



Study Of Teaching Competency Among Prospective Teachers In Relation To Their Life Skills

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Abstract:

The purpose of education is the all-round development of the children particularly in creating the skill based and knowledgeable human beings resources Life skills are "Living skills" or abilities for adaptive and positive behaviour that enable individual to deal effectively with demands and challenges of everyday Life. In this dynamic change of world, its need of time to recognize and accept the knowledge and skills by children which will play a crucial role in their life. The purpose of the study is to investigate the relationship between teaching competency and life skills of prospective teachers with respect to gender and working status of mother. To conduct the study ,200 Prospective Teachers from Pathankot district were selected. Two tools were adopted to measure teaching competency and life Skills of prospective teachers. Tools ,Life Skills Assessment Scale by A. Radhakrishnan Nair and R. Subhasree, Sunitha Ranjan(2014) and General Teaching Competency Scale by B.K Passi and Lalitha(2011) were used. Mean, Standard Deviation, t-test and Annova used to analyze the data. The study revealed that there is no significant difference in teaching competency and life Skills of prospective teachers.

Keywords: life Skills, Teaching Competency, Prospective Teachers.

Introduction:

The key purpose of education is to extend the potentialities of the child and develop them to meet the demanding situation in life. Appropriate education will keep the child to be aware of the society and to alter with the social environment. For the development of the child we are providing education to adjust this world. Whereas the school education can be better through proper teacher education it can be nurtured through teacher education. Teacher education is providing worth education to their prospective teachers in educational Psychology, educational Philosophy, educational technology and educational sociology apart from the techniques of teaching. To prepare competent teachers, teaching technology has developed pre-service and in- service teacher education programs.

Now, there is a demand for competent teachers at all levels of education and the teacher education programs, claiming production of competent teachers must be judged by the degree to which it develops competencies, skills and attitudes needed for successful functioning of teachers. The standard of education of a country largely depends on the quality and competence of the teachers of that country and this quality and competence of the teachers depends on the teacher education programs available there. Previously, it was thought that the teacher is born, and not prepared but now recent

researches in this field proved that efficient and competent teachers can be produced by modifying their behaviour. The purpose of the teacher education program is to prepare effective and competent teachers. The minimum requirement of any teacher training program is that a should enable the trainee to acquire the basic skills and competence of a good teacher. Teacher's Competencies should be reviewed constantly in tune with contemporary changes and reforms through scientific studies.

The concept of competency-based teacher education is attracting the attention of the world, so that teacher may develop the required educational competencies among his students. To increase the teaching competencies and skills many technologies have been innovated. Effective teaching can flourish entirely in the hands of competent teachers only. Only competent teachers can do justice with the changing needs of the students. In this way concept of competence is creeping into our lives, pervading our thinking about. developing people of all ages from new babes to seasoned professionals. We find it in modern human resources departments in workplace, and in innovative school experimenting with competency-based education. Life Skills a group of psycho-social and interpersonal skills which can help people make informed decisions, communicate effectively, think critically and creatively, cope with stress and emotions, problem

solving, have empathy and self-awareness. “Life skills are making, problem solving, creative thinking, critical thinking, and effective communication, inter personal relationship skills, self-awareness, empathy, coping with emotions and stress” (Shridevi, 2015). “Life-skills are essentially the abilities that promote mental and social well-being in situations encountered in the course of life” (Wiedemann,2017). “Life skills as “the kind of behaviour -based psychological learning needed to help people cope with predictable developmental tasks” (Gaza and Books,1985). “Life skills are “the life-coping skills consonant with the developmental tasks of the basic human development processes” (Powell,1985). “Life Skills Training enhanced their psychological competencies” (Vranda and Rao, 2011). “Life-skills as abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO, 1993).

Thus, life skills are basic skills that help individuals in leading a meaningful life and better adjustment in the society. Life skills help in multi-dimensional development of young people. The life skills are utilized in different areas social and health to focus the attention on important issues like prevention of drug abuse, HIV/AIDS control of sexual violence, crime and suicides. The competence of teacher is defined as the avg success of all his behaviour in achieving their intended effects (Medley and Mitzel, 1963). To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (Jackson, 1990). “Teaching competency as any single knowledge, skill or professional expertise which a teacher maybe said to possess and the possession of which is believed to be relevant to the successful practice of teaching” (Venkataiah, 2000). Teaching Competency is professional development of the teacher in terms of academics, skill full and able teaching, classroom control and utilization of teaching aid and tool in a constructive way (Ushalaya Raj and Vasantha,2014). “Competent” is defined as “adequate for the purpose, suitable, sufficient or as “legally qualified, admissible”, or capable. In a sense it refers to adequate preparation to begin a professional career.

