CHAPTER 5

SUMMARY, FINDINGS AND CONCLUSION

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SUMMARY, FINDINGS AND CONCLUSION

5.1. RESTATEMENT OF THE PROBLEM

The investigator has done a vast review in the field of soft skills and felt hard to find out a pedagogic package for secondary school children. So the investigator selected that area and done this experimental study. The study entitled as, “DEVELOPMENT AND VALIDATION OF SOFT SKILLS PRAXIS PEDAGOGIC PACKAGE IN ENGLISH AND ITS EFFECTS ON SOFT SKILLS AMONG SECONDARY STUDENTS”

5.2 OBJECTIVES OF THE STUDY

1. To prepare and validate soft skills praxis pedagogic package on soft skills among secondary students.
2. To prepare and standardize a soft skills assessment tool for secondary students.
3. To find out the effectiveness of Soft Skills Praxis Pedagogic Package on developing soft skills among secondary students.
4. To find out the difference in the pretest scores of experimental and control group on soft skills and component skills among secondary students.
5. To find out the difference between the pretest and post test scores of experimental and control group on soft skills and component skills among secondary students.
6. To find out the difference between the gain scores of experimental and control group on soft skills and component skills among secondary students.
7. To find out the difference in pretest and posttest scores of experimental and control groups before and after the treatment among secondary students.

8. To find out the effectiveness of Soft skills Pedagogic Package considering emotional competence as a co-variate among secondary students.

5.3. HYPOTHESES OF THE STUDY

1. There is significant effect of Soft Skills Praxis Pedagogic Package on enhancing soft skills among secondary students.

2. There exists significant difference in the pretest scores of experimental and control group on Soft Skills among secondary students.

3. There exists significant difference in the pretest scores of experimental and control group on communication skills among secondary students.

4. There exists significant difference in the pretest scores of experimental and control group on interpersonal skills among secondary students.

5. There exists significant difference in the pretest scores of experimental and control group on assertive skills among secondary students.

6. There exists significant difference in the pretest scores of experimental and control group on problem-solving skills among secondary students.

7. There exists significant difference in the pretest and posttest scores of experimental and control groups on soft skills among secondary students.

8. There exists significant difference in the pretest and posttest scores of experimental and control groups on communication skills among secondary students.
9. There exists significant difference in the pretest and posttest scores of experimental and control groups on interpersonal skills among secondary students.

10. There exists significant difference in the pretest and posttest scores of experimental and control groups on assertive skills among secondary students.

11. There exists significant difference in the pretest and posttest scores of experimental and control groups on problem solving skills among secondary students.

12. There exists significant difference in the gain scores of experimental and control groups on soft skills among secondary students.

13. There exists significant difference in the gain scores of experimental and control groups on communication skills among secondary students.

14. There exists significant difference in the gain scores of experimental and control groups on interpersonal skills among secondary students.

15. There exists significant difference in the gain scores of experimental and control group on assertive skills among secondary students.

16. There exists significant difference in the gain scores of experimental and control group on problem solving skills among secondary students.

17. There exists significant difference in pretest and posttest scores of experimental and control groups on soft skills before and after the treatment among secondary students.

18. There is effect of Soft skills Pedagogic Package considering emotional competence as a co-variate among secondary students.
5.4. RESEARCH DESIGN

Research design refers to the conceptual framework within which the research is conducted. It is a mapping strategy which provides the researcher an exact idea about the work in terms of the framework of the study, availability of data, observations, analysis and sampling. Since the major objective of the study is to find out the effectiveness of Soft Skills Praxis Pedagogic Package, the investigator decided to use true experimental method. So the design proposed for the study is “The Pretest-Post test Equivalent Groups Design”.

5.5 VARIABLES OF THE STUDY

Variables are the things that are measured, controlled and manipulated in research. They differ in many aspects, most notably in the role they are given in research and in the types of measures that can be applied to them. The variables selected for the study were classified under three divisions. They are given in research and in the types of measures that can be applied to them. The variables selected for the study were classified under three divisions. They are

Independent Variable

Dependent variable

Independent Variable

Independent variables are those that manipulated and they are independent form the initial reaction of patterns, features, intentions etc, of the subject. In this study, Soft Skills Praxis Pedagogic Package is the independent variable of the study.
Dependent variable

Dependent variables are those that are measured and registered. In the present study the dependent variable is “Soft skills’ Viz. Communication Skills, Interpersonal skills, Assertive skills and problem solving skills and their component skills.

