

Identifying Life Skills Of B.Ed Trainees In Relation To Gender, Types Of College And Types Of Management

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Abstract

Life Skills are collaborative Skills, applicable to varied behavior throughout life. It elevates healthy behavior and internal well-being. Life Skills are linked with managing and living a better quality of life. Where life Skills education enterprises are being set up, important time and coffers will be put into jotting accouterments. Training preceptors, Promoting, propagating, and enforcing life Skills education. These are described in other documents in the life Skills series. Appertained to below. This document describes the place of exploration in the process of life Skills programmed development, perpetration, and conservation. It reflects the view that, for life Skills education to be applicable, and effective and to continue to be applicable, exploration needs to be accepted as an integral part of the whole process The present study was conducted to find the life Skills of the B.Ed. Trainees in Chennai District. A check system was used for this study. The study was conducted on an arbitrary sample of 1200 B.Ed. Trainees studying in Chennai District of Tamil Nadu. The life skills gauge constructed and validated by the investigators (2021) was used to collect the data. The collected data was anatomized by using applicable statistical ways. The mean, standard divagation, and t-test were used to dissect the data. The findings revealed that there's a significant difference between manly and women is significantly significance different from the B.Ed among the B.Ed. trainees studying the different types of concerning aspects to life skill significance difference among the B.Ed. trainees studying the different types of operation concerning life Skills.

Keywords: Life Skills, B.Ed. Trainee, Gender, Types of College, and Types of Management.

INTRODUCTION

Education today is facing a challenge in a changing, dynamic world. Education is not only one of the foundation stones of a national life, but also one of the greatest instruments of social change. Also, Education is conceived as a powerful agency which is instrumental in bringing about the desired changes in an individual's life. Education helps in developing all the aspects of individuality name physical, mental, moral, emotional, social, spiritual and skills. The education policy of most of the nations is based on the premise that quality education can be achieved only when teachers are professionally satisfied, motivated, committed Life skills willing to perform for the benefits of the learner's society. The term Life skills refers to a large group of psycho-social and interpersonal skills which can help people to make decisions, communicate effectively, and develop coping and self and stress management skills that may help them to lead a healthy and productive life. Life skills may be directed towards personal actions and facilitate improvement in the quality of life and general teaching. The present study explored the role of life skills of B.Ed. trainees.

MEANING AND DEFINITION OF LIFE SKILLS

There are two kinds of skills- the skills related to thinking termed as "thinking skills" and skills related to dealing with others termed as "social skills" whiles thinking skill relate to reflection at a personal level, social skill include interpersonal skills.

WHO (1993) has defined life skills as "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life".

REVIEW OF RELATED LITERATURE

Elizabeth Joshua (2015) conducted a study on Life Skills of pupil preceptors at secondary position. This study results indicated that there's significant difference between manly and womanish pupil preceptors in their life Skills. Also, study reveals that the mean scores of joker are significantly lower than womanish pupil preceptors in their life Skills. also, the study results showed that there's significant difference between pastoral and civic pupil preceptors at secondary position in their life Skills. Further, it's reported that the trades scholars are having significantly advanced life Skills than those of the wisdom scholars.

Agnes Njoki Ndirangu and Grace Wamue Ngare 2014 conducted on Gender Factors in perpetration of Life Skills Education in Secondary seminaries in Nairobi. Life Skills should be suitable to exclude gender factors that limit the boys and men preceptors in literacy and tutoring of life skill independently. This enabled manly preceptors to impact life skill to boys and girls. Life skill assignments were tutored by further womanish preceptors than manly preceptors. The dominance by ladies could in turn indicate that there was a gender challenge since womanish preceptors were forced to educate manly scholars. It would have been anticipated that since utmost of the manly preceptors tutoring life Skills had wide experience, they would punctuate the significance of life Skills.

Sreehari and Sreehari (2015) conducted a study on life Skills of B.Ed. scholars. This study was used check system. The study results showed that there's significance difference joker and womanish, also age difference in their life Skills among B.Ed. scholars. Kaur(2014) conducted a study on life Skills among pupil preceptors in relation to certain particular variables. The study results showed that pastoral and womanish pupil preceptors further life Skills than civic manly pupil preceptors. Also, observed that pupil preceptors whose fathers and maters are less educated retain significantly further life Skills than pupil preceptors whose fathers and maters are high educated. also, pupil preceptors who have business as maternal occupations retain further life Skills than their counterparts.

