



# “A Study on Effectiveness of Life Skills Education on Critical Thinking Skill among Teacher-Trainees of B.Ed. Programme”

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**Abstract :** The study was conducted to develop and know the effect of life skills education on Critical Thinking Skill among Teacher-Trainees of B.Ed. programme. The “pre - test and post - test equivalent group experimental design” was selected for this study. Purposive sampling technique was used and 80 B.Ed. Teacher-Trainees were selected. The control group and experimental group consists of 40 Teacher-Trainees each while were divided based on their Emotional Intelligent Scale scores and equated. After comparing the post-test scores of both the experimental group and control group, it reveals that there is a higher significance difference with post-test Critical Thinking Skill scores of experimental and control groups.

**Index Terms -** Life Skills Education, Critical Thinking Skill, Teacher-Trainees, B.Ed. Programme

## 1. Introduction

The rapid development of technology is causing many crises in our society, so there is a tremendous change going on in our education system. Many countries are concerned with lifting up of educational standards by providing life skills education that helps them individuals to deal with the demands and challenges of society and make their life happy. For this purpose NCERT published a document called the NCF-2000 and NCFTE-2009. They have rightly focused on life skills education among the prospective teachers. For that the teachers themselves need to be trained first with life skills elements so that in future they would be able to cope with adolescents and youths related issue & events.

Life skills are defined as those abilities, attitudes, behaviours and knowledge that help in promoting to live happily with mental well-being. UNICEF defines life skills as a behaviour change or development approach designed to address a balance of three areas- Knowledge, attitude and skills. Life skills are the abilities for adoptive behaviour that enables an individual to deal effectively with the demand and challenges of everyday life (WHO). There are ten core life skills as suggested by WHO, In this study only one skill has been taken.

Critical Thinking skill is considered as one of the important skills. It needs to solve some problems while facing immediately in life. It is the process of evaluating information through an action. It is the ability and willingness to assess mistakes and make objective judgements on the basis of well supported evidence. Howard, Tang & Austion 2015: Watson & Galser(1980). It is a higher order thinking ability provides the opportunity to reason. The existed knowledge or situation to correct the mistakes and complete deficits in order to reach appropriate situations. The person who has critical thinking, he thinks always freely and independently.

## 2. Significance of the Study

Our education system at present is facing many challenges in providing skilful students to our society, because of lack of life skills-based education. If life skills-based education is introduced, then another challenge is how to execute it for the student’s benefit? As teachers have no idea about teaching of life skills, the intention of this study is to first to give the life skills education to Teacher –Trainees, so that they can influence these skills among their students. Hence this research is designed. So that the future teachers would develop essential life skills, which not only help them to face challenges in life but also to train their future students to utilize the skills in their personal and professional life. So, the investigator in this study has tried to develop life skills programme along with tools, modules and activities for the Teacher-Trainees with respect to critical thinking skill to enhance life skills among them.

## 3. Statement of the Problem

“A Study on Effectiveness of Life Skills Education on Critical Thinking Skill among Teacher-Trainees of B.Ed. Programme.”

### 3.1 Objectives of the Study:

- To prepare and validate the life skills education programme on Critical Thinking Skill for Teacher–Trainees of B.Ed. Programme.
- To prepare and validate the life skills assessment scale on Critical Thinking Skill for Teacher–Trainees of B.Ed. Programme.
- To study the effect of life skills education programme on Critical Thinking Skill among Teacher–Trainees of B.Ed. Programme.

### 3.2 Hypotheses:

H<sub>1</sub>: No significant difference between the mean scores of pre-test and post-test Critical thinking skill in control group

H<sub>2</sub>: No significant difference between the mean scores of pre-test and post-test Critical thinking skill in experimental group

H<sub>3</sub>: No significant difference between control group and experimental group mean scores of pre-test and post-test Critical thinking skill

### 3.3 Variables of the study

- Independent Variable: Life skills education
- Dependent Variable: Critical Thinking Skill

## 4. Research Design

The research design adopted for the study was “Pre-test and post- test equivalent group experimental design. In this design pre-test applied to both experimental and control group, intervention programme was given only for the experimental group and control group was kept neutral. After the intervention, post –test was applied to both the groups and compared.

### ➤ Sample

The researcher employed purposive sampling technique. The present study consists of 80 Teacher–Trainees of B.Ed. programme. The control group and experimental group consists of 40 Teacher-Trainees each while were divided based on their Emotional Intelligent Scale scores and equated.

### ➤ Tools

The following tools were prepared by the researcher to collect the data.

a. Critical Thinking Skill Scale    b. Critical Thinking Skill Module

**a. Critical Thinking Skill Scale:** In the present study, to assess the critical thinking skill, researcher has prepared five point Likert type rating scale. It includes the components of critical thinking skill which were already selected by the researcher like gathering information ,organize, reflection, analyse, synthesis and evaluation. This scale has 30 statements and scoring is an ordinal scale from 1 to 5. (Strongly Agree-5, Agree-4, Undecided-3, Disagree-2, StronglyDisagree-1).

