly. She has identified her capacity and tries to behave in the situation by considering her capacity. She has tries to express feelings right person at right time. She shares her innovative ideas with others. She helps others to bring them out of painful situations. She tries to take her decisions independently. She applies her Critical Thinking Skill and Creative Thinking Skills for solving problems in her life. She has decided her goals of life and makes efforts to

achieve those. She does not feel much stress in her life and does not feel inferior and tries to face challenging situation in her life.

### **Case 20**

He was lacking in Empathy Skill and Creative Thinking Skill. He possessed Critical Thinking Skill a great deal compared to other Life Skills. Due to well possessed Critical Thinking Skill by him, he was able to take decisions and solve the problems in his life. He took decisions himself and followed them to come out of problems. He was having good Interpersonal Relations with others, but, sometimes he hesitated to express his feelings to them. Sometimes, he was lacking self confidence to take challenging situation and took help of others. He felt stress in his life and spontaneously reacted to the situation.

After experiencing the programme, improvement is found in himself. He becomes more confident and behaves as per requirement of the situation by considering his capacity in the situation. He has gained more clarity regarding himself. He is able to understand feelings of others and tries to stand with them to bring them out of painful situation. He has started thinking differently and tries to share his innovative ideas with others confidently. He enjoys performing task differently. He is able to express his feelings to right person at right time. He has reduced stress in his life. He takes care of all his relations.

### **Case 21**

She was lacking in almost all the Life Skills. She was lacking self confidence and always thought negative for her life. She was more dependent on her mother. She followed directions provided by them. She expressed her feelings to her mother. She was a creative thinker and tried to share her creation with her family members. She hesitated to share her ideas, views, opinions with others. She was not a critical thinker. She had concern for others but was not able to help them due to lack of Decision Making Skill and Problem Solving Skill. She felt stress in her life and not able to manage stress herself. She took help of her mother to manage stress in her life. Improvement in herself found through experiencing the programme. She has gained more clarity regarding herself. She has started expressing her feelings to right person at right time. She has improved her Interpersonal Relationships Skill. She has gained self confidence and reduced depending on her mother. She has started thinking critically and tries to take decisions herself. She does not feel much stress in her life.

She shares her ideas, views, opinions with others because she has improved her Interpersonal Relationships Skill. She behaves in the situation by considering her capacity. She applies her Critical Thinking Skill and Creative Thinking Skill for solving the problems. She thinks positive for her life and has clarity regarding her goals of life. She makes efforts to achieve her goals of life.

### **Overall Scenario on the Life Skills**

To study the effectiveness of the Life Skills Programme, 21 Student - Teachers' entry Life Skills were analyzed. By analyzing their Life Skills, it was found that a majority of them were weak in many Life Skills. Out of 21 Student - Teachers, 17 Student - Teachers were lacking Coping with Emotions Skill. They were lacking self confidence or possessed negative thoughts regarding their life. Due to lack of Self Awareness Skill, they lacked self confidence. And due to lack of Self Awareness Skill, they were weak in other Life Skills, like, Decision Making Skill, Problem Solving Skill, Coping with Emotions Skill, Effective Communication Skill and Coping with Stress Skill. Next most lacking Life Skills were Decision Making Skill and Problem Solving Skill which were lacking in 14 Student - Teachers and those who were weak in Decision Making Skill were also weak in Problem Solving Skill. Out of 21 Student - Teachers, 15 Student - Teachers were lacking Coping with Stress Skill which was due to lack of Coping with Emotions Skill. Interpersonal Relationships Skill was possessed by 13 Student - Teachers in well manner which indicated that they were having good relationships in their life. Out of 21 Student - Teachers, 11 Student - Teachers were critical thinker and creative thinker but those who possessed both of these Life Skills were very less. Some of them possessed Critical Thinking Skill in well manner but were lacking Creative Thinking Skill and others who possessed Creative Thinking Skill in well manner lacked Critical Thinking Skill. Only 8 Student - Teachers possessed Empathy Skills and those who possessed Empathy Skill, they also possessed Interpersonal Relationships Skill in well manner. Out of 21 Student - Teachers, 03 Student - Teachers possessed almost all the Life Skills in well manner. They all were first child in their family, married, 01 was female and 02 were males. Out of 21 Student - Teachers, 03 Student - Teachers were lacking almost all the Life Skills. 02 Student - Teachers were females and 01 Student - Teacher was male and they all were pampered children of their families. Due to their high dependency on their family they were lacking in almost all the Life Skills. Out of