Rakesh Sandhu (2014) conducted a study on life Skills of pupil preceptors. This study results was maturity of pupil preceptors have average position of life Skills. Also, results indicate that there's no significant difference between manly and womanish pupil preceptors in their life Skills. also, the study reported that there's no significant difference between civic and pastoral area pupil preceptors in their life Skills. Also there's a significant difference between wisdom and trades pupil preceptors in their life Skills. Further, it's set up that the wisdom pupil preceptors having significantly advanced position of life Skills as compared to trades pupil preceptors.

Geeta Garg (2011) conducted a study on life Skills and academic anxiety of B.Ed. scholars. The study set up that there's no significant difference between boys and girls B.Ed. scholars in their life Skills. It has set up that there's significant difference between private and government B.Ed. scholars in their life Skills. Also, was observed that there's negatively identified between life Skills and academic anxiety of B.Ed. scholars.

Bindhu David and Shiny John (2011) conducted a life Skills and station towards vocation among the vocational advanced secondary and advanced secondary academy scholars of standard XI of Idukki District, Kerala. This study reported that there's no significant difference between boys and girls advanced secondary academy scholars and vocational advanced secondary academy scholars in their life Skills. This study set up that there's significant difference between city and pastoral advanced secondary seminaries in their life Skills. Also, results showed that there's no significant difference between city and pastoral vocational advanced secondary academy scholars in their life Skills. Also, there's significant difference between private and government secondary academy scholars, it was noted that scholars from private seminaries had better life Skills than government academy scholars. also, result showed that there's positive correlation between life Skills and station towards vocation.

SIGNIFICANCE OF THE STUDY

Every nation, society and preceptors have to work towards promoting adolescent health. When preceptors acquire knowledge, stations and value enhanced life Skills, they get the benefit in a variety of ways. These life Skills help preceptors, people to make opinions, break' problems, suppose critically and creatively, communicate effectively and make healthy relations. similar knowledge and Skills lead to actions that make healthy connections and enable preceptors to play leadership places. The social change and modernization of the society demands more effective people. This is, people with different life Skills are demanded. Personality development and traits are an important aspect in the ultramodern society. Since the world population is evolving at veritably fast pace so faculty of the 21st century may be asked to borrow a new part as contrivers of literacy experience, processes and surroundings. moment scholars learn by tone- gests and faculty members just help or help them to learn. Faculty members concentrate on inspiring, motivating and managing an active literacy terrain to scholars rather of transmitting intellectual content. This requires a major change in graduate education, since many of moment's faculty members learn these life Skills. Without Skills there can be no performance, but Skills aren't developed simply by harkening to someone talk about how to perform. Skills are developed and strengthened through practice of factual doing of those work tasks. Life Skills contribute to a methodical development of mortal eventuality and thus life Skills enhance the capability of schoolteacher trainees into contribute. thus, life Skills veritably need to every B.Ed. trainee. Life Skills are the variable in the present study. Through this study, the investigator has taken to the life Skills of B.Ed. in relation to gender, types of council and types of operation.

OBJECTIVE OF THE STUDY

Following objectives were framed in this study:

- To find out if there is any significant difference in life skills among B.Ed. trainees with regard to gender, type of college and type of school management

HYPOTHESES OF THE STUDY

Following hypotheses were tested in this study:

- There is no significant difference between the male and female B.Ed. trainees in their life skills.
- There is no significant difference among the B.Ed. trainees studying in the different types of college in their life skills.
- There is no significant difference among the B.Ed. trainees studying in the different types of management of college in their life skills.

METHODOLOGY

The research work has been carried out on a sample of 1200 B.Ed. trainees in various areas of Chennai District of Tamilnadu. Random sampling technique has been employed in the research study. Government, Aided and Private B.Ed. Colleges have been chosen for the research study. The investigator employed the survey method in the present study. This method involves collecting data in order to test the null hypothesis concerning the current status of the life skills of the B.Ed. trainees. **Tool Used:** For the purpose of gathering the statistical data to test the hypotheses, the investigator has made use of research tool. Life Skills Scale developed and validated by the Investigator (2021). Of the research tool, the investigator has constructed and standardized the first one and other two had already been standardized. **Data analysis:** Differences between two groups in the mean scores of variables are studied using 't' test and P value of the statistical techniques are used to verify the hypotheses formulated for this study.

ANALYSIS AND INTERPRETATION OF DATA

Null Hypotheses - 1

There is no significant difference between the male and female B.Ed. trainees in their life skills.

