



A Correlational study: Life skills of Pupil teachers with their Teaching Effectiveness

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Abstract

Life Skill provides an individual with the courage and strength to tackle their day-to-day challenges. This in turn allows them to live life with a positive and responsible attitude and therefore tend to be one of the essential elements for a happy and peaceful life. As teachers are the backbone of our education system, therefore, it is not only crucial but rather critical in the current time that every teacher should be trained not only in their teaching skill but also in life skill. Life skills are an important attribute to everyone's personal and professional life. It seems to play a major role in the teaching profession. Knowledge of different life skills allows teachers to upgrade and enhance their teaching skills. According to WHO life skills have been defined as "the abilities for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life". In this paper, ten life skills, as suggested by WHO i.e Self-awareness skill, Interpersonal skill, Effective Communication skill, Problem Solving, Decision Making, Critical Thinking, Creative Thinking, Coping with Stress, Coping with Emotion, and Empathy, are explored in pupil teachers studying B.Ed colleges and their correlation with teaching effectiveness. The Descriptive Survey method is used to collect data by using a five-point rating scale of life skills tool and Pearson's correlation method is used to find out the correlation between life skills and teaching Effectiveness. The random Cluster method of sampling is used for a sample of 100 Pupil teachers of two B.Ed colleges of Ghaziabad district affiliated to C.C.S. University Meerut. The result of analysis shows a high positive correlation between different life skills and teaching Effectiveness.

Keywords- Life skills, Teaching Effectiveness, Pupil Teachers, Self- Awareness skill, Interpersonal skill, Effective Communication skill, Problem solving skill, Decision making skill, Critical Thinking Skill, creative thinking skill, Empathy, Coping with Stress, Coping with Emotion.

Introduction

Teachers are the backbone of our society. They play a key role in an educational institution and in the formation of educational policies. Teachers, therefore, are crucial in developing and progressing society and community. Considering the immense importance of teachers, it becomes rather crucial that they are effectively skilled and trained with regards to the social and individual life skills.

Life Skill provides an individual with the courage and strength to tackle their day-to-day challenges. This in turn allows them to live life with a positive and responsible attitude and therefore tend to be one of the essential elements for a happy and peaceful life. According to WHO life skills have been defined as "the abilities for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life".

In today's fast-growing society, educational goals become rather uncertain and complex. This makes the educational task more demanding for teachers, giving teachers multiple problems, uncertainties, and challenges. Keeping in mind the effectiveness and dire need of life skills in an individual's life. It becomes rather clear that life skill is one of the important skills for teachers.

However, teaching effectiveness of the teachers is governed by various factors, such as their academic knowledge, professionalism, and their moral, emotional, and social behavior. Hence, in this research paper, the investigator has conducted a study to assess the correlation of pupil teacher's life skills with their teaching effectiveness.

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Review of related Literature

Schechtman (2005) after giving life skills training for two years teacher training program, found significance of high work environment and self-efficacy of teachers and suggested to teacher educators to provide enough time during their training.¹ Moreover, **Kaur (2006)** in her study reported that the teachers who were good in life skills such as decision-making skill, critical thinking, communication skill, and interpersonal skill and coping with stress skill found to have good teaching effectiveness in all measures of teaching.² **Helaiya (2009)** in her study reported that most of the student teachers possess a high level of critical thinking skills and found most students possess a holistic approach of critical thinking rather than autonomy aspects.³ **Afyon (2018)** in their findings revealed that teachers play an important role in acquiring life skills and reported that those individuals who have decision making and critical thinking skills, communication and interpersonal skills and coping and self-management skills they can contribute to the creation of a quality society.⁴ **Patel (2012)** in her study reported a significant correlation found between life skills and academic anxiety of student teachers.⁵ **Pramod and Pereira (2010)** in their study reported that most of the student teachers possess very low level of life skills and the curriculum of University of Kerala does not provide any opportunity to develop the life skills in them.⁶ **Gopinath and Sivakumar (2019)** in their study found significant positive correlation between Life skills and teaching competency of B.Ed trainees.⁷ **Razia B, (2016)** suggested in their study to include life skill education in different levels of Teacher education and also integrate the core subject and methodology with life skill education.⁸ **Sheikhiani and Bindu (2010)** conducted a study on mental health and coping skills of women teacher students and findings revealed significant reverse correlation between the various scales of proactive coping inventory and mental health and its subscales.⁹ **Netragaonkar and Khatal (2011)** reported in their study that the life skill program is effective for B.Ed. students.¹⁰

