



A Study of Effectiveness of Life Skill Training of Training Programme on Self-Esteem of Teacher Trainees at B.Ed. Level – Pilot Study

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Abstract

Self-esteem, like self-efficacy and ability of adjust, is not present, at same rate, among all the individuals though these abilities are present in every individual to some extent. Self-esteem, self-efficacy and adjustment, make the person grow higher and higher and achieve success at the fastest rate. Most of the successful people do possess these abilities at high level, whereas weak and mostly unsuccessful lack these abilities in them. If one want to improve and enhance one's self-esteem, either a person have to develop of its own , or either gain through every day experiences or gain by undergoing training for gaining life skills which may help to improve and enhance it. Every common man , students, professionals in day to day life come across situations/ and varied experience , in their personal and professional life , where they are unable to cope with stress , emotions especially anger, empathise , make decisions, solve problems, effectively communicate and listen , form strong interpersonal bonds, manage time . Due to lack of these life skills they are unable to grow , prosper , achieve success , which if they would have had would have helped to improve and enhance their self-esteem, self-efficacy and adjustment and make them successful . Life skills for improving self-esteem, self-efficacy and adjustment include self-awareness, effective communication skills, interpersonal relationships, time management, coping stress, managing emotions, creative thinking, critical thinking, empathy and few others. These skills are very important skills essential for effective functioning of the life. There are many life skills, if developed by providing 'life skill training' can help the person to achieve success in his life. Researcher has designed a 'training program' especially for pre-service teacher trainees. Researcher have conducted a pilot study and have attempted to study effectiveness of the life skill training of the developed ' training programme' on self-esteem of teacher trainees at B.Ed. level , further performed analysis to measure the effect of the developed 'training program' on self-esteem and have presented the findings of the study conducted . The findings of the pilot study revealed that life skill training of 'training programme' developed by the researcher was effective on self-esteem of teacher trainees at B.Ed. level.

Keywords: Self-Esteem, Life Skills, Life Skill Training, B.Ed., Teacher Trainees, Training Programme.

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Introduction

We often hear a lot about various jobs related trainings given to students in various educational institutions and also is given to employees by their employment organisations for efficient skill development and good performance (output). Apart from these hard skills, even most organisations provide, soft skill training, life skill training to them, in addition to hard skills. But very few educational institutions / organisations do think about skills essential for functioning of a better life ‘ better known as life skills ‘ and do arrange training/s for the same. Especially life skill training for better self-esteem, self-efficacy, emotional quotient, social intelligence, adjustment respectively. Be a student of low grade or higher grade or pursuing higher education or professional education, or be it an employee or a professional , every organisation or institution , should and must organise training programmes for improving such abilities within the individuals.

In general, life skills are the basic skills essential for successful functioning of life. WHO, has laid down 10 life skills like self-awareness, effective communication, interpersonal relationship, empathy, coping with stress, coping with emotions, coping with stress, problem solving, decision making , creative thinking, critical thinking . These life skills are required and essential for and by each individual , be it any student , professional , common man , women, disabled , out of school , in fact, ‘ every one’ , for own growth, prosperity , success and survival in this competitive and stressful world. Even these life skills are very important for professionals especially teachers, lawyers, doctors etc. Researcher feels there is a great need to develop these among the youth as well as adults.

Researcher, being a teacher educator felt the need of developing special training programme for teacher trainees to provide them effective training for life skills. Researcher developed this ‘training programme’ for prospective teachers, as they being future professionals, need to be provided such life skills training , as alone, B.Ed. curriculum, cannot meet life skill requirements for improving self-esteem. Further, studied the effectiveness of this training on Self-esteem of teacher trainees. B.Ed. programme may give soft skill, hard skill training, professional training , but not in totality training for life skills for better self-esteem, self-efficacy and adjustment and many other abilities in the teacher trainees.

The aim of the study was to develop a life skill training programme and check the effectiveness of the life skill training . Researcher collected the data by random sampling. Pre-test Post-test Control group design was employed to conduct the experimental study. Before intervention of life skill training programme , researcher administered a pre-test to both groups , followed by intervention , followed by post-test. Further the collected data was analysed by descriptive analysis and inferential analysis. The findings of the pilot study revealed that life skill training of ‘training programme’ developed by the researcher was effective on self-esteem of teacher trainees at B.Ed. level.