It advocates the consequences competencies as the most important measures of teacher effectiveness. “Competency will refer to appropriate prior knowledge, skills, attitudes, and abilities in a given contest that adjust and develop with time and need in order to accomplish a task effectively” (Mohanty, 2007). The term Teacher Competency means effective performances of all observable teachers' behaviour that brings about aspiration

learner outcomes. In this competency for teaching system, teachers are used In describe professional ability, including both the ability to perform specific teaching functions and the ability to demonstrate acquired knowledge and higher-level conceptualizations (Prathiba2016).

Life Skills:

Skills are acquired through practice and patience. There are different types of skills such as literacy skills, language skills, functional skills, sports skills, vocational skills, recreational skills and life skills etc. Among them, the most important skill is life skill. It is the right juncture to know about life skills. Enhancing life skills enables us to adapt. life skills mean the ability which enables an individual, particularly the young people to effectively deal with the challenges of life. These are psychological and social skills essential for hum

an and social development. Life Skills is a term used to describe a set of basic skills acquired through learning and/or d direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life. The term 'Life Skills' refers to the skills you need to make the most out of life. Any skill that is useful in your life can be considered a life skill. Tying your shoe laces, swimming, driving a car and using a computer are for most people, useful life skills.

Teaching Competency:

Teaching is considered as the noblest and most dominant profession in the society. Teacher can have great inspiration on the lives of students through their teachings, behaviour, personality, attitudes and values. Teaching competencies are significant concerns for all educators especially for teachers in this modern era of education. Teaching Competency is professional development of the teacher in terms of academics, skill full and able teaching, classroom control and utilization of teaching aid and tool in a constructive way.

Title of the problem:

Study of Teaching Competency among prospective teachers in relation to their life Skills.

Variables used in the present study

Independent Variable- Life skills.

Dependent variable – Teaching Competency.

Tools Used:

There are two tools used in the present study:

Life Skills Assessment Scale by A. Radhakrishnan Nair and R. Subhasree, Sunitha Ranjan,2014.

General Teaching Competency Scale by B. K. Passi and Mrs Lalitha , 2011.

Research Design:

The present study falls under the domain of descriptive research .200 prospective teachers were taken from the b.ed colleges of Pathankot district only. The stratification is done on the bases of

gender, and working status of mother. The research data was analyzed by the statistical tools such as descriptive statistical like Mean and standard deviation, t- TEST, Annova was applied to find out the significance of difference between different groups.

Delimitation of the study:

The following are the delimitations of the present study:

- The present study is delimited to the bed colleges only.
- The present study is delimited to the Pathankot district, Punjab only.
- 200 sample will be selected from bed colleges.

Objectives:

Objective of the present study are:

- To compare the teaching competency of prospective teacher with respect to gender.
- To compare the life skills of prospective teacher with respect to gender.
- To compare the teaching competency of prospective teachers with respect to working status of the mother.
- To compare the life skills of prospective of teacher with respect to working status of mother.

Analysis and Interpretation of data:

Table-1: Showing Mean, standard Deviation, t-value, of prospective teachers with respect to gender and working status of mother.

Variables	Group	N	Mean	Standard deviation	T-value	Level of significance
Teaching Competency	F	138	112.26	17.5	1.606	Insignificant
	M	62	116.55	17.4		
Life Skills	F	138	333.31	22.9	0.265	Insignificant
	M	62	334.29	26.8		
Teaching Competency	NW	167	113.22	17.8	0.679	Insignificant
	W	33	115.48	16.3		
Life Skills	NW	167	333.29	24.6	0.431	Insignificant
	W	33	335.27	21.5		

The above table-1 shows that the mean value of female and male regarding teaching competency is 112.26 and 116.55 and SD is 17.5 and 17.4 respectively. It is also observed from the table, that t-value for difference in teaching competency with respect to gender is 1.606 which is higher than table value at 0.05 & 0.01 level of significance. So in this null hypothesis, "There is no significant difference in teaching competency of prospective teacher female and male" is not rejected. It was concluded that prospective teachers with respect to male and female were not different on their teaching competency. The above table shows that the mean value of female and male regarding Life skills is 333.31 and 334.29 and SD is 22.9 and 26.8 respectively. It is also observed from the table,

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- To study the interaction effect of life skills and gender on teaching competency of prospective teachers.
- To study the interaction effect of life skills and working status of mother on teaching competencies of perspective teacher's.