Objectives

1. To find out the correlation between life skills of pupil teachers with their Teaching Effectiveness.

Sub objectives

1. To find out the correlation between self-awareness skill of pupil teachers with their Teaching Effectiveness.
2. To find out the correlation between interpersonal skill of pupil teachers with their Teaching Effectiveness
3. To find out the correlation between effective communication skill of pupil teachers with their Teaching Effectiveness.
4. To find out the correlation between the problem-solving skill of pupil teachers with their Teaching Effectiveness.
5. To find out the correlation between the decision-making skill of pupil teachers with their Teaching Effectiveness.
6. To find out the correlation between the critical thinking skill of pupil teachers with their Teaching Effectiveness.
7. To find out the correlation between the creative thinking skill of pupil teachers with their Teaching Effectiveness.
8. To find out the correlation between the coping with stress skill of pupil teachers with their Teaching Effectiveness.
9. To find out the correlation between coping with emotion skill of pupil teachers with their Teaching Effectiveness.
10. To find out the correlation between the empathy skill of pupil teachers with their Teaching Effectiveness

Hypothesis

- Ho1.1 There is no significant correlation between the self-awareness skill of pupil teachers with their teaching effectiveness.
- Ho1.2 There is no significant correlation between the interpersonal skill of pupil teachers with their teaching effectiveness.
- Ho1.3 There is no significant correlation between the effective communication skill of pupil teachers with their teaching effectiveness.

Ho1.4 There is no significant correlation between the problem-solving skill of pupil teachers with their teaching effectiveness.

Ho1.5. There is no significant correlation between decision making skill of pupil teachers with their teaching effectiveness.

Ho1.6. There is no significant correlation between critical thinking skill of pupil teachers with their teaching effectiveness.

Ho1.7. There is no significant correlation between the creative thinking skill of pupil teachers with their teaching effectiveness.

Ho1.8 There is no significant correlation between the coping with stress skill of pupil teachers with their teaching effectiveness.

Ho1.9 There is no significant correlation between coping with emotion skill of pupil teachers with their teaching effectiveness.

Ho1.10 There is no significant correlation between the empathy skills of pupil teachers with their teaching effectiveness.

Research method and sample

The data was collected by descriptive survey method. Random cluster method of sampling technique was used to draw out representative data. A sample of 100 pupil teachers was collected from two B.Ed. colleges affiliated to C.C.S. University Meerut in Ghaziabad district.

Tool used:

Two research tools were used to collect data for this study:

1. A self-constructed questionnaire was developed by the investigator to study the Life skills of pupil teachers, including all the ten life skills as suggested by WHO.
2. Teaching Effectiveness scale by Dr. Pramod Kumar & Dr. D. N. Mutha

Statistical Techniques Used

Pearson correlation method was used to detect correlation between life skills and teaching effectiveness of pupil teachers.

Data Analysis and Interpretation

Main Objective: Correlation between life skills of pupil teachers with their teaching effectiveness

The data was collected from pupil teachers from B.Ed. Colleges of Ghaziabad district. In order to achieve this objective, a null hypothesis was formulated that there is no significant correlation between the life skills of pupil teachers with their teaching effectiveness. To test this hypothesis, the data regarding life skills and teaching effectiveness were tabulated and analyzed by using Pearson's correlation formula. The result for this analysis is shown below in Table 1.

