Prospective Teachers' Consciousness of LETH Skills in Arunachal Pradesh

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Abstract: The purpose of this study was to investigate the prospective teachers' consciousness of life skills, emotional coping skills, teaching skills and higher order thinking (LETH) skills in Arunachal Pradesh. The sample of the study was 600 prospective teachers studying in 4th Semester teacher training colleges affiliated to Rajiv Gandhi University (A Central University) Arunachal Pradesh. The results showed that prospective teachers' conscious level is average on LETH Skills in Arunachal Pradesh.

Keywords- consciousness, life, emotional coping, teaching, thinking, skills

1. INTRODUCTION

Prospective teachers basically require consciousness of LETH skills comprising life skills, emotional coping skills, teaching skills and higher order thinking skills before entering real teaching life situations. It is tremendous truth that these skills can make prospective teachers more reflective, creative, critical and more effective agents in professional and social life. These skills may show pavement for progressive, prosperous and quality life.

Education is not just confined to acquiring information. It is about inculcating the skills for using information as per changing world. It becomes more imperative and pertinent for the prospective teachers to possess and learn LETH skills to be more effective, efficient and fulfil the demands to cater the needs of students in real life.

For prospective teachers, life skills, emotional coping skills, teaching skills and higher order thinking skills are essential and should reflect in their behaviour so that they can deal with the future generation of the nation. Enhancement of educational skills viz., life skills, emotional coping skills, teaching skills and higher order thinking skills not only help the prospective teacher in understanding the abilities of students but also help them in providing conducive environment to promote their innate and acquired abilities. If these skills reflect in the behaviour of prospective teacher, they will easily identify the individual differences among the students and can effectively deal with these individual differences. In present scenario, a teacher is being considered as a catalyst and facilitator of the knowledge. However, teacher needs to be cultivated with educational skills for bringing about desired change and reach expected goals of learning process among students.

Prajapati et al. (2017) carried out a study on significance of life skills education. Their study concluded that imparting and inculcating life skills education to student's especially could help the youth to overcome pressing difficulties in life as well as prevents them from engaging them in antisocial activities. Munsi and Guha (2014) conducted a study on status of life skill education in teacher education curriculum of SAARC countries: a comparative study. The main objective of teacher education curriculum of SAARC countries with special reference to the status of life skill based education. The study used interpretative, comparative and analytical method. The study revealed that life skills has been incorporated in the curriculum of secondary school in the SAARC countries to help them tackle the challenges and needs in their real life and societies. The study also concluded that imparting these life skills also help and prevents HIV/AIDS and create awareness regarding environmental issues and problems at the same time promotes peace and international understanding and human rights.

Noorbakhsh et al. (2010) studied on emotional intelligence and coping styles with stress. The sample size comprised of 413 students (140 boys and 273 girls) of UG students of Tehran University. They revealed that emotional intelligence was positively associated with problem focused and positive emotional focused coping styles. They also revealed that emotional intelligence was negatively associated with negative emotional focused coping style. Emotional intelligence would influence coping strategies through management and regulations of emotions, utilization and facilitation of emotions and appraisal of emotions. Likewise, Fabio Rosa Angela and Buzzai Caterina (2022) studied about creativity, emotional intelligence and cognitive coping styles in gifted and nongifted adults.

Borich (2000) reveals that assessing learners level of knowledge, developing suitable teaching learning plan, guiding students for self-assessment, supporting collaborative discussions are important teaching skills or teaching methods. Rambuda (2004) emphasizes teaching skills is very important domains of teaching learning process. Chelo M R (2010) an effective teacher is responsible to create a warm classroom climate, to promote enthusiasm, motivation and an interactive teacher-student relationship. It also implies to be caring and understandable and enhance learning. Therefore, this paper presents some of the main qualities needed to be an effective teacher focusing on the professional and personal skills.

Razmawaty and Othman (2017) studied on 'Authentic Assessment in Assessing Higher Order Thinking Skills'. This article covers concepts and definitions of authentic assessments and higher order thinking skills. Authentic assessments are a form of alternative assessment. The methodology used for this literature review was adapted from the Systematic Guide to Literature Review by Okoli & Schabram (2010). The results shows that authentic assessments can measure various cognitive skills in a realistic situation. It also adds that authentic assessments involves performance-based tasks and authentic assessment is a method that allows students to demonstrate the knowledge and skills that have been achieved.

In this study we are reporting about the significant difference in prospective teachers' consciousness of LETH skills with regard to gender, category, locality, educational qualification, marital status, age and teaching specialization with reference to the state of Arunachal Pradesh in India. For the study we have assumed that there is no significant difference in prospective teachers' consciousness of LETH skills with regard to gender, category, locality, educational qualification, marital status, age and teaching specialization.

2. METHODOLOGY

The present study is descriptive in nature. Hence, the investigator has selected descriptive cum survey method with a view to focus on discovering the facts on consciousness LETH skills. This descriptive cum normative survey method has been used to get information with a view to draw the valid conclusions. The investigator has selected nine (09) B.Ed. colleges and one University of Arunachal Pradesh. There are 9 private B.Ed colleges and one University College of Education in Arunachal Pradesh. The researcher has chosen a sample size comprising 60% (N=600) of the entire population (1000 prospective teachers). The sample of 600 prospective teachers was selected by using proportionate stratified random sampling technique. Consciousness Scale for LETH skills (CSL) was developed and used for gathering information on the prospective teachers' consciousness about LETH skills.

