

# Effectiveness of Life Skills Education on Creative Thinking Skill among Student - Teachers of B.Ed. programme

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## Abstract:

The present study is to find out the effectiveness of life skills education on Creative Thinking Skill among student-teachers of B.Ed. programme. The study adopts “pre-test and post-test equivalent group experimental design.” The sample of the study was 80 student-teachers of B.Ed. programme. The sample was purposively selected for the study and divides the sample as control and experimental group by conducting Emotional Intelligence Test. Each group consists of 40 student-teachers. The result reveals that, the pre-test Creative Thinking Skill scores of student-teachers are similar in control and experimental group. The post-test Creative Thinking Skill scores of student-teachers are significantly higher in experimental group as compared to control group.

**Keywords:** Life Skills Education, Creative Thinking Skill, Student-Teachers, B.Ed. programme.

## 1. Introduction

Education main aim is overall development of an individual. Every individual has certain goals in life. Always he/she tries to achieve those goals. But on that he/she has to face many demands and challenges of the society. So he/she has to acquire some skills in their life to lead a happy life and achieve something in the life. Those skills are life skills. Especially student-teachers should adopt these life skills while their training period. Because they can imbibe these skills in their future student’s life and also they can lead happy life with life skills.

The aim of the life skills education is to provide students with strategies to make healthy choices and decisions that could contribute to a meaningful life. Life skills are abilities that help to promote mental wellbeing and competence in children as they face realities of life. It helps the children to take positive actions to protect themselves and promote healthy and meaningful social relationships.

**WHO** defined Life skills as “The abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”.

Here adaptive means that a person is flexible in approach and is able to adjust in different circumstances. Positive behavior implies that a person is forward looking, even in difficult situations, can find a ray of hope and opportunities to find solutions.

**Yarham (1919)** defined Life Skills as “The personal competence that enables a person to deal effectively with the demands and challenges confronted in everyday life”.

**UNICEF** defines life skills as “A behavior change or behavioural development approach designed to address a balance of 3 areas: knowledge, attitudes and skills”.

Creativity is a faculty of humanity that values novelty and is reflected in human being through the qualities like fluency, flexibility, originality and elaboration. Creative thinking is the ability to think or imagine uniquely pertaining to a problem or to a situation at our hand. Creative thinking depends on the personal characteristics which relate to the independence, self-discipline, orientation towards risk-taking, tolerance for ambiguity. On the other hand, creative skills can be raised by the learning and practice techniques to improve and develop the teacher’s cognitive flexibility and intellectual independence.

Creativity is an important aspect of human development, which is no exception in educational institutions such as schools (Chan & Yuen, 2014). Educational institutions are the right place to develop creative talents and the ability of students to think creatively. The real challenge that exists in educational institutions related to creativity is the level of teacher knowledge about how to teach creatively, learning strategies that can be used to develop students' creativity, as well as the concept of creativity itself. Creativity is considered an important 21st-century skill (Donovan, Green, & Mason, 2014; Rotherham & Willingham, 2010).

## 2. Significance of the study

Life Skills Education helps to build a society that is outfitted with a creative spark. It has ten core skills among them creative thinking skill is also one of the skills. If the education system provides life skills education to the children, it helps to children to transit efficiently from childhood to adulthood via social and emotional skills. It helps in the improvement of social competence and problem solving skills, which helps to shape their own identity. So the education system first step should be taken before introducing the life skills education in the school is, should implement these life skills among student-teachers. Because they can influence these life skills among their students and also, they can be applied in their professional life. So in this study the researcher has tried to develop the life skills on creative thinking skill through the modules and activities by using the tool for student-teachers to enhance life skills on creative thinking skill.

## 3. Statement of the Problem

“Effectiveness of Life Skills Education on Creative Thinking Skill among Student - Teachers of B.Ed. programme.”

### 3.1 Objectives of the Study:

- To prepare and validate the life skills education programme on creative thinking skill for student-teachers of B.Ed. Programme.
- To prepare and validate the life skills assessment scale on creative thinking skill for student-teachers of B.Ed. Programme.
- To study the effect of life skills education programme on creative thinking skill among student-teachers of B.Ed. Programme.

### 3.2 Hypotheses:

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

**H<sub>2</sub>:** No significant difference between the mean scores of pre-test and post-test creative 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 creative thinking skill

### 3.3 Variables of the study

- Independent Variable: Life skills education
- Dependent Variable: Creative 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 student-teachers of B.Ed. programme. The control group and experimental group consists of 40 student-teachers each while were divided based on their Emotional Intelligent Scale scores and equated.