Variable	Sample	Mean	Standard Deviation	correlation
Life skills	100	336.50	54.7	0.91
Teaching Effectiveness	100	294.97	45.5	

Table-1: the table shows the sample size, mean, standard deviation for both life skills of pupil teachers and their teaching effectiveness. In the last column it shows the Pearson correlation score between life skills and teaching effectiveness.

The Table 1 shows that the Pearson correlation coefficient between the life skills and teaching effectiveness is 0.91 with the p-value of 0. This very high positive correlation between the life skills and teaching effectiveness of pupil teachers of B.Ed. Colleges, indicates that the life skills of pupil teacher have very high correlation/association on their teaching effectiveness.

Therefore, the first null hypothesis, “there is no significant correlation between the life skills of pupil teachers with their teacher effectiveness”, was rejected. This means that there exists a positive correlation between the life skills of pupil teacher on their teaching effectiveness.

Sub Objectives: Correlation between ten life skills of pupil teachers with their teaching effectiveness

To detect the correlation between ten life skills and teaching effectiveness, we have formulated ten sub objectives. To achieve these ten sub objectives ten hypotheses were formulated. The result analysis of these sub objectives is discussed, in detail, below.

1. To find out the correlation between self-awareness skill of pupil teachers with their teaching effectiveness

The data was collected from pupil teachers from B.Ed. colleges of Ghaziabad district. To achieve this objective, a null hypothesis was formulated that there is no significant correlation between the self-awareness skill of pupil teachers with their teaching effectiveness. To test this hypothesis, the data regarding self-awareness skill and teaching effectiveness were tabulated and analyzed by using Pearson’s correlation formula. The result for this analysis is shown below in Table 1.1.

Variable	Sample	Mean	Standard Deviation	Correlation with Self Awareness
Self awareness	100	33.17	4.92	0.94
Teaching Effectiveness	100	294.97	45.5	

Table-1.1 the table shows the sample size, mean, standard deviation for both self-awareness skill of pupil teachers and their teaching effectiveness. In the last column it shows the Pearson correlation score between self-awareness skills and teaching effectiveness.

The Table 1.1 shows that the Pearson correlation coefficient between the self-awareness skill and teaching effectiveness is 0.94 with the p-value of 0. This very high positive correlation between the self-awareness skill and teaching effectiveness of pupil teachers of B.Ed. colleges, indicates that the self-awareness skill of a pupil teacher has very high correlation/association on their teaching effectiveness.

Therefore, the first null hypothesis, “there is no significant correlation between the self-awareness skills of pupil teachers with their teacher effectiveness”, was rejected. This means that there exists a positive correlation between the self-awareness skills of pupil teachers on their teaching effectiveness.

2. To find out the correlation between interpersonal skills of pupil teachers with their teaching effectiveness

The data was collected from pupil teachers from B.Ed. colleges of Ghaziabad district. In order to achieve this objective, a null hypothesis was formulated that there is no significant correlation between the interpersonal skills of pupil teachers with their teaching effectiveness. To test this hypothesis, the data regarding interpersonal skill and teaching effectiveness were tabulated and analyzed by using Pearson’s correlation formula. The result for this analysis is shown below in Table 1.2.

Variable	Sample	Mean	Standard Deviation	correlation
Interpersonal skill	100	27.96	5.86	0.82
Teaching Effectiveness	100	294.97	45.5	

Table-1.2 the table shows the sample size, mean, standard deviation for both interpersonal skill of pupil teachers and their teaching effectiveness. In the last column it shows the Pearson correlation score between interpersonal skill and teaching effectiveness.

The Table 1.2 shows that the Pearson correlation coefficient between the interpersonal skill and teaching effectiveness is 0.82 with the p-value of 0. This high positive correlation between the interpersonal skill and teaching effectiveness of pupil teachers of B.Ed. colleges, indicates that the interpersonal skill of pupil teacher has high positive correlation/association on their teaching effectiveness.