Hypotheses:

Hypotheses of the present study are:

- There is no significant difference between teaching competency of prospective teacher with respect to gender.
- There is no significant difference between life skill of prospective teacher with respect to gender.
- There is no significant difference between teaching competency of prospective teacher with respect to working status of mother.
- There is no significant difference between life skills of prospective teacher with respect to working status of mother.
- There is no interaction effect of life skills and gender on teaching competency of prospective teacher.
- There is no interaction effect of life skills and working status of mother on teaching competency of prospective teachers.

that t-value for difference in Life Skills with respect to gender is 0.265 which is higher than table value at 0.05 & 0.01 level of significance. So in this null hypothesis, "There is no significant difference in Life Skills of prospective teacher female and male" is not rejected. It was concluded that prospective teachers with respect to male and female were not different on their life skills. Above Table shows that the mean value of working status of mother regarding teaching competency is 113.22 and 115.48 and SD is 17.8 and 16.3 respectively. It is also observed from the table, that t-value for difference in teaching competency is 0.679 which is higher than table value at 0.05 & 0.01 level of significance. So in this null hypothesis, "There is no significant difference in teaching competency of

prospective teacher working status of mother" is not rejected. It was concluded that prospective teachers with respect to working status of mother were not different in their teaching competency. Table shows that the mean value of working status of mother regarding life skills is 333.29 and 335.27 and SD is 24.6 and 21.5 respectively. It is also observed from the table, that t-value for difference in teaching

competency is 0.431 which is higher than table value at 0.05 & 0.01 level of significance. So this null hypothesis, "There is no significant difference in Life Skills of prospective teacher working status of mother" is not rejected. It was concluded that prospective teachers with respect to working status of mother were not different in their life skills.

Table -2: Showing SS,DF, MSS, t-value of prospective teachers with respect to interaction effect of life skills towards Gender and working status of mother on teaching competency.

Source	SS	DF	MSS	F	P- value	Level of significance
Gender*level of life skills	113.842	2	56.921	.199	.819	Insignificant
Working status of mother *level of life skills	209.451	2	104.726	.363	.696	Insignificant

Above table-2 reveals that $f=.199$, $p\text{-value}=.819$, noticed the interaction effect between gender and level of life skills, was not found to be significant at the Level of 0.05 of confidence. It reveals that the two groups were not Different beyond the contribution of chance. The null hypothesis H0-5: "There is no interaction effect of life Skills and gender on teaching competency of prospective teachers" was therefore not rejected at the 0.05 level of significance. It was concluded that Prospective Teachers male and female were not Different on teaching competency. Table-2 reveals that $f=.363$, $p\text{-value}=.696$, noticed the interaction effect between working status of mother and level of life skills was not found to be significant at 0.05 level of confidence. The null hypothesis H0-6: "There is no interaction effect of life Skills and working status of mother on teaching competency of prospective teachers" was therefore not related at 0.05 level of significance.

FINDINGS:

The major research findings are:

- It was found that prospective teachers with respect to gender were not different on teaching competency.
- It was found that prospective teachers with respect to Gender were not different on life Skills.
- It was found that prospective teachers with respect to working status of mother were not different on teaching competency.
- It was found that prospective teachers with respect to working status of mother were not different at life Skills.
- It was found that there was no interaction effect between life Skills and gender on teaching competency of prospective teachers.
- No interaction effect was found between life Skills and working status of mother on teaching competency of prospective teachers.

EDUCATIONAL IMPLICATIONS:

The present study can have the Following Educational Implications:

- Life Skills provide young people with strategies to make healthy choices that contribute to a meaningful life.

- Life skills enable young people to analyse their capacities to enhance the function: in a most productive way.
- Life Skills allow the youth to get along with other people, able to adjust with their environment and making responsible decision.
- Life Skills enable the learner to develop a concept of oneself as a person worth and dignity.
- Life skills help one to understand oneself and lead to growth in personal responsibility, and To help the young people to empower in challenging situation's.
- Competencies helps in structuring the vision of teaching.
- Teaching Competency provides all the competencies, possessed by the teacher that are used in the teaching situation.
- Competency consist of one or more skills of mastery would enable to the attainment of the Competency.
- Life Skills are a group of Psychosocial competencies and interpersonal skills that helps the learner to make informed decisions, solve problems, think Critically and creatively, communicate effectively, build healthy Relationships, emphasize with others, and cope with and manage their lives in a healthy and productive manner.

SUGGESTIONS FOR FUTURE RESEARCH

The suggestions for further study has been given below in the following statement.

- The present study was conducted on Prospective Teachers, a study can be replicated on students at other levels of Education.
- The present study was delimited to Pathankot district only.
- A study may be done on other cities also.
- The study can be undertaken a large sample.
- A similar study may be carried out on the students of different age group etc.

Conclusion:

The present study sought to explore the effect of teaching competency and life skills among prospective teachers. Study revealed that teaching

competency effect on life skills. The study indicate that prospective teachers with respect to gender were not different on teaching competency and prospective teachers with respect to gender were not different on life skills Prospective teachers with respect to working status of mother were not different on teaching competency and prospective teachers with respect to working status of mother were not different on life skills There was no interaction effect of life skills and gender on teaching competency of prospective teachers and there was no interaction effect of life skills and working status of mother on teaching competency of prospective teachers .

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