5.6. TOOLS USED IN THE STUDY

Three tools are used for measurement in this study. They are:

- **Soft Skills Assessment Tool** (developed by the investigator with the help of supervising teacher)
- **Soft Skills Praxis Pedagogic Package** (developed by the investigator with the help of supervising teacher)

5.7. SAMPLE SELECTED FOR THE STUDY

The investigator selected sample from GHSS Mupliyam by purposive sampling technique. The investigator selected the students of IX standard for the study.

An emotional competence tool has administered on learners, on the basis of the scores the groups are equalized. More over age, grade, teacher factor and length of instruction also considered in the equivalency of the groups. In order to get rid of the teacher factor, the investigator herself conducted the classes for the IX standard groups for the same duration each day. By the random assignment one group was considered as control group and other group as experimental. In the present study the experimental group was exposed to the treatment using Soft Skill Praxis Pedagogic Package. The sample consists 40 students on each group. The control group was treated with existing method.
5.8 DATA COLLECTION

The investigator collects the data by using soft skill assessment tool prepared by the investigator with the help of the research supervisor. For this the investigator conducted a pilot study using the assessment scale including 121 questions. The procedure of the data collection is as follows.

The study deals with development and validation of soft skills pedagogic package on soft skills. So the investigator used normative survey method and prepares an assessment tool for data collection. There is no standardized tool for the present study. Hence the investigator prepared a soft skills assessment scale with five points. The scale used for the study included 121 statements in which 77 positive statements and 44 negative statements. The score was given 5, 4, 3, 2 and 1 for the responses from ATY to NTY (positive statements). And the scores 1, 2, 3, 4 and 5 for negative statements. Altogether 121 statements used for the pilot study. It includes five responses, Always true of you, Very true of you, Sometimes true of you, Occasionally true of you, Not at all true of you.

The Pilot study was conducted for 400 students of Thrissur District of Kerala state and evaluates the responses. After the pilot study the investigator selected 80 items having ‘t’ value more than 1.75 with the help of the experts for final study. The scale of the final study includes 56 positive statements and 24 negative statements. The performance of boys and girls were separately tabulated and analyzed.

5.9. SOFT SKILLS PRAXIS PEDAGOGIC PACKAGE

The preparation and validation of Soft Skills Praxis Pedagogic Package was the major aim of the study. Using the soft skills assessment scale, the investigator
identified the soft skills that were minimal among secondary students. The study followed a systematic procedure to prepare the package through pre production, production and post production stages. The pre training, training and post training sessions emphasized the enhancement of soft skills using Soft Skills Praxis Pedagogic Package.

5.10 TENABILITY OF HYPOTHESIS

HYPOTHESIS I

1. There is significant effect of Soft Skills Praxis Pedagogic Package on enhancing soft skills among secondary students.

   - The mean scores and the ‘t’ value in the paired sample t-test of experimental group on soft skills are significantly different at 0.05 level of confidence with appropriate degrees of freedom. The post test score on soft skills is higher to the pre-test score. From the analysis it is clear that the treatment praxis is effective for enhancing soft skills.

   - The detailed paired sample ‘t’ test of experimental group on component skills of soft skills, indicates the differences in means for communication, interpersonal skills, assertive skills and problem solving skills. The means of scores on component skills of soft skills for posttest and pretest for experimental group are significantly different. The obtained values for post test scores are much higher to the pretest scores. The significant values of mean differences and ‘t’ test indicate that the treatment that practiced in the praxis using Soft Skills Praxis Pedagogic Package has greater impact on enhancing soft skills.
The mean difference and the ‘t’ value in the paired sample t-test of control group on soft skills are found to be significant at 0.05 level with the appropriate degrees of freedom. The analysis shows that the existing method in the control group also enhances soft skills. Still the higher mean score and the highly significant ‘t’ value of the experimental group indicates that the Soft Skill Praxis Pedagogic Package is more effective than the existing method.

