



LIFE SKILLS IN RELATION TO TEACHER EFFECTIVENESS AMONG SECONDARY SCHOOL TEACHERS OF PUNJAB

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Abstract

This paper aims to reveal the life skills in relation to teacher effectiveness among secondary school teachers of Punjab. The descriptive survey method was employed and data was collected from 200 secondary school teachers of Punjab. The results revealed that there is a significant correlation between Teacher Effectiveness and Life Skills of secondary school teachers.

INTRODUCTION

Life skills are in existence from the period man started living on earth, but life skills education as a concept started emerging only during recent years. Life Skills Education (LSE) became imperative due to the paradigm shift in the focus of education from work related learning approach to overall development approach. The recent focus on development, based on human resource development emphasized the need for life skill development of all people. Keeping in view this opinion, it is imperative for teachers to have positive life skills so that the same can be transferred to the upcoming generations.

CONCEPT OF LIFE SKILLS

Life skills are defined as psychological abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills: cognitive skills used for analyzing and using information, personal skills used for developing personal skills for communicating oneself, and interpersonal skills for communicating and interacting effectively with others. It also refers to a broad range of soft skills which often vary depend on individual's situations. Life skills also include sharing, caring, managing workloads, meeting deadline etc.

These skills help an individual to promote pro social behaviour and correcting behavioral

disorders. These psycho-social skills seem to be socially acceptable learned behaviors that enable individual to interact in ways that elicit positive responses and assist in avoiding negative response from them.

It enables individuals to translate knowledge, attitude and value into actual abilities. Life skills are psychological competencies needed to distinguish from other important skills that young people acquire as they grow up such as reading numbers, technical and livelihood skills. These skills help an individual to live a fruitful life, handle problems and challenging situations effectively.

Hendrik (1996), "Life Skills are skills that help an individual to be successful in living a productive and satisfying life."

WHO (1997), "Life Skills are the abilities for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life."

Junge *et. al* (2003) "Life skills are defined as non-academic abilities, knowledge, attitudes and behavior that must be learned for success in society."

Meena (2010) "Life skills are problem solving behaviors appropriately and responsibly used in the management affairs."

Yankey & Biswas (2012) "Life skills are psychological competencies that contribute greatly to achieving psychological, social and mental well being.

Benefits of Life Skills

In everyday life, the development of life skills helps an individual to

- Find new ways of thinking and problem solving.
- Recognize the impact of their actions and teaches them to take responsibility for what they do rather than blame others.
- Build confidence both in spoken skills and for group collaboration and cooperation
- Analyze options to make decisions and understand why they make certain choices.
- Develop a greater sense of self- awareness and appreciation for others.

Keeping in view the benefits of life skills it can be said that effective teachers must possess various life skills to handle classroom situations effectively and to bring desired behavioral outcomes among their students.

NEED AND SIGNIFICANCE OF THE STUDY

Since times immemorial education is envisaged as the most effective way for bringing improvement in quality of life. Teachers are the pillars of this education system and the responsibility of quality education fully falls on their shoulders. They can play a major role for making learning experiences meaningful, joyful and effective. Effective learning depends upon effective teaching and effective teachers know no boundaries. An effective teacher does not only transfer the knowledge but also intends to develop a cordial relationship with the students for bringing intended behavioral changes. Effective teaching can be considered as a teacher's ability to stimulate students intellectually and develop suitable skills and attitudes. It is based on the premise that all the teachers should teach well and all students should learn well. Teaching effectiveness strives for perfection or optimum level of efficiency and productivity on the part of the teacher. It also refers to the sign of growing maturity and learning in the life span of the teacher. For the continuous growth & development of any education system qualitative changes are required. This is possible only with best kind of teachers who possess core life skills needed to attain the desired goals. Undoubtedly, the continuous development of life skills among teachers is desired to enhance their teacher effectiveness. The study under investigation intends to recognize relationship of life skills with teacher effectiveness among secondary school teachers.

OBJECTIVE

1. To find out the correlation between Teacher Effectiveness and life skill of secondary school teachers.

HYPOTHESIS

- 1) There exists no significant correlation between Teacher Effectiveness and life skills of secondary school teachers.

DESIGN OF THE STUDY

The present study was undertaken to study the Teacher Effectiveness in relation to Life Skills among Secondary School Teachers. Descriptive survey method was employed for conducting the present study.

SAMPLING

Random sampling technique was employed to collect the sample for the study. The present study was confined to 200 secondary school teachers and 200 students of secondary classes of Ludhiana district.

TOOLS USED

1. Teacher effectiveness scale (Dr. Shally and Miss Shweta Garg, 2015)
2. Questionnaire on Life Skills (Prepared by the investigator)

RESULTS

The present study was undertaken with the purpose to study Teacher Effectiveness in relation to Life skills among secondary school teachers of Punjab. This objective was achieved within the framework of the hypotheses mentioned. In order to screen the data for meaningful purpose and to test the hypotheses, the data were analyzed with the help of various statistical techniques. Two types of analysis were carried out for this purpose:

- (i) Description of the scores presented in terms of the frequency distribution, mean and S.D.
- (ii) For inferential purpose
 - (a) Correlation technique was employed to see the relationship between Teacher Effectiveness and Life Skills.

CORRELATION

In this section, Product Moment correlation was calculated to see the correlation between Teacher Effectiveness and Life Skills of Sec School Teachers.

HYPOTHESIS NO. 1

There exists no significant correlation between Teacher Effectiveness and Life Skills of secondary school teachers.

To test this hypothesis the correlation between Teacher Effectiveness and Life skills was

calculated and being presented in table .1

Table 1: Showing Correlation Between Teacher Effectiveness and Life Skills

Variable	N	Correlation	Level of significance	Interpretation
Teacher Effectiveness	200	0.94	**	Positively and Highly significant
Life skills	200			

From Table 1, it can be seen that the coefficient of correlation between Teacher Effectiveness and Life skills is 0.94 which is positively and highly significant. It shows that there is significant correlation between Teacher Effectiveness and Life Skills of sec school teachers. Thus, the null hypothesis stated that there is no significant correlation between Teacher Effectiveness and Life Skills of sec school teachers is not accepted.

It may, therefore, be said that Teacher Effectiveness and Life Skills of sec school teachers were found to be dependent on each other. So, it can be said that the teachers with having highly developed Life Skills tend to have high Teaching Effectiveness and if Life skills will be promoted than teaching effectiveness will be enhanced automatically.

The reasons for the above result seem to be that teachers having highly developed Life Skills may possess better communication skills, knows relationship building with their students and tend to be creative in their teaching hence reported effective by students.

EDUCATIONAL IMPLICATIONS

Some important educational implications of the present study are given below:-

- 1) Results of the present study may be discussed in seminars, refresher courses, workshops organized for teachers, administrator and parents for further reforms.
- 2) Teachers should attend Life Skills programme to enhance their Teacher Effectiveness.
- 3) Teachers should be provided with knowledge of Life Skills, so that they can improve upon their Teaching Skills.

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