The life skills scores of male and female B.Ed. trainees were analysed and the details are given in table 1

Table 1: Significance difference between male and female B.Ed. trainees with respect to their Life Skills

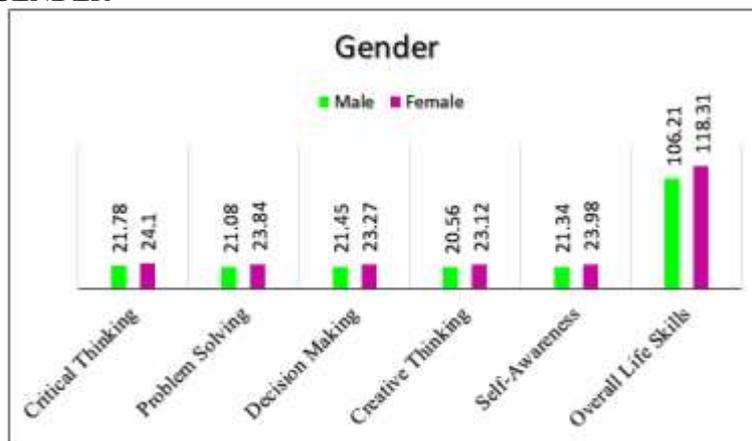
Life Skills	Gender				t values	P Values
	Male (N=600)		Female (N=600)			
	Mean	SD	Mean	SD		
Critical Thinking	21.78	9.80	24.10	10.34	3.994	<0.000**
Problem Solving	21.08	10.24	23.84	10.92	4.524	<0.000**
Decision Making	21.45	9.97	23.27	10.51	3.073	<0.000**
Creative Thinking	20.56	9.98	23.12	10.67	4.300	<0.000**
Self-Awareness	21.34	8.86	23.98	9.96	4.849	<0.000**
Overall Life Skills	106.21	43.18	118.31	48.14	4.587	<0.000**

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

Since P value is less than 0.01, null hypothesis is rejected at 1% level with respect to critical thinking, problem solving, decision making, creative thinking, self-awareness and overall life skills. Hence, there is significance difference between male and female B.Ed. trainees with respect to critical thinking, problem solving, decision making, creative thinking, self-awareness and overall life skills. Based on mean score, the female B.Ed. trainee having higher level of overall life skills as compared to the male B.Ed. trainee. It is due to the fact that the female B.Ed. trainee always smart works with dedication.

FIGURE 1: MEAN DIFFERENCE BETWEEN THE B.ED. TRAINEES WITH RESPECT TO LIFE SKILLS BASED ON THEIR GENDER



Null Hypotheses - 2

There is no significant difference among the B.Ed. trainees studying in the different types of college in their life skills.

The P values has been applied to find out whether there is any significance difference among the B.Ed. trainees studying in the different types of college in their life skills and the details are given in table 2

Table 2: ANOVA for judging the significance difference among the B.Ed. trainee studying in the different types of college in their Life Skills

Life Skills	Types of college						F ratios	P values
	Boys (400)		Girls (400)		Co-Education (400)			
	Mean	SD	Mean	SD	Mean	SD		
Critical Thinking	21.32 ^a	9.80	23.12 ^b	9.10	24.40 ^b	11.19	9.462	<0.000**
Problem Solving	20.98 ^a	10.26	23.23 ^b	9.86	23.19 ^b	11.68	5.909	<0.000**
Decision Making	20.59 ^a	9.64	22.71 ^b	9.62	23.81 ^b	11.26	10.335	<0.000**
Creative Thinking	20.17 ^a	9.75	22.50 ^b	9.75	22.87 ^b	11.45	7.998	<0.000**
Self-Awareness	20.87 ^a	8.88	23.31 ^b	8.91	23.85 ^b	10.44	11.324	<0.000**
Overall Life Skills	103.92^a	45.10	114.86^b	43.47	118.13^b	48.56	10.579	<0.000**

