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LIFE SKILLS AND ADJUSTMENT OF PROSPECTIVE TEACHERS

Mrs. Javvaji Anitha¹ & Dr M.Esther Suneela²

¹ Research Scholar, Department of Education, Acharya Nagarjuna University, Guntur

² Research Supervisor, Department of Education, Acharya Nagarjuna University, Guntur

Abstract:

This paper aims at finding the Life Skills and Adjustment of Prospective teachers. A simple random sampling technique was followed to select 1000 prospective teachers from Guntur district of Andhra Pradesh. The researcher construct and standardized the life skills questionnaire and adopted Adjustment Inventory for College Students (AICS) which was developed and standardized by A.K. P. Sinha, and R.P. Singh using. Mean, SD and 't' values were calculated. The study revealed that there is significant difference in the adjustment of prospective teachers w.r.t the variables – Gender and Locality. Positive correction of life and adjustment of prospective teachers.

Key Words : Life Skills, Adjustment, Prospective teachers

INTRODUCTION

Life skills are defined as the psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. These skills include: cognitive skills for analysing and using information, personal skills to develop personal needs and to manage one, and inter-personal skills to interact and communicate effectively with others. Life Skills as defined by UNICEF (2017) is a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills. Practically, they are the skills or abilities that help an individual to meet the stress in all life situations.

Life skills are essential to carry out effective interpersonal relationships and social responsibilities and to make choices and resolve conflicts without resorting to actions that will harm one or others (Maurice, 1993).

Adjustment:

Adjustment is essential for living a blissful and pacific life. It is a lifetime process, which lasts whole life. Different circumstances arise in family, institute, and workplace where a person bounce little of his difficulties and receive what is prevailing. Adjustment is the practice of reaching at balance level between requirement of a person and his gratification. School and home environment performs in learning adjustment to a person. Adjustment is a practice which allow person to adjust his personal behavior according to present

environment and to vary his actions accordingly. It means how adeptly some specific can perform his responsibilities in varying conditions (Rani, 2017)

Need of the Study:

Today's life becomes more mechanical, and it becomes impossible for the parents to become role models for their children, so it becomes the responsibility of teachers to develop different Life Skills in their students. At the end, it is the duty of teachers to train their students in life skills. Teachers have a pivotal role in our education system, so inefficiency of teachers can lead to the downfall of society and the nation. Teacher's philosophy, method of teaching, content knowledge, communication skill, class management skills, command on language, coping with emotion, mental ability, aptitude, and attitude all are not only essential for the progress of a teacher but also our society and nation. It is also well said that the quality of Education depends on the quality of teachers, so it is essential to prepare a quality teacher. As the teacher acts as transmitter of knowledge, motivator, and manager so it is dire need to train the prospective teacher in Life skills. Teacher is a key figure in the life of a nation. For many reasons he has a unique place in the society. It has been seen in practical life that a child gives more weight age to his teachers in comparison to his parents. If we want to have an idea about nation prosperity then we can have it only by looking at the conditions and to have it only by looking at the conditions and status of its teachers. Because a nation's well-being depends on the teacher's well-being. Teacher is a human being like others, have his own problem of adjustment

Dr. Monika. 2. Minakshi (2024) studied on The Impact of Life Skills and Education Adjustment Among Students: A Study of Central Part of India. Results highlight significant correlations between specific life skills like communication, problem-solving, and emotional regulation, and students' academic performance, attendance, and overall well-being in school. **Ms. Jyoti , Ms. Neha (2024)** examined Relationship between Educational Adjustment and Life Skills of Adolescents. **Kukatlapalli (2016)** explored the adjustment experiences of Indian international students studying in eight universities in New Zealand, **Mahmood and Iqbal (2015)** conducted an exploration of psychological adjustment and academic achievement among adolescents of Pakistan. **Pooja Yadav & Iqbal (2009)** made a study on Impact of Life Skill Training on Self-esteem, Adjustment and Empathy among Adolescents.

Title of the Study:

Life Skills and Adjustment of Prospective teachers

Operational Definitions of Key Terms:

Life Skills: Life Skills can be defined as "Students effectiveness or proficiency in communication and interpersonal skills, cognitive skills and self management skills".

Adjustment: Adjustment is a process by which a living organisms maintains balance between its need and circumstances that influence the satisfaction of their needs.