Therefore, the first null hypothesis, “there is no significant correlation between the interpersonal skill of pupil teachers with their teacher effectiveness”, was rejected. This means that there exists a positive correlation between the interpersonal skill of pupil teacher on their teaching effectiveness.

3. To find out the correlation between effective communication skill of pupil teachers with their teaching effectiveness

The data was collected from pupil teachers from B.Ed. colleges of Ghaziabad district. In order to achieve this objective, a null hypothesis was formulated that there is no significant correlation between the effective communication skill of pupil teachers with their teaching effectiveness. To test this hypothesis, the data regarding effective communication skill and teaching effectiveness were tabulated and analyzed by using Pearson’s correlation formula. The result for this analysis is shown below in Table 1.3.

Variable	Sample	Mean	Standard Deviation	correlation
Effective communication	100	35.54	5.85	0.77
Teaching Effectiveness	100	294.97	45.5	

Table-1.3 the table shows the sample size, mean, standard deviation for both effective communication skill of pupil teachers and their teaching effectiveness. In the last column it shows the Pearson correlation score between effective communication skill and teaching effectiveness.

The Table 1.1 shows that the Pearson correlation coefficient between the effective communication skill and teaching effectiveness is 0.77 with the p-value of 0. This high positive correlation between the effective communication skill and teaching effectiveness of pupil teachers of B.Ed. colleges, indicates that the effective communication skill of pupil teacher has high positive correlation/association on their teaching effectiveness.

Therefore, the first null hypothesis, “there is no significant correlation between the effective communication skill of pupil teachers with their teacher effectiveness”, was rejected. This means that there exists a positive correlation between the effective communication skill of pupil teacher on their teaching effectiveness.

4. To find out the correlation between problem solving skill of pupil teachers with their teaching effectiveness

The data was collected from pupil teachers from B.Ed. colleges of Ghaziabad district. In order to achieve this objective, a null hypothesis was formulated that there is no significant correlation between the problem-solving skills of pupil teachers with their teaching effectiveness. To test this hypothesis, the data regarding problem solving skill and teaching effectiveness were tabulated and analyzed by using Pearson’s correlation formula. The result for this analysis is shown below in Table 1.4.

Variable	Sample	Mean	Standard Deviation	correlation
Problem solving	100	28.22	5.21	0.69
Teaching Effectiveness	100	294.97	45.5	

Table-1.4 the table shows the sample size, mean, standard deviation for both problem-solving skill of pupil teachers and their teaching effectiveness. In the last column it shows the Pearson correlation score between problem solving skill and teaching effectiveness.

The Table 1.4 shows that the Pearson correlation coefficient between the problem-solving skill and teaching effectiveness is 0.69 with the p-value of 0. This positive correlation between the problem-solving skill and teaching effectiveness of pupil teachers at B.Ed. colleges, indicates that the problem-solving skill of pupil teacher have positive correlation/association on their teaching effectiveness.

Therefore, the first null hypothesis, “there is no significant correlation between the problem-solving skill of pupil teachers with their teacher effectiveness”, was rejected. This means that there exists a positive correlation between the problem-solving skills of pupil teacher on their teaching effectiveness.

5. To find out the correlation between Decision making skill of pupil teachers with their teaching effectiveness

The data was collected from pupil teachers from B.Ed colleges of Ghaziabad district. In order to achieve this objective, a null hypothesis was formulated that there is no significant correlation between the decision-making skills of pupil teachers with their teaching effectiveness. To test this hypothesis, the data regarding decision making skill and teaching effectiveness were tabulated and analyzed by using Pearson’s correlation formula. The result for this analysis is shown below in Table 1.5.

