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Impact of life skill development program to improve teaching skills of teacher trainees

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Abstract: For teacher trainees to have effective lives, life skill education is essential to fostering their psychological health and sense of fulfilment in life. This study investigates the impact of a Life Skill Development Program (LSDP) on enhancing the teaching skills of teacher trainees in Kerala, focusing on key competencies such as classroom management, lesson planning, communication skills, student engagement, problem-solving, and emotional intelligence. The study also examines how specific components of the LSDP—such as problem-solving, communication skills training, and decision-making training, and emotional intelligence training—affect teaching performance. Additionally, the influence of demographic variables (age, gender, prior teaching experience, and educational background), the mode of program delivery (in-person vs. online), and the level of trainee participation are analyzed. The research design, incorporating both quantitative and qualitative approaches. Data were collected through structured questionnaires and interviews with 100 teacher trainees who participated in the LSDP. Statistical tools such as Paired Sample t-test, Multiple Regression Analysis, ANCOVA, and Pearson Correlation were employed to test the hypotheses and analyze the data. The results indicate that the LSDP has a positive impact on the overall teaching skills of teacher trainees, with higher levels of engagement leading to greater improvements. The study also reveals that in-person training is more effective than online delivery in developing teaching skills. These findings highlight the critical role of life skill training in improving the professional competencies of future educators, with implications for the design and delivery of teacher training programs.

Keywords: *Life skill development program, Multiple regression analysis, Paired sample t-test, Pearson correlation, Teacher trainees, Teaching skills.*

1. Introduction

In today's dynamic educational environment, effective teaching is not only dependent on subject knowledge but also on a broad range of competencies such as emotional intelligence, communication, classroom management, and problem-solving [1]. The integration of life skills into teacher training programs has emerged as a critical strategy to prepare teacher trainees to navigate the complex challenges they will face in the classroom [2]. These life skills empower teachers to engage students more effectively, manage diverse learning environments, and foster a positive learning atmosphere, all of which are essential for improving educational outcomes.

Over the years, there has been growing need to focus on holistic development in teacher training [3]. Traditional training methods often prioritize academic knowledge, neglecting the essential life skills that are required for real-world teaching. The Life Skill Development Program aims to bridge this gap by equipping teacher trainees with skills like communication, emotional regulation, and decision-making, which directly impact their teaching effectiveness [4]. Beyond subject knowledge, teachers must navigate diverse student needs, manage classroom dynamics, and foster a positive learning environment [5]. Life skills such as communication, emotional intelligence, and problem-solving equip teachers with the tools to engage students, handle conflicts, and make quick, informed decisions in the

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classroom [6]. These skills enhance a teacher's ability to connect with students, create inclusive learning spaces, and support students' social-emotional development alongside their academic growth.

Incorporating life skills into teacher training ensures that future educators are not just knowledgeable but also capable of addressing the human elements of teaching [7]. For instance, effective communication skills help teachers explain concepts clearly and foster a collaborative classroom atmosphere [8]. Emotional intelligence allows teachers to manage their own emotions while empathizing with students, leading to improved student-teacher relationships [9]. Problem-solving and decision-making skills enable teachers to respond to challenges in real-time, such as managing classroom behavior or adjusting lesson plans to accommodate different learning styles. Therefore, life skill development is crucial for enhancing the overall effectiveness and adaptability of teachers in today's educational landscape [10].

This study investigates the extent to which life skill programs contribute to the development of key teaching competencies and evaluates how different program components and delivery modes influence the overall performance of teacher trainees. Through this research, a better understanding of the relationship between life skill development and teaching proficiency will be explored, contributing to more comprehensive teacher training models.

2. Related Works

Malete et al. [11] examined the effects of a sport-based intervention program on people's life skill in three African countries. Out of the 150 children who might have been recruited from 13 public middle schools in Botswana, Ghana, and Tanzania, 146 youth, aged 12 to 20 years, participated in the study. A demographic information questionnaire, the General Enterprising Tendency v2 test, and the Life Skills for Sport Scale were completed by the participants. The control group in this study was designed using a quasi-experimental pre-post-test methodology. To determine whether gender and educational level had an impact on life skills and entrepreneurial mentality, preliminary analyses of variance (ANOVAs) were conducted for each group. In order to investigate whether significant effects were present, paired samples t-tests were used.