In final draft of the tool, 220 items were retained altogether relating to life skills, emotional coping skills, teaching skills and higher order thinking skills in terms of multiple choice questions, and true/false options. The reliability as well as validity were calculated. The reliability of the test was 0.85 (using Kr-21 formula) and intrinsic validity was 0.92 (square root method). From the expert's view on content, it was clear that the present tool followed the relevant, appropriate and necessary content. Hence, this tool possessed content validity. The present tool possessed face validity due to its effective procedural appearance in the light of objective as well as supervisor's view towards the tool preparation and administration.

3. RESULT AND DISCUSSION

We present the result and discussion based on the primary data collection and used both quantitative and qualitative analyses.

Objective-1: To find out significant differences in prospective teachers' consciousness of LETH skills with regard to gender.

Hypothesis-1: There is no significant difference in prospective teachers' consciousness of LETH skills with regard to gender.
    Based on hypothesis and data collection for prospective teachers' consciousness of LETH skills with regard to gender which are defined as male and female the Table 1 has been tabulated.
    The t-value (3.84) with regard to life skills (M1=51.08; SD1= 10.30; M2= 54.27; SD2 = 9.52; D= 3.19, SEd= 0.83, df= 598, P ≤ 0.01) is significant. It means that null hypothesis is rejected. It indicates that there is significant difference in the consciousness of prospective teachers on LETH skills with regard to life skills due to variation in gender. It means that gender differs prospective teachers' consciousness on life skills. From the mean values, it is clear that the female prospective teachers (M2= 54.27) are higher than the male prospective teachers (M1= 51.08) in their consciousness towards life skills. From the SD values, it is clear that male prospective teachers (SD1= 10.30) are slightly deviated than the female prospective teachers (SD2 = 9.52) in their consciousness on life skills.
    The t-value (0.94) with regard to emotional coping skills (M1= 19.86; SD1= 4.32; M2= 20.20; SD2 = 4.94; D= 0.34, SE = 0.36, df=598, P > 0.01) is not significant. It means that null hypothesis is accepted. It is clear that there is no significant difference in the consciousness of prospective teachers on LETH skills with regard to emotional coping skills due to variation in gender. It means that gender does not differ prospective teachers' consciousness on emotional coping skills. From the mean values, it is clear that the female prospective teachers (M2=20.20) are higher than the male prospective teachers (M1=19.19.86) in their consciousness towards emotional coping skills. From the SD values, it is clear that female prospective teachers (SD2= 4.94) are slightly deviated than the male prospective teachers (SD1= 4.32) in their consciousness on emotional coping skills.

Table 1: Mean, SD, D, SEd and t-value with regard to dimensions of LETH skills due to variation in gender.

Dimensions of LETH skills	Gender				D	SEd	t-values
	Male (N1= 249)		Female (N2= 351)				
	M1	SD1	M2	SD2			
Life Skills (LS)	51.08	10.30	54.27	9.52	3.19	0.83	3.84*
Emotional Coping Skills (ECS)	19.86	4.32	20.20	4.94	0.34	0.36	0.94@
Teaching Skills (TS)	30.21	7.05	30.05	8.76	0.16	0.65	0.25@
Higher Order Thinking Skills (HOTS)	23.61	4.65	24.78	6.04	1.17	0.44	2.66*
Overall Skills (OS)	124.76	9.52	129.30	8.22	4.54	0.74	6.14*

Note: @= not significant at 0.10 level and *= significant at 0.01 level

The t-value (0.25) with regard to teaching skills (M1=30.21; SD1=7.05; M2= 30.05; SD2=8.76; D= 0.16, SEd= 0.65, df= 598, P > 0.01) is not significant. It means that null hypothesis is accepted. It shows that there is no significant difference in the consciousness of prospective teachers on LETH skills with regard to teaching skills due to variation in gender. It means that gender does not differ prospective teachers' consciousness on teaching skills. From the mean values, it is clear that the male prospective teachers (M1= 30.21) are higher than the female prospective teachers (M2= 30.05) in their consciousness towards teaching skills. From the SD values, it is clear that female prospective teachers (SD2= 8.76) are deviated than the male prospective teachers (SD1=7.05) in their consciousness on teaching skills.

The t-value (2.66) with regard to higher order thinking skills (M1= 23.61; SD1= 4.65; M2= 24.78; SD2= 6.04; D= 1.17, SEd= 0.44, df= 598, P ≤ 0.01) is significant. It means that null hypothesis is rejected. It is evident that there is significant difference in the consciousness of prospective teachers on LETH skills with regard to higher order thinking skills due to variation in gender. It means that gender differs prospective teachers' consciousness on higher order thinking skills. From the mean values, it is clear that the female prospective teachers (M2= 24.78) are higher than the male prospective teachers (M1= 23.61) in their consciousness towards higher order thinking skills. From the SD values, it is clear that female prospective teachers (SD2= 6.04) are deviated than the male prospective teachers (SD1= 4.65) in their consciousness on skills.

The t-value (6.14) with regard to overall LETH skills (M1=124.76; SD1=9.52; M2= 129.30; SD2= 8.22; D= 4.54; SEd= 0.74, df= 598, P ≤ 0.01) is significant. It means that null hypothesis is rejected. It indicates that there is significant difference in the consciousness of prospective teachers on overall LETH skills due to variation in gender. It means that gender differs prospective teachers' consciousness on overall LETH skills. From the mean values, it is clear that female prospective teachers (M2= 129.30) are higher than the male prospective teachers (M1= 124.76) in their consciousness on overall LETH skills. From the SD values, it is clear that female prospective teachers (SD2= 8.22) are slightly deviated than male prospective teachers (SD1= 9.52) in their consciousness on overall LETH skills.