Variable	Sample	Mean	Standard Deviation	correlation
Decision making	100	32.50	6.11	0.68
Teaching Effectiveness	100	294.97	45.5	

Table-1.5 the table shows the sample size, mean, standard deviation for both decision-making skill of pupil teachers and their teaching effectiveness. In the last column it shows the Pearson correlation score between decision making skill and teaching effectiveness.

The Table 1.5 shows that the Pearson correlation coefficient between the decision-making skill and teaching effectiveness is 0.68 with the p-value of 0. This positive correlation between the decision-making skill and teaching effectiveness of pupil teachers of B.Ed. colleges, indicates that the decision making skill of pupil teacher has positive correlation/association on their teaching effectiveness.

Therefore, the first null hypothesis, “there is no significant correlation between the decision-making skill of pupil teachers with their teacher effectiveness”, was rejected. This means that there exists a positive correlation between the decision-making skill of pupil teachers on their teaching effectiveness.

6. To find out the correlation between critical thinking skill of pupil teachers with their teaching effectiveness

The data was collected from pupil teachers from B.Ed. colleges of Ghaziabad district. In order to achieve this objective, a null hypothesis was formulated that there is no significant correlation between the critical thinking skills of pupil teachers with their teaching effectiveness. To test this hypothesis, the data regarding critical thinking skill and teaching effectiveness were tabulated and analyzed by using Pearson’s correlation formula. The result for this analysis is shown below in Table 1.6.

Variable	Sample	Mean	Standard Deviation	correlation
Critical thinking	100	39.55	7.68	0.71
Teaching Effectiveness	100	294.97	45.5	

Table-1.6 the table shows the sample size, mean, standard deviation for both critical thinking skill pupil teachers and their teaching effectiveness. In the last column it shows the Pearson correlation score between critical thinking skill and teaching effectiveness.

The Table 1.6 shows that the Pearson correlation coefficient between the critical thinking skill and teaching effectiveness is 0.71 with the p-value of 0. This high positive correlation between the critical thinking skill and teaching effectiveness of pupil teachers at B.Ed. colleges, indicates that the critical thinking skill of pupil teacher has high positive correlation /association on their teaching effectiveness.

Therefore, the first null hypothesis, “there is no significant correlation between the critical thinking skill of pupil teachers with their teacher effectiveness”, was rejected. This means that there exists a positive correlation between the critical thinking skills of pupil teachers on their teaching effectiveness.

7. To find out the correlation between creative thinking skill of pupil teachers with their teaching effectiveness

The data was collected from pupil teachers from B.Ed. colleges of Ghaziabad district. In order to achieve this objective, a null hypothesis was formulated that there is no significant correlation between the creative thinking skills of pupil teachers with their teaching effectiveness. To test this hypothesis, the data regarding creative thinking skill and teaching effectiveness were tabulated and analyzed by using Pearson’s correlation formula. The result for this analysis is shown below in Table 1.7.

Variable	Sample	Mean	Standard Deviation	correlation
Creative thinking	100	30.42	5.35	0.70
Teaching Effectiveness	100	294.97	45.5	

Table-1.7 the table shows the sample size, mean, standard deviation for both thinking skill of pupil teachers and their teaching effectiveness. In the last column it shows the Pearson correlation score between creative thinking skill and teaching effectiveness.

The Table 1.7 shows that the Pearson correlation coefficient between the creative thinking skill and teaching effectiveness is 0.70 with the p-value of 0. This positive correlation between the creative thinking skill and teaching effectiveness of pupil teachers of B.Ed. colleges, indicates that the creative thinking skill of a pupil teacher has positive correlation/association on their teaching effectiveness.

Therefore, the first null hypothesis, “there is no significant correlation between the creative thinking skill of pupil teachers with their teacher effectiveness”, was rejected. This means that there exists a positive correlation between the creative thinking skills of pupil teachers on their teaching effectiveness.

