



## An analysis on teacher educator's perception on life skills of B. Ed trainees

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### Abstract

This study investigates the perception of teacher educators regarding the overall life skills of B. Ed trainees. Further, component wise analysis was made on thinking skills, social skills, and emotional skills. The data for the study was collected from 60 teacher educators using a self-made Teacher Perception Questionnaire. Data was analysed by means of percentage and frequency distribution. The findings indicate a significant deficiency in life skills, social skills, and emotional skills among trainees, with over 50% categorized as "Low" in these domains. But, thinking skills were perceived to be at an average level. The study concludes that there is need of structured life skills training to B.Ed Trainees so that to make an effective classroom communication and management in the process of Teaching and Learning.

**Keywords:** Life skills, teacher educators, b.ed trainees, thinking skills, social skills, emotional skills, teacher perception, classroom communication

### Introduction

In the contemporary educational scenario, the role of a teacher has changed from a transmitter of knowledge to a mentor and facilitator. The World Health Organization (WHO) defines life skills as "abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". For B. Ed trainees these skills are vital for effective classroom management and for boosting the holistic development of students. This paper analyzes the current state of these competencies as perceived by the educators responsible for training them.

### Research Objectives

- To find out the perception of Teacher Educators on Life Skills of B. Ed Trainees.
- To find out the perception of Teacher Educators on Thinking, Social and Emotional Skills of B. Ed Trainees.

### Hypothesis

**H1:** The level of Life skills of B. Ed Trainees is low as per the perception of Teacher Educators

**H2:** The level of thinking skills of B. Ed Trainees is low as per the perception of Teacher Educators.

**H3:** The level of Social skills of B. Ed Trainees is low as per the perception of Teacher Educators.

**H4:** The level of Emotional skills of B. Ed Trainees is low as per the perception of Teacher Educators

### Methodology

**Design:** The study employed a quantitative and qualitative approach through a structured survey.

**Tool:** A self-made and standardized tool for Teacher Perception on life skills was used. The questionnaire intended to find out the perception of Teacher educators

based on a three-point scale. Open ended questions regarding the need of enhancing life skills and life skills education were also included.

Three major dimensions of life skill as per the classification by WHO was used. In these three dimensions, 10 sub-dimensions are included as shown in the table below.

**Table 1:** Life Skills recommended by WHO

Dimension	Sub Dimension
Thinking skills	1. Self-awareness 2. Creative thinking 3. Critical thinking 4. Problem Solving 5. Decision making
Social skills	1. Communication 2. Interpersonal skill 3. Empathy
Emotional skills	1. Coping with emotions 2. Managing stress

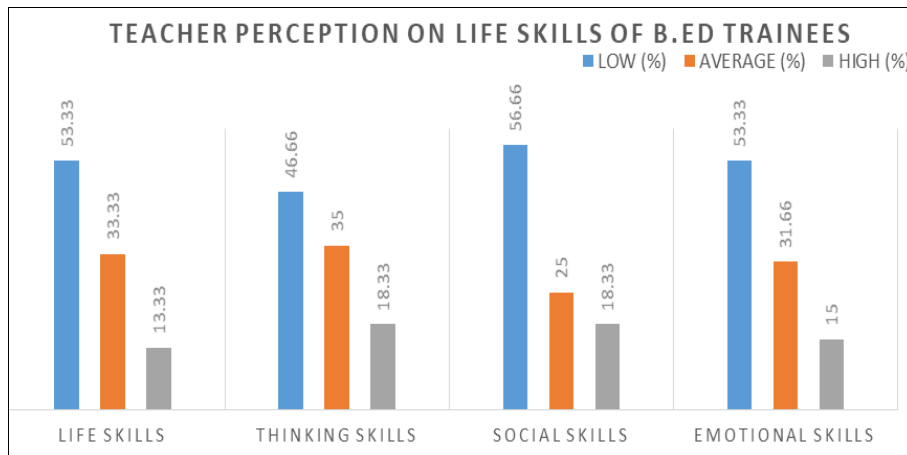
**Sample:** 60 Teacher Educators from various NCTE approved B. Ed colleges from Prayagraj constituted the Sample.

### Data Analysis

Frequency distribution and percentage analysis were used to test hypotheses. The percentage distribution of Teacher perception on Life skills of B.Ed Trainees with respect to Low, Average and High category is shown below.

**Table 2:** Percentage distribution of Teacher Perception on Life skills of Trainees

Skills	Low (%)	Average (%)	High (%)
Life skills	53.33	33.33	13.33
Thinking skills	46.66	35.00	18.33
Social skills	56.66	25.00	18.33
Emotional skills	53.33	31.66	15.00



**Fig 1:** Percentage distribution of Teacher Perception on Life skills of Trainees

Based on table 1 we can conclude that as per the perception of Teacher Educators 53.33% of B. Ed Trainees are having low level of Life skills, 33.33% possess average level and 13.33% are having high level of Life skills. 46.66% of B. Ed Trainees are having low level of thinking skills, 35% possess average level and 18.33% are having high level of thinking skills. 56.66% of B. Ed Trainees are having low level of Social skills, 25% possess average level and 18.33% are having high level of Social skills. 53.33% of B. Ed Trainees are having low level of Emotional skills, 31.66% possess average level and 15% are having high level of Emotional skills. Hence H1, H3, H4 are accepted and H2 is rejected.

With regard to the open ended questions related to the need of improving Life skills, the responses obtained are as follows.

**Table 3:** Responses to the need of Life skills education

Life skill education is needed? (yes/no)	
YES (%)	NO (%)
86.66	13.33

### Results and Discussion

The study found that 53.33% of trainees possess a low level of general life skills as per the perception of Teacher Educators. Teacher educators observed that trainees often lack the readiness to apply theoretical knowledge to real-world pedagogical challenges. This aligns with findings by Nair (2015) [2] and UNESCO (2014) [5], which highlight a gap between academic certification and professional life skill proficiency.

The study found that 53.33% of trainees possess average level of thinking skills as per the perception of Teacher Educators. This suggests that while trainees possess the cognitive foundation (Halpern, 2014) [1], they lack the "high-order" execution required for advanced problem-solving. Also 56.66% and 53.33% of trainees possess a low level social skills and emotional skills as per the perception of Teacher Educators. Social and emotional competencies showed the most alarming deficiencies. Educators noted specific weaknesses in leadership, teamwork, and interpersonal communication (Subha & Shobana, 2020) [4]. Deficiencies in emotional intelligence and stress management hinder a trainee's ability to maintain a positive classroom climate (Roy, 2021) [3].

The qualitative data from open-ended responses reinforces the quantitative findings. Majority (86.66%) of educators

agree that life skills significantly influence personal and professional success and therefore it is highly recommended to have life skills education so that to enhance the life skills of B.Ed Trainees. Teacher educators prefer towards specialized, hands-on interventions rather than just adding more theory to the dense B.Ed syllabus.

### Conclusion

The results clearly indicate that B.Ed trainees are not up to the mark in the soft-competencies essential for 21st-century teaching. While their cognitive thinking skills are adequate, their social and emotional intelligence requires significant intervention. Some recommendations for the enhancement of life skills includes workshops, experiential learning, learning packages and reflective practices so that to allow trainees more opportunities to navigate complex social interactions in real classroom settings.

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