Objective-2: To find out significant differences in prospective teachers' consciousness of LETH skills with regard to category.

Hypothesis-2: There is no significant difference in prospective teachers' consciousness of LETH skills with regard to category.

Based on hypothesis and data collection for prospective teachers' consciousness of LETH skills with regard to category which are defined as permanent resident of Arunachal Pradesh (APST) and non-permanent resident of Arunachal Pradesh (NON-APST) the Table 2 has been tabulated.

The t-value (3.01) with regard to life skills (M1= 52.79; SD1= 10.27; M2= 49.99; SD2= 9.57; D= 2.8, SEd= 0.93, df= 598, P ≤ 0.01) is significant. It means that null hypothesis is rejected. It shows that there is significant difference in the consciousness of prospective teachers on LETH skills with regard to life skills due to variation in category. It means that category differs prospective teachers' consciousness on life skills. From the mean values, it is clear that the APST prospective teachers (M1= 52.79) are higher than the NON-APST prospective teachers (M2= 49.99) in their consciousness towards life skills. From the SD values, it is clear that APST prospective teachers (SD1= 10.27) are slightly deviated than the NON-APST prospective teachers (SD2= 9.57) in their consciousness on life skills.

The t-value (0.28) with regard to emotional coping skills (M1= 20.03; SD1= 4.48; M2= 20.15; SD2 = 4.42; D= 0.12, SEd= 0.43, df= 598, P > 0.01) is not significant. It means that null hypothesis is accepted. It implies that there is no significant difference in the consciousness of prospective teachers on LETH skills with regard to emotional coping skills due to variation in gender. It means that category does not differ prospective teachers' consciousness on emotional coping skills. From the mean values, it is clear that the NON-APST prospective teachers (M2= 20.15) are higher than the APST prospective teachers (M1= 20.03) in their consciousness towards emotional coping skills. From the SD values, it is clear that NON-APST prospective teachers (SD1= 4.78) are slightly deviated than the APST prospective teachers (SD2= 4.42) in their consciousness on emotional coping skills.

Table 2: Mean, SD, D, SEd and t-value with regard to dimensions of LETH skills due to variation in category.

Dimensions of LETH skills	Category				D	SEd	t-values
	APST (N1=456)		NON-APST (N2=144)				
	M1	SD1	M2	SD2			
Life Skills	52.79	10.27	49.99	9.57	2.8	0.93	3.01*
Emotional Coping Skills	20.03	4.78	20.15	4.42	0.12	0.43	0.28@
Teaching Skills	29.85	8.30	30.99	7.34	1.14	0.72	1.58@
Higher Order Thinking Skills	24.42	5.76	23.88	4.73	0.54	0.48	1.13@
Overall	127.09	8.17	125.01	9.22	2.08	0.86	2.42@

Note: @= not significant at 0.10 level and *= significant at 0.01 level

The t-value (1.58) with regard to teaching skills (M1= 29.85; SD1= 8.30; M2= 30.99; SD2= 7.34; D= 1.14, SEd= 0.72, df= 598, P > 0.01) is not significant. It means that null hypothesis is accepted. It is clear that there is no significant difference in the consciousness of prospective teachers on LETH skills with regard to teaching skills due to variation in category. It means that category does not differ prospective teachers' consciousness on teaching skills. From the mean values, it is clear that the NON-APST prospective teachers (M2= 30.99) are higher than the APST prospective teachers (M1= 29.85) in their consciousness towards teaching skills. From the SD values, it is clear that APST prospective teachers (SD1= 8.30) are deviated than the NON-APST prospective teachers (SD2=7.34) in their consciousness on teaching skills.

The t-value (1.13) with regard to higher order thinking skills (M1= 24.42; SD1= 5.76; M2= 23.88; SD2= 4.73; D= 0.54, SEd= 0.48, df= 598, P > 0.01) is not significant. It means that null hypothesis is accepted. It reveals that there is no significant difference in the consciousness of prospective teachers on LETH skills with regard to higher order thinking skills due to variation in category. It means that category does not differ prospective teachers' consciousness on higher order thinking skills. From the mean values, it is clear that the APST prospective teachers (M1= 24.42) are higher than the NON-APST prospective teachers (M2= 23.88) in their consciousness towards higher order thinking skills. From the SD values, it is clear that APST prospective teachers (SD1= 5.76) are slightly deviated than the NON-APST prospective teachers (SD2= 4.73) in their consciousness on higher order thinking skills.

The t-value (2.42) with regard to overall LETH skills (M1= 127.09; SD1= 8.17; M2= 125.01; SD2= 9.22; D= 2.08; SEd= 0.86, df= 598, P > 0.01) is not significant. It means that null hypothesis is accepted. It shows that there is no significant difference in the consciousness of prospective teachers on overall LETH skills due to variation in category. It means that category does not differ prospective teachers' consciousness on overall LETH skills. From the mean values, it is clear that APST prospective teachers (M1= 127.09) are higher than the NON-APST prospective teachers (M2= 125.01) in their consciousness on overall LETH skills. From the SD values, it is clear that NON-APST prospective teachers (SD2= 9.22) are slightly deviated than APST prospective teachers (SD1= 8.17) in their consciousness on overall LETH skills.

