

Awareness on Life Skills among Prospective Teachers

J.Jayachithra

Asst. Professor of Education
Alagappa University College of Education,
Karaikudi - 630 003, Tamil Nadu.

ABSTRACT

The lesson taught by the teacher must reach the students without any barrier in a very effective manner. For this, a teacher must know how well to communicate to the students in a class. If the students are not able to respond, it means somewhere, there was an issue with the way of communicating. Not every student in class is equally brilliant; some are slow while others are fast learners. Some catch the thing immediately, while others are not able to understand the concept in one goes. In order to reduce such a barrier, a teacher requires good skills so that she or he can communicate and discuss the problems of students, bringing them out of their issues. A teacher is a bridge between the students and their parents. So, the problems of the students are to be discussed with the parents of the concerned students. For the successful discussion, the teachers require good skills so that what she or he has in mind is properly communicated. If the teacher is not able to make the concept clear to the class, the class may fail for the time; which a teacher never wants. For this Life skills are important for every teacher. This paper deals with finding awareness of Life skills among prospective teachers.

Key words: Awareness, Life skills, prospective teachers.

I. INTRODUCTION

Teachers need to hone a number of interlinked skills, including an ability to be self-confident and self-assured around children while transmitting a relaxed aura that makes them approachable and empathetic. They have to take a genuine interest in each student. One must not forget, that for some students, the school will be a sanctuary, an oasis of happiness that takes them away from often difficult family situations. Teachers wear many hats every day while in the classroom: the organizer, instructor, speaker, facilitator, entertainer and sometimes dispute resolution specialist. Teachers not only interface with students, but with other teachers, school administration staff and parents. Strong interpersonal skills, especially communication are the hallmark for a teacher. Teaching Performance is fifty percent knowledge and fifty percent interpersonal skills. The quality of a teaching Performance or teaching methods will be enhanced by the quality of their Life skills.

II. SIGNIFICANCE OF THE STUDY

The study will help the society at large in term of projecting the status of the teachers as great and effective communicators who are influencing the learning ability of the students. In a country as of the magnitude of India, there will always be a vast variation in terms of the ability of the teachers to communicate with the students within the framework of the classroom. These variations will be the base on which the quality of teaching will depend on. As such this study will indicate as to what is the exact level of Life skills of the teachers.

The role of the teachers also is closely dependent upon the method of instructions that takes place within the classroom between the teacher and the students. It can determine whether the teacher is just giving away instructions or in other words are they keen to engage themselves in a two way communication to improve the status of the learning of the students, so that they are able to cope up with the academic and social requirements of growing up in a congenial atmosphere.

The Teacher Trainees students represent the sum total of the pool of expertise with which the educational system functions. The Life skills pattern of the students will also be a key indicator as to which direction the expertise is going, and what impact that it will create among the stakeholders and consumers.

Life skill is a trait that needs to be displayed with ease and confidence. This study will give a perspective on the manner in which such a valuable trait is handled by the teachers, the bearing of which will be very much evident in the performance of the students.

This study will bring out the anomalies that lie in the system of educational administration which does limit the scope of the teachers to showcase their talents in interpersonal communication with the students. These anomalies might pose great disturbances to the teacher student relationship in a learning environment within the classroom, something that will cast a deep shadow on the self esteem of the teachers.

III. OBJECTIVES OF THE STUDY

To find out the Awareness of Life skills among Prospective teachers.

To study the percentage analysis on Awareness of Life skills among Prospective teachers.

IV. ANALYSIS AND INTERPRETATION

Table 1: Level of knowledge of respondents with Life skills

Level	Frequency	Percentage %
EXCELLENT	18	9
GOOD	43	21.5
FAIR	54	27
BASIC	46	23
POOR	39	19.5

From the above table , regarding the knowledge of prospective teachers with Life skills, 9% are excellent,21.5% are good,27% are fair, 23% have basic knowledge, 19.5% have poor knowledge.

V. METHODOLOGY

To get the knowledge about the present position of Prospective teachers' awareness on Life skills, the study adopted normative survey method. The sample of the present study covers 200 prospective teachers of Tamil Nadu. The investigator took samples from sivagangai district of Tamil Nadu, India. The tool used for the study is Awareness scale on Life skills constructed and validated by the investigator. Percentage analysis was used as a statistical tool.

VI. CONCLUSION

Life skills are very important competency everyone should have. It can be imported to the students through teachers only. So it is the need of the hour for the teachers to get familiar with Life skills. This study reveals that most of the teachers still have poor awareness on Life skills. So it is important for teacher education courses to have Life skills in the curriculum. So that it can be imported to the students effectively.

VII. REFERENCE

- [1] Andersen ,J. F. (1979) “Teacher immediacy as a predictor of teacher effectiveness”. In D.Nimmo(Ed), Communication year book 3,:543-559. New Brunswick, NJ: Transaction Books.
- [2] Andrew J. DuBrin (2016). *Human Relations for Career and Personal Success: Concepts, Applications, and Skills*. Pearson Education.
- [3] Christophel, D. M. (1990) “The relationship among teacher immediacy behaviours, student motivation, and learning.” *Communication Education*,39,: 323-340.
- [4] De Vito, J. A. (1986) “Teaching as relational development”. In J.M. Civikly (Ed.),*Communicating in college classrooms*.:51-59. San Francisco: Jossey-Bass.
- [5] Duffy, F.D, Gordon G.H, Whelan G, Cole-Kelly K. (2004) “Assessing competence in communication and interpersonal skill”s: the kalamazo II report. *Acad Med*. 2004;79(6):490–507. [PubMed]
- [6] Frymier, Ann Bainbridge, and Marian L. Houser. (2000) "The teacher-student relationship as an interpersonal relationship." *Communication education* 49, no. 3: 207-219.
- [7] Gorham ,J. (1988) “The relationship between verbal teacher immediacy behaviours and student learning” *Communication Education*, 37, : 40-53.
- [8] Jayachithra, J (Jan-2020)” Information and Communication Technology in Teaching and Learning: Perspectives on E-Learning at Higher Education Level” *International Journal of Recent Technology and Engineering (IJRTE)* ISSN: 2277-3878, Volume-8 Issue-5, P. 4084-4086.
- [9] Monicka,M.&.Jayachithra,J.(2019) “Information and Communication Technology Awareness among Prospective Teachers”, *Pramana Research Journal* (ISSN No: 2249-2976)Volume 9, Issue 6, ,p787-792.
- [10]Monicka,M.&.Jayachithra,J. (2018) Blended Learning Effectiveness: Pre-service Teachers Competency: *International Journal of Creative Research Thoughts* (ISSN: 2320 – 2882) Volume 6 Issue 1 P.1223 To 1226
- [11]Prinz, Ron (2009). "Behavioral parent training". *Encyclopedia of Human Relationships*.