Tozoğlu et al [12] proposed a study to determine if the life skills levels of students enrolled at xxx University were significantly impacted by their gender, age, status as athletes, and length of study. They employed a descriptive survey strategy in their investigation. The difference between two independent variables and life skills were ascertained using the independent sample T test. The Life Skills Scale, student ages, and the period of their sports participation were all correlated using Pearson correlation analysis.

Grover et al. [13] proposed a study to ascertain the challenges experienced by educators and administrators in life skills education in CBSE schools located in Punjab. The study was based on the descriptive survey approach. The authors suggested non-graded life skills curricula, inadequate pre-service and in-service training for teachers, negative attitudes toward life skills education from parents and students, and inadequate teaching resources are some of the main challenges to the successful implementation of life skills education in schools. These issues were also brought up by teachers and administrators.

The encouragement of teacher training and the successful implementation of life skills education were examined by Makindi et al [14]. The study used convergent mixed research methodologies, combining phenomenology and cross-sectional survey designs. Statistical analysis was conducted using numerical data, and the findings were then used to make population-wide generalizations. A technique that defines life skills, offers helpful strategies for teachers to help students in life skill development was presented by Bansal et al. [15]. Among the method's drawbacks were the techniques' requirement for empirical testing on a larger sample of instructors and pupils.

Alli et al. [16] investigated inadequate support from the government and poor instructional resources. Three distinct methods and instruments, including a questionnaire, an interview schedule, and focus group discussions, were employed to gather data. Both qualitative and quantitative methods of data analysis were used, such as percentage analysis and thick description under qualitative approach. The majority of parents stated that life skills education is necessary to help their child feel independent in

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their career and responsibilities, while (68%) stated that the main goal of life skills education is to prepare people to deal with daily events in an efficient manner.

Dey et al. [17] carried out a study with students from different higher secondary schools in Madhya Pradesh, Chhattisgarh, and Bihar. The pretested questionnaire was used to gather the data used to analyze the results. A medium degree of life skills is possessed by over half of the teenagers (52%). 22% of people have poor life skills, whereas 25.7% of people have strong life skills. The study comprised the consenting participants, who were students between the ages of 15 and 18. According to Anero et al. [18], parents' duties are crucial in educating their children so they can lead sustainable lives. The 21st century child has some distinct characteristics that require specific care. Since education is the key to everything, the article contends that parents must enrol their children in the three components of early education in order for them to legitimately fulfil their obligations as parents.

Maqsood et al. [19] looked into how much life skills secondary school students have and how there are variances in life skill development between male and female. The research methodology used in the study was explanatory and quantitative. Using proportionate sampling, 220 secondary school pupils in total were chosen as the study's sample. A systematic questionnaire was used to gather data. The data analysis revealed that both male and female, private and public pupils had very good perceptions of their possession of fundamental life skills. It has been determined, nevertheless, that male students view their capacity for critical and creative thought as well as for decision-making and problem-solving more favorably than do female students. Raniet al. [20] examined senior secondary students life skills, the study obtained t-ratio of 2.48. This demonstrates that there is a notable disparity in critical thinking skills between male and female senior secondary school students.

2.1. Research Gap

While the importance of life skills in general education has been acknowledged, there is a limitation of studies that explore the direct correlation between life skill development and teaching effectiveness in teacher training programs. Most existing research focuses on subject knowledge and pedagogical techniques, overlooking the significance of communication, emotional intelligence, and problem-solving in improving classroom management and student engagement. Additionally, there was not enough thorough analysis on how different modes of program delivery affect the outcomes of these life skill programs. The influence of demographic factors like age, gender, and prior teaching experience on the effectiveness of life skill training also remains underexplored. This research aims to fill these gaps by examining how various components of LSDP, the mode of delivery, and demographic factors influence the teaching skills of teacher trainees, providing new insights into the integration of life skills in teacher education.

3. Research Questions

i. What is the role of demographic factors (e.g., age, gender, prior teaching experience) in moderating the impact of the LSDP on teaching skills?
ii. What is the impact of LSDPs on the overall teaching skills of teacher trainees in Kerala?
iii. How do specific components of LSDPs (e.g., communication skills, problem-solving, emotional intelligence) affect the teaching performance of teacher trainees?
iv. Does the mode of delivery (in-person vs. online) influence the effectiveness of the LSDP in enhancing teaching skills?
v. How does the engagement level of teacher trainees in the LSDP influence their improvement in teaching skills?