Objective-3: To find out significant differences in prospective teachers' consciousness of LETH skills with regard to locality.

Hypothesis-3: There is no significant difference in prospective teachers' consciousness of LETH skills with regard to locality.

Based on hypothesis and data collection for prospective teachers' consciousness of LETH skills with regard to locality which are defined as students from urban and rural areas the Table 3 has been tabulated.

The t-value (1.15) with regard to emotional coping skills (M1= 20.29; SD1= 4.38; M2= 19.84; SD2= 4.97; D= 0.45, SEd= 0.39, df= 598, P > 0.01) is not significant. It means that null hypothesis is accepted. It indicates that there is no significant difference in the consciousness of prospective teachers on LETH skills with regard to emotional coping skills due to variation in locality. It means that locality does not differ prospective teachers' consciousness on emotional coping skills. From the mean values, it is clear that the urban prospective teachers (M1= 20.29) are higher than the rural prospective teachers (M2= 19.84) in their consciousness

towards emotional coping skills. From the SD values, it is clear that rural prospective teachers (SD2= 4.97) are slightly deviated than the urban prospective teachers (SD1= 4.38) in their consciousness on emotional coping skills.

The t-value (1.44) with regard to teaching Skills (M1= 30.61; SD1= 7.05; M2= 29.66; SD2= 8.95; D= 0.95, SEd= 0.66, df= 598, P > 0.01) is not significant. It means that null hypothesis is accepted. It is clear that there is no significant difference in the consciousness of prospective teachers on LETH skills with regard to teaching skills due to variation in locality. It means that locality does not differ prospective teachers' consciousness on teaching skills. From the mean values, it is clear that the urban prospective teachers (M1= 30.61) are higher than the rural prospective teachers (M2= 29.66) in their consciousness towards teaching skills. From the SD values, it is clear that rural prospective teachers (SD2= 8.95) are slightly deviated than the urban prospective teachers (SD1= 7.05) in their consciousness on teaching skills.

Table 3: Mean, SD, D, SEd and t-value with regard to dimensions of LETH skills due to variation in locality.

Dimensions of LETH skills	Locality				D	SEd	t-values
	Urban (N1=291)		Rural (N2= 309)				
	M1	SD1	M2	SD2			
Life Skills	50.07	10.23	54.04	9.75	3.97	0.82	3.15*
Emotional Coping Skills	20.29	4.38	19.84	4.97	0.45	0.39	1.15@
Teaching Skills	30.61	7.05	29.66	8.95	0.95	0.66	1.44@
Higher Order Thinking Skills	24	4.81	24.57	6.12	0.57	0.45	1.27@
Overall	124.97	8.62	128.11	7.15	3.14	0.66	4.75*

Note: @= not significant at 0.10 level and *= significant at 0.01 level

The t-value (1.27) with regard to higher order thinking skills (M1= 24; SD1= 4.81; M2= 24.57; SD2= 6.12; D= 0.57, SEd= 0.45, df= 598, P > 0.01) is not significant. It means that null hypothesis is accepted. It is evident that there is no significant difference in the consciousness of prospective teachers on LETH skills with regard to higher order thinking skills due to variation in locality. It means that locality does not differ prospective teachers' consciousness on higher order thinking skills. From the mean values, it is clear that the rural prospective teachers (M2= 24.57) are higher than the urban prospective teachers (M1= 24) in their consciousness towards higher order thinking skills. From the SD values, it is clear that rural prospective teachers (SD2= 6.12) are deviated than the urban prospective teachers (SD1= 4.81) in their consciousness on higher order thinking skills.

The t-value (4.75) with regard to overall LETH skills (M1= 124.97; SD1= 8.62; M2= 128.11; SD2=7.15; D= 3.14; SEd= 0.66, df= 598,P ≤ 0.01) is significant. It means that null hypothesis is rejected. It tells that there is significant difference in the consciousness of prospective teachers on overall LETH skills due to variation in locality. It means that locality differs prospective teachers' consciousness on overall LETH skills. From the mean values, it is clear that rural prospective teachers (M2= 128.11) are higher than the urban prospective teachers (M1= 124.97) in their overall consciousness on LETH skills. From the SD values, it is clear that urban prospective teachers (SD1= 8.62) are slightly deviated than rural prospective teachers (SD2= 7.15) in their consciousness on overall LETH skills.

Objective-4: To find out significant differences in prospective teachers' consciousness of LETH skills with regard to educational qualification.

Hypothesis-4: There is no significant difference in prospective teachers' consciousness of LETH skills with regard to educational qualification.

Based on hypothesis and data collection for prospective teachers' consciousness of LETH skills with regard to educational qualification which are defined as post graduates (PG) and under graduates (UG) students the Table 4 has been tabulated.

The t-value (5.07) with regard to life skills (M1= 54.03; SD1= 9.70; M2= 49.87; SD2= 10.26; D= 4.16, SEd= 0.82, df= 598, P ≤ 0.01) is significant. It means that null hypothesis is rejected. It implies that there is significant difference in the consciousness of prospective teachers on LETH skills with regard to life skills due to variation in educational qualification. It means that educational qualification differs prospective teachers' consciousness on life skills. From the mean values, it is clear that the post graduate prospective teachers (M1= 54.03) are higher than the under graduate prospective teachers (M2= 49.87) in their consciousness towards life skills. From the SD values, it is clear that under graduate prospective teachers (SD2= 10.26) are slightly deviated than the post graduate prospective teachers (SD1= 9.70) in their consciousness on life skills.

