

**The Life-Skilled Teacher: A Pillar of NEP 2020's Holistic and
Multidisciplinary Vision**

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Abstract

In the modern society of 21st Century the field of education is rapidly changing. Now a days Teachers role of mentorship and guide has been evolved with a large responsibility. In olden days traditional methods for teaching were been used but now a days responsibility of teachers is also tremendously increased to create a responsible and professional students. Teachers are not only responsible for teaching lessons from text books but they act as a mentor, guide of the students which can help them develop social values and student's positive behavior. In current scenario students not only need an educational support but they need emotional, relationships and real-life challenges support in their life. These kind of responsibilities of real-life challenges and emotional support teacher should be capable of having interpersonal skill through which they can help students in their day-to-day activities and their life. To overcome these challenges teachers should be equipped with the skill like effective communication skill, ability to adjust new situations, problem solving techniques and methods, stress management, ethical decision making, emotional intelligence etc. these are the techniques through which teachers can manage classroom smoothly, can build relationships with students and can support students effectively. In this paper researcher focused on understanding the importance of life skills of teachers. It explains the theoretical and conceptual foundation behind them and discusses methods and feedback. It also highlights the challenges and barriers faced by teachers in implementing life skills training for teachers.

Keywords: Mentor, social values, Life skills, behavior, assessment, curriculum, resources, observation, Social learning, teacher's education, Intelligence, communication.

I. Introduction

Teaching is not a daily routine for explaining a lesson or completing a syllabus. Teacher plays an important role in student's life. Teacher shows a path to the students for their future. Teacher is responsible for overall development of the students which includes thinking abilities, emotional well-being, and social behaviour. Teacher helps students to manage and understand the concepts build a relationship, and develop a values essential for life.

In the daily routine work teachers faces many problems like different classrooms, technological integration, mental health concerns and administrative responsibilities so these pressures make teaching stressful.

In such situations, life skills help teachers to manage professional responsibilities while maintaining personal well-being. Life skills enable teachers to communicate effectively, resolve conflicts, make informed decisions, and adjust in changing education system. understanding the importance of life skills for teachers is important as it leads to better teaching practices, higher job satisfaction, and overall educational quality.

II. Literature Review

According to WHO 1997, Life skills are abilities that enable individuals to deal effectively with the demands and challenges of everyday life. generally, research on life skill primarily focussed on students but studies emphasize their relevance for teachers

Studies revealed that teachers having strong life skills are able to manage classroom more effectively with reduced stress, which can improve teacher–student relationships (Jennings & Greenberg, 2009).

Research by OECD (Organisation for Economic Co-operation and Development -2018) Emphasize that social and emotional skills are important for teachers. It explains that teachers who can understand their own emotions, manage stress, well communication and build positive relationships are more effective in their teaching.

Additionally, studies in teacher education indicate that life skills training helps teachers become more emotionally balanced, handle difficulties with confidence, and reflect on their teaching practices for continuous improvement (Day & Gu, 2014).

1. Theoretical Perspective and Conceptual Foundation

Life skills for teachers are supported by several important educational and psychological theories. These theories help to clearly understand why life skills are important for teachers and explain how these skills influence teacher’s behaviour, teaching methods, classroom management, and the overall teaching–learning process.

1) Humanistic theory, especially **Maslow’s hierarchy of needs**, explains that a teacher must first satisfy basic needs such as safety, emotional security, and self-confidence before reaching self-actualization. Self-actualization means reaching one’s best abilities and becoming the best version of oneself. When teachers feel respected, emotionally balanced, and confident, they become more motivated and creative in their work. As a result, they teach more effectively, support students better, and create a positive and encouraging classroom environment.

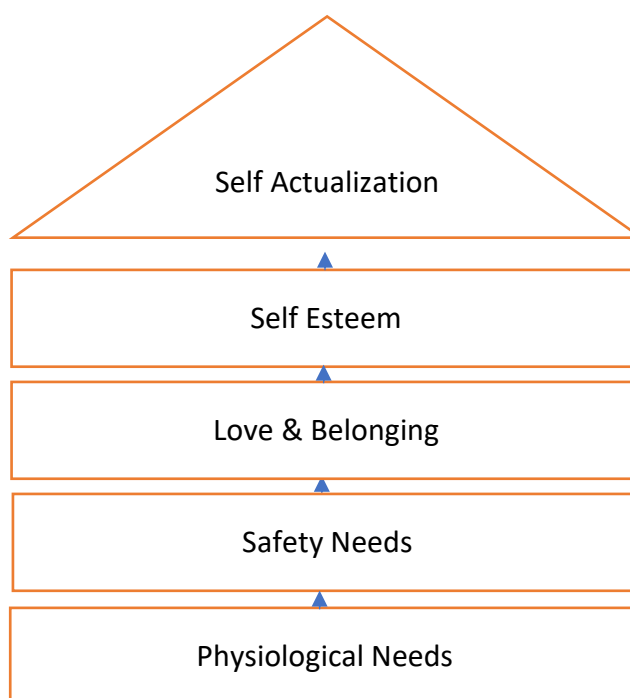


Fig. 3.1 Maslow’s hierarchy of Needs

2) **Social Learning Theory**, proposed by **Albert Bandura (1977)**, This theory explains that people learn by watching others. In the classroom, teachers act as role models for students. When teachers show positive life skills such as patience, problem-solving, respect, and good communication, students learn these qualities by observing them. As a result, teachers with strong life skills have a positive influence on students' attitudes and behaviour.