The mean differences and ‘t’ values in the Paired sample t-test of control group for components of soft skills are significant at 0.05 level of confidence with the appropriate degrees of freedom. From the results it is inferred that the existing method that used in the control group is also effective. But when we compare the mean scores with that of the experimental group, the investigator obtained higher mean scores for the experimental group. The significant ‘t’ values of the experimental group indicate the greater impact of Soft Skills Praxis Pedagogic Package for enhancing soft skills.

From the detailed analysis of the data it is evident that the formulated hypothesis, there is significant effect of soft skills Praxis Pedagogic Package on enhancing soft skills among secondary students can be substantiated.

HYPOTHESIS II

There exists significant difference between the pretest scores of experimental and control group on soft skills and component skills among secondary students.

2. There exists significant difference between the pretest scores of experimental and control group on soft skills among secondary students.
3. There exists significant difference in the pretest scores of experimental and control group on communication skills among secondary students.

4. There exists significant difference in the pretest scores of experimental and control group on interpersonal skills among secondary students.

5. There exists significant difference in the pretest scores of experimental and control group on assertive skills among secondary students.

6. There exists significant difference in the pretest scores of experimental and control group on problem-solving skills among secondary students.

7. The mean difference and the 't' value for the difference between the pretest scores of experimental and control group on soft skills and component skills found to be not significant at 0.05 level of confidence at the appropriate degrees of freedom. It is evident that for the scores on pretest of soft skills and its component skills, the experimental and control groups are not significantly different. All the components and the total soft skills are not significantly different. So the two groups are equivalent and can compare the groups for experimentation. Moreover the two groups were equated in their level of emotional competence.

So the corresponding research hypothesis there exists significant difference between the pretest scores of experimental and control groups on soft skills among secondary school students cannot be substantiated.

HYPOTHESIS III

There exists significant between the pretest and post test scores of experimental and control group on soft skills and among secondary students.
7. There exists significant difference between the pretest and post test scores of experimental and control group on soft skills among secondary students.

8. There exists significant difference in the pretest and post test scores of experimental and control group on communication skills among secondary students.

9. There exists significant difference in the pretest and posttest scores of experimental and control groups on interpersonal skills among secondary students.

10. There exists significant difference in the pretest and posttest scores of experimental and control groups on assertive skills among secondary students.

11. There exists significant difference in the pretest and posttest scores of experimental and control groups on problem solving skills among secondary students.

8. The obtained mean difference and ‘t’ value obtained for the difference between the pretest and post test scores of experimental group on soft skill found to be highly significant at 0.05 level of confidence with the appropriate degrees of freedom 78. In the view of the results the investigator inferred that the treatment that given for the experimental group is effective for enhancing soft skills.

9. The mean difference and the ‘t’ values in the difference between the pretest and post test scores of experimental group on components of soft skills for communication skills, interpersonal skills, assertive skills and problem solving skills are found to be highly significant at 0.05 level of confidence with
appropriate degrees of freedom. So it is obvious from the analysis that post test scores of the experimental group for the component skills are greater than that of the control group. From the results the investigator inferred that the treatment given to the experimental group through SPPP greatly enhanced the soft skills of secondary students.

10. The mean difference and the ‘t’ value for the difference between the pretest and post test scores of control group on soft skills is significant at 0.05 level of confidence with the appropriate degrees of freedom 78. The analysis shows that that the existing method also enhanced soft skills of the control group. But the high mean score of experimental group and the ‘t’ value indicated that Soft Skills Praxis Pedagogic Package is better than the existing method of the control group for developing soft skills among secondary students.

11. The mean differences and the ‘t’ values for the difference between post test scores on components of soft skills among experimental and control group are found to be significant at 0.05 level with the appropriate degrees of freedom. The analysis leads to the conclusion that there is significant difference between post test scores on components of soft skills among experimental and control group. The high mean scores of experimental group and the ‘t’ value obtained show that Soft Skills Praxis Pedagogic Package has greater impact in the enhancement of soft skills among secondary students.