Table 4: Mean, SD, D, SEd and t-value with regard to dimensions of LETH skills due to variation in educational qualification.

Dimensions of LETH skills	Educational Qualification				D	SEd	t-values
	Post Graduate (N1=324)		Under Graduate (N2= 276)				
	M1	SD1	M2	SD2			
Life Skills	54.03	9.70	49.87	10.26	4.16	0.82	5.07*
Emotional Coping Skills	20	4.96	20.13	4.37	0.13	0.39	0.33@
Teaching Skills	29.83	8.86	30.47	7.08	0.64	0.65	0.98@
Higher Order Thinking Skills	24.50	6.09	24.05	4.78	0.45	0.44	1.02@
Overall	128.36	8.15	124.52	9.31	3.84	0.72	5.33*

Note: @= not significant at 0.10 level and *= significant at 0.01 level

The t-value (0.33) with regard to emotional coping Skills (M1= 20; SD1= 4.96; M2= 20.13; SD2= 4.37; D= 0.13, SEd= 0.39, df= 598, P > 0.01) is not significant. It means that null hypothesis is accepted. It reveals that there is no significant difference in the consciousness of prospective teachers on LETH skills with regard to emotional coping skills due to variation in educational qualification. It means that educational qualification does not differ prospective teachers' consciousness on emotional coping skills. From the mean values, it is clear that the under graduate prospective teachers (M2= 20.13) are higher than the post graduate prospective teachers (M1= 20) in their consciousness towards emotional coping skills. From the SD values, it is clear that post graduate prospective teachers (SD1= 4.96) are slightly deviated than the under graduate prospective teachers (SD2= 4.37) in their consciousness on emotional coping skills.

The t-value (0.98) with regard to teaching Skills (M1= 29.83; SD1= 8.86; M2= 30.47; SD2= 7.08; D= 0.64, SEd= 0.65, df= 598, P > 0.01) is not significant. It means that null hypothesis is accepted. It says that there is no significant difference in the consciousness of prospective teachers on LETH skills with regard to teaching Skills due to variation in educational qualification. It means that educational qualification does not differ prospective teachers' consciousness on teaching skills. From the mean values, it is clear that the under graduate prospective teachers (M2= 30.47) are higher than the post graduate prospective teachers (M1= 29.83) in their consciousness towards teaching skills. From the SD values, it is clear that post graduate prospective teachers (SD1= 8.86) are slightly deviated than the under graduate prospective teachers (SD2= 7.08) in their consciousness on teaching skills.

The t-value (1.02) with regard to higher order thinking skills (M1= 24.50; SD1= 6.09; M2= 24.05; SD2= 4.78; D= 0.45, SEd= 0.44, df= 598, P > 0.01) is not significant. It means that null hypothesis is accepted. It is clear that there is no significant difference in the Consciousness of prospective teachers on LETH skills with regard to higher order thinking skills due to variation in educational qualification. It means that educational qualification does not differ prospective teachers' consciousness on higher order thinking skills. From the mean values, it is clear that the post graduate prospective teachers (M1= 24.50) are higher than the under graduate prospective teachers (M2= 24.05) in their consciousness towards higher order thinking skills. From the SD values, it is clear that post graduates prospective teachers (SD1= 6.09) are deviated than the under graduate prospective teachers (SD2= 4.78) in their consciousness on higher order thinking skills.

The t-value (5.33) with regard to overall LETH skills (M1= 128.36; SD1= 8.15; M2= 124.52; SD2= 9.31; D= 3.83; SEd= 0.72, df= 598, P ≤ 0.01) is significant. It means that null hypothesis is rejected. It tells that there is significant difference in the consciousness of prospective teachers on overall LETH skills due to variation in educational qualification. It means that educational qualification differs prospective teachers' consciousness on overall LETH skills. From the mean values, it is clear that post graduate prospective teachers (M1= 128.36) are higher than the under graduate prospective teachers (M2= 124.53) in their consciousness on overall LETH skills. From the SD values, it is clear that under graduate prospective teachers (SD2= 9.31) are slightly deviated than post graduate prospective teachers (SD1= 8.15) in their consciousness on overall LETH skills.

Objective-5: To find out significant differences in prospective teachers' consciousness of LETH skills with regard to marital status.

Hypothesis-5: There is no significant difference in prospective teachers' consciousness of LETH skills with regard to marital status.

Based on hypothesis and data collection for prospective teachers' consciousness of LETH skills with regard to marital status which are defined as married and unmarried students the Table 5 has been tabulated.

The t-value (2.42) with regard to life Skills (M1= 54.34; SD1= 7.87; M2= 51.82; SD2= 10.41; D= 2.52, SEd= 1.04, df= 598, P > 0.01) is not significant. It means that null hypothesis is accepted. It says that there is no significant difference in the consciousness of prospective teachers on LETH skills with regard to life skills due to variation in marital status. It means that marital status does not differ prospective teachers' consciousness on life skills. From the mean values, it is clear that the married prospective teachers (M1= 54.34) are higher than the unmarried prospective teachers (M2= 51.82) in their consciousness towards life skills. From the SD values, it is clear that unmarried prospective teachers (SD2= 10.41) are deviated than the married prospective teachers (SD1= 7.87) in their consciousness on life skills.

Table 5: Mean, SD, D, SEd and t-value with regard to dimensions of LETH skills due to variation in marital status.

