

Chapter 1

Introduction

1.1 Introduction

Every challenge is like a game. Overcoming the challenges are called winning. Life is full of this kind of challenges which convert life into a game to play it successfully. Life is to live it. Every game needs some skills. Life also needs some skills. These skills are called life skills. To live successfully, one needs to have some life skills.

Education is a tool to learn and to make an advancement of these life skills. It contributes to the cognitive, social, moral, and emotional development of an individual. The holistic development of the individual is possible only through education. Education is a lifelong process. An individual gets an education by gaining experiences from nature, community, peers, school environment, and especially from his/her teachers. Every person has his/her ideal teacher in his/her life. It is notable that the ideal teachers were a proper combination of life skills. When a person is going to be a teacher of future students, he/she should have the understanding and valuable experiences on how and what he/she behaves, communicate and use the life skills in the classroom because he/she is the leader of the class.

Modern era is a duality of fastness of a work with stress, success with failure in other aspect of life. Teachers, the future nation builder, also have these dualities, which give an impact on their teaching learning process also, which leads to learners' modified behaviours, indifferences in education. Statistics tells almost 82% of teachers have been suffering from stress, depression and many other silent mental problems due to their personal, professional and social environment and problems. Stressful life of a teacher occupies his/her mental peace which gives duly impact on students in the classroom. It leads to deterioration of quality in educational outcomes. But the teacher is supposed to be and behave like a perfect human being by controlling his/her emotions and stress in the classroom. Education on professional training provides training on the life skills needed for a teacher to control and handle his/her stress, silent mental problems, depression, anxiety, anger etc.

Providing ample opportunities, inculcating self-respect and responsibility, allowing students to make mistakes so that they can learn from those, honouring the difference and making it simple should be a teacher's priority. If the heart, head and hands are synchronized, learning can be joyful. A teacher can inspire his/her students through his/her life experiences and behaviours. Teacher's life experiences and behaviours are outcomes of his/her life skills.

A teacher should be an entertainer, facilitator, and motivator and instructed to make learning fun. A practical approach towards education makes it enriching experience, enabling children to enhance their skills. A happy heart is the soul of creativity, which is the need of the hour. National Education Policy (NEP, 2020) also stressed on getting an education in a pleasant environment leads to the quality teaching- learning experiences of the students. A good teacher is often called the person having knowledge with good life skills.

1.2 Conceptual Background of the Study

Any study has a base and background on which it would be started of being shaped.

1.2.1 Concept of the Life Skills

Life skills are adapted behaviours of an individual to deal effectively with the demands and challenges of life. There are many such skills, but 10 core life skills laid down by World Health Organization are:

- Self-awareness
- Empathy
- Critical thinking
- Creative thinking
- Decision making
- Problem Solving
- Effective communication
- Interpersonal relationships
- Coping with stress
- Coping with emotions

Self-awareness

Self-awareness includes self-concept means recognition of the self, behavioural character, the strengths and weaknesses, desires and dislikes. Developing self-awareness can help an individual to recognize to himself and herself which leads to opt better career, advancement of strengths and strengthen weakness. It helps an individual to find a pathway of a problem even when he or she is stressed or feel under pressure.

Empathy

Empathy is a skill having ability to imagine what life is like for another person and to understand how he/she deals with the problems of his/her life. Empathy lets an individual learn about other people's behaviours. To have a successful relationship with others and society at large, one needs to understand and care about the needs, desires and feelings of other peoples. Without empathy, a communication of a teacher becomes a one-way traffic. Empathy can help a teacher to accept his/her students' individual differences. This can improve social bonding, especially, in situations of ethnic or cultural diversity.

Critical Thinking

Critical Thinking is a skill having ability to analyze information and experiences without biasness and in an objective manner. Critical thinking of a teacher can contribute to recognize and assess the factors that influence students with attitudes and behaviour, such as values, peer pressure, and the media. Without having proper critical thinking, a teacher would be unable to find out any learning disability or mental stress of a learner. This inability of teacher can take away the learner from the track of living a successful life, which he/she deserves.

Creative Thinking

Creative Thinking is innate skill of an individual which needs a care and nurture. A different and unique way of seeing or doing any things is said as creative thinking. It helps a teacher to keep his/her teaching learning experiences interesting, which leads to quality learning outcomes, less dropout rate and better learning experiences for students. Critical thinking are blending of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).

Decision Making

Decision-making helps an individual to deal constructively with the problems and to make decisions for the problems without having any regret. This can have consequences on health also. Teacher needs to facilitate students how actively decisions can be made about their actions in relation to their education, career, life problems etc. and what effects these different decisions are likely to have.

Problem Solving

Problem-solving is a skill to find a solution of a problem logically. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

Teacher has to motivate students to deal constructively with problems in their lives. They need to be motivated with the concept that problems are like steps of a stairs to climb up to reach the destination. Problem solving ability is not limited only in mathematics book but it is also extended with daily life.

