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Research Paper

Life Skill Orientation In Relation To Social Challenges in the New normal Covid-19 Pandemic Situation With Special Reference To B.ed Teacher Trainees

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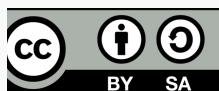
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Abstract

In the context of teaching and learning, especially during rapidly changing environments such as the COVID-19 pandemic, life skills become crucial for maintaining emotional balance, academic continuity, social adaptability, and personal well-being. Social challenges refer to the difficulties, barriers, or problems individuals face in society that affects their ability to function, interact, participate, and progress within a social system. Life skills are not merely abilities but are deeply connected to one's personality, behaviour, interpersonal relationships, and decision-making processes. These skills also foster holistic development by enhancing emotional, cognitive, and social functioning.

Keywords: Life skills, Covid-19 pandemic, Social challenges, B.Ed Trainees, Personal well-being.



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1 INTRODUCTION

Social challenges arise due to social, economic, cultural, technological, and environmental factors, and may influence a person's well-being, behaviour, relationships, or opportunities. Social challenges may include issues such as inequality, discrimination, lack of access to education or technology, financial instability, social isolation, mental stress, and disruption of daily routines. They are not merely individual problems but are shaped and influenced by social structures, community contexts, and external circumstances.

Life skills are essential competencies and abilities that enable individuals to effectively manage the demands, challenges, and responsibilities of everyday life. In the context of teaching and learning, especially during rapidly changing environments such as the COVID-19 pandemic, life skills become crucial for maintaining emotional balance, academic continuity, social adaptability, and personal well-being. Life skills are not merely abilities but are deeply connected to one's personality, behaviour, interpersonal relationships, and decision-making processes. World Health Organization (WHO), UNICEF, and UNESCO define life skills as behaviours and abilities that equip individuals to deal effectively with challenges, stress, and problems in life, enabling them to maintain positive behavior and healthy relationships. In the 21st century, life skills have gained importance not only for personal growth but also for academic success and professional competency. These skills also foster holistic development by enhancing emotional, cognitive, and social functioning.

2 NEED AND SIGNIFICANCE OF THE STUDY

The pandemic has widened the digital divide between rural and urban students. Many rural women student teachers struggled with poor internet connectivity, lack of access to devices, and limited prior exposure to technology. Mental health concerns such as stress, anxiety, and emotional fatigue further affected their academic performance and well-being. Equipping student teachers with strong life skills is therefore crucial, not only for their personal resilience but also for their future role as educators. Teachers with life skill orientation can better manage classroom challenges, support students in coping with social difficulties, and contribute to a healthier educational environment in the post-pandemic era.

3 STATEMENT OF THE PROBLEM

Indian has diverse society. Its diversity is reflected in its religions, ethnicities, customs, and social structures. Many changes were happened all over the country due to the corona virus. The corona virus crisis was an unprecedented health crisis it shook the entire country. The health sector was not the only one affected. To overcome from it education is the important weapon. In fact it is a matter of serious concern for whole nation, as it affects each and every individual of the society. After covid-19 changes in lifestyle and modernism, many people lack the essential ability to cope with life's problems. This makes them vulnerable and unable to deal with the problems of everyday life. The purpose of this program was to help people understand themselves better and have appropriate and effective interpersonal relationships, emotional control, and better management of stressful situations and solve the problems of the people. Despite the importance of life skills in adapting to these challenges, there is limited research focusing on how life skill orientation relates to social challenges in the "new normal" context, particularly for rural women student teachers. Hence, the study entitled: "LIFE SKILL ORIENTATION IN RELATION TO SOCIAL CHALLENGES IN THE NEW NORMAL COVID-19 PANDEMIC SITUATION WITH SPECIAL REFERENCE TO B.ED TEACHER TRAINEES" has been undertaken.

4 OBJECTIVES OF THE STUDY

1. To assess the level of life skills orientation among B.Ed Teacher Trainees.
2. To identify the major social challenges experienced during the COVID-19 pandemic and the new-normal context.
3. To examine the relationship between life skills orientation and the social challenges encountered.
4. To determine whether demographic variables significantly influence life skills orientation.