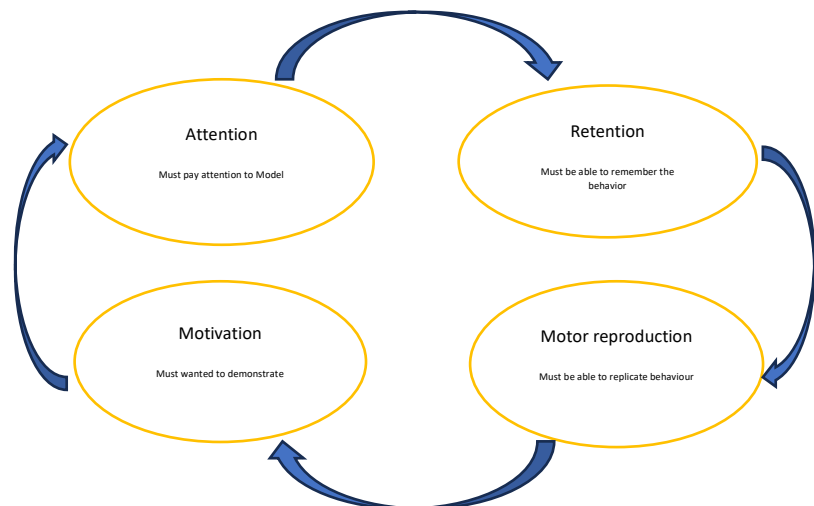


Fig. 3.2 Social learning theory

3) **Emotional Intelligence Theory**, developed by **Daniel Goleman (1995)**, This theory focuses on understanding and controlling emotions. It explains that teachers who are aware of their own feelings, can manage stress, show care and understanding for others, and communicate well are more successful in teaching. Emotional intelligence helps teachers handle classroom situations calmly, understand students' emotions, and build strong and trusting relationships with students.

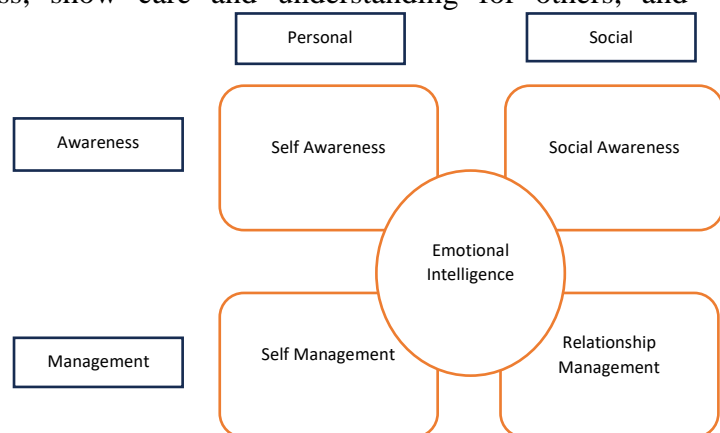


Fig. 3.3 Emotional Intelligence Theory

From a conceptual point of view, life skills for teachers can be divided into three categories.

- a) **Personal skills:** include self-awareness, emotional control, and stress management, which help teachers maintain mental and emotional balance.
- b) **Interpersonal skills:** include communication, teamwork, and empathy, which help teachers build positive relationships with students, parents, and colleagues.
- c) **Professional skills:** include problem-solving, adjustability, decision-making, and ethical behaviour, which help teachers handle challenges and changes in the education system effectively. Together, these life skills help teachers become more confident, work more effectively, and develop as balanced and capable professionals.

IV. Assessment of Life Skills for Teachers

Assessing life skills in teachers is not easy because these skills are connected to attitudes, emotions, behaviour, and daily actions. Therefore, different methods are needed to understand teacher's life skills in a complete and meaningful way.

One common way to assess life skills is through self-report questionnaires, where teachers answer questions about their own abilities, such as communication, managing stress, and controlling emotions. These questionnaires help teachers think about their strengths and the areas they need to improve. Reflective journals are also very helpful, teachers write about their daily experiences, challenges, feelings, and what they have learned. This helps them to understand themselves better and look how they respond in different situations. Additionally, standardized emotional intelligence tests are used to check skills like knowing our own feelings, understanding how others feel, and managing our emotions in a clear and structured way.