12. The mean difference and the ‘t’ value obtained for the difference between post test scores on soft skills among experimental and control groups are found to be highly significant at 0.05 level of confidence with the appropriate degrees of freedom 78. The analysis indicated that there is significant difference between the post test scores on soft skills among experimental and
control group. It is also suggested that the treatment given through the Soft Skill Praxis Pedagogic Package has greater influence among students for enhancing soft skills.

From the detailed analysis, the investigator inferred that the formulated hypotheses; there exists significant difference in the pretest and posttest scores of experimental and control group on soft skills and component skills (communication, Interpersonal ,Assertive, Problem Solving) among secondary students can be substantiated.

HYPOTHESES IV

There exists significant difference between the gain scores of experimental and control group on soft skills and component skills among secondary students.

12 There exists significant difference between the gain scores of experimental and control group on soft skills among secondary students.

13 There exists significant difference in the gain scores of experimental and control groups on communication skills among secondary students.

14 There exists significant difference in the gain scores of experimental and control groups on interpersonal skills among secondary students.

15 There exists significant difference in the gain scores of experimental and control group on assertive skills among secondary students.

16 There exists significant difference in the gain scores of experimental and control group on problem solving skills among secondary students.

• The difference between Means and the ‘t’ values for the difference between the gain scores of experimental and control group on total soft skills are
found to be significant at the 0.05 level of significance with the appropriate degrees of freedom 78. From the analysis it is inferred that the gain scores of experimental and control group for soft skills are significantly different. The obtained analysis again reinforces the effectiveness of Soft Skills Praxis Pedagogic Package.

- The difference between the gain scores of experimental and control groups on communication skills, interpersonal skills, assertive skills and problem solving skills shows the significant Mean differences and ‘t’ values at the 0.05 level of confidence with appropriate degrees of freedom 78. The analysis shows that there is significant difference between the gain scores of experimental and control groups on components of soft skills.

- The difference between the gain scores of experimental and control group on communication skills. The ‘t’ value and the mean difference is found to be significant at 0.05 level of confidence, with appropriate degrees of freedom. From the analysis it is inferred that the treatment of SPPP is effective for enhancing communication skills.

- It is observed that the calculated value of ‘t’ and the mean difference for the objective to find out the difference between the gain scores of experimental and control group on interpersonal skills are found to be significant at 0.05 level of significance with appropriate degrees of freedom. It emphasizes the influence of Soft Skills Praxis Pedagogic Package for fostering interpersonal skills among secondary students.

- The calculated t’ value and mean difference for the analysis of difference between the gain scores of experimental and control group on sub skill-assertive skills are found to be significant at 0.05 level of confidence with
appropriate degrees of freedom 78. The analysis further emphasize the effectiveness of the SPPP.

- The calculated ‘t’ value and the mean difference for the objective of the difference between the gain scores of experimental and control group on problem solving skills are found to be significant at the level 0.05 level of confidence with appropriate degrees of freedom 78. The significant difference shows the effectiveness of SPPP.

From the detailed analysis, the investigator inferred that the formulated hypotheses; there exists significant difference between the gain scores of experimental and control group on soft skills and component skills (communication, Interpersonal, Assertive, Problem Solving) among secondary students can be substantiated.

HYPOTHESES VI

There exists difference on soft skills and component skills in the pretest and posttest scores of experimental and control groups before and after the treatment among secondary students

There exists significant difference on soft skills and component skills in the pretest and posttest scores of experimental and control groups before and after the treatment among secondary students. The formulated hypothesis there exists difference on soft skills and component skills in the pretest and posttest scores of experimental and control groups before and after the treatment among secondary students can be substantiated.

The ‘t’ value obtained for the comparison of mean scores in the sub skill communication and the mean difference are found to be not significant at 0.05 level of confidence with appropriate degrees of freedom 78. It is evident that there is
no difference between experimental and control group on the sub skill communication. Therefore the formulated hypothesis there exists significant difference on communication skills in the pretest and posttest scores of experimental and control groups before and after the treatment among secondary students cannot be substantiated.

