



Life skills of B.Ed students in Mizoram with regards to their gender and institutions

Malsawmtluangi Vanchhawng ^{1*}, Dr. Lalhriatpuii ²

¹ Scholar, Department of Education, Mizoram University, Mizoram, India

² Assistant Professor, Department of Education, Mizoram University, Mizoram, India

* Corresponding Author: Malsawmtluangi Vanchhawng

Article Info

ISSN (online): 2582-7138

Volume: 04

Issue: 05

September-October 2023

Received: 22-08-2023;

Accepted: 14-09-2023

Page No: 473-477

Abstract

The main purpose of the study was to find out the level of life skills of B.Ed students of Mizoram with regards to their gender and institutions. A total number of 451 B. Ed students in Mizoram were selected randomly as sample. The data was analysed using descriptive statistic such as mean, standard deviation t-Test and inferential statistics such as ANOVA. The findings of the study revealed that 47.89% of the respondents were having high level of life skills, 42.13% possessed average life skills and only 9.98% were having low level of life skills. Detailed analysis revealed that there was no significant difference between male and female respondents in their level of life skills. There exist significant difference among the institutions of DIET Aizawl, DIET Lunglei, IASE and MZU in their level of life skills.

Keywords: life skills, gender, institutions, Mizoram

Introduction

Life skills are a required aspect of an individual for both male and female individuals because they hone our creativity, empower us to achieve in areas where we can, build up our resilience and problem solving abilities in areas where we may be hampered. Acquiring different life skills culminate in a reservoir of knowledge on how to handle daily experiences in a methodological manner. Life skills are defined as abilities for adaptive and positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life (WHO 1999). Similarly, UNICEF defines life skills as, “a large group of psychosocial and interpersonal skills, which can help people, make informed decisions, communicate effectively and develop coping and self-management skills that may help them lead a healthy and productive life”.

Trained teachers are presume to be more productive and efficient than untrained teachers. For teachers and student teachers, developing life skills is essential to the effective use of pedagogy and the advancement of students' moral and intellectual standing. Teachers who excel in critical thinking, communication, empathy, assertiveness, organization, and management are better able to strike a balance between acting in their students' best interests and upholding the institution's goals and standards.

Review of Related Literature

Alaka (2019) ^[1] carried out a research study on “A Study of Life Skills in Relation to Academic Anxiety of the B. Ed Students” and found out that

1. The level of Life skills and academic anxiety of B. Ed students are of average level.
2. There existed no significant difference in life skills of male and female, graduate and post graduate, Science and Arts background of B. Ed students.

Rakesh (2014) ^[3] conducted a study on “A Study of Life Skills of Pupil Teachers” and found out that –

1. 4% of the pupil teachers had high level of life skills, 72% of the pupil teachers had average level of life skills and 24% of the pupil teachers had low level of life skills
2. There was no significant difference in the level of life skills between males and females pupil teachers.

Conducted a research study on “Life skills and academic anxiety of Higher secondary school children from Anand district in Gujarat” and found out that –

1. There was no significant difference in life skills of boys and girls of higher secondary schools.
2. It was also found out that there was a significant difference in the life skills of private and government higher secondary school students. Students from private schools have better life skills than government school students.

Garg (2011) [2] carried out a research entitled “Academic Anxiety and Life Skills of Secondary School Children” and found out that –

1. There was no significant difference in the level of life skills of boys and girls
2. Private schools students had better life skills than the government school students

Objectives of the Study

1. To find out the level of life skills among B.Ed students in Mizoram
2. To find out the levels of life skills between male and female B. Ed students in Mizoram
3. To find out the levels of life skills among B.Ed students from the institutions of DIET Lunglei, DIET Aizawl, IASE and MZU with regard to their levels of life skills

Hypotheses

1. There is no significant difference in the levels of life skills between male and female B. Ed students in Mizoram
2. There is no significant difference among B.Ed students from DIET Lunglei, DIET Aizawl, IASE and MZU with regard to their levels of life skills

Methodology

The present study is descriptive in nature. Primary data was used to assess the life skills of B, Ed students in Mizoram

Population

For the present study all of the B. Ed students of the academic year 2020- 2022 from Mizoram constituted the population.