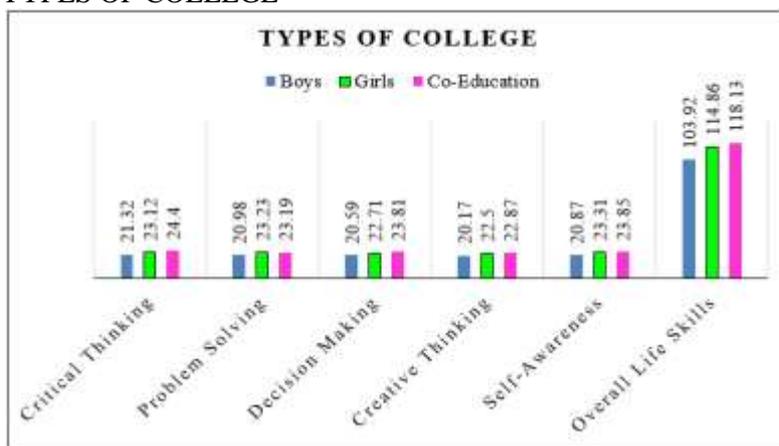
Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. Different alphabet among Type of School denotes significant at 5% level using Duncan Multiple Range Test (DMRT)

Since P value is less than 0.01, null hypothesis is rejected at 1% level with respect to critical thinking, problem solving, decision making, creative thinking, self-awareness and overall life skills. Hence, there is significance difference among the B.Ed. trainees studying in the different types of college with respect to critical thinking, problem solving, decision making, creative thinking, self-awareness and overall life skills. Based on Duncan Multiple Range Test (DMRT), in boys college B.Ed. trainee are significant differed with girls and co-education college B.Ed. trainee at 1% level, but there is no significant difference between girls and co-education college B.Ed. trainee in their critical thinking, problem solving, decision making, creative thinking, self-awareness and overall life skills. It is because, the co-education and girls college observes those concepts keenly in the classroom though they are sometimes casual and understand easily with putting much effort like boys, girls and co-education.

FIGURE 2: MEAN DIFFERENCE AMONG THE B.ED. TRAINEES WITH RESPECT TO LIFE SKILLS BASED ON THEIR TYPES OF COLLEGE



Null Hypotheses - 3

There is no significant difference among the B.Ed. trainees studying in the different types of management of college in their life skills.

The P values has been applied to find out whether there is any significance difference among the B.Ed. trainees studying in the different types of management of college in their life skills and the details are given in table 3

Table 3: ANOVA for judging the significant difference among the B.Ed. trainees studying in the different types of management of college in their life skills

Life Skills	Types of Management						F Ratios	P Values
	Government (400)		Aide (400)		Self-Finance (400)			
	Mean	SD	Mean	SD	Mean	SD		
Critical Thinking	21.15 ^a	9.47	23.53 ^b	10.09	24.17 ^b	10.60	9.974	<0.000**
Problem Solving	21.11 ^a	9.87	23.15 ^b	10.72	23.14 ^b	11.28	4.897	0.008*
Decision Making	20.84 ^a	9.47	22.69 ^b	10.44	23.57 ^b	10.72	7.427	0.001**
Creative Thinking	20.54 ^a	9.62	22.32 ^b	10.41	22.68 ^b	11.05	4.889	0.008*
Self-Awareness	21.25 ^a	8.81	23.28 ^b	9.54	23.49 ^b	10.03	6.783	0.001**
Overall Life Skills	104.89^a	44.65	114.97^b	47.02	117.05^b	45.86	8.040	<0.000**

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

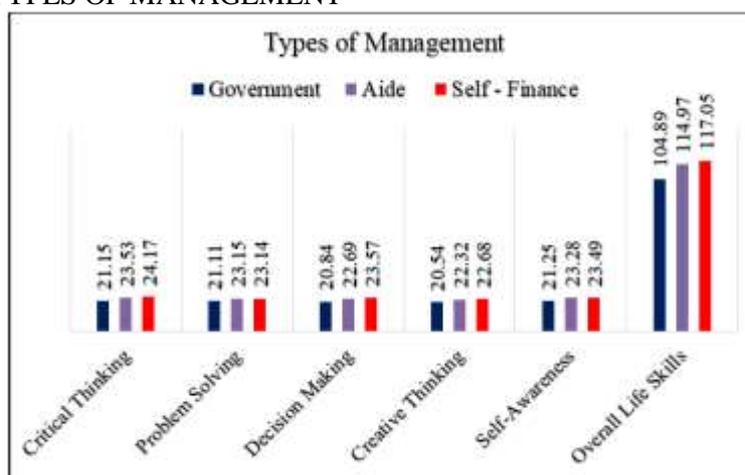
3. Different alphabet among Type of School denotes significant at 5% level using Duncan Multiple Range Test (DMRT)

Since P value is less than 0.01, null hypothesis is rejected at 1% level with respect to critical thinking, decision making, self-awareness and overall life skills. Hence, there is significance difference among the B.Ed. trainees studying in the different types of management with respect to critical thinking, decision making, self-awareness and overall life skills. Based on Duncan Multiple Range Test (DMRT), in Government college B.Ed. trainee are significant differed with aided and self-finance college B.Ed. trainee at 1% level, but there is no significant

difference between aided and self-finance college B.Ed. trainee in their critical thinking, decision making, self-awareness and overall life skills.