4. Research Objectives

i. To investigate how demographic factors such as age, gender, educational background, and prior teaching experience influence the effectiveness of the LSDP on improving teaching skills.
ii. To evaluate the overall impact of the Life Skill Program on the teaching skills of teacher trainees in Kerala.

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iii. To analyze the influence of individual components of the LSDP (communication skills, emotional intelligence, problem-solving) on specific teaching competencies.
iv. To examine the effect of different modes of program delivery (in-person vs. online) on the development of teaching skills.
v. To assess how trainee participation levels in the LSDP correlate with improvements in their teaching abilities.

5. Research Hypothesis

H_1: The LSDP has a positive impact on the overall teaching skills of teacher trainees in Kerala.

H_2: Components like communication skills, emotional intelligence and problem solving in the LSDP significantly improve specific teaching competencies such as classroom management and student engagement.

H_3: The mode of program delivery (in-person vs. online) has a significant effect on the efficacy of the LSDP in enhancing teaching skills.

H_4: Higher engagement and participation in the LSDP led to greater improvements in the teaching skills of teacher trainees.

6. Research Methodology

6.1. Conceptual Framework

The framework for this study examines how different aspects of the LSDP impact the teaching skills of teacher trainees in Kerala. The framework posits that the LSDP's effectiveness is influenced by various independent variables: program components (problem-solving and decision-making, communication skills, emotional intelligence), demographic factors (age, gender, prior teaching experience, educational background), mode of delivery (in-person vs. online), and levels of participation. The dependent variables include specific teaching skills such as classroom management, lesson planning, communication skills, student engagement techniques, problem-solving, assessment ability, and emotional intelligence. The framework aims to explore how these factors interact and affect the overall improvement in teaching skills. Fig. 1 Conceptual Framework of the Proposed system illustrates the relationship between LSDP components, demographic variables, participation level, and their impact on the teaching skills of teacher trainees.

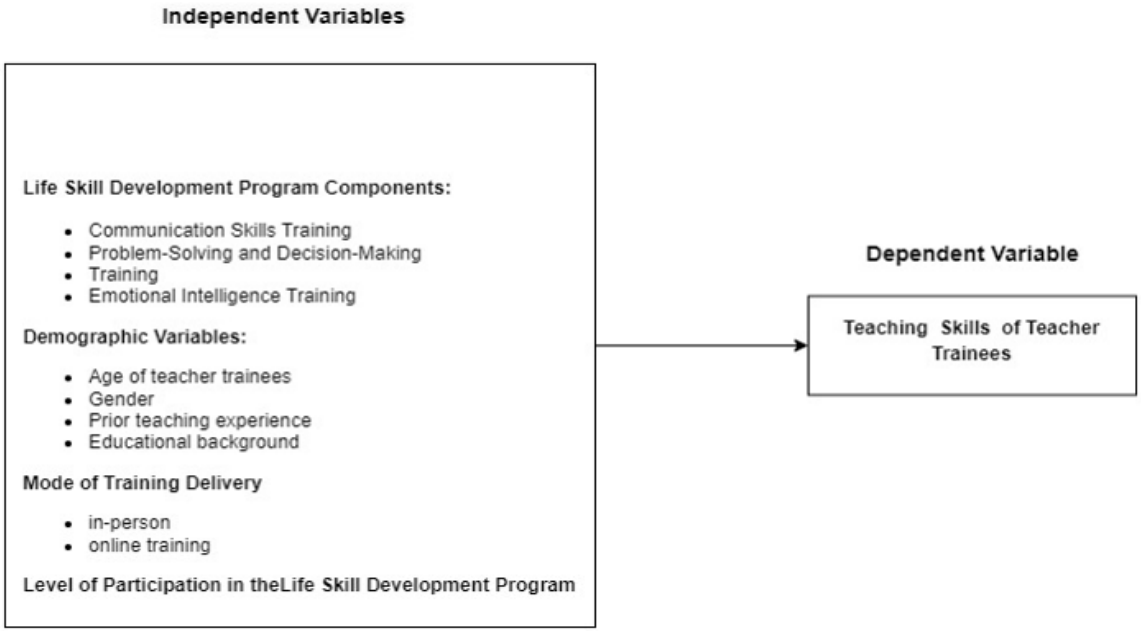

Figure 1.
Conceptual framework of proposed system.

