

LIFE SKILLS AND TEACHING EXPERIENCES OF WOMEN TEACHERS

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ABSTRACT

Life Skills are problem solving behaviors used appropriately and responsibly in the management of personal affairs. Life skills are a set of human skills acquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life. The teachers both male and female teachers need to inculcate Life Skills themselves and only then it will be possible to think of apt learning inputs in this regard. Hence, the present study, through a survey, tries to find the status of Life Skills especially among female teachers in order to see their preparation to develop Life Skills among younger generation. The study also makes attempt to see whether experience can bring any variation in the Life Skills of Teachers. The result of the study showed that strategies to develop Life skills must be included in our curriculum.

INTRODUCTION

Education is a never ending process of inner growth and development and its period stretches from cradle to grave. Education is the process of humanizing humanity, making life progressive, cultured and civilized. It is a dynamic and continuous process, by which human beings develop thinking and reasoning, problem-solving and creativity, intelligence, positive sentiments, life coping skills attitudes, self awareness, social relationships, effective communication skills.

Life Skills are problem solving behaviors used appropriately and responsibly in the management of personal affairs. They are a set of human skills acquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life. Education is usually understood as a course of study to acquire a body of knowledge or skills undertaken to enhance one's ability to do a particular job and be able to lead a better life. The life skills are essential for success and happiness in life can be learnt at any stage in life, and effective learning can bring substantial improvement in the overall quality of life. The Life Skills are very important for the teachers to make positive differences in their lives as well as students lives.

Teachers play an important role in school as well as in the society. Since, a teacher has to play an important role in moulding the children's

personality and their attitudes, aptitudes, interests, abilities and so on. The current trend in teaching and learning suggests that active student participation and discussion enhance higher order thinking.

LIFE SKILLS

Life Skills have been defined by the World Health Organization (WHO) as 'the abilities for adaptive and positive behaviors that enable individuals to deal effectively with the demands and challenges of everyday life'. Life skills recommended by the World Health Organization have been taken as components of life skills and they are as follows Interpersonal Skills, Effective communication Skill, Decision making, Problem solving, Creative thinking, Critical thinking, Self awareness, Time management.

NEED AND SIGNIFICANCE OF THE STUDY

Learning is a process of growth, progress and improvement during which an individual acquires knowledge, habit, skills and attitudes, which further changes his behaviors. Women Teacher's life will be more rewarding and productive if pupil can acquire important life skills from their learning activities. Life skills include factors like making the child aware of potentially dangerous situations, helping her build self-confidence and teaching her to manage her time and improve her

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communication skills. Particularly Life Skills are important for the Women teachers to develop decision making, problem solving, critical thinking, and creative thinking also enhance their self and social awareness among the students. So the Women teachers should take the responsibility of shaping the life of the students by developing all these skills in the school. Hence the purpose of this research is to study whether the Women teachers have Life Skills among themselves or not. The paper presents the Life Skills of Secondary School Women Teachers of Mangalore Taluk with respect to their Teaching Experience.

STATEMENT OF THE PROBLEM

Life skills Among Secondary School Women Teachers In Relation To Their Teaching Experiences

OBJECTIVES OF THE STUDY

1. To study the Life Skills among Secondary School Women teachers of Mangalore Taluk.
2. To study the differences in Life Skills among the Secondary School Women teachers in relation to their teaching experiences.
3. To study the differences in different Components of Life Skills among the Secondary School Women teachers in relation to their teaching experiences.

HYPOTHESES OF THE STUDY

1. There is no significant difference in Life Skills, among the Secondary School Women teachers in relation to their teaching experiences.
2. There is no significant difference in different Components of Life Skills, among the Secondary School Women teachers in relation to their teaching experiences.

METHODOLOGY

Descriptive Survey method was adopted to study Life skills Among Secondary School Women Teachers In Relation To Their Teaching Experiences

POPULATION

The population of the present study consists of all the Secondary School women teachers of Mangalore Taluk

SAMPLE

In the present study 100 teachers were randomly drawn who are working in Private Aided and Government Secondary Schools are following the state syllabus which is situated in Mangalore Taluk.

TOOLS USED

A Rating Scale on Life Skills –A tool constructed by the investigator to measure the Life skills of the Secondary School Women Teachers in relation to their Teaching Experiences

STATISTICAL METHODS USED

Descriptive statistics: Mean, Standard Deviation and Bar Graph were used.

Inferential statistics: ANOVA and Post hoc Test Scheff's Test were used to find out the difference between the different components of Life Skills of the Secondary School Women Teachers in relation to their Teaching Experiences.

FINDINGS OF THE STUDY

Objective: To study the differences in Life Skills among the Secondary School Women teachers in relation to their teaching experiences.

