

## IMPACT OF LIFE COPING SKILLS AND REFLECTIVENESS AMONG SECONDARY STUDENT TEACHERS

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### **Abstract**

*The present study examined the impact of life coping skills and reflectiveness among secondary student teachers. The investigator adopted survey method for the present study. The tools used for the present study were life coping skills scale constructed and validated by the investigator and reflectiveness scale constructed and validated by Nicholas Jegan and Antony Raj (2017). Data were collected from 300 secondary student teachers from various colleges in Kanyakumari district. The statistical techniques used for the present study are t-test and correlation analysis. Results showed that there is significant relationship between impact of life coping skills and reflectiveness among secondary student teachers.*

**Keywords:** *Life Coping Skills, Reflectiveness, Student Teachers.*

### **Introduction**

Teaching is a demanding and complex profession. Innumerable dedicated talented teachers teach in schools, colleges and universities aiming at becoming caring, competent and effective teachers that every student expects. Meeting the demands of the teaching profession, it requires incredible will, ability, preparation, continuous learning and proficiency in soft skills. Reflection is the framework or pattern within which thinking takes place. The reflection done by a teacher, their character, planning and execution helps to select the crucial life coping skills needed to pull on their teaching interestingly and meaningfully. Those who with good life coping skills can easily stand out in a miles of routine job seekers with mediocre skill and talent. Needless to add that life coping skills are essential for teachers to achieve success in their profession.

### **Significance of the Study**

Skills are the manager, the one who take change of person, own personal responsibility for his feelings, actions and finally manage others. In this age of information explosion, education system is facing the challenge of providing skills to acquire and process information. Life coping skills offer self-empowerment in relating oneself to others while providing coping strategies for understanding the past, managing the present and creating the future. It is essential for a person to acquire life

skills and take change of their own life.

Life skills are problem solving behavior appropriately and responsibly used in the management of personal affairs. The development of life skills education is an important part of personality development which can be beneficial for all young adults. Life coping skills are essential for everyone's development. One who can cope up with certain skills, it reflects in their development and difference was seen among them, that is the difference in their way of teaching, solving problems and handling hard situation without any stress.

Every student teacher from the beginning of their training adopts certain basic skills to reflect their experience in the field of teaching. To cherish high ideas, to teach greater heights in life, to come out with flying colors and to attain the desired goals, even after facing mighty obstacles is the ambition of every youth. Reflectiveness is the capacity of quick thought or contemplation. To be simple, it is the trait of thinking carefully before acting. Actually people learn from reflecting on experience not just from experience. For teachers and student teacher's reflectiveness is a tool to evaluate the learning process. Reflection makes oneself aware and this self-awareness helps him to be self-regulated. Thus the investigator conducted a study on impact of life coping skills on reflectiveness among secondary student teachers.

### **Title of the Study**

The problem is entitled as impact of life coping skills and reflectiveness among secondary student teachers.

### **Objectives of the Study**

1. To find out whether there is any significant difference in life coping skills of secondary student teachers with regard to age.
2. To find out whether there is any significant difference in life coping skills of secondary student teachers with regard to locality of the institution.
3. To find out whether there is any significant difference in reflectiveness of secondary student teachers with regard to age.
4. To find out whether there is any significant difference in reflectiveness of secondary student teachers with regard to locality of the institution.
5. To find out whether there is any significant relationship between life coping skills and reflectiveness of secondary student teachers.

### **Hypotheses of the Study**

1. There is no significant difference in life coping skills of secondary student teachers with regard to age.
2. There is no significant difference in life coping skills of secondary student teachers with regard to locality of the institution.
3. There is no significant difference in reflectiveness of secondary student teachers with regard to age.

4. There is no significant difference in reflectiveness of secondary student teachers with regard to locality of the institution.
5. There is no significant relationship between life coping skills and reflectiveness of secondary student teachers.

### Methodology

The investigator has adopted survey method for the present study. The tools used for the present study were life coping skills scale constructed and validated by the investigator and Reflectiveness scale constructed and validated by Nicholas Jegan and Antony Raj (2017). Data were collected from 300 secondary student teachers from various colleges in Kanyakumari District. The statistical techniques used for the present study are t-test and correlation analysis.

### Analysis of the Data

**Ho: 1** There is no significant difference in life coping skills of student teachers with regard to age.

**Table 1 Difference in Life Coping Skills of Secondary Student Teachers with Regard to Age**

Variable	Age	N	Mean	Standard Deviation	Calculated 't' Value	Remarks at 5% Level
Life Coping Skills	Below 25years	283	104.54	9.651	0.484	Not Significant
	Above 25years	17	105.71	8.991		

(The table value of 't' at 5% level of significance is 1.96)

It is inferred from the table (1) that the calculated 't' value is less than the table value at 5% level of significance. Hence there is no significant difference in life coping skills of student-teachers with regard to age and the null hypothesis is accepted.

**Ho:2** There is no significant difference in life coping skills of student teachers with regard to locality of the institution.

**Table 2 Difference in Life Coping Skills of Secondary Student-Teachers with Regard to Locality of Institution**

Variable	Locality of Institution	N	Mean	Standard Deviation	Calculated 't' Value	Remarks at 5% Level
Life Coping Skills	Rural	137	105.04	10.344	0.705	Not Significant
	Urban	163	104.25	8.953		

(The table value of 't' at 5% level of significance is 1.96)

It is inferred from the table (2) that the calculated 't' value is less than the table value at 5% level of significance. Hence, there is no significant difference in life coping skills of student-teachers with regard to locality of institution and the null hypothesis is accepted.

