

**RESEARCH PAPER****A Comparative Study of Life Skills among Science, Commerce and Art Stream Pupil Teacher****Meenu Singh and Madhuri Singh**

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Email: reenu1968@gmail.comReceived: 16th December 2017, Revised: 7th February 2018, Accepted: 10th February 2018**ABSTRACT**

Life Skills development is a lifelong process. It is a process that helps individuals grow and learn to have confidence in one's own decisions and actions discover sources of strength within and outside oneself. Education plays a vital role in skill development among individuals. An interactive educational methodology which focuses on acquiring knowledge, attitude and interpersonal skills is the demand of the time. Different subjects are included in the curriculum to inculcate values and life skills. The present investigation has made an attempt to investigate the amount of life skills presented in different courses of studies (Science, Commerce and Arts) how far are able to inculcate the life skills among the student teachers of different streams. The study was based on Descriptive Survey Methodology and questionnaire technique was used to collect the data. For this purpose student teachers (N=225) of Dayalbagh Educational Institute of various streams (Science, Commerce and Arts) of Agra city were taken as the sample by using simple random sampling technique. The questionnaire prepared on life skills (given by WHO) was to be answered by the students of different streams. On the basis of analysis of data it was found that the pupil teachers of science streams were found rich in four skills out of 10 namely Problem Solving, Critical Thinking, Decision Making and Communication Skills. Two were found substantially present, two minimally present and two were present to some extent. Commerce and Arts students were found rich with three and four life skills respectively. Creative Thinking and empathy were found minimally in Commerce pupil teachers where Decision Making and Critical Thinking were found present to some extent. Problem Solving, Communication Skills, Empathy and Self-awareness were substantially present in Arts Stream student teachers. The results focus on inclusion of different subjects with different nature in the curriculum for the development of all life skills in student teachers in a comprehensive manner so that all life skills can be equally developed among the students of different streams for their harmonious development.

Key words: Life Skills, Different streams, interpersonal skills

INTRODUCTION

Education for sustainable human development must aim to help people of all ages a better understanding of the world in which they live, and to take positive and better action on this understanding. To fully enhance freedom and development, education must move from rote learning towards the development of the needs and aspirations of the individuals, their ability to think and reason, build up self-respect, as well as respect for others, think ahead and plan their future. The importance of such mental power, *i.e.* cognitive, emotional and social abilities, is making its way into education policies and plans, often under the name of life skills. This term appeared early in the field of health promotion where it was recognized that people cannot achieve their fullest health potential unless they are able to take control on what determines their health.

UNICEF defines life skills as, "A behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills". Life skills are essentially those abilities that help to promote mental well-being and competence in young people as they face the realities of life. The World Health Organisation (WHO) accepted the need for life skills education in 1998. WHO recommended a module comprising of ten life skills viz. stress management, problem solving, communication skills, emotions management, creative thinking, self awareness, interpersonal skills, empathy, decision making, and critical thinking to every school worldwide to incorporate into the mainstream academic curriculum. It has defined life skills as, "The abilities for adaptive and positive behaviour that enable individual to deal effectively with the demands and challenges of everyday life". Adaptive means that a person is flexible in approach and is able adjust

in different circumstance. Positive behaviour implies that a parsing is forward looking and even in difficult situating can find a ray of hope and opportunities to find solution. Pupil teacher is an important component of the education system. Pupil teacher is a future teacher so he should not only be competent in the subject area and use of teaching methods but also capable in transmitting life skills. The teacher must integrate life skills in the teaching process irrespective of the subject. For this, a teacher should also possess various life skills by which he will be able to develop various life skills in a student effectively and also will be able to identify strength and weaknesses of their students to help according to their needs.

OBJECTIVES

The purpose of defining the research objective is to specify the intended outcome of the research study. The objectives of this research study were-

1. To Study the life skills present in pupil teacher of Science stream.
2. To Study the life skills present in pupil teacher of Commerce stream.
3. To Study the life skills present in pupil teacher of Arts stream.
4. To compare the life skills of Science, Commerce and Arts stream pupil teacher

HYPOTHESIS

1. There exists no significant difference among the life skills of Science, Commerce and Arts stream pupil teachers.

DELIMITATION OF THE STUDY

1. The study was confined to Agra city, U.P.
2. The study was limited to pupil teachers of Science, Commerce and Art stream of Dayalbagh Educational Institute (Deemed University), Dayalbagh, Agra Only.
3. The study was limited to the life skills given by World Health Organization.