Dimensions of LETH skills	Marital Status				D	SEd	t-values
	Married (N1=70)		Un-Married (N2= 530)				
	M1	SD1	M2	SD2			
Life Skills	54.34	7.87	51.82	10.41	2.52	1.04	2.42@
Emotional Coping Skills	21.35	4.95	19.89	4.64	1.46	0.62	2.35@
Teaching Skills	30.14	7.78	30.12	10.24	0.02	1.06	0.2@
Higher Order Thinking Skills	24.82	6.83	24.22	5.83	0.60	0.85	0.71@
Overall	130.65	8.19	126.05	9.79	4.60	1.07	4.30*

Note: @= not significant at 0.10 level and *= significant at 0.01 level

The t-value (2.35) with regard to emotional coping skills (M1= 21.35; SD1= 4.95, M2= 19.89; SD2= 4.64; D= 1.46, SEd= 0.62, df= 598, P > 0.01) is not significant. It means that null hypothesis is accepted. It indicates that there is no significant difference in the consciousness of prospective teachers on LETH skills with regard to emotional coping skills due to variation in marital status. It means that marital status does not differ prospective teachers' consciousness on emotional coping skills. From the mean values, it is clear that the married prospective teachers (M1= 21.35) are higher than the unmarried prospective teachers (M2= 19.89) in their consciousness towards emotional coping skills. From the SD values, it is clear that married prospective teachers (SD1= 4.95) are slightly deviated than the unmarried prospective teachers (SD2= 4.64) in their consciousness on emotional coping skills.

The t-value (0.02) with regard to teaching Skills (M1= 30.14; SD1= 7.78; M2= 30.12; SD2= 10.24; D= 0.02, SEd= 1.06, df= 598, P > 0.01) is not significant. It means that null hypothesis is accepted. It indicates that there is no significant difference in the consciousness of prospective teachers on LETH skills with regard to teaching skills due to variation in marital status. It means that marital status does not differ prospective teachers' consciousness on teaching skills. From the mean values, it is clear that the married prospective teachers (M1= 30.14) are higher than the unmarried prospective teachers (M2= 30.12) in their consciousness towards teaching skills. From the SD values, it is clear that unmarried prospective teachers (SD2= 10.24) are deviated than the married prospective teachers (SD2= 7.78) in their consciousness on teaching skills.

The t-value (0.71) with regard to higher order thinking skills (M1= 24.82; SD1= 6.83; M2= 24.22; SD2= 5.34; D= 0.60, SEd= 0.85, df= 598, P > 0.01) is not significant. It means that null hypothesis is accepted. It reveals that there is no significant difference in the consciousness of prospective teachers on LETH skills with regard to higher order thinking skills due to variation in marital status. It means that marital status does not differ prospective teachers' consciousness on higher order thinking skills. From the mean values, it is clear that the married prospective teachers (M1= 24.82) are slightly higher than the unmarried prospective teachers (M2= 24.22) in their consciousness towards higher order thinking skills. From the SD values, it is clear that married prospective teachers (SD1= 6.83) are slightly deviated than the unmarried prospective teachers (SD2= 5.34) in their consciousness on higher order thinking skills.

The t-value (4.30) with regard to overall LETH skills (M1= 130.65; SD1= 8.19; M2= 126.05; SD2= 9.79; D= 4.60; SEd= 1.07), df= 598, P ≤ 0.01) is significant. It means that null hypothesis is rejected. It indicates that there is significant difference in the consciousness of prospective teachers on overall LETH skills due to variation in marital status. It means that marital status differs prospective teachers' consciousness on overall LETH skills. From the mean values, it is clear that married prospective teachers (M1= 130.65) are higher than the unmarried prospective teachers (M2= 126.05) in their consciousness on overall LETH skills. From the SD values, it is clear that unmarried prospective teachers (SD2= 9.79) are slightly deviated than married prospective teachers (SD1= 8.19) in their consciousness on overall LETH skills.

Objective-6: To find out significant differences in prospective teachers' consciousness of LETH skills with regard to age.

Hypothesis-6: There is no significant difference in prospective teachers' consciousness of LETH skills with regard to age.

Based on hypothesis and data collection for prospective teachers' consciousness of LETH skills with regard to age which are defined in range as students above 30 years, between 25-30 years and below 25 years of age the Table 6 has been tabulated.

The F-value (18.56) with regard to life skills ($ss_b = 3631$, $ss_w = 58378.35$, $ss_t = 62009.36$, $df_b = 2$, $df_w = 597$, $df_t = 599$, $P \leq 0.01$) is significant. It means that null hypothesis is rejected. It is clear that there is a significant difference in the consciousness of prospective teachers on LETH skills with regard to life skills due to variation in age. It means that age differs prospective teachers' consciousness on life skills. From the mean values, it is clear that prospective teachers who are above 30 years of age (M1= 54.70) have higher consciousness on life skills than the prospective teachers between 25-30 years (M2= 53.86) and below 25 years of age (M3= 48.99) respectively.

Table 6: Mean, SV, SS, MSV and F-value with regard to dimensions of LETH skills due to variation in age.