8. To find out the correlation between coping with stress skill of pupil teachers with their teaching effectiveness

The data was collected from pupil teachers from B.Ed. colleges of Ghaziabad district. In order to achieve this objective, a null hypothesis was formulated that there is no significant correlation between the coping with stress skill of pupil teachers with their teaching effectiveness. To test this hypothesis, the data regarding coping with stress skill and teaching effectiveness were tabulated and analyzed by using Pearson’s correlation formula. The result for this analysis is shown below in table 1.8.

Variable	Sample	Mean	Standard Deviation	correlation
Coping stress	100	35.99	8.35	0.82
Teaching Effectiveness	100	294.97	45.5	

Table-1.8 the table shows the sample size, mean, standard deviation for both coping with stress skill of pupil teachers and their teaching effectiveness. In the last column it shows the Pearson correlation score between coping with stress skill and teaching effectiveness.

The Table 1.8 shows that the Pearson correlation coefficient between the coping with stress skill and teaching effectiveness is 0.82 with the p-value of 0. This high positive correlation between the coping with stress skill and teaching effectiveness of pupil teachers at B.Ed. colleges, indicates that the coping with stress skill of pupil teachers has high positive correlation/association on their teaching effectiveness.

Therefore, the first null hypothesis, “there is no significant correlation between the coping with stress skill of pupil teachers with their teacher effectiveness”, was rejected. This means that there exists a positive correlation between the coping with stress skill of pupil teachers on their teaching effectiveness.

9. To find out the correlation between coping with emotion skill of pupil teachers with their teaching effectiveness

The data was collected from pupil teachers from B.Ed. colleges of Ghaziabad district. In order to achieve this objective, a null hypothesis was formulated that there is no significant correlation between the coping with emotion skill of pupil teachers with their teaching effectiveness. To test this hypothesis, the data regarding coping with emotion skill and teaching effectiveness were tabulated and analyzed by using Pearson’s correlation formula. The result for this analysis is shown below in Table 1.9.

Variable	Sample	Mean	Standard Deviation	correlation
Coping emotion	100	35.96	8.5	0.84
Teaching Effectiveness	100	294.97	45.5	

Table-1.9 the table shows the sample size, mean, standard deviation for both coping with emotions of pupil teachers and their teaching effectiveness. In the last column it shows the Pearson correlation score between coping with emotions skill and teaching effectiveness.

The Table 1.9 shows that the Pearson correlation coefficient between the coping with emotions skill and teaching effectiveness is 0.84 with the p-value of 0. This high positive correlation between the life skills and teaching effectiveness of pupil teachers at B.Ed. colleges, indicates that the coping with emotions of pupil teachers has high correlation/association on their teaching effectiveness.

Therefore, the first null hypothesis, “there is no significant correlation between the coping with emotions of pupil teachers with their teacher effectiveness”, was rejected. This means that there exists a positive correlation between the coping with emotions of pupil teachers on their teaching effectiveness.

10. To find out the correlation between empathy skill of pupil teachers with their teaching effectiveness

The data was collected from pupil teachers from B.Ed. colleges of Ghaziabad district. In order to achieve this objective, a null hypothesis was formulated that there is no significant correlation between empathy skills of pupil teachers with their teaching effectiveness. To test this hypothesis, the data regarding empathy skill and teaching effectiveness were tabulated and analyzed by using Pearson’s correlation formula. The result for this analysis is shown below in Table 1.10.

Variable	Sample	Mean	Standard Deviation	correlation
Empathy	100	37.19	6.42	0.94
Teaching Effectiveness	100	294.97	45.5	

Table-1.10 the table shows the sample size, mean, standard deviation for both empathy skill of pupil teachers and their teaching effectiveness. In the last column it shows the Pearson correlation score between empathy skill and teaching effectiveness.

