

Life Skills Awareness in Relationship with the Personality Dimensions of a Prospective Teacher

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ABSTRACT

Education is important and had a key role in shaping an exact man. In preparing the future citizens, the school, a miniature society, takes an active role in shaping the character. So the teacher must be trained in proper way. The trainer or prospective teacher must be trained in aware of life skills, His/her personality traits must be improved in this regard. This article has focus on the six aspects of personality dimensions to make them suitable and improve the individual life skills.

KEYWORDS: Life Skills, Traits, Personality dimensions

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INTRODUCTION

Personality of a teacher is unique and specific. It is dynamic and constant. Personality dimensions of prospective teachers are shown that a person reactions in a given situation. Life skills are also as stated by UNICEF 'They are essential abilities that promote and develop our mental well-being and capacity and prepare us to face the harsh and harsh realities of life.'

PERSONALITY:

Personality is the combinations of characteristics of those are patterns of thinking, feeling and behaving or qualities that form an individual's distinctive character. In short, Personality means a person's sociability and inimitability. It forms with the individual's reactions and that is constant throughout life.

Carl Gustav Jung (1934) stated, "Personality is the highest realization of the innate wisdom of a being. It is the high courage that flies in the face of life, the absolute affirmation of all that a person possesses the most successful adaptation to the universal state of

existence, and the greatest freedom to self-determination" (Sreenidhi, S. K. et al., 2009).

There are number of theories developed regarding the personality.

THE NECESSITY OF PERSONALITY TO A TEACHER

Teachers, Lecturers and all those in the teaching profession are considered pioneers in shaping the lives of the students who interact with them to gain knowledge. They influence in building their character. They are responsible for the personality development of learners. They need to communicate with parents to give them an update on how they are reacting in the classroom and the improvements they are needed. Personality is must to the student's individual. The teacher personality doesn't matter, but it is must for the individual.

Teachers are the pioneers in shaping the lives of children. They learned a lot from the teachers that is still useful in their daily lives. When it comes to the

personality of the teacher, not everyone has an attractive and disciplined personality. Therefore, the time has come for teachers to understand the importance of personality development to shape the future of their students. Let's understand that every student teacher needs personality development.

LIFE SKILLS EDUCATION

Today, we are witnessing that our youth, especially adolescents, are increasingly engaged in illegal activities. It certainly harmed the community. This high-risk behaviour of the individual affects the entire society. These are the new challenges in society. This new challenge requires immediate and effective responses from a socially responsible educational approach. It is at this stage that we come to education labelled as Life Skill Education. Life skills are, of course, the abilities of positive and positive behaviour that enable an individual to effectively deal with the demands and challenges of everyday life (WHO). It includes thinking skills, social skills and more negotiation skills. It helps the person to effectively deal with the demands and challenges of daily life. The following behavioural changes that observed by importing life skill education

1. Develop dynamic self-image and great self-esteem.
2. Improving communication skills.
3. Improving relationships and handling problems in society.
4. Develops decision-making capacity.
5. Helps us deal with challenges in daily life.
6. Shaping a well-adjusted person.
7. Deal effectively with peer pressure. and
8. Reduce stress.

OBJECTIVE OF THE STUDY

To identify the relationship of Life skills awareness areas namely self-awareness, Critical Thinking, Empathy, Creative thinking, Decision making, Problem solving, Effective communication, Interpersonal relations, Coping with stress and Coping with emotions with the personality dimensions consisting: Activity and Passivity, Enthusiastic and Non-Enthusiastic, Assertive and Submissive, Suspicious and Trusting Depressive and

Statistical Techniques Used

Mean, Standard Deviation, Critical Ratio and ANOVA were calculated and tested its validity.