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6.2. Research Design

A research design was used in the study, combining quantitative and qualitative techniques. The quantitative component involved hypothesis testing to measure the impact of different variables on teaching skills using statistical analyses. The qualitative component provides deeper insights into how specific elements of the LSDP contribute to teaching skill improvements. Data were gathered for the study using a cross-sectional survey approach, which allowed for a snapshot of the impact of the LSDP on teacher trainees.

6.3. Data Collection

Information gathered by distributing a structured questionnaire to teacher trainees who took part in the LSDP. The questionnaire includes sections on demographic information, participation levels, perceptions of the program components, and self-reported improvements in teaching skills. Additionally, interviews and focus groups are conducted to gather qualitative data on trainee experiences and the perceived impact of the LSDP.

6.4. Designing of Questionnaire

The questionnaire for this study is carefully designed to align with the research objectives and hypotheses. It includes questions on demographic data such as gender, age, prior teaching experience, and educational background to understand their influence on teaching skill development. Likert scale questions assess the effectiveness of key components of the LSDP, including problem-solving and decision-making training, and emotional intelligence training. Additionally, the questionnaire captures data on the mode of delivery and the participants' perceptions of its effectiveness. To evaluate trainee engagement, questions are included to determine the level of participation in the LSDP.

6.5. Sampling Area and Population

The sampling area includes educational institutions in Kerala that offer LSDP for teacher trainees. The population consists of teacher trainees who have participated in these programs. Life Skill Development Institutions in Kerala selected based on their accessibility and relevance to the study.

6.6. Sample Size Sampling Techniques

A sample size of 300 teacher trainees in Kerala is selected to ensure statistical validity and reliability. This size allows for adequate power to detect significant effects in the statistical analyses, such as t-tests and correlation analyses. The study utilizes random sampling and purposive sampling to collect data from respondents across different schools in Kerala.

6.7. Statistical Tool for Analysis

The statistical tools for analysis in this study include several methods to comprehensively assess the impact of the LSDP on the teaching skills of teacher trainees. The Paired Sample t-test is used to compare program teaching skill scores within the same group of trainees, before and after the training. Multiple Regression Analysis helps to determine how various independent variables (such as program components, demographic factors, and participation levels) influence specific teaching skills, identifying the most significant predictors of skill development. ANCOVA (Analysis of Covariance) is employed to examine the effect of the mode of delivery (in-person vs. online) on teaching skill improvements, while controlling for demographic covariates like prior teaching experience and educational background. Lastly, the degree and direction of the association between the trainees' program involvement levels and their improved teaching abilities are assessed using Pearson Correlation Analysis. Together, these tools provide a robust statistical framework for analyzing the data and testing the hypotheses.

7. Result and Analysis

7.1. Demographic Distribution

Demographic distribution refers to the statistical analysis and visual representation of different characteristics of a population. Table 1 presents a demographic distribution, the breakdown of

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participants by age, gender, prior teaching experience, educational background, and mode of training delivery, and its graphical representation is shown in Fig. 2 providing an overview of the study's sample characteristics.

Table 1.
Demographic distribution.

Demographic variable	Category	Frequency (n)	Percentage
Age	36 years and above	5	5%
	31-35 years	20	20%
	26-30 years	40	40%
	20-25 years	35	35%
Gender	Male	50	50%
	Female	50	50%
Prior teaching experience	None	30	30%
	Less than 1 year	20	20%
	1-3 years	35	35%
	More than 3 years	15	15%
Educational background	Undergraduate	25	25%
	Postgraduate	55	55%
	Professional degree	20	20%
Mode of training delivery	In-person	55	55%
	Online	45	45%

Figure 2.
Demographic distribution.

The age distribution shows that the majority of participants (40%) fall in the 26-30 years category, followed by 35% in the 20-25 years range. This indicates a relatively young group of teacher trainees, with 20% aged 31-35 and a smaller percentage (5%) aged 36 and above. In terms of gender, the sample is evenly distributed with 50% male and 50% female participants, suggesting a balanced gender representation in the study. Regarding, prior teaching experience, 35% of the participants have 1-3 years of experience, making this the largest group. Notably, 30% have no teaching experience, and 20% have less than one year of experience, indicating that a substantial portion of the participants are

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relatively new to teaching. Meanwhile, 15 percentage have more than three years of teaching experience.