Prospective Teachers: Prospective teachers in this study are those B.Ed. trainees who are getting training in College of Education of Guntur districts.

Objectives of the Study :

1. To find out the life skills of prospective teachers and to classify them
2. To find out the influence of the following variables on the life skills of prospective teachers i.e. (a) Gender (b) Locality
3. To find out the Adjustment of prospective teachers and to classify them
4. To find out the influence of the following variables on the Adjustment of prospective teachers i.e. (a) Gender (b) Locality
5. To find out the relationship between Life Skills and Adjustment of Prospective teachers.

Hypotheses of the study:

- 1) There would be no significant difference between male and female prospective teachers in their life skills.
- 2) There would be no significant difference between rural and urban prospective teachers in their life skills
- 3) There would be no significant difference between male and female prospective teachers in their adjustment.
- 4) There would be no significant difference between rural and urban prospective teachers in their adjustment..
- 5) There would be no significant relationship between Life skills and Adjustment of Prospective teachers.

Delimitations of the Study:

- The study is limited to 1000 Prospective teachers in Guntur district only.

METHODOLOGY:

The present study employed Normative survey method. A simple random sampling technique was followed to select 1000 Prospective teachers from Guntur district of Andhra Pradesh. The researcher construct and standardized the life skill scale and adopted Adjustment Inventory for College Students (AICS) which was developed and standardized by A.K. P. Sinha, and R.P. Singh. Mean; SD; % of mean and 't' values and 'r' value were calculated

ANALYSIS AND INTERPRETATION OF DATA:

Objective – 1: To find out the Life Skills of prospective teachers and to classify them

Table-1- Mean, SD and % of mean of prospective teachers

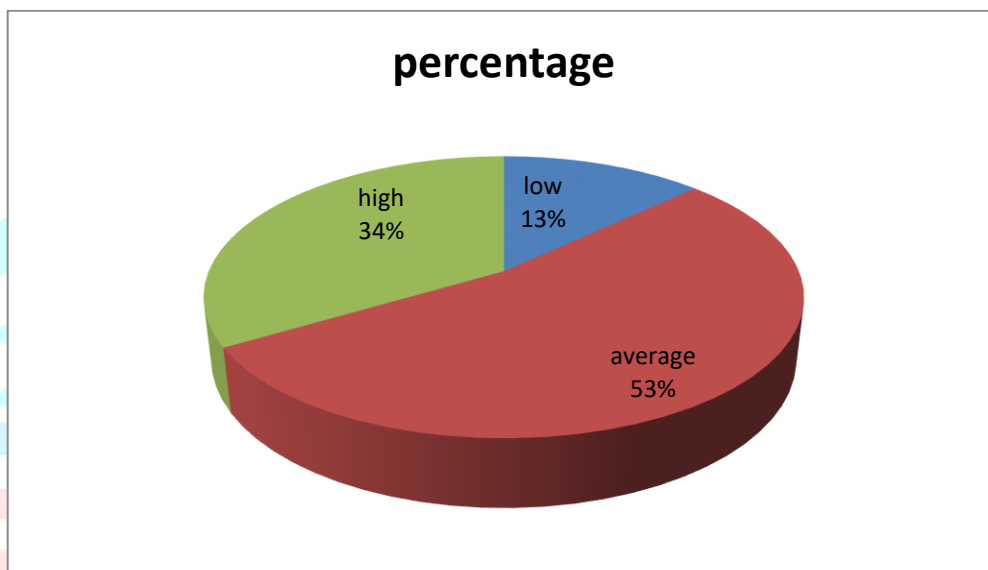
Whole	Mean	SD	% of mean
1000	317.78	20.84	77.51

Interpretation and Finding: Prospective teachers are having high life skills.

Table -2- Level of classification of prospective teachers in their Life Skills

Level	No	Percentage
Low ($\leq M - \sigma$)	127	12.70%
Average (between $M - \sigma$ and $M + \sigma$)	587	58.70%
High ($\geq M + \sigma$)	286	28.6%

Majority Prospective Teachers were having moderate level of Life skills few teachers were possessing low level of Life Skills and 29% have high level.

Fig.-1 Classification of prospective teachers on the basis of their life skills.

Objective – 3: There would be no significant difference between male and female prospective teachers in their life skills - (a) Gender (b) Locality

Hypothesis – 1: There would be no significant difference between boys and girls in their multiple intelligence.