PERSONALITY DIMENSIONS – GENDER – MEAN - SD - C.R

Gender	N	Mean	SD	D	$\frac{\sigma}{D}$	C.R.
Male	220	69.26	13.43	1.32	1.05	1.26*
Female	606	67.94	13.42			

*Not significant at 0.05 level TABLE 1

ANALYSIS

Using the toll all responses are calculated and noted below:

Non-Depressive and Emotional stability and Emotional instability on personality dimensions of a prospective teacher.

HYPOTHESES OF THE STUDY

The hypotheses (Ho) were formulated to test the stated objectives.

The variables: Diploma in Education (D.Ed) and Bachelor of Education (B.Ed) backgrounds of the prospective teachers and are used to test the significant difference of the personality dimensions with their life skill awareness.

LIMITATIONS

- The geographical area to the investigation was limited to one district i.e. Srikakulam district of Andhra Pradesh, India.
- The present study is confined to 826 prospective teachers belong to the locality.

METHODOLOGY

Method and sample of the study

The normative Survey Method was adopted in this investigation as it is the appropriate method for the present study with a sample of 826 prospective teachers of D.Ed and B.Ed class.

Tool used

Dimensional personality Inventory Scale was constructed and standardized by Uma Sankar, K. (2016) was used as the tool in this study. The scale consists of 66 statements of which 36 are positive and 30 are negative. It deals with six statements namely traits consisting: Activity and Passivity, Enthusiastic and Non-Enthusiastic, Assertive and Submissive, Suspicious and Trusting Depressive and Non-Depressive and Emotional stability and Emotional instability on personality dimensions. This scale is a three-point scale. Each statement is followed by three alternative responses. Each item's alternative is assigned a weight age ranging from 3 to 1 for positive statements. In the case of negative statements, the scoring is reversed i.e. from 1 to 3. The range of scores is from 66 to 198. The researcher stated that the reliability coefficient of correlation (r) is 0.71 by the split-half method using the Spearman Prophecy formula.

RELATIONSHIP BETWEEN THE PERSONALITY DIMENSIONS OF IN THE AREAS OF LIFE SKILLS AWARENESS

Sr. No	Areas of Life Skills Awareness	Dimensions of Personality					
		Activity & Passivity	Enthusiastic & Non-Enthusiastic	Assertive & Submissive	Suspicious & Trusting	Depressive & Non-Depressive	Emotional stability & Emotional instability
1	Self-awareness	0.226***	0.086***	-0.104***	-0.450***	-0.317***	-0.128***
2	Critical thinking	0.134***	0.023*	-0.074**	-0.308***	-0.238***	-0.109***
3	Empathy	0.079**	0.032*	-0.002*	0.028*	-0.021*	0.010*
4	Creative thinking	0.273***	0.198***	0.108***	-0.123***	0.0002*	0.066**
5	Decision making	0.020*	-0.032*	-0.073**	-0.220***	-0.146***	-0.082***
6	Problem solving	0.148***	0.067**	-0.013*	-0.183***	-0.102***	-0.066**
7	Effective communication	0.106***	-0.002*	-0.130***	-0.318***	-0.200***	-0.100***
8	Interpersonal relations	0.121***	0.062**	-0.035*	-0.161***	-0.090***	0.012*
9	Coping with stress	0.182***	0.072**	-0.008*	-0.197***	-0.138***	0.032*
10	Coping with emotions	0.131***	0.062**	-0.069**	-0.279***	-0.267***	-0.157***

*Not significant at 0.05 level TABLE 2

**Significant at 0.05 level

***Significant at 0.01 level

The identified areas of Life skills are self-awareness, Critical Thinking, Empathy, Creative thinking, Decision making, Problem solving, Effective communication, Interpersonal relations, Coping with stress and Coping with emotions. The personality dimensions are activity & passivity, enthusiastic & non-enthusiastic, assertive & submissive, suspicious & trusting, depressive & non-depressive and emotional stability & emotional instability respectively. The study proves the relationship among these items.

Self-awareness of life skills awareness has a positive significant relationship at 0.01 level with the first two personality dimensions of activity & passivity, and enthusiastic & non-enthusiastic and is negatively related to other dimensions.

