

Chapter 5

Summary, Findings and Suggestions

5.1. Introduction

This chapter is an overview of the study. It portrays a brief journey of the study with need and significance of the study, statement of the study, objectives of the study, hypotheses of the study, delimitation of the study, variables of the study, sample of the study, description of the used tool procedure of data collection, procedure of Statistical analysis, findings of the research questions, educational Implications, suggestions of the researcher and recommendation for Future Research.

5.2. Summary of the Study

5.2.1 Need and Significance of the study

Lack of healthy life skills cause many problems to the teacher, pupils and to the entire process and system of education. Teachers without life skills might feel stressed in their profession. They fail in managing the situation skillfully and can't deal properly with their surroundings and relationships. Teachers who own the life skills should be able to convey them to their pupils.

Each individual teacher experiences his own unique pattern of pressures such as competing with others, occupational and marital demands and coping with the complexity and rapid pace of modern life. Lifestyles of the modern decade generate much stress and many are unable to cope with it. Thus the researcher felt that measuring the life skills of teachers will be useful to improve and rectify some of the problems regarding life which are major among the teachers and other problems connected to it.

5.2.2 Statement of the study

The study is stated as: "Life Skills and Academic Achievements of Pupil Teachers Of RIE, NCERT, Bhopal: A Study."

5.2.3 Objectives of the study

The objectives and their sub-objectives of the present research work are in the following-

Objective 1 To study the life skill score of pupil teachers of RIE, NCERT, Bhopal.

Objective 2 To study the academic achievement of pupil teachers of RIE, NCERT, Bhopal.

Objective 3 To compare the mean scores of the life skill scores of male and female pupil

teachers of RIE, NCERT, Bhopal.

Objective 4 To compare the mean scores of the life skill scores of pupil teachers of Science group and Humanities group of RIE, NCERT, Bhopal.

Objective 5 To compare the mean scores of the academic achievement scores of male and female pupil teachers of RIE, NCERT, Bhopal.

Objective 6 To compare the mean scores of the academic achievement scores of Science group and Humanities group pupil teachers of RIE, NCERT, Bhopal.

Objective 7 To study the relationship between life skill score and academic achievement of pupil teachers of RIE, NCERT, Bhopal.

5.2.4 Hypotheses (H0)

To achieve the aim of the research, the researcher formulates following hypotheses on the basis of the above objectives-

- 5.2.4.1** (H01) There is no significant difference in the mean scores of cumulative life skill score between male and female pupil teachers of RIE, NCERT, Bhopal.
- 5.2.4.2** (H02) There is no significant difference in the mean scores of cumulative life skill score between science group and humanities group pupil teachers of RIE NCERT, Bhopal
- 5.2.4.3** (H03) There is no significant difference between the mean score of academic achievement scores of male and female pupil teachers of RIE NCERT, Bhopal
- 5.2.4.4** (H04) There is no significant difference between the mean score of academic achievement scores of science group and humanities group pupil teachers of RIE NCERT, Bhopal.
- 5.2.4.5** (H05) There is no significant relationship of life skill scores of pupil teachers of RIE, NCERT, Bhopal with their Academic Achievements scores in professional degree courses.

5.2.5 Delimitation of the study

- 5.2.4.6** The study is delimited to a sample of only 180 pupil teachers of RIE, NCERT, Bhopal.
- 5.2.4.7** The study is delimited to one dependent variable i.e. academic achievement and one independent variable i.e. life skill.
- 5.2.4.8** The different dimensions of each type of life skills are not considered individually.
- 5.2.4.9** Out of several demographic variables only gender and type of academic groups has been taken for the present study.
- 5.2.4.10** The professional courses are delimited: Integrated B. Ed M. Ed, B. Ed, M. Ed, B. Sc.- B.Ed., B. A. - B. Ed.

5.2.6 Variables of the study

Variables are basically the periphery in the research part. It is basically the entity that can take any value and can vary. In this study the relationship will be measured between two variable- lifeskills and Pupil teachers" academic achievements. In this study, the variables are taken as in the following manners-

- Predictive variable - Life skill
- Criterion variable – Academic Achievement

5.2.7 Sample of the study

Data collection is essentially an important part of the research process so that the hypotheses tentatively held may be identified, rejected or not rejected and inferences are made. For the data collection process, the researcher needs to take the sample from the population. The process of obtaining information about the entire population by examining only a part of it is referred to as sampling.

In this research purposive sampling is done. Purposive sampling is also known as judgmental or selective or subjective sampling. It is a form of non-probability sampling (NPS). In this sampling researcher relies on the purpose of the study when choosing members from the population for sample of this study to participate in this survey. The number of sample of this study is 180.

5.2.8 Description of the used Tool

In research, data gathering tools are called research tools. The advantage and importance of research is totally dependent on the relevancy of the tools used to extract the information from the sample population. The tool should be relevant, reliable and valid.

This study deals with the cumulative life skills in relation with academic achievement of prospective teachers. The details of the used tool is in the following-

- ❖ Self-made Scale on Life skills (2021) developed by the present researcher is taken as a tool. The tool is a scale based on different life skills consisting of 20 items. The scoring of positive items of self-efficacy scale was done by assigning score 4,3,2,1 for strongly agree, agree, disagree, strongly disagree.
- ❖ In this tool, Academic achievement is taken as the percentage of the result of teacher trainees in their professional courses.

