

## Effectiveness of Life Skill Training of 'Training Programme' on Adjustment of Teacher Trainees at B.Ed. Level – Pilot Study

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### ABSTRACT:

According to Merriam- Webster's Learner's Dictionary, adjustment is a small change that improves something or makes it work better; the act or process of changing or adjusting. How many of us adjust, or are ready to adjust? Though the word sounds so simple, but practically it is very difficult to adjust. Adjustment is an ability which is essential for everyone on this planet. Personal, social, marital adjustments are very well known which one has to regularly do. Students be it entering in kindergarten class or be an matured adult enrolling for any degree programme or professional programme , be it any adult taking up any job, everyone has to adjust every now and then, for successful life.

Researcher have found and often heard that as one grows in age, profession, class, ability to adjust is seen becoming less in them. Matured students in fact show many times, weak adjustment ability in them through their behaviour, poor socialisation skills, lack of effective communication cum interpersonal relationship bonds, weak empathising skills. Researcher a teacher educator, every academic year, experiences from various instances, events or say episodes where researchers experiences poor adjustment issues among peers pursuing B.Ed. degree though maturity level is expected to be high in them .For example, researcher many a times have witnessed, clashes in views among these adult matured so called 'teacher trainees', many a times, unable to manage anger, emotions, stress. Teacher trainees are unable to empathise, unable to listen, think rationally and creatively, take decisionsand manage time.

Not only this, but many a times, researcher even found many students hesitating even from sharing their notes, study materials with their peers. For group activities if groups are to be formed, many want to be in their own groups and find difficult to adjust if any other person other than their friends are added in their group. But B.Ed. programme does try its best to develop adjustment ability in the trainees. Even when it comes to making groups for practice teaching, researcher has found students liking and joining the group in which their friends are there. If group for street plays or group presentations or community work are to be made, students do not like to mix up with other peer/ class mates of the class. Thus, adjustment is one of the ability seen at lower level among the teacher trainees pursuing B.Ed. like self-esteem, self-efficacy. Researcher, hence feel, there is a great need to develop a special training programme for improving and enhancing 'Adjustment ' ability in teacher trainees at B.Ed. level. Researcher thus developed a training programme for life skill training for improving and enhancing self-esteem, self-efficacy and adjustment of teacher trainees and measured its effectiveness on adjustment. Researcher conducted a pilot study with aim to measure the effectiveness of life skill training of training programme on adjustment of teacher trainees at B.Ed. level and have presented findings of the same.

**Introduction:**

Teacher trainees pursuing B.Ed. is actually a population of matured individuals with varied type of individual differences. All are matured individuals but still, lot of individual differences are seen in them. Some are married, some are parents, some have adult children, and some belong to nuclear family while some are from joint family. Some are from even vernacular medium schools. Many girls are freshly graduated hardly 21, taken entry to B.Ed. programme. Some are from middle class, some from high class; whereas some even at times are from lower middle class. Some are from arts, some from science, and some from commerce stream. Very few boys enrol for B.Ed. Maximum of those interested in teaching and pursuing B.Ed. degree spent college hours giving coaching to students or running their own tuitions/ classes .Some even have to really strive hard to fulfil and complete their every day responsibilities. It is seen ,though many activities in B.Ed. teach students, to mix up together, share , co-operate with each other , still adjustment problems are common among many of these adult teacher trainees pursuing B.Ed.

Many times clashes in views are observed in the teacher trainees. Many of the students even do not share their notes, their teaching aids, what more to say , they even hesitate to lend even a pointer or any other stationary . For group activities, if groups are to be formed, many want to be in their own groups and find difficult to adjust. During break time too, students want to be in their own groups. Any task if is to be given in groups, they feel comfortable in the group of their own friends. Sometimes students from one method do not interact much comfortably with student of other method. Many a times by the end of the academic year, some are unaware of the names of their class mates. Conflicts due to poor adjustment among teacher trainees are observed during assembly, tours, practice teaching, community work, on petty issues. When it comes to feedback from peers during practice lessons, many are unable to accept them. Even when it comes to making groups for practice teaching, they like to be with their own friends. If group for street plays or group presentations or community work are to be made, students do not like to mix up with other peer/ class mates of the class. Thus, adjustment is one of the ability seen at lower level among the teacher trainees pursuing B.Ed. like self-esteem, self-efficacy. Researcher, hence feel, there is a great need to develop a special training programme for improving and enhancing 'Adjustment ' ability in teacher trainees at B.Ed. level.