The Table 1.10 shows that the Pearson correlation coefficient between the empathy skill and teaching effectiveness is 0.94 with the p-value of 0. This very high positive correlation between the empathy skill and teaching effectiveness of pupil teachers at B.Ed. colleges, indicates that the empathy skill of a pupil teacher has very high correlation/association on their teaching effectiveness.

Therefore, the first null hypothesis, “there is no significant correlation between the empathy skill of pupil teachers with their teacher effectiveness”, was rejected. This means that there exists a positive correlation between the empathy skills of pupil teachers on their teaching effectiveness.

Discussion and Conclusion

Life skills are an important attribute to everyone’s personal and professional life. It seems to play a major role in the teaching profession. Knowledge of different life skills allows teachers to upgrade and enhance their teaching skills. As reported in the study by Koyuncu, **B. (2018)** that individuals should be trained in life skills so that they can become more effective and productive teachers.¹¹

1. A very high positive significant correlation was found between composite life skill and composite teaching effectiveness of pupil teachers. This finding is also supported by study **Jayachitra. J. (2015)**, who found a significant correlation between life skills of B.Ed. students and their teaching performance.¹²
2. Self-awareness is the skill of recognizing one’s ‘self’ character and knowing about their strengths and weaknesses. Knowing about their strengths and weaknesses allows teachers to work on their skills which they might lack for effective teaching.
3. Interpersonal skill is one’s skill to interact with everyone and to keep healthy and effective interpersonal relationship with others. The interpersonal relationship is also a key factor in teaching. The interpersonal relationship between teacher and student creates a positive effect on students. If a student does not have a good interpersonal relationship with a teacher, this will make the student dislike the teacher and therefore, the taught subject. Therefore, an interpersonal skill is an important skill of a teacher.
4. Effective communication skill is the ability to effectively communicate their information, thoughts, and ideas to others. A teacher with good communication skill knows how to interact positively with his or her fellow colleague and student.
5. Problem solving skill is a higher-order mental process. Problem solving is also one of the key skills that is necessary for a teacher to be more effective in solving daily teaching problems that could be class-room problems, academic related problems or different co-curricular activities related problems.
6. Decision making skill is also a mental process, in which an individual chooses a set of actions among other possible alternatives. Decision making skill allows a teacher to be effective in choosing correct decisions for students for both their academic and personal growth. Therefore, they tend to be good guides and advisors,
7. Critical thinking allows teachers to recognize and assess every situation and problems together with all the factors affecting that situation and problem. This makes them a good guide and advisor. Critical thinking makes them eager to seek knowledge from their surroundings, to make their teaching effective.



8. Creativity thinking is an ability of a person to see something in a new way. A person with creative thinking tends to have some generic habits such as openness, level of ideations, autonomy, exploratory behaviour, and expertise in their field.
9. Coping with stress is an ability of a person to take proactive steps that reduce the sources of stress. The finding of the result supported the fact that a teacher with good coping with stress can better handle the stressful conditions.
10. Teachers who are good at coping with their emotions can also understand the emotions of their students, making them a good guide and advisor. They tend to have a grounded attitude towards their work and therefore also tend to be likable by their students and their work colleagues.
11. With their empathetic behaviour teachers tend to have good correlations with their students and work colleagues. An empathetic teacher who understands his/her students can deliver the content effectively.

Educational implications

For Administrators And Supervisors

The principal should maintain the good working environment in the school for better enhancement of life skills. Time to time the administration can arrange different courses for life skills development in the college.

For Policymakers

The policymaker should arrange all the essential activities to enhance life skills in pupil teachers. As it is well said that skills can be cultivated and enhanced through training so they should make provisions to organize different workshop on life skills training either in pre service or In-service and arranging seminars for enhancement of life skills in teachers.

For Teacher Educators

To provide a good level of life skill during the training program, teacher educators should use different techniques such as group discussion, and brainstorming methods e.g., during teaching, to inculcate different life skills in pupil teachers. They should provide a friendly environment during their teaching and give more time to inculcate life skills in pupil teachers.

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