Need of the Study: It has been found that B.Ed. curriculum has been designed, modified and revised over years, at regular intervals with sole aim and objective of developing effective teaching skills at the fullest among the teacher trainees. But how much of this course is able to develop the personality of the teacher trainees, and if it develops then how much does the B.Ed. course help in improving self-esteem, self-efficacy and adjustment of these teacher trainees.

Researcher has found that many of freshly graduated youth lack self-esteem (Mishal , 2015). Also Researcher over years of teaching experience has found lack of self-esteem even in the new entrants in B.Ed. course. Researcher have witnessed lack of will power, self-confidence , patience , effective communication , decision making skill, problem solving skill, time management etc. in these new B.Ed. entrants. Hence, researcher felt a need to develop a special programme explicitly for teacher trainees suitable with the social setting and wanted to measure effectiveness of life skill training in improvement of self-esteem in the teacher trainees. Researcher had conducted a pilot study and has presented the findings of the effect of training of training programme developed on self-esteem of teacher trainees.

Significance of the Study: This study will be helpful for new entrants to B.Ed. teacher training course. May be of significance to entrants to D.Ed. Course / M.Ed. course/ E.C.C.Ed and other courses too with modifications in the programme as per the need.

It will be helpful in developing life skills which in turn would raise , enhance and improve self-esteem of learners , if training for life skills is given by programmes like one developed by researcher . With certain modification, researcher is of view that it may be helpful to in-service teachers too. It will be helpful to teacher educators, principals of schools and colleges and other organisations too, if programme is modified and used as per the requirement to provide life skill training to enhance self-esteem.

Review of Related Literature: Many studies were reviewed in order to study and understand the literature related to the title under study. Review done was very useful for the researcher to go ahead with the research work.

Statement of the Problem: The study is entitled as ‘A Study of Effectiveness of Life Skill Training of Training Programme on Self-Esteem of Teacher Trainees at B.Ed. Level‘.

Objectives of the Research:

1. To develop training programme for life skill training for B.Ed. teacher trainees.
2. To Study the Effectiveness of Life Skill Training of ‘training programme’ developed on self-esteem of teacher trainees at B.Ed. Level‘.

Scope/Delimitations of the Study:

1. The study was delimited to sample of 80.
2. The study was restricted to teacher trainees.
3. The study was restricted to B.Ed. teacher trainees of the colleges affiliated to Mumbai University.

Defining the terms:

Effectiveness: Means the capability of producing a desired result. Here the effectiveness would be measured by measuring the effect of programme designed on the variable (self-esteem). Effectiveness of the life skill training of training programme on self-esteem is the measurement of enhancement in the Self-Esteem, due to life skill training intervention/treatment given through activities and sessions conducted for them as a part of the programme.

Self-Esteem: Confidence in one's own worth or abilities; self-respect.

Life Skill Training: Life skill training in the following study meant training the B.Ed. teachers for life skills with aim of enhancing self-esteem.

B.Ed. : A Bachelor of Education (B.Ed.) is an undergraduate professional degree (teacher training pre-service programme, specially designed for prospective teachers) which prepares students for work as a teacher in schools, though in some countries additional work must be done in order for the student to be fully qualified to teach.

Teacher Trainees: Prospective teachers enrolled and those wish to undergo Pre-service teacher training course.

Variables in the Study: In the present study, the researcher has taken following variables:

Dependent Variable: Self-Esteem of teacher trainees

Independent Variable: Life Skill Training of training programme.

Null Hypotheses of the Study: The study was based on the following hypothesis:

- There is no significant difference between the mean scores of pre-test of experimental group and control group on self-esteem of teacher trainees at B.Ed. level.
- There is no significant difference in the post-test scores of the experimental and control groups on self-esteem of teacher trainees at B.Ed. level.
- There is no significant difference in the pre-test scores and post-test mean scores of the experimental group in self-esteem of teacher trainees at B.Ed. level.
- There is no significant difference in the pre-test scores and post-test mean scores of the control group in self-esteem of teacher trainees at B.Ed. level.