Dimensions of LETH Skills	Variables	Sub-Category	Mean	SV	SS	df	MSV	F-value
Life skills	Age	Above 30 years	54.70	Between group	3631	2	18.15	18.56*
		25-30 years	53.86					
		>25 years	48.99	Within group	58378.35	597	97.78	
		Total	52.12	Total	62009.36	599		
Emotional coping skills	Age	Above 30 years	20.33	Between group	169.157	2	84.57	3.86@
		25-30 years	19.25					
		>25 years	19.36	Within group	13063.30	597	21.88	
		Total	19.68	Total	13232.46	599		
Teaching skills	Age	Above 30 years	27.90	Between group	29.08	2	14.54	0.22@
		25-30 years	28.95					
		>25 years	29.44	Within group	39234.54	597	65.72	
		Total	29.47	Total	39263.62	599		
Higher order thinking skills	Age	Above 30 years	23.02	Between group	148.23	2	74.11	2.43@
		25-30 years	24.03					
		>25 years	23.06	Within group	18186.96	597	30.46	
		Total	23.85	Total	18335.19	599		
Overall	Age	Above 30 years	125.62	Between group	5346.68	2	2673.34	5.32*
		25-30 years	125.63					
		>25 years	120.24	Within group	299874.48	597	502.30	
		Total	124.79	Total	305221.17	599		

Note: @= not significant at 0.10 level and *= significant at 0.01 level

The F-value (3.86) with regard to emotional coping skills (ss_b= 169.15, ss_w= 13063.30, ss_t= 13232.46, df_b= 2, df_w= 597, df_t= 599, P > 0.01) level is not significant. It means that null hypothesis is accepted. It shows that there is no significant difference in the consciousness of prospective teachers on LETH skills with regard emotional coping skills due to variation in age. It means that age does not differ prospective teachers' consciousness on emotional coping skills. From the mean values, it is clear that prospective teachers who are above 30 years of age (M1= 20.33) have higher consciousness on emotional coping skills than the prospective teachers between 25-30 years (M2= 19.25) and below 25 years of age (M3= 19.36) respectively.

The F-value (0.22) with regard to teaching skills ($ss_b = 29.08$, $ss_w = 39234.54$, $ss_t = 39263.62$, $df_b = 2$, $df_w = 597$, $df_t = 599$, $P > 0.01$) level is not significant. It means that null hypothesis is accepted. It reveals that there is no significant difference in the consciousness of prospective teachers on LETH skills with regard to teaching skills due to variation in age. It means that age does not differ prospective teachers' consciousness on teaching skills. From the mean values, it is clear that prospective teachers who are below 25 years of age (M3= 29.44) have higher consciousness on teaching skills than the prospective teachers between 25-30 years (M2= 28.95) and above 30 years of age (M1= 27.90) respectively.

The F-value (2.43) with regard to higher order thinking skills ($ss_b = 148.23$, $ss_w = 18186.96$, $ss_t = 18335.19$, $df_b = 2$, $df_w = 597$, $df_t = 599$, $P > 0.01$) level is not significant. It means that null hypothesis is accepted. It indicates that there is no significant difference in the consciousness of prospective teachers on LETH skills with regard to higher order thinking skills due to variation in age. It means that age does not differ prospective teachers' consciousness on higher order thinking skills. From the mean values, it is clear that prospective teachers who are between 25-30 years of age (M2= 24.03) have higher consciousness on higher order thinking skills than the prospective teachers below 25 (M3= 23.06) and above 30 years of age (M1= 23.02) respectively.

The F-value (5.32) with regard to overall LETH skills ($ss_b = 5346.68$, $ss_w = 299874.48$, $ss_t = 305221.17$, $df_b = 2$, $df_w = 597$, $df_t = 599$, $P \leq 0.01$) level is significant. It means that null hypothesis is rejected. It is evident that there is a significant difference in the consciousness of prospective teachers on overall LETH skills due to variation in age. It means that age differs prospective teachers' consciousness on overall LETH skills. From the mean values, it is clear that the prospective teachers who are above 30 years of age (M1= 125.62) have higher consciousness on overall LETH skills than the prospective teachers between 25-30 years (M2= 125.63) and below 25 years of age (M3= 120.24) respectively.

Objective-7: To find out significant differences in prospective teachers' consciousness of LETH skills with regard to teaching specialization.

Hypothesis-7: There is no significant difference in prospective teachers' consciousness of LETH skills with regard to teaching specialization.

Based on hypothesis and data collection for prospective teachers' consciousness of LETH skills with regard to teaching specialization which are defined as students from social science, language and science disciplines the Table 7 has been tabulated.

The F-value (13.27) with regard to life skills ($ss_b = 2639.38$, $ss_w = 59369.97$, $ss_t = 62009.36$, $df_b = 2$, $df_w = 597$, $df_t = 599$, $P \leq 0.01$) level is significant. It means that null hypothesis is rejected. It tells that there is a significant difference in the consciousness of prospective teachers on LETH skills with regard to life skills due to variation in teaching specialisation. It means that teaching specialisation differs prospective teachers' consciousness on life skills. From the mean values, it is clear that prospective teachers with social science (M1= 54.02) as teaching specialisation are higher life skills than language (M2= 50.34) and science (M3= 49.60).

Table 7: Mean, SD, D, SEd and t-value with regard to dimensions of LETH skills due to variation in locality.