Researcher wanted to develop a training programme for life skill training for improving and enhancing self-esteem, self-efficacy and adjustment of teacher trainees and to measure its effectiveness on adjustment. Researcher developed the training programme and prior conducting final / main study researcher conducted a pilot study with aim to measure the effectiveness of life skill training of training programme on adjustment of teacher trainees at B.Ed. level. Thus, the aim of the study was to develop a life skill training programme for 'life skill training' and check the effectiveness of life skill training on adjustment. 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 was effective on Adjustment 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 programme able to develop the personality of the teacher trainees, and if it develops then how much does the B.Ed. programme help in improving self-esteem, self- efficacy and adjustment of these teacher trainees. Researcher have found lack of adjustment in the new entrants in B.Ed. programme same like school going students. Researcher has witnessed lack of ability to adjust ,in the B.Ed. entrants , along with poor self-confidence, poor-self-esteem in them. Many life skills essential for improving and enhancing adjustment need to be provided to these teacher trainees so that they show maximum participation, improve on their socialisation, learn to work in co-operation further show maximum adjustment during their B.Ed. academic programme. Hence, researcher felt a need to develop a special 'training programme' to impart 'life skill training' explicitly for teacher trainees, further to measure effectiveness of 'life skill training' on 'adjustment 'in the teacher trainees.

**Significance of the Study:** This study will be helpful for new entrants to teacher training programme (B.Ed./D.Ed.) May be of significance to entrants to M.Ed./E.C.C.Ed. Programme. Life skill training through such training programme will be helpful in developing life skills which in turn would improve and enhance adjustmentof learners, if training for life skills is given by programme like one developed by researcher .With certain modification in the training / training programme, 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 for life skill training is modified and used as per the requirement , need of the subjects to provide life skill training to enhanceadjustment.

**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 'Effectiveness of Life Skill Training of Training Programme on Adjustmentof Teacher Trainees at B.Ed. Level – Pilot Study'

**Aims of the Study:**

1. To develop training programme (life skill training programme) for life skill training of B.Ed. teacher trainees.
2. To Study the effectiveness of life skill training of training programme on Adjustment of teacher trainees at B.Ed. Level.

**Objectives of the Study:**

1. To compare the pre-test scores of experimental group and control group on adjustment of teacher trainees.
2. To compare the post-test scores of experimental group and control group on adjustment of teacher trainees.
3. To compare the pre-test scores and post-test scores of experimental group on adjustment of teacher trainees.
4. To compare the pre-test scores and post-test scores of control group on adjustment of teacher trainees.
5. To estimate the effect size of the training programme on adjustment.

**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 measure effectiveness of the Life skill training on 'adjustment' only.
4. 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 life skill training of training programme designed on the variable (adjustment).

Effectiveness of the life skill training here is the measurement of enhancement in the Adjustment, due to life skill training (intervention/treatment ) provided through activities and sessions conducted for them as a part of the training programme.

**Adjustment:** According to Merriam- Webster's Learner's Dictionary, adjustment is a small change that improves something or makes it work better; the act or process of changing or adjusting.

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

**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: Adjustment of teacher trainees

Independent Variable: Life Skill Training of training programme

**Hypotheses of the Research:** The study was based on the following hypothesis:

1. There is no significant difference in the pre-test scores of experimental group and control group on adjustment of teacher trainees.
2. There is no significant difference in the post-test scores of experimental group and control group on adjustment of teacher trainees.
3. There is no significant difference in the pre-test scores and post-test scores of experimental group on adjustment of teacher trainees.
4. There is no significant difference in the pre-test scores and post-test scores of control group on adjustment of teacher trainees.

**Scope and Delimitations of the Study:** The present study has been delimited with respect to the following aspects:

1. The study is confined to the B.Ed. colleges of Mumbai district only.
2. 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 the effectiveness of 'life skill training' of 'training programme' on Adjustment 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 (C.G .Deshpande's Personal Adjustment 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 the B.Ed.-Teacher Training College (which easily granted the permission to conduct the research – randomly approached) was selected as the research was experimental (randomly colleges were approached). Samples were assigned to two groups randomly after pre-test.40 in Experimental group and 40 in control group.

**Tools used in the Study:** To determine the effectiveness of the programme 'Personal Adjustment Scale' was utilized on advice of experts for the above study.