Sample:

The sample of the study consisted of 451 pre-service B.Ed students selected using stratified random sampling technique from the District Institute of Education and Training (DIET) Aizawl, District Institute of Education and Training (DIET) Lunglei, Institute of Advanced Studies in Education (IASE) and Mizoram University (MZU). There are 8 DIETs in Mizoram; the reason for the selection of only two, namely, DIET Aizawl and DIET Lunglei was because DIET Aizawl and DIET Lunglei are full-fledged DIETs recognized by the NCTE, and offer pre-service training. The rest six DIETs (Champhai, Kolasib, Serchip, Lawngtlai, Saiha and Mamit) are called mini-DIETs and offer only in-service training programme.

Tools

Life Skills Scale (2013-2014) standardized by Dr. Raina Tiwari, published by Ascending Psychology Center, 1173, Sneha Nagar, Gada Road, Jabalpur (MP) 482002.

Data collection and analysis

The objectives of the present study includes finding out the levels of life skills of B. Ed students in Mizoram, and to compare the differences with respect to their gender and institutions. The investigators personally visited the selected institutions for the study. Life skills scale was administered to the B. Ed students after obtaining permission from the institutions’ authority.

The data collected from the B.Ed students were scrutinized and tabulated after scoring the responses on the test using the test scoring procedures given in the respective manuals. Each respondent was assigned a serial number and their detail regarding gender and the scores of the test were entered in the tabulation sheet and these were subjected to statistical treatment. Keeping in view the nature of the data and objective of the study, the investigator employed these techniques for analyzing the data: mean, standard deviation, t-test and Anova.

Data Interpretation and Discussion

In order to find out the level of Life Skills of B. Ed students in Mizoram the investigators employed Life Skills Scale standardized by Dr. Raina Tiwari. The scores of each individual respondent were calculated and interpretation was made as per the percentile norms given in the Life Skills Scale (Table No. 1).

Table 1: Interpretation

Category	Percentile Scores
High	28-40
Average	20-27
Low	19 and below

Objective No. 1: Level of Life Skills of B. Ed students in Mizoram

To find out the level of life skills of B. Ed students of Mizoram, the investigator made use of the Life Skills Scale by Dr. Raina Tiwari. The research findings of the overall mean, standard deviation detailed classification into different categories of the respondents are shown in Table no.1 and Table No. 2.

Table 2: Overall mean of life skills of B. Ed Students in Mizoram

Variable	N	Mean	Standard Deviation
Life skills	451	26.95	5.54

It is perceptible from Table No. 2 that the mean score and standard deviation of the level of life skills of B. Ed students in Mizoram were found to be 26.95 and 5.54 respectively. Therefore, it may be inferred that B. Ed students in Mizoram were having high level of life skills.

Table 3: Percentage of All B. Ed students falling under different levels of life skills

Percentile Score	f	Interpretation	Percentage (%)
28-40	216	High	47.89
20-27	190	Average	42.13
19 and below	45	Low	9.98

Table No.3 shows the overall picture of the level of life skills of B. Ed students in Mizoram. It is clearly seen from the table

that out of 451 respondents, almost half of the respondents 216 (47.89%) were having high level of life skills, 190 (42.13%) were having average life skills and only 45(9.98%) fall on low level of life skills.

Objective No. 2: Levels of life skills between male and female of B. Ed students in Mizoram

To find out the level of life skills between male and female respondents of B. Ed students in Mizoram descriptive statistics such as mean, standard deviation and t-test were employed and the detailed study of the results are reflected in Table no. 4, Table no. 5 and Table no. 6

Table 4: Description of the scores of Life Skills of B. Ed students in Mizoram-Gender wise

Gender	N	Mean	Std. Deviation	SEM
Male	175	27.29	5.59	0.42
Female	276	26.73	5.49	0.33

As shown in Table no. 4, the mean score and standard deviation of the level of life skills of male respondents were found to be 27.29 and 5.59 respectively. Similarly, the mean score and standard deviation of the level of life skills of female respondents were found to be 26.73 and 5.49 respectively. Therefore, it may be inferred that male respondents were having high level of life skills while female respondent were having average level of life skills although male and female respondents fall on different levels of life skills there was only a slight difference on their mean score and standard deviation.