5.2.9 Procedure of Data Collection

Methods are the specific tools and procedure is the process to collect data using the method. In this study, survey method is used through online mode.

5.2.10 Ethical Considerations

4.3.1 The collected information would be confidential and would not be shared with any random third-party users.

4.3.2 This assessment on life skills is only for research purposes. There is no motive to judge or hurt one's personality, emotions and life.

4.3.3 The researcher accepts individual differences and respects everyone's uniqueness.

5.2.11 Procedure of Statistical Analysis

It was an interesting task to accomplish the simplification, quantification, statistical analysis and generalization of the data. The analysis of data started with the background information of the sample. The data collected were consolidated, tabulated and analyzed using inferential techniques i.e. Pearson correlation or Pearson product moment correlation Analysis which are presented in

detail in chapter IV. In this Statistics: , mean, standard deviation, t-test and the Pearson Correlation Coefficient (PCC)-also known as Pearson's r, Pearson's sigma, Pearson product moment correlation Coefficient (PPMCC), bivariate correlation or correlation coefficient are taken for analyzing the data. PCC is the ratio between the covariance of two variables and the product of their standard deviations; thus it is essentially a normalized measurement of the covariance, such that the result always has a value between -1 and 1 . As with covariance itself, the measure can only reflect a linear correlation of variables, and ignores many other types of relationship or correlation

5.3 Findings

Table 5.1 Findings in tabular form

Types of Variable	Names of Variables	Result
Predictive Variable	Life Skill score	Normally Distributed
Criterion Variable	Academic Achievement	Normally Distributed

Independent t-test:

There is no significance difference of life skill scores between male and female pupil teachers.
There is no significance difference of life skill scores between science and humanities group of pupil teachers
There is no significance difference of academic achievement scores between male and female pupil teachers.
There is no significance difference of academic achievement scores between science group and humanities group pupil teachers

Pearson's Product Moment Correlation

The correlation between life skill scores and academic achievement scores is positive that means higher score of life skill approaches high score in academic achievement.

5.4 Educational Implications

The catholicon of development is education. Education is the only way in which society can be moulded and transformed. Education is mainly to nourish and bring up the best in the individual. The aim of education is to impart knowledge so that children evolve as resourceful and productive citizens and utilize the transacted in the best suitable manner. It bolsters citizens to be self-efficient and self-reliant in a word full of life skills and encourages within students the spirit of harmony, brotherhood, equity and equality.

Starting from the kindergarten to higher level, children face tough competition, be it academic or non-academic. Taking into consideration the academic perspective, children face pressure from parents, relatives and teachers so as to meet the defined standards made by them in terms of academic excellence. It helps in recognizing the barriers or hurdles that one encounters in the educational areas. It also helps in catering the behavioral aspects at different points of their phase. Academic achievement is used to determine how well a student is able to assemble, withhold and transact the knowledge that has been learned or grabbed in an effective manner. It helps in analyzing how the quality of education is teaching-learning is taking place in school. It motivates learners intrinsically and extrinsically to outshine in academics. Teachers are the axis of all the above. Today's pupil teachers are future teachers. Present study helps to understand that good at life skills give privilege and confidence to overcome hurdles a form of academic achievement. It will shape their personalities which will give impact on the students in future. So, educational implications of this study are deep and futuristic.

5.5 Recommendations for the Future Researcher

5.5.1 This research can be conducted in the large scale with large sample, big budget and longtime span

5.5.2 This research can be extended with other objectives also.

5.5.3 Every aspect of life skills can be taken into consideration individually.

5.5.4 Not depending upon the institutional score card, academic achievement score can be got from the holistic development procedure observed by the researchers during a long time period.

5.6 Conclusion

The pupil teachers are seen as the makers of future of the country. They are often seen as the architects of the nation. They will shape the students, our future citizens, our future lifeline of the country. Many new commissions and policies came to reduce the stress, anxiety and make them efficiently enough. Children often feel the pressure to complete the syllabus so as to score good grades. But this has certainly brought the mental and physical ability of the students into a sort of trouble. Yashpal Committee Report(1993) emphasized on learning without burden. National Curriculum Framework (NCF, 2005) also mentioned the activity driven in teaching- learning. Self-efficacy stands as a parameter that helps in developing the wholesome personality of the individual. Society needs to play an important role in this as they might serve as an aspiration and form a positive viewpoint for the upcoming generation. The present study may be helpful to the society which includes educationists, administrators and others to mold and transform the system. Academic achievement is an inquisitive factor that helps in determining how successful the individual is. For that the main and important thing is to ease and promote a congenial learning environment and look at the individual needs as every student is unique.

The present study may be helpful to integrate emotional and mental skills in the curriculum so that it helps the individual in their personality development. The significance of it is to explore how Self-efficacy and Academic achievement are interrelated to each other. Gender gap also plays a crucial role and in the present study may be helpful in unfurling the relationship in a better way. The study will be taking into consideration the pupil teachers who are the sovereign group followed by the students, our future nation.