Dimensions of LETH Skills	Variables	Sub-Category	Mean	SV	SS	df	MSV	F-value
Life skills	Teaching Specialisation	Social science	54.02	Between group	2639.38	2	1319.69	13.27*
		Language	50.34					
		Science	49.60	Within group	59369.97	597	99.44	
		Total	52.12	Total	62009.36	599		
Emotional coping skills	Teaching Specialisation	Social science	20.04	Between group	0.91	2	0.45	0.02@
		Language	20.15					
		Science	20.04	Within group	13231.55	597	22.16	
		Total	20.06	Total	13232.46	599		
		Social science	29.85	Between group	72.46	2	36.23	0.55@

			Mean		SS	df	MS	F
Teaching skills	Teaching Specialisation	Language	30.03					
		Science	30.63	Within group	39191.16	597	65.64	
		Total	30.12	Total	39263.62	599		
Higher order thinking skills	Teaching Specialisation	Social science	24.53	Between group	86.16	2	43.08	1.40@
		Language	24.59					
		Science	23.72	Within group	18249.03	597	30.56	
		Total	24.29	Total	18335.19	599		
Overall	Teaching Specialisation	Social science	128.47	Between group	2571.12	2	1285.56	2.53@
		Language	125.47					
		Science	124.01	Within group	302650.05	597	506.95	
		Total	126.6	Total	305221.17	599		

Note: @= not significant at 0.10 level and *= significant at 0.01 level

The F-value (0.02) with regard to emotional coping skills (ss_b= 0.91, ss_w= 13231.55, ss_t= 13232.46, df_b= 2, df_w= 597, df_t= 599, P > 0.01) level is not significant. It means that null hypothesis is accepted. It shows that there is no significant difference in the consciousness of prospective teachers on LETH skills with regard to emotional coping skills due to variation in teaching specialisation. It means that teaching specialisation does not differ prospective teachers' consciousness on emotional coping skills. From the mean values, it is clear that prospective teachers with language (M2= 20.15) as teaching specialisation have higher emotional coping skills than social science (M1= 20.04) and science (M3= 20.04).

The F-value (0.55) with regard to teaching skills ($ss_b = 72.46$, $ss_w = 39191.16$, $ss_t = 39263.62$, $df_b = 2$, $df_w = 597$, $df_t = 599$, $P > 0.01$) level is not significant. It means that null hypothesis is accepted. It indicates that there is no significant difference in the consciousness of prospective teachers on LETH skills with regard to teaching skills due to variation in teaching specialisation. It means that teaching specialisation does not differ prospective teachers' consciousness on teaching skills. From the mean values, it is clear that prospective teachers with science (M3= 30.63) as teaching specialisation have higher teaching skills than social science (M1= 29.85) and language (M2= 30.03).

The F-value (1.40) with regard to higher order thinking skills ($ss_b = 86.16$, $ss_w = 18249.03$, $ss_t = 18335.19$, $df_b = 2$, $df_w = 597$, $df_t = 599$, $P > 0.01$) level is not significant. It means that null hypothesis is accepted. It reveals that there is no significant difference in the consciousness of prospective teachers on LETH skills with regard to higher order thinking skills due to variation in teaching specialisation. It means that teaching specialisation does not differ prospective teachers' consciousness on higher order thinking skills. From the mean values, it is clear that prospective teachers with language (M2= 24.59) as teaching specialisation have higher order thinking skills than social science (M1= 24.53) and science (M3= 23.72).

The F-value (2.53) with regard to overall LETH skills ($ss_b = 2571.12$, $ss_w = 302650.05$, $ss_t = 305221.17$, $df_b = 2$, $df_w = 597$, $df_t = 599$, $P > 0.01$) level is not significant. It means that null hypothesis is accepted. It is clear that there is no significant difference in the consciousness of prospective teachers on overall LETH skills due to variation in teaching specialisation. It means that teaching specialisation does not differ prospective teachers' consciousness on overall LETH skills. From the mean values, it is clear that the prospective teachers with social science (M1= 128.47) as teaching specialisation have higher consciousness on overall LETH skills than language (M2= 125.47) and science (M3= 124.01).

4. CONCLUSION AND EDUCATIONAL IMPLICATION

Prospective teachers are the main agents to carry out teaching-learning process in real teaching scenario. They need to cultivate life skills, emotional coping skill, teaching skills and higher order thinking skills which will be helpful for the students at primary, secondary and tertiary level. These LETH skills will promote students to reach holistic development as reflected in the National Education Policy (NEP 2020) of India. Learning to know, learning to be, learning to do and learning to become can be possible by enhancing LETH skills among pre-service and in-service teachers also. At all events, LETH skills are prominent for prospective teachers to create positive and academic environment with proper well-being in terms of sociability and emotional stability. Cognitive thinking, meta-cognition, critical reflection, creative abilities, knowing self and managing self, knowing others and managing other, effective communication skills, collaboration, decision making, problem solving abilities and empathetic outlook are to be strengthened among prospective teachers in general and students in specific through LETH skills.

The present study makes it possible to make the following educational implication:

- For The Government has to take certain initiatives to establish youth development centres in which youth will be well trained in terms of life skills for better preparation for life.
- Educational administrators should equip the schools and colleges with basic infrastructure, subsequently they need to provide conducive environment and opportunities to deal with real life experiences associated with LETH skills.
- There should be a separate chapter on each component of LETH skills i.e., Life Skills, Emotional Coping Skills, Teaching Skills and Higher order Thinking Skills.
- In Arunachal Pradesh, still there is no provision for teaching LETH skills and LETH skills education, it is the need of the hour to introduce LETH skills education in schools' and colleges' curricula for the students to make more informed decisions.
- LETH skills covers all aspects of human behaviour to compete with 21st century, all the stakeholders should make it a priority to introduce LETH skills as a subject since from primary to University level.

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