The ‘t’ value obtained for the comparison of mean scores and Mean difference for difference between the pretest scores of experimental and control group on the sub skill interpersonal are found to be significant at 0.05 level of confidence with appropriate degrees of freedom 78. From the analysis, the investigator inferred that there is significant difference regarding interpersonal skill in the pretest scores of experimental and control group. But after the treatment the significance of difference is much higher. The formulated hypothesis there exists significant difference on interpersonal skills in the pretest and posttest scores of experimental and control groups before and after the treatment among secondary students can be substantiated.

The calculated ‘t’ value and the mean difference of the difference between the pretest scores of experimental and control group on the assertive skill is found to be not significant at 0.05 level of confidence with appropriate degrees of freedom 78. It is inferred that a significant difference does not exist between the pretest scores of experimental and control group on the sub skill – assertive skills among secondary students. Therefore the formulated hypothesis there exists significant difference in the pretest scores of experimental and control group on sub skill assertive skills among secondary school student cannot be substantiated.

The ‘t’ value and Mean Difference for the difference between the pretest scores of experimental and control group on the sub skill – problem solving skills
are found to be significant at 0.05 level of confidence with appropriate degrees of freedom 78. It is inferred that a significant difference exists between experimental and control group in the pretest scores of the sub skill problem solving skill among the secondary students. Therefore the formulated hypothesis there is significant difference in the pretest scores of experimental and control group on the sub-skill problem solving skills can be substantiated.

The calculated 't' value and the mean difference are found to be significant at 0.05 level of confidence with appropriate degrees of freedom 78. It is evident that a significant difference exists between the post test scores of communication skills among experimental and control group. Therefore the formulated hypothesis there exists significant difference in the post test scores of experimental and control group on the sub skill – communication skills can be substantiated. It is also inferred that the treatment that done by Soft Skills Praxis Pedagogic Package influenced in the enhancement of communication skills among secondary school students.

The calculated 't' value and the Mean difference for the difference between the posttest scores of experimental and control group on the sub skill – Interpersonal skills are found to be significant at 0.05 level of confidence with appropriate degrees of freedom 78. It is inferred that a significant difference exists between the post test scores of interpersonal skills among experimental and control group. Therefore the formulated hypothesis there exists significant difference in the post test scores of experimental and control group on the sub skill – Interpersonal skills can be substantiated. It is evident that the treatment given by Soft Skills Praxis Pedagogic Package influenced in the enhancement of interpersonal skills among secondary students.
The calculated ‘t’ value and the Mean difference for the difference between the posttest scores of experimental and control group on the sub skill – assertive skills are found to be highly significant at 0.05 level of confidence with appropriate degrees of freedom 78. It is inferred that a significant difference exists between the post test scores of assertive skills among experimental and control group. Therefore the formulated hypothesis there exists significant difference in the post test scores of experimental and control group on the sub skill – assertive skills can be substantiated. Again, the treatment done by Soft Skills Praxis Pedagogic Package influenced in the enhancement of assertive skills of secondary school students.

The ‘t’ value and the Mean Difference for the difference between the post test scores of experimental and control group on the sub skill – problem solving skills are greater than the table value at 0.05 level of significance. So it is inferred that a significant difference exists between the posttest scores of problem solving skills among experimental and control group. Therefore the formulated hypothesis there exists significant difference in the post test scores of experimental and control group on the sub skill – problem solving skills can be substantiated. It is also evident that the treatment that done by soft skills Praxis Pedagogic Package in the enhancement of problem skills of secondary school students

EFFECTIVENESS OF SOFT SKILLS PRAXIS PEDAGOGIC PACKAGE

For the summary of analysis of genuineness of the mean, Median, SD, Standard error and 95% of confidence interval for mean in the post-test scores of Soft skill among students of experimental and control groups using ANOVA, the F values for the soft skills and its components communication skills, interpersonal skills, assertive skills and problem solving skills are significant at .05 level. Therefore the investigator infers that the hypothesis there is significant effect of soft skills praxis
pedagogic package on enhancing soft skills among secondary school students is accepted. Hence the investigator infers that the SPPP is effective for enhancing soft skills and its component skills.