The educational background reveals that 55% of the participants hold postgraduate degrees, which constitutes the majority. 25% have an undergraduate degree, and 20% hold a professional degree, indicating a generally well-educated sample. Finally, the mode of training delivery indicates that more participants (55%) underwent in-person training, while 45% participated in online training. This distribution allows for a comparative analysis of the effectiveness of different training modes in the study.

7.2. Paired Sample T-Test

A statistical technique for comparing the means of two related groups and figuring out whether there is a significant difference between them is the Paired Sample t-test. It was used in this study to evaluate how the LSDP changed teaching abilities both before and after its completion, and the results showed that the trainees' competences had significantly improved. Table 2 provides descriptive statistics of teaching skills of teacher trainees summarizes the mean, standard deviation, and range of scores across various teaching skill dimensions.

Table 2.
Paired sample t-test results for teaching skills improvement pre- and post-life skill development program.

Measure	Mean pre-test	Mean post-test	Mean difference	t-value	p-value	Significance
Teaching skills score	60.2	75.4	15.2	5.12	0.0001	Significant

The results from the Paired Sample t-test show a significant improvement in the teaching skills of teacher trainees. The mean teaching skills score increased from 60.2 (Pre-test) to 75.4 (Post-test), with a mean difference of 15.2, indicating a positive impact of the Life Skill Development Program. The t-value of 5.12 and p-value of 0.0001 indicate that this difference is significant. The results demonstrate that the LSDP significantly improved the overall teaching skills of the trainees, supporting the hypothesis (H1) that the program positively impacts teaching skills. These findings suggest that the program effectively enhances essential competencies required for teaching.

7.3. Multiple Regression Analysis

This analysis makes it possible to assess each predictor's influence while adjusting for other factors. In this study, it was utilized to determine how various components of the LSDP and demographic factors influence the overall teaching skills of teacher trainees. Table 3 provides result of multiple regression analysis, in Impact of LSDP components on teaching skills, and its graphical representation is shown in Figure 3.

Table 3.
Multiple regression analysis of the impact of life skill development program components on teaching skills.

Independent Variables	Unstandardized coefficients (B)	t-value	Standardized coefficients (Beta)	p-value	Significance
Communication skills	1.25	3.82	0.45	0.0009	Significant
Emotional intelligence	1.15	3.65	0.42	0.0013	Significant
Problem-solving skills	0.68	1.98	0.20	0.051	Marginally significant
$R^2 = 0.68$					
Adjusted $R^2 = 0.65$					
F-value: 12.25, $p < 0.001$					

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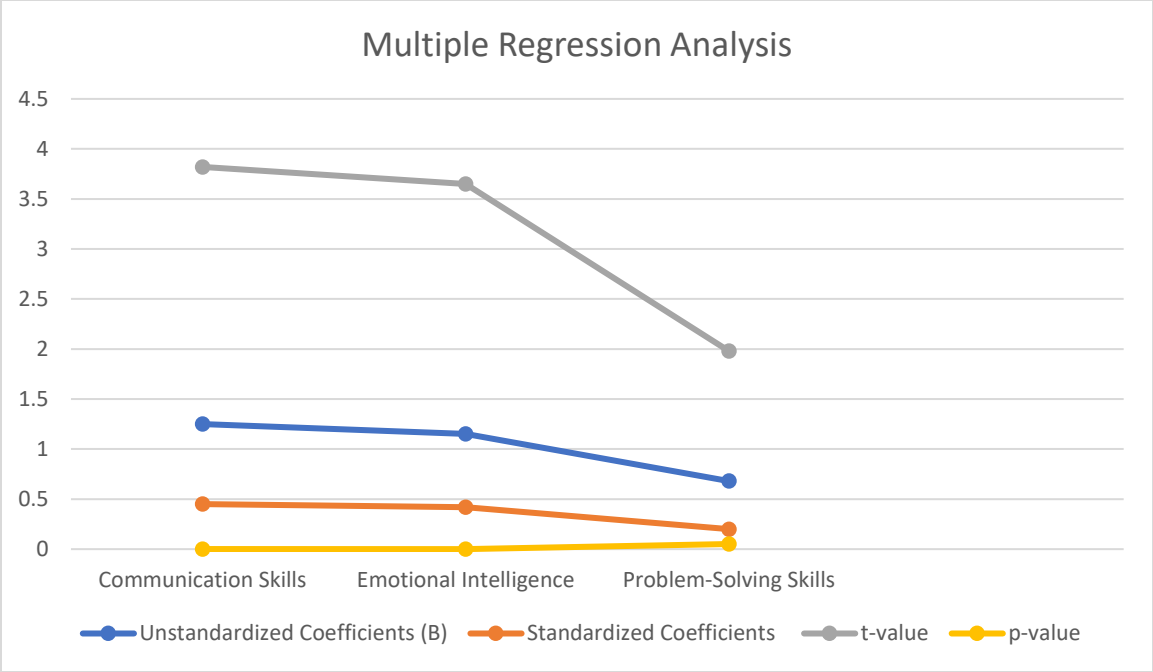