Table 5: Detailed analysis of levels of life skills of B. Ed Students of Mizoram-Gender wise

Gender	N	High	Average	Low
Male	175	87 (49.71%)	69 (39.43%)	19 (10.86%)
Female	276	129 (47.44%)	121 (43.84%)	26 (9.42%)

The detailed information on male and female respondents falling on different categories of life skills can be interpreted from Table No. 5. Out of 145 male respondents half of the 87(49.71%) male respondents were having high level of life skills, 69(39.43%) male respondents were having average level of life skills and only 19(10.86%) male respondents were having low level of life skills. Out of 276 female respondents 129(47.44%) female respondents were having high level of life skills, 121(43.84%) female respondents were having average level of life skills and only 26(9.4%) female respondents were having low level of life skills

Difference in the levels of life skills between male and female B. Ed students in Mizoram

Table no. 6 shows the comparison of the levels of life skills between male and female B. Ed students of Mizoram. To find out if there is a significance difference between male and female respondents of B. Ed students of Mizoram on their level of life skills, a hypothesis was framed and inferential statistic such as t-test was employed.

Hypothesis No. 1 states that, “There is no significant difference in the levels of life skills between male and female B. Ed students of Mizoram”

Table 6: Comparison of the levels of life skills between male and female B. Ed students of Mizoram

Gender	N	Mean	SD	SEM	t-value	p-Value	Significant level
Male	175	27.1371	5.59079	.42262	.872	.382	NS
Female	276	26.6667	5.58092	.33593			

As shown in Table No.6, the t-value for the significance of difference in the levels of life skills between male and female B. Ed students in Mizoram was found to be 0.87. Therefore, the hypothesis which was framed “There is no significant difference in the levels of life skills between male and female B. Ed students in Mizoram” was accepted. Considering their mean score, a slight difference was found favouring male respondents but not statistically significant.

Objective No. 3: Levels of life skills among B. Ed students from the institutions of DIET Lunglei, DIET Aizawl, IASE and MZU with regard to their levels of Life Skills

To find out the level of life skills among B. Ed students of Mizoram from DIET Lunglei, DIET Aizawl, IASE and MZU descriptive statistics such as mean, standard deviation and t-test were employed and the detailed study of the results are reflected in Table no. 12, Table no. 7 and Table No. 8

Table 7: Detailed analysis of the response of the B.Ed students of DIET Aizawl, DIET Lunglei, IASE and MZU

Institutions	N	Mean	Std. Deviation
DIET Aizawl	89	30.91	4.92
DIET Lunglei	68	22.38	3.95
MZU	164	23.90	4.14
IASE	130	30.47	3.83

As shown in Table No.7, out of 451 respondents, there were 89 B. Ed students from DIET Aizawl and their mean score was 30.91. According to the interpretation table (Table No. 1), this means that the B. Ed students of DIET Aizawl were found to be having high level of life skills.

Out of 451 respondents, there were 68 B.Ed students from DIET Lunglei and their mean score was 22.38. According to the interpretation table (Table No. 1), this means that the B. Ed students of DIET Lunglei were found to be having average level of life skills.

Out of 451 respondents, there were 164 B.Ed students from MZU and their mean score was 23.90. According to the interpretation table (Table No.1), this means that the B. Ed students of MZU were found to be having average level of life skills.

Out of 451 respondents, there were 130 B.Ed students from IASE and their mean score was 30.47. According to the interpretation table (Table No. 1), this means that the B. Ed students of IASE were found to be having high level of life skills.

Table 8: Classification of Institutions into different levels of Life Skills

Percentile score	interpretation	DIET Aizawl f	DIET Lunglei f	IASE f	MZU f
28-40	High	72	8	104	32
20-27	Average	15	42	26	107
19 and below	Low	2	18	-	25

Table No.8 reflected the classification of institutions into different levels of life skills. Detailed analysis showed that out of 89 respondents from DIET Aizawl, majority of respondents 72(80.89%) were having high level of Life Skills. 15(16.85%) were having average level of life skills and only 2(2.25%) were having low level of life skills.

Out of 68 respondents from DIET Lunglei, 8(11.76%) were having high level of life skills. 42(61.76%) were having average level of life skills and 18(26.47%) were having low level of life skills.

Out of 130 respondents from IASE, majority of the respondents 104(80%) were having high level of Life Skills, one-third of the respondents 26(20%) were having average level of life skills and there were no respondent falling on low level of life skills.