Classroom observation is another important way to assess teachers' life skills. In this method, evaluators watch teachers while they are teaching and interacting with students in the classroom. By observing teachers in real situations, evaluators can see how teachers communicate with students, explain lessons clearly, listen to student's questions, and respond to their needs. Observations also show how teachers handle classroom discipline, manage conflicts, stay calm under pressure, solve problems as they arise, and manage their time and energy during lessons.

Another useful method is peer assessment, where fellow teachers or colleagues observe a teacher's work and provide feedback. This method gives valuable information about a teacher's interpersonal skills, such as how well they work with other teachers, staff, and students, and how they handle teamwork and cooperation. Peer feedback can also highlight professional behaviour, including responsibility, punctuality, patience, and fairness.

Using classroom observation and peer assessment together gives a clear picture of a teacher's life skills in real situations. It helps teachers see their own strengths, understand areas where improvement needed, and learn practical ways to improve their communication, problem-solving, and stress management skills. This method is very effective because it focuses on how teachers act in real-life situations, rather than only depending on self-reported answers or tests. Performance-based assessments help measure life skills in a practical way. Activities like role plays, simulations, and case studies give teachers a chance to show how they would handle real classroom situations. These methods are very useful for checking skills such as decision-making, communication, solving conflicts, and handling problems effectively

Finally, Continuous and formative assessment is very important because life skills develop slowly over time. Regular feedback and ongoing evaluation help teachers improve these skills little by little. Instead of judging teachers at just one-time, continuous assessment understands that life skills grow and change and helps teachers in their long-term professional development.

V. Feedback Mechanisms

Effective feedback is very important for developing skills in teachers. helpful and positive feedback from colleagues, mentors, and school administrators helps teachers to understand their strengths and to identify those areas where they can improve. **Reflective feedback**

encourages teachers to think about their own actions and learn from their experiences. Mentoring and coaching provide personal guidance and support, it helps teachers to grow both emotionally and professionally. When feedback is included in professional development programs, it helps teachers in applying life skills regularly and bring continuous positive changes in their behaviour.

VII. Challenges and Barriers

Life skills are important for teachers but to include these skills in educational program is not an easy task. A major challenge is Lack of awareness. Many teachers and institutions does not understand the importance of life skills or they are unaware about how it helps in professional and personal growth and hence life skill is often given a less priority.

Another challenge is fixed and rigid curriculum. The education programs are already full of subject lessons and examinations and hence there are very less time used for teaching life skills. Limited time, inadequate resources, teachers, learning material make difficult to teach life skills effectively.

Cultural factors are also barriers in life skills in such cases where emotional expressions and self-reflection, or open communication may be misunderstood or may not be valued this can lead to resistance from teachers and institutions, who may see life skills as less important than technical knowledge.

Assessing life skills is another major difficulty because these skills depend on personal behaviour and different situations. Unlike academic subjects, life skills cannot be easily tested through written exams. Life skills changes based on the situation, measuring them becomes more challenging.

Whereas, **institutional barriers** such as lack of supportive policies, insufficient funding, and limited professional development opportunities slow down the effective implementation of life skills programs. Without proper policy support and continuous training, it becomes difficult to integrate life skills meaningfully into teacher education and professional practice.

VII. Conclusion and Future Research Directions

Life skills are extremely important for teachers in today's education system. Teachers face many modern challenges such as diverse classrooms, emotional needs of students, use of technology, and work-related stress. Life skills help teachers handle these challenges effectively and support the overall development of students. When teachers possess strong life skills, they are better able to guide students academically, emotionally, and socially, leading to holistic development.

This paper has highlighted the importance of life skills for teachers by explaining different theories and research studies that support their role in effective teaching. The discussion shows that life skills improve teacher's confidence, classroom management, emotional balance, and professional performance.

To strengthen the integration of life skills in teacher education, training programs should have clear and well-planned life skill activities. Continuous assessment methods should be used to monitor progress, and reflective feedback should be encouraged so teachers can learn from

their experiences and improve step by step. Mentoring and professional support systems for teachers should also be included to promote long-term development.

Future research should focus on developing clear and standardized tools to assess life skills in teachers. Researchers should also study life skills from a cultural perspective to ensure that training methods are suitable for different social and cultural backgrounds. In addition, long-term research studies are needed to clearly understand the lasting effects of life skills training. Such studies can help explain how learning life skills improves teacher's mental and emotional well-being, reduces stress, and increases job satisfaction over time. They can also show how teachers with strong life skills positively influence student's academic performance, behaviour, and overall personal development. Studying these effects over a long period will help educators and policymakers understand the true value of life skills training and improve future teacher education programs.

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