5 HYPOTHESES OF THE STUDY

- There is no significant difference between life skills orientation with respect to male and female among B.Ed Teacher Trainees.
- There is no significant difference between life skills orientation with respect to Government and Private College among B.Ed Teacher Trainees.
- There is no significant difference between life skills orientation with respect to rural and urban among B.Ed Teacher Trainees.
- There is no significant difference between life skills orientation with respect to Tamil and English medium among B.Ed Teacher Trainees.
- There is no significant difference between social challenges with respect to male and female among B.Ed Teacher Trainees.
- There is no significant difference between social challenges with respect to Government and Private college among B.Ed Teacher Trainees.
- There is no significant difference between social challenges with respect to rural and urban among B.Ed Teacher Trainees.
- There is no significant difference between social challenges with respect to Tamil and English medium among B.Ed Teacher Trainees.

6 DELIMITATION OF THE STUDY

The present study was conducted with 300 sample of the B.Ed college student teachers. The present study was conducted only in Sivagangai district. Limited to selected institutions and geographic locations. The study focuses on life skill orientation and social challenges during the new normal COVID-19 situation; other factors are not included analysis of data.

7 METHOD USED FOR THE STUDY

In the present study, the investigator followed descriptive survey method.

8 SAMPLE AND SAMPLING TECHNIQUE

In the present study, the investigator has adopted simple random sampling technique for selecting the sample from the population. The sample consists of 300 student teachers from B.Ed colleges in Sivagangai Districts of Tamil Nadu State.

9 TOOL USED FOR THE STUDY

The following tools have used in as a survey method

- Life skills scale developed and validated by the investigator.
- Social Challenges developed and validated by the investigator.

10 STATISTICAL TECHNIQUE USED IN THE STUDY

Descriptive analysis (Mean and standard deviation) Differential analysis ('t' Test)

S.No	Gender	N	Mean	SD	't' value	Level of Significance at 0.05 level
1	Male	155	81.96	5.17	0.95	Not Significant
2	Female	145	82.55	5.51		

HYPOTHESIS-1

There is no significant difference between life skill orientation with respect to male and female students among B.Ed teacher trainees.

The table shows that the calculated 't' value is 0.95 is lesser than table value 1.96 at 0.05 level of significance. Hence it is concluded that there is no significance difference between life skill orientation with respect to male and female students among B.Ed teacher trainees. Thus the formulated hypothesis is accepted.

HYPOTHESIS-2

There is no significant difference between life skill orientation with respect to rural and urban students among B.Ed teacher trainees.

S. No	Locality	N	Mean	SD	't' value	Level of Significance at 0.05 level
1	Rural	107	82.77	5.10	1.26	Not Significant
2	Urban	193	81.96	5.46		

The table shows that the calculated 't' value is 1.26 is lesser than table value 1.96 at 0.05 level of significance. Hence it is concluded that there is no significance difference between life skill orientation with respect to rural and urban students among B.Ed teacher trainees. Thus the formulated hypothesis is accepted.

HYPOTHESIS-3

There is no significant difference between life skill orientation with respect to Government aided and private school students among B.Ed teacher trainees.

S. No	Type of College	N	Mean	SD	't'	Level of Significance at 0.05 level
1	Government aided	147	82.13	5.22	0.37	Not Significant
2	Private	153	82.36	65.46		

The table shows that the calculated 't' value is 0.37 is lesser than table value 1.96 at 0.05 level of significance. Hence it is concluded that there is no significance difference between life skill orientation with respect to Government aided and private school students among B.Ed teacher trainees. Thus the formulated hypothesis is accepted.

HYPOTHESIS-4

There is no significant difference between life skill orientation with respect to Tamil and English medium students among B.Ed teacher trainees.

S.No	Medium of instruction	N	Mean	SD	't' value	Level of Significance at 0.05 level
1	Tamil	132	82.65	5.39	1.16	Not Significant
2	English	168	81.93	5.29		

The table shows that the calculated 't' value is 1.16 is lesser than 1.96 at 0.05 level of significance. Hence it is concluded that there is no significance difference between life skill orientation with respect to Tamil and English medium among B.Ed teacher trainees. Thus the formulated hypothesis is accepted.