02 female Student – Teacher, 01 female Student - Teacher was married and after marriage also she depended on her family members.

Through the experience of the Life Skills Programme, improvement is found in all Student – Teachers. They all have improved their Life Skills. But amount of improvement in each Life Skill is different in all Student – Teachers. The most significant improvement found in all Student – Teacher is that they have gained self confidence. They have recognized their strengths and weaknesses through the experience of the Life Skills Programme, which indicates the improvement in their Self Awareness Skill. Due to improvement in Self Awareness Skill, the improvement is found in all the Life Skills but more significant impact of Self Awareness Skill is found in Decision Making Skill, Problem Solving Skill, Coping with Emotions Skill, Coping with Stress Skill, Interpersonal Relations Skill and Effective Communication Skill. They have reduced stress in their life. Some of them have not decided their goals of life before experiencing the Life Skills Programme but now they know their goals of life. They all try to achieve their goals of life. The most significant development as found in their Life Skill are Self Awareness Skill, Decision Making Skill, Problem Solving Skill, Coping with Emotions Skill, Effective Communication and Interpersonal Relationship Skill and moderate enhancement is found in Empathy Skill, Critical Thinking Skill, Coping with Stress Skill and Creative thinking Skill. The Student - Teachers who were not creative thinker has started thinking creatively and tries to apply their creative ideas in their life. All 03 Student – Teachers, who possessed almost all Life Skills very well in the beginning of the programme, have also improved their lacking part of the Life Skills through the experience of the Life Skills Programme. Those who were not critical thinkers have started thinking critically and apply their Critical Thinking Skill in their life for taking decisions and understanding others. The improvement was found in their Interpersonal Relations Skill due to improvement in their Self Awareness Skill, Coping with Emotions Skill, Effective Communication Skill and Critical Thinking Skill. All Student – Teachers have become confident and optimistic for their life. Out of 21 Student – Teachers, 03 Student – Teachers who were lacking almost all Life Skills have improved their Life Skills and they have become confident and have reduced their dependence on others. They have decided their goals of life and take decisions themselves.

About the programme, they have mentioned that the Life Skills Programme helped them to know themselves more clearly. They have changed their outlook towards life

as those who thought negative for their life have started thinking positive and feel their life meaningful and enjoyable. In the programme, 50 activities related to the Life Skills were provided. In the Life Skills Programme, there were 11 - Games, 15 - Situational Discussion, 01 - Story Making, 08 - Puzzles, 03 - Role Play, 08 - Self Reporting, 02 - Brainstorming and 02 - Film Shows. Out of the 50 Life Skills activities, the more enjoyed activities are Games, Puzzles, Brainstorming, Film Shows, Role Play, whereas, moderately enjoyed activities are Story Making and Self Reporting and less enjoyed activities are Situational Discussions activities. They have suggested that there is need to include more Games and Puzzles kind of activities in the Life Skills Programme.

As a whole the Life Skills Programme developed by the investigator was found to be effective.

### **5.15 Discussion**

In the beginning of the programme the Life Skills were nearly normally distributed in the sample 21 Student – Teachers. Three of the 21 Student – Teachers were very poor on the Life Skills to begin with, other 3 Student – Teachers were significantly rich on the Life Skills, whereas, the remaining 15 Student – Teachers were in between. Through the experience of the various Life Skills presented through a variety of activities in the Life Skills Programme resulted into the enhancement of various Life Skills in the Student – Teachers.