Interpersonal Relationship

Interpersonal relationship skills is a relation builds with the people while interacting with them. This may mean being able to make and keep friendly relationships, which can be of great importance on one's mental and social well-being. It may mean keeping good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively. Teacher needs to have good interpersonal relationship skills. It gives impact by both the ways-directly and indirectly on learners' character.

Effective Communication

Effective communication means having skills to express one's opinions, desires, needs, fears etc. in both the ways- verbally and non-verbally in appropriate to his/her culture and situations. It may mean being able to ask for advice and help in a time of need. It is often a prerequisite to have empathy and interpersonal relations for developing effective communication with others.

Coping with Stress

Coping with stress means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our stress levels by changing our environment or lifestyle and learning how to relax.

Coping with Emotions

Coping with emotions means recognizing emotions within us and others, being aware of how emotions influence behaviour and responding to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately. Wrong beliefs like "I'm not good enough" or "Something is wrong with me" cause up to 95% of all illnesses and diseases. The membrane of the cell is the brain of the cell, not the nucleus. Our beliefs are stored in the membrane of our cells. Unless we are fully aware of what we are doing and why we are doing it at every moment, we are always acting on our unconscious programming stored as beliefs in our cells. Scientific research has established that stress is the core factor in physical, mental, and emotional disease.

Discovering how unconscious physical, mental, and emotional habits create stress, aging, addiction, and disease, through awareness and simple lifestyle changes reclaiming youthful vitality, joy, and well-being.

1.2.2 Life Skills for Students

Life skills convey mental and social stability in an individual. Life skills can help individuals to solve many problems in their life. It requires life skills to solve problems in logical and creative ways. Life skills are required to control emotions and feelings.

According to UNICEF life skills as a behavioural change or development of attitude constructed to knowledge, attitude, and skills.

According to WHO the competences for adaptive and positive conduct that allows individuals to deal efficiently with the needs and encounters of everyday life.

1.2.3 Need of life Skills for Teachers

Life skills are vital importance in all spheres of a teacher's life. A teacher performs life skills at school, classroom, in any activity where everyday interests bring people together. Life skills are deeds used properly and responsibly in personal affairs. They are a set of human behaviour changed through teaching or experiences that are used to deal with everyday situations. Teacher needs the ability to act responsibly, control his/her emotions, problems in an effective and intelligent way.

Life skills enable teachers to become a facilitator, mentor, and knowledge provider.

1.2.4 Impact of Teacher's Life Skills on Students

The ability to control our emotions is something that we need to learn from a young age and it is something that we need to learn for the rest of our lives. It is a skill that will help us to have better relationships with other people, it will help us to be more productive at work and it will also help us to live happier healthier lives.

1.2.5 Educational Implication of Life Skills

- To provide opportunity for realizing one's potential through practical experience.
- To develop interpersonal skills for making better society
- To adopt good leadership quality for making our nation strengthening
- To empower of self and others
- To set appropriate goals for maintaining focus on it
- To manage stress and emotions effectively
- To utilize time effectively

1.3 Need and Significance of the Study

From the conceptual background, it is understood that life skills are more important for a teacher. Lack of healthy life skills cause many problems to the teacher, pupils and to the entire process and system of education. Teachers without life skills might feel stressed in their profession. They fail in managing the situation skilfully and can't deal properly with their surroundings and relationships. Teachers who own the life skills should be able to convey them to their pupils. In this connection, K.Sudhakar Rao (2006) presented an article on life skills in the classroom and stated that the life skills are necessary to lead a peaceful life in the present democratic society that encounters a number of problems in different fields and said that every teacher should keep these skills in mind while creating best and challenging learning atmosphere in the classroom situation. After reviewing this, the researcher wanted to study whether our teachers possess these skills. Each individual teacher experiences his own unique pattern of pressures such as competing with others, occupational and marital demands and coping with the complexity and rapid pace of modern life. Lifestyles of the modern decade generate much stress and many are unable to cope with it. Thus the researcher felt that measuring the life skills of teachers will be useful to improve and rectify some of the problems regarding life which are major among the teachers and other problems connected to it.

1.4 Statement of the Problem

Taking the scenario into consideration, the researcher has taken the study on life skills and academic achievements of pupil teachers. The study is stated as: **"Life Skills and Academic Achievements of Pupil Teachers of RIE, NCERT, Bhopal: A Study."**

1.5 Operational Definitions of the Key Terms

1.5.1 Life skill scores –

1.5.1.1 Conceptual Definition- Life Skill is a concept of different abilities that enable humans to do work effectively with the demands and challenges of their lives. It is also defined as the individual's behaviours, optimistic nature towards the capabilities to overcome the difficulties that come underway. It is basically the amour-propre which determines the chances of success of an individual.