EMERGENCE AND JUSTIFICATION OF THE PROBLEM

Nowadays, life skills are important for all people. It is a new buzzword in Indian education. Everybody as school and college managements, principals, teachers, educationists, parents, students, and even corporate is suddenly talking about the critical importance of life skills education. Somewhat belatedly educationists especially in urban schools across the subcontinent have become acutely aware that teaching life skills to students is as important as developing academic capability for professional and personal success. The benefits of life skills education on general educational outcomes are increasingly acknowledged at all levels. In addition to impacting on national policies, developing countries are also increasingly integrating life skills education in their national curricula. The India National Curriculum Framework for School Education of 2001 includes life skills in areas linked to health, consumer rights and legal literacy. School-based programmes in Zambia reflect an even wider application of life skills, grouping these under the same three headings: skills of making effective decisions; skills of knowing and living with oneself; skills of knowing and living with others. Some countries have life skills infused throughout the curriculum, such as in Bosnia and Herzegovina and in Jordan, or infused into another topic of the curriculum such as the Nepal National Life Skills Education programme infused into the health curriculum. Other countries, such as Afghanistan, Lesotho and Sri Lanka for example, have opted for a specific curriculum on Life Skills. This is also the case for Iceland, where life skills is a new subject in compulsory schools as a response to demands that the school expand its role in raising children (Iceland Ministry of Education, Science and Culture, 2004). This core curriculum includes aspects intended to increase pupils' self-knowledge, assist them in creating responsible lifestyles and values for themselves, finding solid ground to stand on and a sense of purpose in their lives, and developing their ability to build up and maintain productive relations with others.

In addition, according to a recent Education Sector Global HIV/AIDS Readiness Survey, out of 70 countries, 59 countries report having life skills or life orientation programmers' in their education systems at primary level, and 58 at secondary levels-covering issues such as health promotion, family planning, health and family life education, personal and social development, religious

education, physical education and, in some countries also HIV/AIDS awareness (UNESCO, 2004b). Therefore, life skill approach is being used increasingly to encourage healthy lives in children so that they will be able to face challenges and avoid detrimental activities and habits as they grow older. Life skills aims to provide student with strategies to make healthy choices that contribute to a meaningful life. It facilitates a complete and integrated development of individual to function effectively as a social being. It is a value addition programme for the all people to understand self and able to assess their skill, abilities and areas of developments, which also enable them to analyze their capacity to enhance the function in a most productive way. So the study of life skills in pupil teacher is most important because a teacher with well-developed life skills can develop life skills in their students. It is rightly said by Kothari Commission that "The destiny of India is being shaped in her classrooms".

Education determines the level of prosperity, welfare, and security of the people. The teachers are the framers of personality of their students. Some training institutes, where proper training is given to make good teachers play a vital role in developing competent teachers. These institutions train the pupil teacher for different levels, so the students of various streams or discipline come for the training course. In these training institutions the students from Science, Commerce and Arts subject's students take a common training and go to lead their lives with basic values, knowledge and skills. Some of them make good adjustment to the society. Different subjects inculcate good qualities, values and skills.

Therefore, the success in life depends on life skills also, which in return develop a mature personality. So, the researcher felt that there is urgent need to investigate whether the amount of life skills presented in all courses of studies (Science, Commerce and Arts) inculcate the life skills equally among the student teachers of different streams.

DEFINITION OF THE TERMS USED LIFE SKILLS

According to World Health Organisation (WHO), "The abilities for adaptive and positive behaviour that enable individual to deal effectively with the demands and challenges of everyday life".

According to Oxford Dictionary, "A skill that is necessary or desirable for full participation in everyday life".

OPERATIONAL DEFINITION

Life Skills: Life skills are behaviours 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.

They include such vital skills as how to cope with anger, to have successful relationships, to get along with your boss, to learn to plan (think ahead), to be consistent in your studies and at work, to cope with frustration, etc. They also include learning to be on time, giving your best effort, seeing problems in perspective, etc.

Teacher Trainee: A college student pursuing a degree in education who teaches in classroom under the supervision of an experienced certified teacher.

Science Stream: A course of study of education which includes all science subject such as Physics, Chemistry, Biology, Zoology etc as a main subject. In this study, students who have done graduation in Science and appearing in B.Ed. course was considered.