To begin with a sizable number of the Student – Teachers were not aware of their ownself and goals of life. Through experience of the Life Skills Programme, they have developed their sensitivity not only towards their ownself but also learnt to empathize with others, that is, they could have a feel of others in them and learnt to act for them timely. They have learnt to cope up with stress, realizing resilience within reasonable time. They have learnt to control, balance and stabilize emotions easily and swiftly. They have learnt to resolve the conflicts between feelings and conscience. They have learnt Interpersonal Relationship Skill through co- operation. Improvement has been found in the Life Skills of all Student – Teachers. The study reveals that inspite of the multiparametric settings we live in, there is a wide scope for enhancement of the Life Skills.



### **5.16 Implications of the study**

The implications of the study are given as follows.

- ☐ The Life Skills Programmes need to be developed for different levels of Teacher Education.
- ☐ The In - Service Training needs to be provided to the school teachers at different levels for enhancing their Life Skills.
- ☐ There is need to check pre - status of the Student - Teachers in the beginning of the Pre - Service Teacher Education Programme and accordingly training needs to be provided to develop their Life Skills.
- ☐ Various programmes need to be organized for enhancing the Life Skills of teachers.
- ☐ Life Skills Education can be integrated in various activities of the Pre - Service Teacher Education Programme.

### **5.17 Suggestions for further study**

The Suggestions for further study are as under.

- ☐ The researcher strongly feels that research should focus on the status of Life Skills possessed by the Students - Teachers and develop Life Skills Programme for them.
- ☐ Research should be conducted for integrating the Life Skills in different core subjects and methods of the Student - Teachers.
- ☐ Research should be conducted to study the status of the Life Skills Education at school level.
- ☐ Research should be conducted at different levels of Teacher Education to train the Student - Teachers to integrate the Life Skills in School Education.
- ☐ Research should be conducted by integrating the Life Skills in different subjects.
- ☐ Studies should be conducted on enhancement of the Life Skills through Co-Curricular activities.

### **5.18 Conclusion**

The study reveals that to begin with a large majority of the Student – Teachers were relatively poor at Self Awareness Skill, Coping with Emotions Skill, Coping with Stress Skill, Decision Making Skill and Problem Solving Skill. The Life Skills scenario of the Student – Teachers was relatively better on Interpersonal Relationship Skill, Empathy Skill, Creative Thinking Skill and Critical Thinking Skill. A few of the

Student – Teachers possessed all the Life Skills very well, whereas, a few of them were very poor in all the Life Skills.

Post intervention scenario on the Life Skills of the Student – Teachers reveals that there was a remarkable gain in their Self Awareness Skill, Effective Communication Skill, Interpersonal Relationship Skill, Coping with Emotions Skill, Decision Making Skill and Problem Solving Skill. There was moderate gain in their Coping with Stress Skill, Empathy Skill, Critical Thinking Skill and Creative Thinking Skill.

The most impeding factor in the life is that most of us lack Self Awareness Skill, that is, neither we fully know our strengths nor our weaknesses. We do not know our goals. As a result we are poor in many other Life Skills. If we are not in a position to identify with the self, then we fail to identify with others also, that is, we lack Empathy Skill.

Creative Thinking Skill and Critical Thinking Skill, both in one, is a rare combination. Systematic attempts can enhance the combination of both the Creative Thinking Skill and Critical Thinking Skill. We need to learn how to zoom out and zoom in. The complexities of life are increasing day by day. We need to learn how to cope up with the stress and emotions. We need to learn how to be our ourselves and equally how to be one with the others. We need to realize healthy constellations, through empathy, interpersonal relations and effective communication. We need to learn to take right decisions and solve problems efficiently.

Teachers need to possess healthy Life Skills for development of a healthy Society. So, the Life Skills should be well integrated into Teacher Education.