Table 1.0 As gives the Mean comparisons of scores of Life Skills among Women Teachers in relation to their Teaching Experiences

Teaching Experiences of Women Teachers	Life Skills		
	N	Mean	S.D
05-<14	34	75.95	7.15
15-<24	33	75.35	6.35
25-<34	33	76.00	6.85

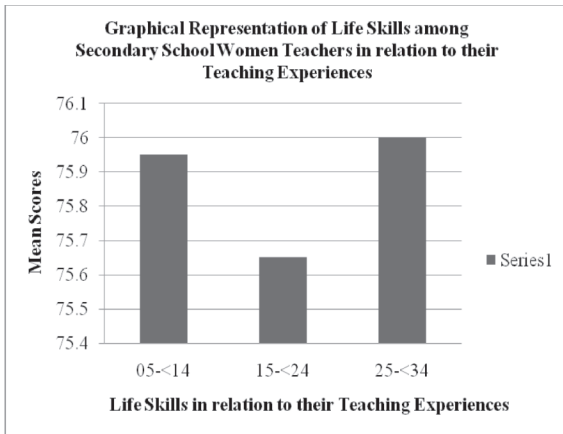


Table 2.0 F –ratio's of Mean comparison of scores of Life Skills among secondary school Women Teachers in relation to their Teaching Experiences

Sl.No	Means compared	N	Mean	MS	F-ratio	Table value of F	Result
1	05-<14 & 15-<24	34 & 33	75.95 & 75.35	173.68	0.02	3.04	NS
	15-<24 & 25-<34	33 & 33	75.35 & 80.5				
2	15-<24 & 25-<34	33 & 33	75.35 & 80.5	173.68	1.2	3.04	NS
	05-<14 & 25-<34	34 & 33	75.95 & 80.5				
3	05-<14 & 25-<34	34 & 33	75.95 & 80.5	173.68	0.99	3.04	NS
	15-<24 & 25-<34	33 & 33	75.35 & 80.5				

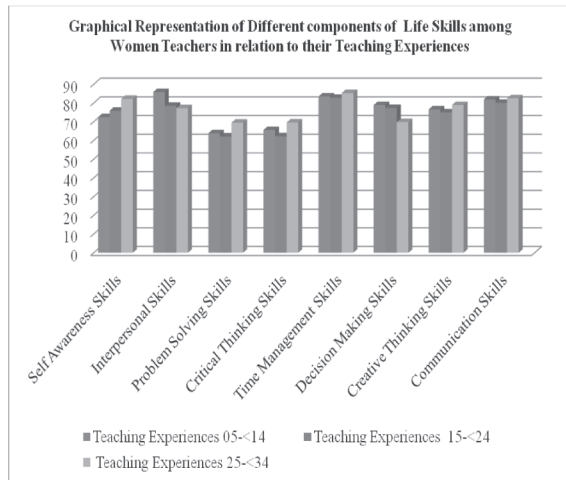
Analysis: As seen from Table 1.0 and graph Life Skills the Mean Scores does not have much difference in three groups in relation to their Teaching Experiences. From Table 2.0 The ANOVA (F ratio) and Post hoc Scheff's Test shows that there is no significant difference in the mean scores comparison between the Life Skills among secondary school Women Teachers in relation to their Teaching Experiences. Hence the null hypothesis is accepted. It can be concluded that Life Skills does not differ much among Secondary School Women teachers in relation to their Teaching School Experiences.

Objective: To study the differences in different Components of Life Skills among the Secondary School Women teachers in relation to their teaching experiences.

Table 3.0- Mean Comparisons of different Components of Life Skills among the Secondary School Women Teachers in relation to their Teaching Experiences

Components of Life Skills	Teaching Experiences					
	05-<14		15-<24		25-<34	
	Mean	S.D	Mean	S.D	Mean	S.D
Self Awareness Skills	72.4	11.5	75.9	11.5	82.2	11.3
Interpersonal Skills	85.8	13.2	78.5	10.3	77.2	10.7
Problem Solving Skills	63.8	8.7	62.1	8.2	67.5	8.9
Critical Thinking Skills	65.5	8.8	62.2	8.3	69.6	9.3
Time Management Skills	83.5	11.5	82.8	11.4	85.3	11.9
Decision Making Skills	78.9	10.7	77.3	12	76.1	10.2
Creative Thinking Skills	76.6	10.17	75.00	9.9	77.2	10.7
Communication Skills	81.9	9.7	80.1	12.1	82.5	9.00

Table 4.0 F –ratio's of Mean comparison of scores of Life Skills among secondary school Women Teachers in relation to their Teaching Experiences