The obtained t-values for the Test of Significance of Difference between the Pretest and Posttest Scores on Soft skills of Experimental Group Soft skills - Communication skills, Interpersonal skills, Assertive skills and the Problem solving skills are significant at .05 level. This indicates that there is significant difference between the pretest and post test scores on Soft skills in terms of total Soft skills its components of experimental group. So the hypothesis that there is significant difference between the pretest and posttest scores on Soft skills of the experimental group is accepted. Therefore the investigator concluded that that SPPP is effective for fostering Soft skills and its components namely Communication skills, Interpersonal skills, Assertive skills and Problem solving skills.

The obtained t-values for the Test of Significance of Difference between the Pretest and Posttest Scores on Soft skills of Control Group 0n Soft skills and for components of soft skills – Communication skills, Interpersonal skills, Assertive, and the Problem solving skills, are significant at 0.05 level. This indicates that there is significant difference between the pretest and post test scores on Soft skills in terms of total Soft skills, its components of control group. So the null hypothesis that there is no significant difference between the pretest and posttest scores on Soft skills of the control group is not accepted. Therefore the investigator concluded that the existing activity oriented method also is effective for fostering Soft skills and its components namely Communication skills, Interpersonal skills, Assertive skills and Problem solving skills. But the higher “t” values of the experimental group shows the greater impact of SPPP.
The obtained t-values for Soft skills and for components of soft skills – Communication skills, Interpersonal skills, Assertive skills and the Problem solving skills are significant at .05 level. This indicates that there is significant difference between the posttest scores on Soft Skills in terms of total Soft skills and components between experimental and control groups. So the null hypothesis that there is no significant difference between the posttest scores on Soft skills of experimental and control groups is not accepted. Therefore the investigator concluded that the SPPP is more effective for fostering Soft skills and its components namely Communication skills, Interpersonal skills, Assertive skills and Problem solving skills when compared with existing Activity oriented method.

The analysis of the effect of soft skills praxis pedagogic package on enhancing Soft Skills among secondary school students considering emotional competence and pretest scores on soft skills as covariates by using ANCOVA. Total sum of squares, mean square variance factor were computed. The sum of squares of between group variance is 527505.609 and for within group variance is 1804.960 for the degrees of freedom 1 and 79. The mean square values are 527505.61 and 23.75. The F (1, 76) = 22210, p<.05 is significant at .05 level. Therefore the investigator infers that the SPPP is effective for enhancing soft skills among secondary school students. The effect size is given by partial eta square d in the Table 4.9.1 which means that 99.7 percentage effects is there for the SPPP on soft skills.

In the Test of Between-Subjects effects of soft skills praxis pedagogic package on enhancing communication skills by using ANCOVA that the sum of squares of between group variance 36247.11 and for within group variance is 215.17 for the degrees of freedom 1 and 79. The mean square values are 36247.11 and 2.83. The F (1, 76) = 12800, p<.05 is significant at .05 level. Therefore the investigator infers
that the SPPP is effective for enhancing communication skills among secondary school students.

Total sum of squares, mean square variance factor were computed. The sum of squares of between group variance is 31193.55 and for within group variance is 309.58 for the degrees of freedom 1 and 79. The mean square values are 31193.55 and 4.07. The $F(1,79)=7658$, $p<.05$ is significant at .05 level. Therefore the investigator infers that the SPPP is effective for enhancing interpersonal skills among secondary students.

Total sum of squares, mean square variance factor were computed. The sum of squares of between group variance is 32895.02 and for within group variance is 254.49 for the degrees of freedom 1 and 76. The mean square values are 32895.02 and 3.35. The $F(1,76)=982.40$, $p<.05$ is significant at .05 level. Therefore the investigator infers that the SPPP is effective for enhancing Assertive skills among secondary school students.

The sum of squares of between group variance is 31656.34 and for within group variance is 266.937 for the degrees of freedom 1 and 76. The mean square values are 31656.34 and 3.51. The $F(1,76)=9013$, $p<.05$ is significant at .05 level. Therefore the investigator infers that the SPPP is effective for enhancing Problem solving skills among secondary school students.