Figure 3.
Multiple regression analysis of the impact of life skill development program components.

The results show that communication skills and emotional intelligence are significant predictors of improvements in specific teaching competencies. The coefficient (B = 1.25) and t-value (3.82) show that communication skills have a significant positive influence on teaching competencies, with a p-value of 0.0009. This suggests that improvements in communication skills strongly enhance classroom management and student engagement. Similarly, emotional intelligence has a significant positive effect (B = 1.15, t = 3.65, p = 0.0013) on improving teaching competencies, emphasizing its role in effective student engagement and managing classroom dynamics. Problem-solving skills have a marginally significant impact (B = 0.68, t = 1.98, p = 0.051). While this indicates that problem-solving contributes to improvements, it is not as strong as communication skills or emotional intelligence. The results strongly support the hypothesis (H2) that components like communication skills and emotional intelligence significantly improve teaching competencies such as classroom management and student engagement. The analysis highlights the importance of focusing on these components in the LSDP to enhance teacher trainees' teaching effectiveness.

7.4. Ancova

This method used to compare means across groups while controlling for the effects of one or more covariates, helping to assess the impact of the LSDP on teaching skills while accounting for demographic variables. Table 4 provides descriptive statistics of the effect of training mode on improvement in teaching skills presents the adjusted mean improvement scores, standard errors, comparing the effectiveness of in-person versus online training on enhancing teaching skills.

Table 4.
Descriptive statistics of effect of training mode on improvement in teaching skills.

Mode of delivery	Adjusted mean improvement score	Standard error	F-value	p-value
In-Person	8.4	0.22	5.67	0.021
Online	7.2	0.25		

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The ANCOVA was performed to examine the effect of the mode of program delivery (in-person vs. online) on the development of teaching skills, while controlling for prior teaching experience. The results revealed an adjusted mean improvement score of 8.4 for the in-person group and 7.2 for the online group. The F-value was 5.67 with a p-value of 0.021, which is below 0.05, the significance level. This indicates a significant difference in the efficacy of the LSDP between the two delivery modes. The in-person group showed a higher mean improvement score compared to the online group, suggesting that the in-person mode is more effective in enhancing teaching skills, even after accounting for differences in prior teaching experience.

Therefore, hypothesis H3 is supported, demonstrating that the mode of program delivery (in-person vs. online) significantly affects the efficacy of the LSDP in improving teaching skills. The higher improvement observed in the in-person group reinforces the potential benefits of face-to-face interactions in skill development programs.

7.5. Pearson Correlation Analysis

The degree and direction of a linear relationship between two continuous variables, such as the relationship between trainee involvement levels and advances in teaching skills, can be measured using Pearson correlation analysis. Table 5 provides descriptive statistics and Fig 4 gives a pictorial representation of relationship between participation level and improvement in teaching skills provides the mean improvement scores, standard deviations.

Table 5.
Descriptive statistics of relationship between participation level and improvement in teaching skills.