Critical thinking of life skills awareness has a positive significant relationship with the dimension of activity & passivity at 0.01 level and is negatively related to other personality dimensions of assertive & submissive, suspicious & trusting, depressive & non-depressive, and emotional stability & emotional instability respectively. Critical thinking of life skills awareness does not have a significant relationship with the personality dimension of enthusiastic & non-enthusiastic at 0.05 levels.

The empathy of life skills awareness has a positive significant relationship with the personality dimension of activity & passivity at 0.05 level and does not have a significant relationship with the other dimensions of personality.

Creative thinking of life skills awareness has a positive significant relationship with the personality

dimensions of activity & passivity, enthusiastic & non-enthusiastic and assertive & submissive respectively at 0.01 levels and is negatively related to the dimension of suspicious & trusting. Creative thinking of life skills awareness does not have a significant relationship with the personality dimensions of depressive & non-depressive and emotional stability & emotional instability at 0.05 levels.

Decision-making of life skills awareness has a negative significant relationship with the personality dimensions of assertive & submissive, suspicious & trusting, depressive & non-depressive, and emotional stability & emotional instability respectively at 0.05 and 0.01 levels. This life skills awareness does not have a significant relationship with the other personality dimensions of activity & passivity and enthusiastic & non-enthusiastic.

Problem-solving of life skills awareness has a positive significant relationship with the personality dimensions of activity & passivity, enthusiastic & non-enthusiastic respectively at 0.01 and 0.05 level and is negatively related to other personality dimensions of suspicious & trusting, depressive & non-depressive and emotional stability & emotional instability respectively at 0.01 and 0.05 level. Problem-solving of life skills awareness does not have a significant relationship with the personality dimension of assertive & submissive at 0.05 level.

Effective communication of life skills awareness has a positive significant relationship with the personality dimension of activity & passivity at 0.01 level and is negatively related to other personality dimensions of

assertive & submissive, suspicious & trusting, depressive & non-depressive, and emotional stability & emotional instability respectively at 0.01 level. Effective communication of life skills awareness does not have a significant relationship with the personality dimension of enthusiastic & non-enthusiastic at 0.05 levels.

Interpersonal relations of life skills awareness have a positive significant relationship with the personality dimensions of activity & passivity, and enthusiastic & non-enthusiastic respectively at 0.01 and 0.05 level and are negatively related to other personality dimensions of suspicious & trusting and depressive & non-depressive respectively at 0.01 level. Interpersonal relations of life skills awareness do not have a significant relationship with the personality dimensions of assertive & submissive and emotional stability & emotional instability respectively at 0.05 levels.

Coping with the stress of life skills awareness has a positive significant relationship with the personality dimensions of activity & passivity, and enthusiastic & non-enthusiastic respectively at 0.01 and 0.05 level and is negatively related to other personality dimensions of suspicious & trusting, and depressive & non-depressive respectively at 0.01 level. **Coping with the stress** of life skills awareness does not have a significant relationship with the personality dimensions of assertive & submissive and emotional stability & emotional instability respectively at 0.05 levels.

Coping with emotions of life skills awareness has a positive significant relationship with the personality dimensions of activity & passivity, and enthusiastic & non-enthusiastic respectively at 0.01 and 0.05 level and is negatively related to other personality dimensions of assertive & submissive, suspicious & trusting, depressive & non-depressive, and emotional stability & emotional instability respectively at 0.05 and 0.01 level.

FINDINGS

- 1. Self-awareness** of life skills awareness has a positive significant relationship with the first two personality dimensions of activity & passivity, and enthusiastic & non-enthusiastic and is negatively related to other dimensions.
- 2. Critical thinking** of life skills awareness has a positive significant relationship with the dimension of activity & passivity and is negatively related to other personality dimensions of assertive & submissive, suspicious & trusting, depressive & non-depressive, and emotional stability & emotional instability respectively. It

does not have a significant relationship with the personality dimension of enthusiastic & non-enthusiastic.