**Comparison of the Gain Scores to find out the Effectiveness of the Soft Skills Praxis Pedagogic Package over the Existing method**

The obtained t values for the Test of Significance of Difference between the Gain Scores on Soft skills and components of soft skills – Communication skills, Interpersonal skills, Assertive skills and Problem solving skills are significant at .05 levels. Hence the null hypothesis that there is no significant difference between the
gain scores on Soft skills of experimental and control groups is not accepted. Therefore it is evident that the mean gain scores of the experimental group are more than that of the control group for Soft skills and the components – Communication skills, Interpersonal skills, Assertive skills and Problem solving skills. This result showed the high degree of effectiveness of the SSPS to foster student’s Soft skills with respect to Existing method.

HYPOTHESIS VII

There is significant effect of Soft Skills Praxis Pedagogic Package on enhancing soft skills considering emotional competence as a co-variate among secondary students.

The adjusted means of post tests on soft skills for the experimental group is 345.87 and for the control group is 181.58. The pair wise comparison of the adjusted means shows that the difference in mean is 164.41 and it is significant at .05 level. Therefore the investigator concluded that the SPPP is effective for enhancing soft skills compared with existing method. Hence the null hypothesis that there is no significant effect of soft skills praxis pedagogic package on enhancing soft skills among secondary school students considering emotional competence and pretest scores on soft skills as covariates is not accepted. Hence the investigator concluded that the Soft Skills Praxis Pedagogic Package is effective on enhancing soft skills among secondary school students considering emotional competence and pretest scores on soft skills as covariates.

The adjusted means of post tests on communication skills for the experimental group is 87.32 and for the control group is 44.23. The pair wise comparison of the adjusted means shows that the difference in mean is 43.10 and it is significant at .05 level. Therefore the investigator concluded that the SPPP is effective for enhancing
communication skills compared with existing method. Hence the null hypothesis that there is no significant effect of soft skills praxis pedagogic package on enhancing Communication skills among secondary school students considering emotional competence and pretest scores on soft skills as covariates is not accepted. Hence the investigator concluded that the Soft Skills Praxis Pedagogic Package on enhancing communication skills among secondary school students is effective considering emotional competence and pretest scores on soft skills as covariates.

The adjusted means of post tests on interpersonal skills for the experimental group is 85.50 and for the control group is 45.53. The pair wise comparison of the adjusted means shows that the difference in mean is 39.98 and it is significant at .05 level. Therefore the investigator concluded that the SPPP is effective for enhancing interpersonal skills compared with existing method. Hence the null hypothesis that there is no significant effect of Soft Skills Praxis Pedagogic Package on enhancing interpersonal skills among secondary school students considering emotional competence and pretest scores on soft skills as covariates is not accepted. Hence the investigator concluded that the soft skills praxis pedagogic package on enhancing interpersonal skills among secondary school students is effective considering emotional competence and pretest scores on soft skills as covariates.

The adjusted means of post tests on Assertive skills for the experimental group is 86.75 and for the control group is 45.73. The pair wise comparison of the adjusted means shows that the difference in mean is 41.056 and it is significant at .05 level. Therefore the investigator concluded that the SPPP is effective for enhancing Assertive skills compared with existing method. Hence the null hypothesis that there is no significant effect of Soft Skills Praxis Pedagogic Package on enhancing Assertive skills among secondary school students considering emotional competence
and pretest scores on soft skills as covariates is not accepted. Hence the investigator concluded that the Soft Skills Praxis Pedagogic Package on enhancing Assertive skills among secondary students are effective considering emotional competence and pretest scores on soft skills as covariates.

The adjusted means of post tests on problem solving skills for the experimental group is 86.30 and for the control group is 46.10. The pair wise comparison of the adjusted means shows that the difference in mean is 40.276 and it is significant at .05 level. Therefore the investigator concluded that the SPPP is effective for enhancing problem solving skills compared with existing method. Hence the null hypothesis that there is no significant effect of soft skills praxis pedagogic package on enhancing problem solving skills among secondary school students considering emotional competence and pretest scores on soft skills as covariates is not accepted. Hence the investigator concluded that the soft skills praxis pedagogic package on enhancing Problem solving skills among secondary school students is effective considering emotional competence and pretest scores on soft skills as covariates.

5.11. MAJOR FINDINGS OF THE STUDY

The analysis of the data led the investigator to the following findings;

The investigator used the descriptive statistics and inferential statistics to analyze the various objectives of the study. From the analysis the following results were obtained.

