

An Investigation about Life effectiveness of Student Teachers at Secondary Level

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Abstract:

Life is not simple for majority of the people. Within this quickly changing world there is a need for the students to develop the capacity to cope with their ever-changing environment. Outdoor education activities have been proposed as one way of increasing a person's resilience through life effectiveness skills. These students equip students to handle the demands of life and impact a person's capacity to adapt, survive and thrive (Neill, 2008). Life effectiveness is closely related to the notions of personality skills, life fitness, practical intelligence, personal competence and self efficacy. It is a measure of how competent a person perceives himself or herself to be in a variety of areas, necessary for success in life. In the present study the investigator has made an attempt to study the life effectiveness of student teachers at secondary level.

I. INTRODUCTION

Effectiveness in life- at school, home, or work is possibly the key issue for all individuals. However it is not a single dimension. It is not just a matter of self concept, or of social or physical skill that determines effectiveness. Underlying performance in various aspects of life are some core personal effectiveness skills which can be developed and learned. The notion of life effectiveness is that there are some personal skills that are important factors in how effective a person will be in achieving his desires and wishes in life.

II. NEED AND SIGNIFICANCE OF THE STUDY

To get a broad sense of person's life effectiveness, consider how he is functioning at school as well as in personal and social life. Underlying performance in these various aspects of life, are some core personal effectiveness skill which can be developed and learned. Students are living in a world which is vastly different to that of their parents. Today's world features cultural pluralisms, increased anxiety about personal and environmental risks, unemployment, consumerism, information deluge, individualization and increased instability in families (Hughes, 2007).

Under these circumstances there is an urgent need to develop capacity to cope up with the present scenario. Outdoor education activities have been proposed as one way of increasing a person's life effectiveness. Since the destiny of a nation is molded by teachers, life effectiveness of a student teacher is an important factor. Only effective teacher can help the students to make their life effective. In the present study the investigator has done an attempt to study about the components of life effectiveness and the extent of life effectiveness of student teachers which will help to improve the effectiveness of life of an individual.

III. STATEMENT OF THE PROBLEM

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III. LIFE EFFECTIVENESS

The notion of "life effectiveness" is that there are some personal skills that are important factors in how effective a person will be in achieving his/her desires/wishes in life. A person's capacity to adapt, survive and thrive. Personal skills that are important factors in how effective a person will be in achieving his/her desires/wishes in life.

Life effectiveness	Description
Time Management	The extent that an individual perceives that he/she makes optimum use of time.
Social Competence	The degree of personal confidence and self-perceived ability in social interactions.
Achievement Motivation	The extent to which the individual is motivated to achieve excellence and put the required effort into action to attain it.
Intellectual Flexibility	The extent to which the individual perceives he/she can adapt his/her thinking and accommodate new information from changing conditions and different perspectives.
Task Leadership	The extent to which the individual perceives he/she can lead other people effectively when a task needs to be done and productivity is the primary requirement.
Emotional Control	The extent to which the individual perceives he/she maintains emotional control when he/she is faced with potentially stressful situations.
Active Initiative	The extent to which the individual likes to initiate action in new situations.

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SelfConfidence The degree of confidence the individual has in his/her abilities and the success of their actions.

IV. OBJECTIVES OF THE STUDY

1. To find out the life effectiveness of student teachers at secondary level.
2. To compare life effectiveness of student teachers at secondary level based on
 - a) Gender
 - b) Locality
 - c) Optional subject
 - d) Type of institution

V. HYPOTHESIS

1. There will be significant difference in the life effectiveness of student teachers at secondary level based on
 - a) Gender
 - b) Locality
 - c) optional subject
 - d) Type of institution

VI. METHODOLOGY

The investigator adopted survey method for the study.

Sample

Sample consists of 300 student teachers selected from teacher education institutions of Ernakulam, Kottayam and Idukki districts of Kerala. Sampling technique gives due representation to factors like gender and locality.

Tool

1. Life effectiveness questionnaire prepared by the investigator

Validity of the tool

The content validity and face validity of the tool was established

Reliability of the tool

The reliability was found out using split-half method. It was found to be 0.98 which shows that the test is highly reliable.