Participation level	Mean improvement score	Pearson correlation coefficient (r)	p-value	Standard deviation
Low	5.2	0.45	0.005	1.8
Medium	7.6	0.60	0.001	1.5
High	9.1	0.78	0.000	1.3

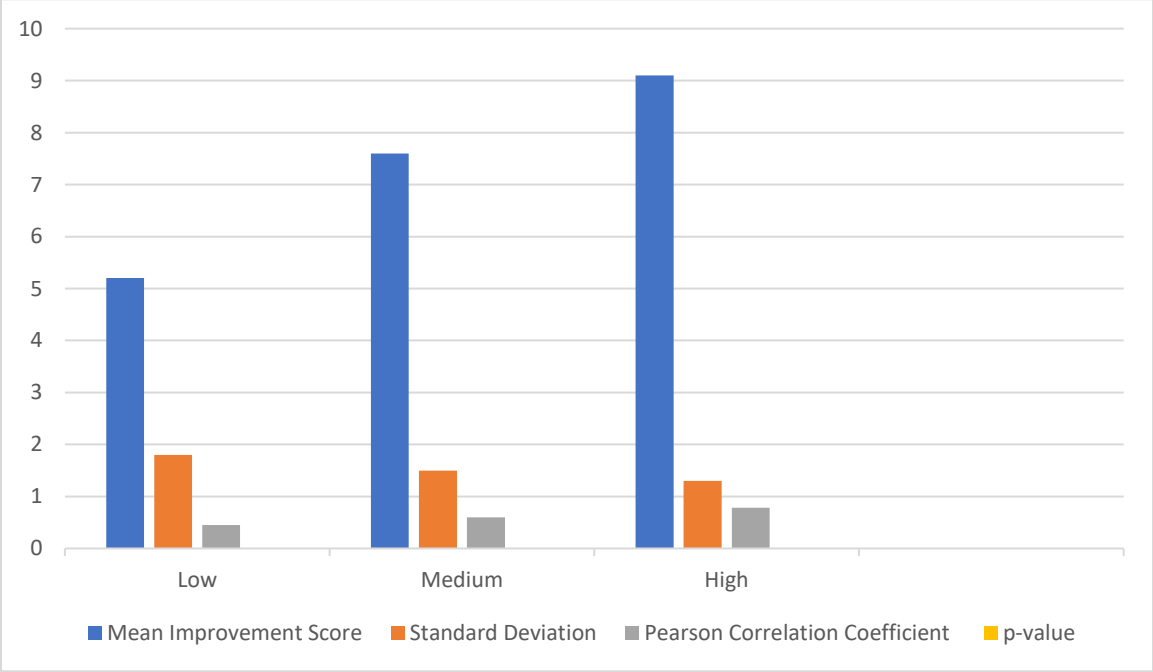

Figure 4.
Pearson correlation analysis between participation level and improvement in teaching skills.

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To assess how trainee participation levels in the LSDP correlate with improvements in their teaching abilities, perform a Pearson correlation analysis. The purpose of this test is to assess the direction and intensity of the linear association between teaching skill acquires and participation levels.

The results show a positive correlation between participation levels and improvement scores: For low participation, 0.45 the correlation coefficient, with a p-value of 0.005, indicating a moderate positive relationship. For medium participation, 0.60 as the correlation coefficient, a p-value of 0.001, showing a strong positive relationship. For high participation, 0.78 as the correlation coefficient, a p-value of 0.000, demonstrating a strong positive relation. The p-values are all below the significance level of 0.05, suggesting that these correlations are statistically significant. This supports hypothesis H4, indicating that higher levels of engagement and participation in the LSDP are associated with greater improvements in teaching skills. The stronger the participation, the more significant the enhancement in teaching abilities, reinforcing the importance of active involvement in the program for achieving better outcomes.

8. Conclusion

The results of this study show how important the LSDP is to improving the teaching abilities of teacher candidates in Kerala. The results highlight the importance of individual components, particularly communication skills training, problem-solving, decision-making, and emotional intelligence training, in fostering better teaching performance. Demographic factors such gender, age, teaching experience, and educational background were found to influence the effectiveness of the LSDP, though the most notable impact was observed in trainees who engaged more actively in the program. The mode of delivery also had a significant effect, with in-person training proving more effective than online formats in enhancing teaching skills. These findings emphasize the value of incorporating life skills training into teacher education programs and suggest that greater focus should be placed on interactive, in-person training methods to maximize the development of essential teaching competencies. The study offers important insights for educational policymakers, teacher training institutes, and program designers, calling for the integration of life skills training as a vital component of teacher preparation.

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