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

Wolf's formula – Effect size estimation

**Observation:** The mean scores, median values of the post-test of the experimental group are relatively higher when compared to the control group. The value of standard deviation for experimental group is 4.27 and for control group is 4.38 at pre-test whereas the value of standard deviation for experimental group is 3.60 and control group is 4.49 at post-test. 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 EG on pre-test and post-test and CG on pre-test was found to be greater than 0.263 for normal curve. Hence the distribution is platykurtic. Whereas kurtosis of the CG on post-test is less than 0.263 hence distribution is leptokurtic .The distribution curve 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 in the pre-test scores of experimental group and control group on adjustment of teacher trainees.

The calculated't' value is 0.83. The t-test value obtained is not significant at 0.05 level since the calculated't' value 0.83 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 EG and CG are nearly the same. Therefore, statistically there was not a difference in the mean score of students in adjustment. 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 EG and CG at 0.05 level. The above observation made clear that the two groups did not differ significantly in their adjustment level.

There is strong evidence ( $t = 3.23, p > 0.05$ ) to interpret that before subjecting to the Life Skill Training (POSSA), the two groups were equivalent with reference to adjustment ability. It can be said that teacher trainees from both the groups are nearly similar in ability of adjustment. Hence, it assures that both the groups were similar before administering pre-tests consisting this scale as well as before treatment –training of training program.

**Null Hypothesis 2:** There is no significant difference in the post-test scores of experimental group and control group on adjustment of teacher trainees.

The calculated't' value is 17.83. The t-test value obtained is significant at 0.05 level since the calculated't' value 17.83 is more 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 EG and CG are different. Therefore, statistically there was a difference in the mean score of students in adjustment. 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 EG and CG at 0.05 level. The above observation made clear that the two groups differ significantly in their adjustment level.

There is strong evidence ( $t = 17.83, p < 0.05$ ) to interpret that after subjecting to the Life Skill Training (POSSA), the two groups were different with reference to adjustment ability. This must have been possible by effective life skill training of training programme - intervention and active co-operation by the subjects participated.



**Null Hypothesis 3:** There is no significant difference in the pre-test scores and post-test scores of experimental group on adjustment of teacher trainees.

The calculated 't' value is 23.37. The t-test value obtained is significant at 0.05 level since the calculated 't' value 23.37 is more than the table value 1.99 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 and post-test scores of experimental group are different. Therefore, statistically there was a difference in the mean score of students in adjustment. 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 pre-test and post-test scores of experimental group at 0.05 levels. The above observation made clear that the two groups differ significantly in their Adjustment level.

There is strong evidence ( $t = 23.37, p < 0.05$ ) to interpret that after subjecting to the Life Skill Training (POSSA) , after subjecting to the Life Skill Training (POSSA) , subjects in experimental group had significantly increased their adjustment scores compared to control group. All these could be possible by effective life skill training of programme of self -esteem, self-efficacy and adjustment 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 scores of control group on adjustment of teacher trainees.

The calculated 't' value is 5.11. The t-test value obtained is significant at 0.05 level since the calculated 't' value 5.11 is 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 control group are slightly different. Therefore, statistically there was a difference in the mean score of students in adjustment. 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 adjustment level.

There is an evidence ( $t = 5.11, p < 0.05$ ) to interpret that subjects in control group showed marginal increase in post-test scores. Though not of same level as experimental group. This could have been possible due to socialization, impact of B.Ed. curriculum, industry experience (practice schools), vocational maturity or other personal factors of subjects in the group - day to day life experiences.

**Effect size of the Treatment:** Effect size of the treatment was estimated by using wolf's formula. The effect size of treatment on adjustment is 3.61 which means there is maximum effect size, large effect of treatment on adjustment. The magnitude of the effect of the treatment in enhancing adjustment of teacher trainees is maximum.

**Findings of the Study:**

1. There is no significant difference in the pre-test scores of experimental group and control group on adjustment of teacher trainees.
2. There is a significant difference in the post-test scores of experimental group and control group on adjustment of teacher trainees.
3. There is a significant difference in the pre-test scores and post-test scores of experimental group on adjustment of teacher trainees.
4. There is a significant difference in the pre-test scores and post-test scores of control group on adjustment of teacher trainees.

**Discussion and Conclusion:**

There was a significant difference in the pre-test scores and post-test mean scores of the experimental group in adjustment of teacher trainees at B.Ed. level , which showed how effective the life skill training of training programme was in enhancing the adjustment ability in the teacher trainees (B.Ed. level). More ever, significant difference was also found in the pre-test scores and post-test mean scores of the control group in adjustment 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 adjustment of teacher trainees at B.Ed. level and would raise the

adjustment of the would be teacher trainees. Considering the effectiveness of life skill training of the training programme on 'Adjustment' 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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