**b.Critical Thinking Skill Module :** For the development of life skills programme on critical thinking skill, the researcher referred the modules provided by WHO, NIMNHAS and UNISEF related to life skills education to understand and conceptualize the group activities and adopted certain methods & techniques. The researcher prepared 8 modules including different activities with different title related to the selected components of critical thinking skill as said above.

### ➤ Data Collection

The researcher administered the critical thinking skill scale for control and experimental groups as pre-test and post-test. The researcher conducted the treatment for experimental group by using modules. Treatment consists of eight sessions of 60 mins each. In each session a prepared modules of critical thinking skill were taught by applying different techniques and activities. The control group was kept neutral. After the pre-test later the post-test was administered to both the groups.

### ➤ Statistics

- Mean
- S D
- t-test

## 5. Data Analysis

### ➤ Hypothesis 1

No significant difference between the mean scores of pre-test and post-test Critical thinking skill of control group

t- test was applied to test the significance of difference between the means Pre-test & Post-test Critical thinking skill of control group.

**Table-1:** Means, SD and t-value of mean scores of pre-test and post-test Critical thinking skill of control group

Test	Mean	Std.Dv.	Diff. mean	Diff. SD	Paired  t	Degrees of freedom	P-value
Pre-test	89.48	7.59	0.40	2.11	1.1991	39	0.2377,NS
Post-test	89.08	6.60					

The result in the above table clearly shows that, the mean of difference of pre-test to post-test Critical thinking skill scores is 0.40±2.11 in control group. This difference is found to statistically not significant (t=1.1991, p=0.2377) at 5% significance level. So that the pre-test and post-test of Critical thinking skill scores are similar in control group.

### ➤ Hypothesis 2

No significant difference between the mean scores of pre-test and post-test Critical thinking skill of experimental group t- test was applied to test the significance of difference between the means Pre-test & Post-test Critical thinking skill of experimental group.

**Table-2:** Means, SD and t-value of mean scores of pre-test and post-test Critical thinking skill of experimental group

Test	Mean	Std.Dv.	Diff. mean	Diff. SD	Paired  t	Degrees of freedom	P-value
Pre-test	89.15	6.51	33.55	8.80	24.1214	39	0.0001,S
Pos-ttest	122.70	7.30					

The result in the above table clearly shows that, the mean of difference of pre-test to post-test Critical thinking skill scores is  $33.55 \pm 8.80$  in experimental group. This difference is found to statistically not significant ( $t=24.1214$ ,  $p=0.0001$ ) at 5% significance level. It means that, the pre-test and post-test Critical thinking skill scores are different in experimental group.

### ➤ Hypothesis 3

No significant difference between control group and experimental group mean scores of pre-test and post-test Critical thinking skill

**Table-3:** Means, SD and t-values between control group and experimental group with mean score of pre-test and post-test Critical thinking skill

Critical thinking skill	Control group			Experimental group			t -value	p-value
	n	Mean	SD	n	Mean	SD		
Pre-test	40	89.48	7.59	40	89.15	6.51	0.2055	0.8377,NS
Post-test	40	89.08	6.60	40	122.70	7.30	21.6150	0.0001,S
Difference	40	-0.40	2.11	40	33.55	8.80	23.7358	0.0001,S

### From the results of the above table, it can be seen that

- The difference is found to be statistically not significant with t-value i.e. 0.2055 and p-value i.e. 0.8377 at 5% significance level. It means that, the mean score of pre-test Critical thinking skill is similar in control group and experimental group.
- The difference is found to be statistically significant with t-value i.e. 21.6150 and p-value i.e. 0.0001 at 5% significance level. It means that, the mean score of post-test Critical thinking skill is different in control group and experimental group.
- The difference is found to be statistically significant with t-value i.e. 23.7358 and p-value i.e. 0.0001 at 5% significance level. It means that, the mean score of changes from pre-test to post-test critical thinking skill is significantly higher in experimental group as compared to control group. In another word, the change in critical thinking skill scores experimental group is higher as compared to control group.

### ➤ Findings of the Study

- The programme was found effective for Teacher- Trainees who underwent the Treatment: Life Skills Programme on Critical Thinking Skill.
- There is no significant difference between the mean scores of pre-test and post-test Critical thinking skill in control group.
- There is significant difference between the mean scores of pre-test and post-test Critical thinking skill in experimental group.
- The mean score of changes from pre-test to post-test critical thinking skill is significantly higher in experimental group as compared to control group. In another word, the change in critical thinking skill scores experimental group is higher as compared to control group.

### ➤ Conclusion

The present study was undertaken to develop life skills education programme on critical thinking skill. To check the effectiveness of life skills education programme on critical thinking skill among Teacher-Trainees of B.Ed. programme. The post intervention scenario on the life skills education on critical thinking skill of Teacher-Trainees reveals that, there was a lot of improvement in their life skills related to critical thinking skill. The research study emphasises that, to enhance life skills among Teacher-Trainees through life skills education programme is very necessary in B.Ed. programme.

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