HYPOTHESIS-5

There is significant difference between social challenges with respect to male and female students among B.Ed teacher trainees.

S.No	Gender	N	Mean	SD	't' value	Level of Significance at 0.05 level
1	Male	155	78.47	6.04	0.17	Not Significant
2	Female	145	78.34	6.72		

The table shows that the calculated 't' value is 0.17 is lesser than table value 1.96 at 0.05 level of significance. Hence it is concluded that there is no significance difference between social challenges with respect to male and female among B.Ed teacher trainees. Thus the formulated hypothesis is accepted.

HYPOTHESIS-6

There is no significant difference between social challenges with respect to rural and urban among B.Ed teacher trainees.

S.No	Locality	N	Mean	SD	't' value	Level of Significance at 0.05 level
1	Rural	107	78.77	6.07	0.13	Not Significant
2	Urban	193	77.75	6.85		

The table shows that the calculated 't' value is 0.13 is lesser than table value 1.96 at 0.05 level of significance. Hence it is concluded that there is a significance difference between social challenges with respect to rural and urban among B.Ed teacher trainees. Thus the formulated hypothesis is accepted.

HYPOTHESIS-7

There is no significant difference between social challenges with respect to Government aided and private among B.Ed teacher trainees.

S.No	Type of College	N	Mean	SD	't' value	Level of Significance at 0.05 level
1	Government aided	100	73.16	9.49	1.45	Not Significant
2	Private	100	75.40	12.24		

The table shows that the calculated 't' value is 1.45 is lesser than table value 1.96 at 0.05 level of significance. Hence it is concluded that there is no significance difference between social challenges with respect to Government aided and private among B.Ed teacher trainees. Thus the formulated hypothesis is accepted.

HYPOTHESIS-8

There is no significant difference between social challenges with respect to Tamil and English medium among B.Ed teacher trainees.

S.No	Medium of Instruction	N	Mean	SD	't' value	Level of Significance at 0.05 level
1	Tamil	132	78.85	6.06	1.07	Not Significant
2	English	168	78.05	6.60		

The table shows that the calculated 't' value is 1.07 is lesser than table value 1.96 at 0.05 level of significance. Hence it is concluded that there is a significance difference between social challenges with respect to Tamil and English medium among B.Ed teacher trainees. Thus the formulated hypothesis is accepted.

11 MAJOR FINDINGS OF THE STUDY

- Most student teachers demonstrated a moderate to high level of life skills such as decision-making, problem-solving, and coping with stress.
- Communication and technological adaptability were relatively lower compared to other dimensions.
- Major challenges reported included poor internet connectivity, lack of digital resources, role conflict due to domestic responsibilities, financial difficulties, and increased stress levels.
- Rural students teachers faced higher barriers in adapting to online learning compared to urban students teachers.
- The government college students are high life skills and social challenges than the private college student teachers.

12 EDUCATIONAL IMPLICATIONS OF THE STUDY

1. **Teacher Education Programs:** Integration of life skill programmes (decision-making, communication, stress management) into B.Ed./D.El.Ed. curriculum.
2. **Policy Measures:** Government and institutions must bridge the digital divide by providing affordable devices and internet access to rural teacher trainees.
3. **Capacity Building:** Workshops, webinars, and counseling sessions should be organized to strengthen resilience and mental health.
4. **Women Empowerment:** Special initiatives should address gender-specific challenges and promote leadership roles for rural women teachers.

13 SUGGESTIONS FOR FURTHER STUDY

- Comparative studies may be conducted between rural and urban women student teachers.
- Longitudinal studies on the impact of life skill training on professional success.
- Experimental studies to test intervention programs for enhancing life skills.
- Cross-cultural research on life skill orientation and social challenges in diverse socio-economic contexts.

14 CONCLUSION

Life skill orientation is essential for enabling rural women student teachers to adapt effectively to the challenges posed by the new normal COVID-19 situation. Social challenges such as digital divide, financial stress, and dual role responsibilities hinder academic and professional growth. Enhancing life skills acts as a protective factor, reducing stress and improving adaptability among rural women trainees.

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