1.5.1.2 Operational Definition- Life skill scores for the present study can be defined as the total scores obtained by the pupil teachers of professional courses of RIE, NCERT, Bhopal for the session 2020-2021 on the scale of life skills developed by the investigator (2021)

1.5.2 Professional Degree Courses of RIE, NCERT, Bhopal- In this study, students from the following courses would be taken as the population-

- **Three-year Integrated B. Ed-M. Ed. (Science batch and Language batch)**
- **Two- year B. Ed.(Science batch and Humanities batch)**
- **Two-year M. Ed.**
- **Four-year B. Sc- B. Ed. (Physical batch & Biology batch)**
- **Four-year B. A. – B. Ed.**

1.5.3 Academic groups- In this study, all the students of above courses passing out in the session of 2020-2021, having Science Background or PCM(Physics Chemistry Mathematics combination or Physical Batch) or PCB(Physics Chemistry Biology combination or Biology Batch) are taken as pupil teachers of Science group and having Humanities or Language Background as pupil teachers of Humanities group.

1.5.4 Academic achievement-

1.5.4.1 Conceptual Definition- It is defined as the mastery accomplished in areas of academic work. It is the level of learning outcome in areas linked like knowledge, understanding, and skill in relation with co-scholastic activities. At the end students get results in the form of grades, percentages or marks.

1.5.4.2 Operational Definition- Academic achievement for the present study can be defined as the marks obtained by the pupil teachers in their professional courses for the session 2020-2021.

1.6 Research Questions for the Study

1.6.1 Is there any difference between life skill scores of male and female pupil teachers?

1.6.2 Is there any difference between life skills scores of science group and humanities group pupil teachers?

1.6.3 Is there any difference between academic achievement of male and female pupil teachers?

- 1.6.4** Is there any difference between academic achievement of science group and humanities group pupil teachers?
- 1.6.5** Is there any relationship between life skills score of pupil teachers with their academic achievement?

1.7 Objectives of the Study

Objectives are those, around which the entire course of the action revolves. Framing objectives in a research is a very important step as it shows a pathway to achieve the aim of the research.

The objectives and their sub-objectives of the present research work are as follows-

- 1.7.1** To study the life skill score of pupil teachers of RIE, NCERT, Bhopal.
- 1.7.2** To study the academic achievement of pupil teachers of RIE, NCERT, Bhopal.
- 1.7.3** To compare the mean scores of the life skill scores of male and female pupil teachers of RIE, NCERT, Bhopal.
- 1.7.4** To compare the mean scores of the life skill scores of pupil teachers of Science group and Humanities group of RIE, NCERT, Bhopal.
- 1.7.5** To compare the mean scores of the academic achievement scores of male and female pupil teachers of RIE, NCERT, Bhopal.
- 1.7.6** To compare the mean scores of the academic achievement scores of Science group and Humanities group pupil teachers of RIE, NCERT, Bhopal.
- 1.7.7** To study the relationship between life skill score and academic achievement of pupil teachers of RIE, NCERT, Bhopal.

1.8 Null Hypotheses (H0)

To achieve the aim of the research, the researcher formulates following hypotheses on the basis of the above objectives-

- 1.8.1** (H01) There is no significant difference between the mean scores of life skill of male and female pupil teachers of RIE, NCERT, Bhopal.
- 1.8.2** (H02) There is no significant difference between the mean scores of life skill of science group and humanities group pupil teachers of RIE, NCERT, Bhopal.

- 1.8.3 (H03) There is no significant difference between the mean score of academic achievement of male and female pupil teachers of RIE, NCERT, Bhopal.
- 1.8.4 (H04) There is no significant difference between the mean score of academic achievement of science group and humanities group pupil teachers of RIE, NCERT, Bhopal.
- 1.8.5 (H05) There is no significant relationship of life skill scores of pupil teachers of RIE, NCERT, Bhopal with their Academic Achievements.

1.9 Delimitation of the Study

Due to the limitation of time and the availability of resources, it is inconceivable to cover every aspect of the associated variables with the problem under investigation

Hence, the study is delimited to the followings-

- 1.9.1 The study is delimited to a sample of only 180 pupil teachers of RIE, NCERT, Bhopal.
- 1.9.2 The study is delimited to one dependent variable i.e. academic achievement and one independent variable i.e. life skill.
- 1.9.3 The different dimensions of each type of life skills are not considered individually.
- 1.9.4 Out of several demographic variables only gender and type of academic groups has been taken for the present study.
- 1.9.5 The professional courses are delimited: Integrated B. Ed M. Ed, B. Ed, M. Ed, B. Sc.- B.Ed., B. A. - B. Ed.

1.10 Summary of this Chapter

Life skills are essential for the teachers to develop their personality. Under the aspect of personality, they can analyse their attitude, aptitudes, interests, abilities and so on and also they can know about different people and their mind sets. The knowledge of life skills enhances the social behavior of the teachers and also promotes social adjustment and understanding.

When teachers have good life skills, they will definitely prosper in their profession. Life skills are important aspects of quality education since the epitome of education is to lead a life not merely for the sake of living but encompassing the real essence of it. Life skills help in translating the knowledge into action and thus enable a person to live a healthy and productive life (Emanuel, 2008).