Out of 164 respondents from MZU, 32(19.51%) were having high level of Life Skills. 107(65.24%) were having average level of life skills and only 25(15.25%) were having low level of life skills.

Difference among B.Ed students from DIET Lunglei, DIET Aizawl, IASE and MZU with regard to their levels of Life Skills

To find the significant differences among the B.Ed students of different institutions in Mizoram on their level of life skills, a hypothesis was framed and Anova was employed.

Hypothesis No.2 states that, "There is no significant difference among B.Ed students from DIET Lunglei, DIET Aizawl, IASE and MZU with regard to their levels of life skills"

Table 9: Anova Result for Significance Difference among DIET Aizawl, DIET Lunglei, IASE and MZU of B.Ed Students in Relations to Their Life Skills

	Sum of Squares	df	Mean Squares	<i>f</i>	p-value	F Crit
Between groups	5948.62	3	1982.87	112.83	2.11	2.62
Within groups	7855.39	447	17.57			

As shown in Table No. 9, the *f* value is bigger than F critical value; this means that a null hypothesis which was framed as, "There is no significant difference among B.Ed students of DIET, IASE and MZU with regard to their level of life skills" was rejected. Since, there were significant differences among DIET Aizawl, DIET Lunglei, IASE and MZU in their levels of life skills, further analysis was required to find out where

the differences between the four variables occur. A t-Test was employed to compare two out of all the four variables separately.

The result of the t-Tests are reflected in Table No.10, Table No 11, Table No. 12, Table No. 13, Table No. 14 and Table No. 15

Table 10: T-Test Result for Significance Difference between B. Ed Students of DIET Aizawl and DIET Lunglei with Regard to their Life Skills

Variables	N	Mean	Std. Deviation	SED	t-value	Significant level
DIET Aizawl	89	30.91	4.92	2.09	4.67	.01*
DIET Lunglei	68	22.38	3.95			

It is perceptible from Table No. 10, the difference between B. Ed students from DIET Aizawl and DIET Lunglei with respect to their level of life skills was found to be significant at 0.01 levels. A comparison of their mean scores showed that B. Ed students from DIET Aizawl had higher mean score as

compared to B. Ed students from DIET Lunglei. Therefore, it can be concluded that B. Ed students from DIET Aizawl had higher level of life skills than B. Ed students from DIET Lunglei.

Table 11: t-Test Result for Significance Difference between B. Ed Students of DIET Aizawl and IASE with Regard to their Life Skills

Variables	N	Mean	Std. Deviation	SED	t-value	Significant level
DIET Aizawl	89	30.91	4.92	2.07	0.46	NS
IASE	130	30.47	3.83			

The t-test results shown in Table No. 11 denote that no significant difference was found between B. Ed students of DIET Aizawl and IASE. Considering their mean score, a slight difference was found favouring B. Ed students from

DIET Aizawl but not statistically significant. It can be concluded that the obtained difference may be attributed to chance factor.

Table 12: T-Test Result for Significance Difference between B. Ed Students of DIET Aizawl and MZU with Regard to their Life Skills

Variables	N	Mean	Std. Deviation	SED	t-value	Significant level
DIET Aizawl	89	30.91	4.92	1.67	1.39	NS
MZU	164	23.90	4.14			

As shown in Table No. 12, no significant difference was found between B. Ed students of DIET Aizawl and MZU. A comparison of their mean scores showed that B. Ed students

from DIET Aizawl were having higher means score as compared to B. Ed students from MZU but not statistically significant.

Table 13: T-Test Result for Significance Difference between B. Ed Students of DIET Lunglei and IASE with Regard to their Life Skills

Variables	N	Mean	Std. Deviation	SED	t-value	Significant level
DIET Lunglei	68	22.38	22.38	1.97	3.26	.01*
IASE	130	30.47	3.83			

It is perceptible from Table No. 13, the t- value for the significant difference between the mean scores of the level of life skills of B. Ed students from DIET Lunglei and MZU was 3.26, which means there was a significant difference in their level of life skills between B. Ed students of DIET Lunglei

and MZU. The mean scores of B. Ed students from IASE were higher as compared to B. Ed students from DIET Lunglei. Therefore, we can interpret that B. Ed students from IASE were having higher level of life skills as compared to the B. Ed students from DIET Lunglei

Table 14: t-Test Result for Significance Difference between B. Ed Students of DIET Lunglei and MZU with Regard to their Life Skills

Variables	N	Mean	Std. Deviation	SED	t-value	Significant level
DIET Lunglei	68	22.38	22.38	1.54	0.01	NS
MZU	164	23.90	4.14			

The t-test result from Table No. 14 revealed that there was no significant difference found between B. Ed students from DIET Lunglei and MZU. A comparison of the mean scores

showed that B. Ed students from MZU were having imperceptibly higher mean scores than B. Ed students from MZU but not statistically significant.