Examples for some items in the questionnaire

1. I become restless when I feel I am wasting time
2. I place back my things correctly
3. I feel happy about my childhood
4. I do my level best in all my works.

Statistical techniques used for the study

For the present study Percentage Analysis and Descriptive statistics such as Arithmetic mean and Standard deviation and the inferential statistics t-test and ANOVA were used.

VII. ANALYSIS AND INTERPRETATION

Descriptive statistics showing life effectiveness of student teachers

The investigator found out the life effectiveness of student teachers. The students were divided into three categories namely low, average and high based on the following criteria.

Table1: Grouping of student teachers into different categories

Category	Criteria
Low	score < 40
Average	score between 40 & 60
High	score > 60

Table 2: Percentage distribution of student teachers according to life effectiveness

	Count	Percent
Low	34	11.3
Average	220	73.3
High	46	15.3

From the table it is clear that among the students 11.3% belong to the category low, 69.3% is average intuitive and 73.3% belong to average, and 15.3% belong to high group. So it can be concluded that majority belong to average group.

Comparison of life effectiveness based on locality

The life effectiveness was compared based on locality of the school. The results are given in the following table.

Table 3: Comparison of life effectiveness based on locality

Urban			Rural			t value
Mean	S.D	N	Mean	S.D	N	
118.7	9.7	150	116.0	12.3	150	2.07

From the table it is clear that t-value is found to be significant at 0.05 level. So it can be concluded that there is significant difference in the life effectiveness of student teachers based on locality. It means that the locality has influence on the life effectiveness of students.

Comparison of life effectiveness based on gender

The life effectiveness were compared based on gender of the student. The results are given in the following table.

Table 4: Comparison of life effectiveness based on gender

Male			Female			t value
Mean	S.D	N	Mean	S.D	N	
118.6	13.0	69	117.0	10.5	231	1.04

From the table it is clear that t-value is found to be not significant. So it can be concluded that there is no significant difference in the life effectiveness of student teachers based on gender. It means that the gender has no influence on the life effectiveness of students.

Comparison of life effectiveness based on type of institution

The life effectiveness were compared based on type of institution of the student. The results are given in the following table.

Table5: Comparison of life effectiveness based on type of institution

Aided		Unaided		University centre		F value
Mean	S.D	Mean	S.D	Mean	S.D	
116.2	8.5	115.0	12.6	120.9	11.1	8.36

From the table it is clear that F-value is found to be significant. So it can be concluded that there is significant difference in the life effectiveness of student teachers based on type of institution. It means that the type of institution has influence on the life effectiveness of students.

Comparison of life effectiveness based on the optional subject

The life effectiveness was compared based on the optional subject of the student. The results are given in the following table.

Table6: Comparison of life effectiveness based on optional subject

Science		Social science		Language		F value
Mean	S.D	Mean	S.D	Mean	S.D	
117.0	12.2	117.1	10.9	118.1	10.2	0.32

From the table it is clear that F-value is found to be not significant. So it can be concluded that there is no significant difference in the life effectiveness of student teachers based on optional subject. It means that the optional subject has no influence on the life effectiveness of students.

VIII. RESULTS AND DISCUSSIONS

- 1) Among the students 11.3% belong to the category low, 69.3% is average intuitive and 73.3% belong to average, and 15.3% belong to high group. So it can be concluded that majority belong to average group..
- 2) There is significant difference in the life effectiveness of student teachers based on locality
- 3) There is no significant difference in the life effectiveness of student teachers based on gender.
- 4) There is significant difference in the life effectiveness of student teachers based on type of institution.
- 5) There is no significant difference in the life effectiveness of student teachers based on optional subject.

IX. CONCLUSION

The present investigation on the whole suggests the need for a changing outlook towards the need of students in our classrooms with diversified life effectiveness. The investigator during the course of the study found that life effectiveness according to one’s style is enjoyable to the students. The study suggests the components for developing the life effectiveness of people. So by concentrating on these an individual can develop his life effectiveness and thereby make the life more effective.

X. REFERENCE

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