Components of Life Skills	Means compared	N	Mean	MS	F-ratio	Table value of F	Result
Self Awareness Skill	05-<14 & 15-<24	34 & 33	72.4 & 75.9	7.79	0.39	2.07	NS
	15-<24 & 25-<34	33 & 33	75.9 & 82.2				
	05-<14 & 25-<34	34 & 33	72.4 & 82.2				
Self Awareness Skill	05-<14 & 25-<34	34 & 33	72.4 & 82.2	7.79	3.11	2.07	Sig
	15-<24 & 25-<34	33 & 33	75.9 & 82.2				

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Interpersonal Skill	05-<14 & 15-<24 & 25-<34	34 & 33 & 33	85.8 & 78.5 & 77.2	16.90	0.80	1.67	NS
	05-<14 & 25-<34	34 & 33	85.8 & 77.2	16.90	1.11	1.67	NS
	05-<14 & 15-<24 & 25-<34	34 & 33 & 34	85.8 & 63.8 & 62.1	6.16	0.12	2.07	NS
	15-<24 & 25-<34	33 & 33	62.1 & 67.5	6.16	1.21	2.07	NS
Problem Solving Skill	05-<14 & 25-<34	34 & 33	63.8 & 67.5	6.16	0.56	2.07	NS
	05-<14 & 15-<24	34 & 33	65.5 & 62.2	3.60	0.76	2.50	NS
	15-<24 & 25-<34	33 & 33	62.2 & 69.6	3.60	3.90	2.50	Sig
	05-<14 & 25-<34	34 & 33	65.5 & 69.6	3.60	1.18	2.50	NS
Time Management Skill	05-<14 & 15-<24	34 & 33	83.5 & 82.8	9.83	0.01	1.89	NS
	15-<24 & 25-<34	33 & 33	82.8 & 85.3	9.83	0.16	1.89	NS
	05-<14 & 25-<34	34 & 33	83.5 & 85.3	9.83	0.08	1.89	NS
	05-<14	34	85.3				
	05-<14	34	78.9				

From Table 4.0 and graphical representation it is observed that in Self Awareness Skill the F-ratio of 3.11 of Mean Scores of comparison between the teaching experiences of 05-<14 and 25-<34 shows that it is statistically significant at 0.05 level of significance. The mean score of teachers who are having Teaching experience of 25-<34 years is greater than the mean score of teachers who are having Teaching Experience of 05-<14 years. Thus it can be concluded that the Self Awareness Skill of Secondary School women teachers who are having the teaching experience of 25-<34 years is significantly greater than the teachers who are having Teaching Experience of 05-<14 years. Hence the null hypothesis that there is no significant difference in different Components of Life Skills, among the Secondary School Women teachers in relation to their teaching experiences is rejected.

In Critical Thinking Skill the F-ratio of 3.90 of Mean Scores of comparison between the teaching experiences of 15-<14 and 25-<34 shows that it is statistically significant at 0.05 level of significance. The mean score of teachers who are having Teaching experience of 25-<34 years is greater than the mean score of teachers who

are having Teaching Experience of 15-<24 years. Thus it can be concluded that the Critical Thinking Skill of Secondary School women teachers who are having the teaching experience of 25-<34 years is significantly greater than the teachers who are having Teaching Experience of 15-<24 years. Hence the null hypothesis that there is no significant difference in different Components of Life Skills, among the Secondary School Women teachers in relation to their teaching experiences is rejected.

From Table 4.0 and graphical representation it is observed that Except Self Awareness Skill and Critical Thinking Skill ANOVA (F ratio) and Post hoc Scheff's Test shows that there is no significant difference in the mean scores comparison between the components of Life Skills among secondary school Women Teachers in relation to their Teaching Experiences. Hence the null hypothesis that there is no significant difference in different Components of Life Skills, among the Secondary School Women teachers in relation to their teaching experiences is accepted. It can be concluded that different components of Life Skills does not differ much among Secondary School Women Teachers in relation to their teaching Experiences.

EDUCATIONAL IMPLICATIONS

Based on the findings of the study the investigator suggests the following implications.

1. For the development of Life Skills for Teachers and Students, Life Skills training is needed. So Schools must provide training programs for the Pre-service and in-service teachers to develop their Life Skills.
2. Different Components of Life Skills are needed to live better life. So the subject matter must be connected to day-to-day life situations so that the teachers and students can realize and apply different skills in appropriate life situations.
3. Authorities of educational system have the responsibility in ensuring the development of Teachers and students. So strategies to develop Life skills must be included in our curriculum.

4. The present study emphasizes the importance of life centered curriculum in our schools. Teachers must develop these components of Life skills among themselves and also inculcate these skills within the students.

CONCLUSION

Life Skill Education must be able to empower an individual, a community and a society in order to ensure certain level of skills in challenging situations. Life Skills are very much essential for the teachers and as well as the students to make their life best. Life Skills promote self confidence and help the assessment of behavior patterns and provide responsibility towards the society. If life skills are taught explicitly and in a structured manner in schools, they would empower children and adolescents and help in addressing the quality of the tomorrow's adults.

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