Commerce Stream: Commerce as a stream of education can be defined as a study of trade and business activities such as the exchange of goods and services from producer to final consumer. The main subjects that are taught in Commerce stream include Accounting, Economics and Business studies. In this study, students who have done graduation in Commerce and appearing in B.Ed. was considered.

Arts Stream: A course of study of education which includes Art subjects such as History, Geography, Civics, Hindi literature etc as a main subject. In this study, students who have done graduation in Arts and appearing in B.Ed. were considered.

METHOD OF THE STUDY

1. The present research study was based on Descriptive Survey Method of research.

SAMPLE SELECTION**Population of the Study:**

Selection of the sample is an important aspect of research. Approximately 320 pupil teachers from Agra were considered as the population of the study.

Table 1: Approximate population of the study

S.No.	Name of the institution	Number of Pupil Teachers in various streams	
1.	Dayalbagh Educational Institute (Deemed University)	Science stream	70
		Commerce stream	25
		Arts stream	225
Total		320	

Approximate Population of the study = 320

Sample of the Study:

The researcher had used "Simple Random Sampling" method to select the sample of the study. 70% pupil teacher from each stream was selected. Thus the selected sample size was 225 pupil teachers.

Table 2: Approximate sample of the study

S.No.	Name of the institution	Pupil teacher in various stream		
1.	Dayalbagh Educational Institute (Deemed University)	stream	approx. population	approx. sample
		Science	70	70% of 70 = 49
		Commerce	25	70% of 25 = 17.5~18
		Arts	225	70% of 225 = 157.5~158
Total		320	225	

Approximate sample of the study = 225

TOOL USED IN THE STUDY

For present investigation, the researcher had constructed the questionnaire on life skills.

STATISTICAL TECHNIQUES USED IN THE STUDY

In order to analyze and interpret data following statistical techniques were used for present study, i.e. Mean, standard deviation and Critical-ratio.

FINDINGS OF THE STUDY

Findings of the present study were systematically arranged in accordance with the objectives as mentioned below-

Findings related to study of life skills present in pupil teacher of Science stream:

1. The mean value and Standard deviation of overall life skills present in pupil teacher of Science stream was found to be 197.041 and 19.442 respectively.
2. On dimension wise analysis of life skills, it was found that Problem solving, Decision making, Creative thinking, Critical thinking, Communication skill, Empathy and Coping with emotion are highly present whereas self-awareness, Interpersonal relationship and coping with stress are substantially present in pupil teacher of Science stream. This may be due to the subject of Science stream which includes reasoning thinking, logical thinking, abstract thinking and practical approach. Science provide more opportunities to solve problem, to work together in laboratory and promote team work.

Findings related to study of life skills present in pupil teacher of Commerce stream:

1. The mean value and Standard deviation of overall life skills present in pupil teacher of Commerce stream was found to be 188.778 and 16.728 respectively.

2. On dimension wise analysis of life skills, it was found that Decision making, Critical thinking, and Interpersonal relationship are highly present whereas Problem solving, Creative thinking, Communication skill, self-awareness, empathy, coping with emotion and coping with stress are substantially present in pupil teacher of Commerce stream. This may be due the subjects of Commerce stream which develops ability to recall facts, concepts, items, ability to interpret data presented in various forms, ability to write effective business letters and documents, ability to critically examine new developments in the field of business, trade and Commerce, and develops a spirit of healthy competition and cooperation.

Findings related to study of life skills present in pupil teacher of Arts stream:

1. The mean value and Standard deviation of overall life skills present in pupil teacher of Arts stream was found to be 182.298 and 19.874 respectively.
2. On dimension wise analysis of life skills, it was found that all the 10 life skills are substantially present in pupil teacher of Arts stream. This may be due to the subjects of Arts stream which develops ability to recognize facts, dates, events, concepts, years, to classify facts, events, to analyze the problems, to collect ancient arts, old coins and other historical materials.

Findings related to comparison of life skills present in pupil teacher of Science and Commerce stream:

1. The mean value of overall life skills present in pupil teacher of Science and Commerce stream was found 197.041 and 188.778 respectively and calculated C.R. value for these two groups was found insignificant at 0.05 level of significance. Thus, the null hypothesis that "There exists no significant difference between pupil teacher of Science and Commerce stream" was accepted.
2. On dimensions wise comparison of life skills of pupil teacher of Science and Commerce stream, significant difference was found in problem solving skill, communication skill and interpersonal relationship.