### ➤ Tool and Modules

The following tool and modules were prepared by the researcher to collect the data.

#### a. Creative Thinking Skill Scale    b. Creative Thinking Skill Module

**a. Creative Thinking Skill Scale:** In the present study, to assess the creative thinking skill, researcher has prepared five point Likert type rating scale. It includes the components of creative thinking skill which were already selected by the researcher. Those are Imaginative, Originality, Utility, Aesthetic thinking. 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. Creative Thinking Skill Module:** For the development of life skills programme on creative 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 and techniques. The researcher prepared 8 modules including different activities with different title related to the selected components of creative thinking skill as said above.

### ➤ Data Collection

The researcher administered the creative 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 creative 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

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

To test the above H<sub>1</sub>, the dependent / paired t-test was carried out and outcome of the test are presented in the table given below.

**Table 01: Means, SD and t-value of mean scores of pre-test and post-test creative thinking skill in control group**

Test	Mean	Std.Dv.	Diff. mean	Diff. SD	Paired  t	Degrees of freedom	P-value
Pre-test	86.68	9.37	0.13	1.26	0.6251	39	0.5355, NS
Post-test	86.55	9.39					

From the results of the analysis presented in the table, it clearly shows that, the mean and SD of pre-test creative thinking skill scores is 86.68±9.37 and mean and SD of post-test creative thinking skill scores is 86.55±9.39 in control group. The mean of difference of pre-test to post-test creative thinking skill scores is 0.13±1.26 in control group. This difference is found to statistically not significant (t=0.6251, p=0.5355) at 5% significance level. It means that, the pre-test and post-test creative thinking skill scores are similar in control group.

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

To test the above H<sub>2</sub>, the dependent / paired t-test was carried out and outcome of the test are presented in the table given below.

**Table 02: Means, SD and t-value of mean scores of pre-test and post-test creative thinking skill in experimental group**

Test	Mean	Std.Dv.	Diff. mean	Diff. SD	Paired  t	Degrees of freedom	P-value
Pre-test	86.73	7.33	35.85	9.65	23.4916	39	0.0001,S
Post-test	122.58	7.69					

From the results of the analysis presented in the table, it clearly shows that, the mean and SD of pre-test creative thinking skill scores is 86.73±7.33 and mean and SD of post-test creative thinking skill scores is 122.58±7.69 in experimental group. The mean of difference of pre-test to post-test creative thinking skill scores is 35.85±9.65 in experimental group. This difference is found to statistically not significant (t=23.4916, p=0.0001) at 5% significance level. It means that, the pre-test and post-test creative thinking skill scores are different in experimental group.

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

To test the above H<sub>3</sub>, the two sample independent t-test was carried out and outcome of the test are presented in the table given below.

**Table 03: Means, SD and t-values between control group and experimental group with mean score of pre-test and post-test Creative thinking skill**

Creative thinking skill	Control group			Experimental group			t -value	p-value
	n	Mean	SD	n	Mean	SD		
Pre-test	40	86.68	9.37	40	86.73	7.33	0.0266	0.9789, NS
Post-test	40	86.55	9.39	40	122.58	7.69	18.7779	0.0001,S
Difference	40	0.13	1.26	40	35.85	9.65	23.3737	0.0001,S

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

The mean and SD of changes from pre-test to post-test scores of creative thinking skill in control group is  $0.13 \pm 1.26$  and in experimental group is  $35.85 \pm 9.65$ . The difference is found to be statistically significant with t-value i.e. 23.3737 and p-value i.e. 0.0001 at 5% significance level. So,  $H_3$  is rejected. It means that, the mean score of changes from pre-test to post-test creative thinking skill different in control group and experimental group. A further statement is that, the mean score of changes from pre-test to post-test creative thinking skill significantly higher in experimental group as compared to control group.

➤ **Findings of the Study**

- The programme was found effective for Student-Teachers who underwent the Treatment: Life Skills Programme on creative thinking skill
- There is no significant difference between the mean scores of pre-test and post-test creative thinking skill II in control group.
- There is a significant difference between the mean scores of pre-test and post-test creative thinking skill in experimental group.
- The mean score of changes from pre-test to post-test creative thinking skill is significantly higher in experimental group as compared to control group. In another word, the change in creative 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 creative thinking skill. To check the effectiveness of life skills education programme on creative thinking skill among student-teachers of B.Ed. programme. The post intervention scenario on the life skills education on creative thinking skill of student-teachers reveals that, there was a lot of improvement in their life skills related to creative thinking skill. The research study emphasises that, to enhance life skills among student-teachers through, life skills education programme is very necessary in B.Ed. programme.

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