**Ho: 3** There is no significant difference in reflectiveness of student teachers with regard to age.

**Table 3 Difference in Reflectiveness of Secondary Student-Teachers with Regard to Age**

Variable	Age	N	Mean	Standard Deviation	Calculated 't' Value	Remarks at 5% Level
Reflectiveness	Below 25 years	283	226.37	23.780	0.352	Not Significant
	Above 25 years	17	228.47	24.980		

(The table value of 't' at 5% level of significance is 1.96)

It is inferred from the table (3) that the calculated 't' value is less than the table value at 5% level of significance. Hence, there is no significant difference in reflectiveness of student-teachers with regard to age and the null hypothesis is accepted.

**Ho: 4** There is no significant difference in reflectiveness of student teachers with regard to locality of institution.

**Table 4 Difference in Reflectiveness of Secondary Student-Teachers with Regard to Locality of Institution**

Variable	Locality of Institution	N	Mean	Standard Deviation	Calculated 't' Value	Remarks at 5% Level
Reflectiveness	Rural	137	221.73	23.877	3.226	Significant
	Urban	163	230.50	23.076		

(The table value of 't' at 5% level of significance is 1.96)

It is inferred from the table (4) that the calculated 't' value is greater than the table value at 5% level of significance. Hence, there is significant difference in reflectiveness of student-teachers with regard to locality of institution and the null hypothesis is rejected.

**Ho: 5** There is no significant relationship between life coping skills and reflectiveness among student teachers.

**Table 5 Relationship Between Life Coping Skills and Reflectiveness among Secondary Student-Teachers**

Variables	N	Calculated 'r' Value	Remarks at 5% Level
Life Coping Skills and Reflectiveness	300	0.588	Significant

(The table value of 'r' at 5% level of significance is 0.113)

It is inferred from the table (5) that the calculated 'r' value is greater than the table value at 5% level of significance. Hence, there is significant relationship between life coping skills and reflectiveness of student-teachers and the null hypothesis is rejected.

### Findings and Interpretations

1. No significant difference is revealed between student teachers of age below 25 years and above 25 years in their life coping skills. This may due to the fact that student-teachers irrespective of age are more responsible, plan ahead and focused in doing things and may not get diverted from the goals and may work on it with since refocus to attain the necessary life coping skills.
2. No significant difference is revealed between student-teachers of rural and urban area in their life coping skills. This may due to fact that both may have plenty of time to self-evaluate themselves and concentrate more on their academics. They may tend to uplift their lifestyle by focusing on their career.
3. No significant difference is revealed between student-teachers of age below 25 years and above 25 years in their reflectiveness. This may be due to the fact that irrespective of age both are more conscious, intentional, and critical in planning, executing and evaluating their experiences.
4. Significant difference is revealed between student-teachers of rural and urban area in their reflectiveness. The student teachers of urban area are more reflective than their counterparts. This may be due to the fact that the student-teachers of urban area may have more life experience and are more exposed to the realities of life in urban set up. They get more chances for being social and to build up the relationship skills to reflect and act according to the situation.
5. Significant relationship is revealed between life coping skills and reflectiveness of student-teachers. This may be due to the fact that the success of teaching profession depends not so much on what teachers teaches but how they teach and how they manage their classroom situation. Also student-teachers have to keep on updating their life coping skills. They must also learn to adjust to the different types of students they teach. Reflectiveness is a trait of thinking carefully before acting and it is quiet natural that reflectiveness makes secondary student-teachers are good at planning, presentation, monitoring and self-evaluation.

## **Educational Implications**

Based on the findings of the present study the investigator offered the following implications:

- The student-teachers of urban area are more reflective than their counterparts. Therefore student-teachers of rural area should be given training on self- confidence, leadership skill, ICT skills and reflective thinking skills so that they could function more effectively.
- The teacher education programme is expected to produce quality teachers who are equally intelligent and possess positive attitude, high ethical and moral values. Hence, reorientation of teacher education curriculum should be done by infusing life coping skill related aspects to meet the present need of the society.
- An elective or core course aiming to impart life coping skills among student teachers can be incorporated into the curriculum of teacher education.
- The student teachers shall be prepared to teach and practice social and emotional skills, so that they could provide opportunities to the students to practice these skills, and help the students apply these skills in their life situations.

## **Conclusion**

Significant relationship is revealed between life coping skills and reflectiveness of secondary student-teachers. When student-teachers inculcate coping skills, it enables a person to deal with the day-to-day situations and problems and help to cope up with every individual and promote the ability to perform a task well, either manually, mentally or sometimes both. Life-coping skills are those affective, cognitive, and psychomotor abilities that are effective in overcoming the many obstacles of life experienced at various stages of development. Furthermore, coping abilities should be established and built in such a way that life issues serve as a stimulant for personal growth and change towards development. A person's personality, character, and social and interpersonal relationships change with each stage of life. Most people try to adapt to these changes by learning and implementing new abilities that will keep them in a state of balance. Student-teachers who have skills such as cognitive skills, social skills, emotional skills, personal skills and interpersonal skills can analyse the problem and find the solution to solve those problem, they can control their emotion and easily communicate with others. Thus it is concluded that importance should be given in the teacher education programme for teaching and learning life coping skills. Moreover, the teacher educators and secondary student-teachers must pay critical attention to the practical values of the theory papers they learn just by reflecting on what they learn and practice. Certainly, these practices will produce successful 21<sup>st</sup> century teachers.

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