Table 3- Comparison of mean, SD and % of mean of male and female prospective teachers in their life skills.

Gender	No	Mean	SD	S.Ed	't'
Male	340	316.05	19.72	1.23	0.869 ^{NS}
Female	360	317.12	19.46		

NS- Not Significant at 0.05 level

It is seen that there is no significant difference between the male and female Prospective teachers in their life skills. Hence the hypothesis is accepted

Hypothesis – 2: There would be no significant difference between rural and urban prospective teachers in their life skills

Table 4- Comparison of mean, SD and % of mean of rural and urban prospective teachers in their life skills.

Locality	No	Mean	SD	S.Ed	't'
Rural	500	316.24	19.71	1.21	1.099 ^{NS}
Urban	500	317.57	19.68		

NS- Not Significant at 0.05 level

It is seen that there is no significant difference between the rural and urban Prospective teachers in their life skills. Hence the hypothesis is accepted.

Objective – 3: To find out the Adjustment of prospective teachers and to classify them

Table- 5 - Mean, SD and % of mean of Prospective Teachers in their Adjustment

Whole sample	Mean	SD	% of mean
1000	72.96	8.89	72.96

Interpretation:

From the table 4.11 the mean value of prospective teachers is 72.96 and SD is 8.89. The percentage of mean value is 72.96.

Table – 6- Mean, SD and % of mean of Prospective Teachers in their Adjustment

Level of Personality Trails	No	Percentage
Low ($\leq M - \sigma$)	156	15.6%
Average (between $M - \sigma$ and $M + \sigma$)	532	53.2%
High ($\geq M + \sigma$)	312	31.2%

Majority of (53.2%) Prospective Teachers are having average level in adjustment.. 31.2% of Prospective Teachers have high level and 15.6% of Prospective Teachers have low level in adjustment.

Objective – 4: To find out the influence of the following variables on the Adjustment of prospective teachers i.e. Gender ; Locality

Hypothesis – 3: There would be no significant difference between male and female prospective teachers in their adjustment .

Table 7 : Comparison of mean, SD and % of mean of male and female Prospective Teachers in their adjustment

Subject	No	Mean	SD	S.Ed	't'
Male	500	61.22	8.73	0.54	1.57 ^{NS}
Female	500	62.07	8.44		

NS- Not Significant at 0.05 level

The variable gender is not significantly influenced the adjustment of Prospective Teachers.

Hypothesis – 4: There would be no significant difference between rural and urban Prospective Teachers in their Adjustment.

Table 8 : Comparison of mean, SD and % of mean of rural and urban Prospective Teachers in their Adjustment

Subject	No	Mean	SD	S.Ed	't'
Rural	500	62.61	8.54	0.55	4.4**
Urban	500	60.19	8.27		

**-- Significant at 0.01 level

It is seen that there is significant difference between rural and urban college Prospective Teachers in their Adjustment. Hence the hypothesis is rejected.

Hypothesis- 5: There would be no significant relationship between life skills and adjustment of prospective teachers

Table – 9 Correlation between life skills and Adjustment of prospective teachers.

Variable	No	Df	'r' value
Life skills	1000	998	0.117**
Adjustment	1000		

** – Significant at 0.01 level.

Prospective teachers are having positive correlation between life skills and adjustment.

FINDINGS:

- 77.51% of Prospective teachers are having high life skills.
- 58.70% of prospective teachers are having moderate level of Life skills, 28.6% of prospective teachers are having High level of Life skills and only 12.70 % of prospective teachers are having low level of Life skill.
- The variable Gender did not significantly influence the life skills of prospective teachers.
- There is no significant difference between the rural and urban Prospective teachers in their life skills.
- Above 73% of Prospective teachers were found to possess average or above average level of adjustment.
- The variable gender and locality are significantly influenced the adjustment of Prospective Teachers.

EDUCATIONAL IMPLICATIONS:

- The study helps the institutions of different managements to provide necessary guidelines to the future citizens through their teachers for a better tomorrow
- The prospective teachers with good personality characteristics can develop creative thinking, good decision making, self – awareness effective communication, good interpersonal relationships, coping with stress and emotions etc., and skills among the students
- Positive correction of Adjustment and teaching skills of prospective teachers.

CONCLUSION:

Prospective Teachers who are able to acquire these skills not only find work in the career of their choice but they also experience stronger and happier relationship in their personal lives.

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