Table 15: T-Test Result for Significance Difference between B. Ed Students of IASE and MZU with Regard to their Life Skills

Vares	N	Mean	Std. Deviation	SED	t-value	Significant level
IASE	130	30.47	3.83	1.56	2.54	.05*
MZU	164	23.90	4.14			

It is perceptible from Table No. 15, the t- value for the significant difference between the scores of the level of life skills of B. Ed students from IASE and MZU was found to be 2.54, which means there was a significant difference in their level of life skills. The mean scores of B. Ed students from IASE were higher than B. Ed students from MZU. Therefore, it can be interpreted that the level of life skills of B. Ed students from IASE was higher than B. Ed students from MZU.

Conclusion

The present research study revealed that almost all the B. Ed students of Mizoram were having high and average level of life skills. There was a significant difference among the B. Ed institutions of DIET Aizawl, DIET Lunglei, IASE and MZU in their levels of Life Skills which requires further analysis using inferential statistic to find out where the difference between the four variables occurs. The detailed analysis revealed that there was a significant difference in the level of life skills between B. Ed students of DIET Aizawl and B. Ed students of DIET Lunglei where respondents from DIET Aizawl had higher level of life skills than respondents from DIET Lunglei. There was a significant difference between B. Ed students of DIET Lunglei and IASE, respondents from IASE had higher level of life skills as compared to DIET Lunglei. There was also significant difference between B. Ed students of B. Ed students of IASE and MZU, a comparison of their mean scores revealed that respondents from IASE had higher level of life skills. There were no significant differences in the level of life skills between B. Ed students of DIET Aizawl and IASE, between B. Ed students of DIET Aizawl and MZU and between B. Ed students of DIET Lunglei and MZU.

From the research findings, the mean score of male B. Ed students was slightly higher than female B. Ed students but not statistically significant. Considering their mean scores, a slight difference was found favouring male respondents but not statistically significant. It can be concluded that the

obtained difference may be attributed to chance factor. A similar study was conducted by Alaka (2019) [1] conducted "A Study of Life Skills in Relation to Academic Anxiety of the B. Ed Students". The findings revealed that the level of Life skills and academic anxiety of B. Ed students are of average level and there exist no significant difference in life skills of male and female graduate and post graduate B. Ed students also investigated "Life Skills and Value Education among B.Ed. Trainees". Their research findings indicated that there was no significant difference on the level of life skills among B.Ed. trainees in terms of gender. In today's society of India women enjoy equal opportunities and various prestigious positions are held by women. The current President of India was the second woman and the first tribal person to hold the office. The present study also found no significant difference in the level of life skills between male and female B. Ed students.

References

1. Alaka D. A Study of Life Skills in Relation to Academic Anxiety of the B. Ed Students. Indian Journal of Research. 2019;8(12):26-27.
2. Garg G. Academic Anxiety and Life Skills of Secondary School Children. Journal of Community Guidance & Research. 2011;28(3):465-475.
3. Sandhu R. A Study of Life Skills of Pupil Teachers. Indian Journal of Fundamental and Applied Life Sciences. 2014;4(3):389-395.
4. Vijayarani J, Geetha D. Study on life skills and value education among B.Ed Trainees. International Journal of Research – Granthaalayah. 2017;5(8):43-54.
5. World Health Organisation. Partners in life skills education. Geneva, Switzerland: World Health Organisation, Department of Mental Health. An Academic Publisher; c1999. [https://www.scirp.org/\(S\(i43dyn45teexjx455qlt3d2q\)\)/reference/ReferencesPapers.aspx?ReferenceID=1309958](https://www.scirp.org/(S(i43dyn45teexjx455qlt3d2q))/reference/ReferencesPapers.aspx?ReferenceID=1309958)