- 3. The empathy** of life skills awareness has a positive significant relationship with the personality dimension of activity & passivity and does not have a significant relationship with the other dimensions of personality.
- 4. Creative thinking** of life skills awareness has a positive significant relationship with the personality dimensions of activity & passivity, enthusiastic & non-enthusiastic and assertive & submissive respectively and is negatively related to the dimension of suspicious & trusting. It does not have a significant relationship with the personality dimensions of depressive & non-depressive and emotional stability & emotional instability.
- 5. Decision-making** of life skills awareness has a negative significant relationship with the personality dimensions of assertive & submissive, suspicious & trusting, depressive & non-depressive, and emotional stability & emotional instability respectively. It does not have a significant relationship with the other personality dimensions of activity & passivity and enthusiastic & non-enthusiastic.
- 6. Problem-solving** of life skills awareness has a positive significant relationship with the personality dimensions of activity & passivity, enthusiastic & non-enthusiastic respectively and is negatively related to other personality dimensions of suspicious & trusting, depressive & non-depressive and emotional stability & emotional instability respectively. It does not have a significant relationship with the personality dimension of assertive & submissive.
- 7. Effective communication** of life skills awareness has a positive significant relationship with the personality dimension of activity & passivity and is negatively related to other personality dimensions of assertive & submissive, suspicious & trusting, depressive & non-depressive and emotional stability & emotional instability respectively. Effective communication of life skills awareness does not have a significant relationship with the personality dimension of enthusiastic & non-enthusiastic.
- 8. Interpersonal relations** of life skills awareness have a positive significant relationship with the personality dimensions of activity & passivity, and enthusiastic & non-enthusiastic respectively and are negatively related to other personality dimensions of suspicious & trusting and

depressive & non-depressive respectively. Interpersonal relations of life skills awareness do not have a significant relationship with the personality dimensions of assertive & submissive and emotional stability & emotional instability respectively.

9. Coping with the stress of life skills awareness has a positive significant relationship with the personality dimensions of activity & passivity, and enthusiastic & non-enthusiastic respectively at and is negatively related to other personality dimensions of suspicious & trusting, and depressive & non-depressive respectively. It does not have a significant relationship with the personality dimensions of assertive & submissive and emotional stability & emotional instability respectively.

10. Coping with emotions of life skills awareness has a positive significant relationship with the personality dimensions of activity & passivity, and enthusiastic & non-enthusiastic respectively and is negatively related to other personality dimensions of assertive & submissive, suspicious & trusting, depressive & non-depressive, and emotional stability & emotional instability respectively.

EDUCATIONAL IMPLICATIONS

1. The very purpose of education is to equip individuals with the essential skills which enable them to deal effectively with the demands and challenges of everyday life. Hence life skills education must be made a compulsory part of teacher training.
2. Prospective teachers make a significant difference in their life skills awareness graded modules are to be introduced in the teacher training programmes.
3. To prepare the trainee teachers to cope with their future issues and get on well the training programmes must provide them with a reasonably clear idea of the skills and abilities that help them to become better teachers.

CONCLUSION

Children whose background particularly those from urban, well-to-do families are deprived of the essential day-to-day experiences. This leaves a big vacuum in their lives and makes them vulnerable to several negative tendencies. One of the common criticisms of the existing education system is that it tends to be bookish and detached from real life. Most of the education seems to be focused on mere cognitive skills revolving around rote learning of the content of subjects. Life skills such as critical thinking, ability to interpret, reflecting on thoughts

and actions, communication, interpersonal skills and above all, "learning and relearning" to adapt to ever-changing new situations in life are hardly dealt with consciously through the education process. Training for Job is different to train to suitability in life. Hence this change is needed by the prospective teachers. They are equipped with proper training, they intern transmit those skills to their wards and help them to lead a better life and suitable to the modern society.

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