Delimitation of the Study:

The present study has been delimited with respect to the following aspects:

- The study is confined to the B.Ed. colleges affiliated to Mumbai University only. (Sample is drawn from teacher trainees of B.Ed. College affiliated to Mumbai University only).

Methodology of the study: The present study is developmental cum experimental. In the present study, in view of the effectiveness of life skill training of developed 'training programme' on self-esteem was to be assessed hence the experimental method seemed more suitable and hence was used by the researcher. For the present study, Pre-test Post-test Control Group design was employed.

Research Procedure: Pre-test (Self-Esteem tool- Rosenberg Self-Esteem Scale) was administered to both the groups. Experimental group was exposed to life skill training by providing intervention/treatment through specially developed training programme. After the treatment, post-test was administered to both the groups – Experimental group and Control group. The effectiveness was determined through administration of pre-test and post-test as mentioned. Descriptive as well as inferential analysis was done. Microsoft excel analysis tool pack was used for data analysis.

Sample Size: 80 teacher trainees from one of the B.Ed. College were the samples for the study. Teacher training college which easily granted the permission to conduct the study was selected, as the study was experimental (Convenient/ Incidental sampling). Samples were assigned to two groups randomly after pre-test. 40 samples in experimental group and 40 in control group.

Tools used in the Study: To determine the effectiveness of the life skill training of training programme on 'self-esteem', 'Rosenberg Self-Esteem Scale' was utilized on advice of experts for the above study.

Analysis of Data: The data collected was analysed using central tendencies (Range, Mean, Mode and Standard Deviation) for descriptive analysis and t-test for inferential analysis.

Descriptive Analysis of the Data: The mean scores, median values of the post-test of the experimental group were relatively higher when compared to the control group. The value of standard deviation for experimental group is 2.76 and control group is 3.63 at post-test. This shows that both the groups deviate from the mean. The values of the mean, median, mode are very rarely the same for each pre-test / post-test. This supports the representativeness of the sample.

The kurtosis of the experimental group on post-test was found to be greater than 0.263 for normal curve. Hence the distribution is platykurtic. Whereas kurtosis of the rest is less than 0.263 hence distribution is leptokurtic. The skewness of the distribution curve of pre-test scores is positively skewed while that of post-test is negatively skewed. Thus, the sample selected is representative of the population.

Inferential Analysis (Testing of Hypothesis):

Null Hypothesis 1: There is no significant difference between the mean scores of pre-test of experimental group and control group on self-esteem of teacher trainees at B.Ed. level.

The calculated 't' value is 1.91. The t-test value obtained is not significant at 0.05 level since the calculated 't' value 1.91 is less than the table value 1.99 at 0.05 level. This indicates that there is no significant difference between the means of the pre-test scores of students in experimental group and control groups. Hence the null hypothesis is accepted.

The mean pre-test scores of both experimental group and control group are nearly the same. Therefore, statistically there was not a difference in the mean score of students in self-esteem. The analysis of descriptive statistics and inferential statistics of the pre-test scores of the experimental group and control group indicates that there is no significant difference between the pre-test scores of experimental group and control group at 0.05 level. The above observation made clear that the two groups did not differ significantly in their Self-Esteem level. There is strong evidence to interpret that before subjecting to the Life Skill Training, the two groups were equivalent with reference to Self-Esteem ability.

Null Hypothesis 2: There is no significant difference in the post-test scores of the experimental and control groups on Self-Esteem of teacher trainees at B.Ed. level.

Observation: The calculated 't' value is 9.81. The t-test value obtained is significant at 0.05 level since the calculated 't' value 9.81 is greater than the table value 1.99 at 0.05 level. This indicates that there is a significant difference between the means of the post-test scores of students in experimental group and control groups. Hence the null hypothesis is rejected.