Since P value is less than 0.05, null hypothesis is rejected at 5% level with respect to problem solving and creative thinking. Hence, there is significance difference among the B.Ed. trainees studying in the different types of management with respect to problem solving and creative thinking. Based on Duncan Multiple Range Test (DMRT), in Government college B.Ed. trainee are significant differed with aided and self-finance college B.Ed. trainee at 5% level, but there is no significant difference between aided and self-finance college B.Ed. trainee in their problem solving and creative thinking. Based on mean score, the self-finance B.Ed. trainee having higher level of overall life skills as compared to the aided and government B.Ed. trainee. This is due to the fact that the self-finance college B.Ed. trainee are given lot of practices or activities to develop the skills of Critical thinking, Decision making, Problem solving, etc., So, self-finance college B.Ed. trainee exhibit high level of life skills.

FIGURE 4.5: MEAN DIFFERENCE AMONG THE B.ED. TRAINEES WITH RESPECT TO LIFE SKILLS BASED ON THEIR TYPES OF MANAGEMENT



FINDINGS AND DISCUSSION OF THE STUDY

Life Skills and Gender

There is significance difference between male and female B.Ed. trainees with respect to critical thinking, problem solving, decision making, creative thinking, self-awareness and overall life skills. Based on mean score, the female B.Ed. trainee having higher level of overall life skills as compared to the male B.Ed. trainee. It is due to the fact that the female B.Ed. trainee always smart works with dedication. The result of the present study was supported by the findings of Elizabeth Joshua (2015), Agnes Njoki Ndirangu and Grace Wamue Ngare 2014), Zollinger and Cummings (2007), Sreehari and Sreehari (2015), Kaur (2014). The present finding is contradictory to the studies carried out by Rakesh Sandhu (2014), Geeta Garg (2011).

Life Skills and Types of College

There is significance difference among the B.Ed. trainees studying in the different types of college with respect to critical thinking, problem solving, decision making, creative thinking, self-awareness and overall life skills. It is because, the co-education and girls college observes those concepts keenly in the classroom though they are sometimes casual and understand easily with putting much effort like boys, girls and co-education.

Life Skills and Types of Management

There is significance difference among the B.Ed. trainees studying in the different types of college with respect to critical thinking, decision making, self-awareness, problem solving, creative thinking. and overall life skills. It is observed that the self-finance B.Ed. trainee having higher level of overall life skills as compared to the aided and government B.Ed. trainee. This is due to the fact that the self-finance college B.Ed. trainee are given lot of practices or activities to develop the skills of Critical thinking, Decision making, Problem solving, etc.,

So, self-finance college B.Ed. trainee exhibit high level of life skills. The result of the present study was supported by the findings of Bindhu David and Shiny John (2011), Geeta Garg (2011).

CONCLUSION

The study aimed to know the life skills among the B.Ed. trainees and how it is related with gender, types of college, types of management. 1200 B.Ed. trainees have been selected randomly from Chennai district of Tamilnadu. After collecting the data, they were analysed using statistical techniques such as mean values, standard deviation, t-test. The result reveals that there is significance difference between male and female B.Ed. trainees with respect to critical thinking, problem solving, decision making, creative thinking, self-awareness and overall life skills. Also, there is significance difference among the B.Ed. trainees studying in the different types of college with respect to critical thinking, problem solving, decision making, creative thinking, self-awareness and overall life skills. The boys college B.Ed. trainee are significant differed with girls and co-education college B.Ed. trainees, but there is no significant difference between girls and co-education college B.Ed. trainee in their critical thinking, problem solving, decision making, creative thinking, self-awareness and overall life skills. Moreover, there is significance difference among the B.Ed. trainees studying in the different types of management with respect to critical thinking, decision making, self-awareness and overall life skills. The Government college B.Ed. trainee are significant differed with aided and self-finance college B.Ed. trainee, but there is no significant difference between aided and self-finance college B.Ed. trainee in their critical thinking, decision making, self-awareness and overall life skills.

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