Findings related to comparison of life skills present in pupil teacher of Science and Arts stream:

1. The mean value of overall life skills present in pupil teacher of Science and Arts stream was found 197.041 and 182.298 respectively and calculated C.R. value for these two groups was found significant at 0.05 level of significance. Thus, the null hypothesis that "There exists no significant difference between pupil teacher of Science and Arts stream" was rejected.
2. On dimensions wise comparison of life skills of pupil teacher of Science and Arts stream, insignificant difference was found in self-awareness, empathy, interpersonal relationship and coping with stress.

Findings related to comparison of life skills present in pupil teacher of Commerce and Arts stream:

1. The mean value of overall life skills present in pupil teacher of Commerce and Arts stream was found 188.778 and 182.298 respectively and calculated C.R. value for these two groups was found insignificant at 0.05 level of significance. Thus, the null hypothesis that "There exists no significant difference between pupil teacher of Commerce and Arts stream" was accepted.
2. On dimensions wise comparison of life skills of pupil teacher of Commerce and Arts stream, significant difference was found in decision making skill and critical thinking.

CONCLUSION AND GENERAL DISCUSSION OF RESULTS

The researcher has drawn the following conclusion on the basis of the above mentioned findings: The pupil teachers of Science stream were found rich in life skills as out of 10 life skills 4 life skills were highly present such as Problem solving, Decision making, Critical thinking, Communication skill, and 2 life skills were substantially present such as self-awareness, and coping with stress. Creative Thinking and Empathy life skills were found minimally present and the life skills named Interpersonal relationship and coping with emotions were present to some extent. The pupil teachers of Commerce stream were also found rich in life skills but not more than pupil teacher of Science stream as out of 10 life skills 3 life skills were highly present such as Decision making,

Critical thinking, and Interpersonal relationship. Four life skills were substantially present such as Problem solving, Communication skill, self-awareness and coping with stress. Empathy and Coping with emotions were present to some extent and minimally present life skill was creative thinking. The pupil teachers of Arts stream were found to be rich in life skills such as Creative thinking, Interpersonal relationship, coping with emotions and coping with stress. Some life skills like Decision making and Critical Thinking were found present to some extent. The life skills such as problem Solving, Communication Skill, Self- Awareness and Empathy were found substantially present. The difference found among the life skills of Science, Commerce and Arts stream pupil teachers may be due to the difference in the curriculum and nature of the subjects of all streams. Table 5.1 showing a comprehensive and comparative picture of all life skills present in pupil teacher of Science, Commerce and Arts stream.

Table 3: Comparative and comprehensive picture of all life skills present in pupil teachers of three streams

Pupil teacher of various stream	Extend of life skills			
	Minimally present	Present to some extent	Substantially present	Highly present
Science	-Creative Thinking -Empathy	-Coping with emotion -Interpersonal relationship	-Self-awareness -Coping with stress.	-Problem solving -Decision making -Critical thinking -Communication skill
Commerce	-Creative Thinking	- Empathy -Coping with emotion	-Problem solving -Communication skill -Self-awareness -Coping with stress	-Decision making -Critical thinking - Interpersonal relationship
Arts		-Decision making -Critical thinking	-Problem solving -Communication skill -Self-awareness Empathy	-Creative thinking -Interpersonal relationship -Coping with emotion -Coping with stress

EDUCATIONAL IMPLICATIONS

Life skills are essentially those abilities that help to promote mental well-being and competence in young people as they face the realities of life. So, for the best performance of the teacher it is important that the teachers should be able to develop various abilities and capabilities in their student. In present scenario life skill is one of the most important aspect of teacher's personality. Every teacher irrespective of their stream should possess well developed life skills for their personal as well as professional life.

For Teachers:

This study will help the teachers as they may come to know about the presence life skills in their personality and will try to increase or improve it for better adjustment of their personal lives as well as with their student so that they may perform their best by educating pupils, which will further help in the all-round development of pupil personality and nation's wealth.

For Students:

This study will be important for students too as they may get best knowledge, guidance, skills and abilities from their teachers. A teacher with well-developed life skills will understand student in better way and also willing to help and solve the student's problem related to adjustment, coping with emotions, stress, decision making, etc.

For Curriculum Framer:

This study will also be very useful for the policy makers and curriculum framers also as it help them to modify the policy related to education and curriculum to enrich it with life skills for all the students of all streams, which help in all round development of the student.

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