The mean post-test scores of both experimental group and control group are not the same. Therefore, statistically there was a difference in the mean score of students in self-esteem. The analysis of descriptive statistics and inferential statistics of the post-test scores of the experimental group and control group indicates that there is a significant difference between the post-test scores of experimental group and control group at 0.05 level. The above observation made clear that the two groups did differ significantly in their Self-Esteem level. There is strong evidence that the life skill training improved self-esteem. Thus it can be interpreted that after subjecting to the Life Skill Training, the two groups were not equivalent with reference to Self-Esteem ability.

Null Hypothesis 3: There is no significant difference in the pre-test scores and post-test mean scores of the experimental group in self-esteem of teacher trainees at B.Ed. level.

The calculated 't' value is 11.53. The t-test value obtained is significant at 0.05 level since the calculated 't' value 11.53 is greater than the table value 2.02 at 0.05 level.

This indicates that there is a significant difference between the means of the pre- test scores and post –test scores of students in experimental group. Hence the null hypothesis is rejected.

The mean pre-test scores and post-test scores of experimental group are not the same. Therefore, statistically there was a difference in the mean score of students in self-esteem. The analysis of descriptive statistics and inferential statistics of the pre-test and post-test scores of the experimental group indicates that there is a significant difference between the mean pre-test scores and post-test scores at 0.05 level. The above observation made clear that the two groups did differ significantly in their Self-Esteem level. There is strong evidence that the life skill training improved self-esteem. Thus it can be interpreted that on subjecting to the Life Skill Training, subjects in experimental group had significantly increased their Self-Esteem scores compared to control group. All these could be possible by effective life skill training of developed ‘training programme’ (intervention) and active co-operation by the subjects participated.

Null Hypothesis 4: There is no significant difference in the pre-test scores and post-test mean scores of the control group in self-esteem of teacher trainees at B.Ed. level.

The calculated ‘t’ value is 2.99. The t-test value obtained is significant at 0.05 level since the calculated ‘t’ value 2.99 is slightly more by chance than the table value 2.02 at 0.05 level. This indicates that there is a significant difference between the means of the pre-test and post- test scores of students in control group. Hence the null hypothesis is rejected.

The mean pre-test and post-test scores of experimental group are slightly different. Therefore, statistically there was a difference in the mean score of students in self-esteem. The analysis of descriptive statistics and inferential statistics of the pre-test and post-test scores of the control group indicates that there is a significant difference between the pre-test and post-test scores of control group at 0.05 levels. The above observation made clear that the two groups slightly differ significantly in their self-esteem level. There is an evidence to interpret that subjects in group still had significantly increased their self-esteem scores. But not as high as experimental group. In spite of not subjecting to the Life Skill Training still control group showed this result. All these could be possible by socialization, B.Ed. curriculum regular programme, industry experience (practice schools) or other personal factors of subjects in the group everyday life experiences and society experiences.

Findings of the Study:

1. There was no significant difference between the mean scores of pre-test of experimental group and control group in self-esteem of teacher trainees at B.Ed. level.

2. There was a significant difference in the post-test scores of the experimental and control groups in Self-Esteem of teacher trainees at B.Ed. level.

3. There was a significant difference in the pre-test scores and post-test mean scores of the experimental group in self-esteem of teacher trainees at B.Ed. level.

4. There was a significant difference in the pre-test scores and post-test mean scores of the control group in self-esteem of teacher trainees at B.Ed. level.

Discussions and Conclusion: There was a significant difference in the pre-test scores and post-test mean scores of the experimental group in self-esteem of teacher trainees at B.Ed. level, which showed how effective the life skill training of training programme was in enhancing the self-esteem.

More ever, significant difference was also found in the pre-test scores and post-test mean scores of the control group in self-esteem of teacher trainees at B.Ed. level. The reason for this could be socialization, B.Ed. curriculum regular programme, industry experience (practice schools) or other personal factors of subjects in the group everyday life experiences and society experiences.

From the above study it can be concluded that life skill training of 'training programme' developed is effective on self-esteem of teacher trainees at B.Ed. level and would raise the self-esteem of the would be teacher trainees.

Considering the effectiveness of life skill training of the training programme on 'self-esteem' and results of the other studies, which are in accordance with the present study, implementing such trainings in the teacher training institutes, in similar way, with a variation as per the need, is highly recommended.

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