1. The mean scores obtained for soft skills and the component skills of the experimental group and the control group and the t value; indicate that there does not exist a significant difference between the pre test scores. The two groups are equivalent and can identify as intact groups for experimentation.
2. The ‘t’ value obtained for the difference between the pretest and post test scores of experimental group on soft skill found to be highly significant beyond 0.01 level with the appropriate degrees of freedom. In the view of the result the investigator inferred that the treatment that given for the experimental group is effective for enhancing soft skills.

3. The ‘t’ values for the component skills; communication skills, interpersonal skills, assertive skills and problem solving skills are highly significant at 0.01 level. So it is obvious that post test scores of the experimental group for the component skills are greater than that of the control group. This shows that the package has enhanced the soft skills of experimental group.

4. The mean difference and the ‘t’ value for the difference between the pretest and posttest scores of control group on soft skill is significant at 0.01 level. It is inferred that the existing method also enhanced soft skills of the control group. But the high mean score of experimental group and the greater ‘t’ value indicated the high regard of soft skill Pedagogic Package than the existing method used in the control group.

5. The ‘t’ values obtained for the component skills is greater than 2.65 at 0.01 level of significance. The result indicated that the existing method also enhanced soft skills of the students of control group. Still the high mean value and the t value of experimental group, demanded that soft skill Pedagogic Package has greater impact on soft skill than that of existing method.

6. The significant ‘t’ value that obtained for the significant difference between the post test scores on soft skills among experimented and control group. It also
suggested that the treatment given through the soft skill Pedagogic Package has
greater influence among students in enhancing soft skills. The ‘t’ value obtained is
highly significant at 0.01 level.

7. The significant ‘t’ values obtained for the difference between post test scores on
components lead to the conclusion that the means of the component skills in the
control group and experimental group, also differ significantly. The high mean
scores of experimental group and the ‘t’ value obtained, inferred that soft skill
Pedagogic Package has greater influence in the enhancement of soft kills among
secondary school students.

8. The mean score obtained and the significant t value obtained for the significant
difference between pretest and post test scores of experimental and control group
indicates that the treatment that practiced has greater influence for enhancing soft
skills.

9. The ‘t’ value for the gain scores of total soft skills is greater than 2.65 which is
the theoretical value for ‘t’ at 0.01 level of significance. The result indicated that
the gain scores for soft skills experimental and control group is significantly
different. The obtained data again reinforces the effectiveness of soft skills
pedagogic package.

10. For the difference between the gain scores of experimental and control groups
on component skills viz. communication skills, interpersonal skills, assertive skills
and problem solving skills, he obtained ‘t’ values are significantly different at
0.01 level of significance. It is found that there exists significant difference in the
gain scores of experimental and control group on soft skills among secondary school students.

11. The higher mean score and significant t value on soft skills for the paired sample t test on the post test and pretest for experimental group is significant at 0.01 level. This again emphasized the role of soft skills praxis Pedagogic Package on enhancing soft skills.

12. The detailed paired sample ‘t’ test on component skills of soft skills, indicates the differences in means for communication, interpersonal skills, assertive skills and problem solving skills. The means scores on component skills of soft skills for post test and pretest for experimental group are significantly different. The obtained values for post test scores are much higher to the pretest scores. The ‘t’ values are highly significant at 0.01 level of confidence. The higher values of means and ‘t’ test indicate that the treatment that practiced in the training , using soft skills praxis Pedagogic Package has greater impact on enhancing soft skills Praxis Pedagogic Package on enhancing soft skills.

13. In the paired samples ‘t’ test for control group, the means of scores on soft skills for post test and pretest for control group is also significantly different. The difference in means of the post test scores on soft skills is higher to the pretest score. The significant ‘t’ value shows that the existing method in the control group also enhances soft skills. Still the higher mean score in the experimental group and the higher t value inferred that the soft skill Praxis Pedagogic Package is more effective than the existing method.
14. In the paired sample t-test for control group of soft skills viz., for communication, interpersonal skills, assertive skills and problem solving skills, the post test scores are higher to the pre –test scores. The significant t – value indicate that the existing method that used in the control group is also enhancing soft skills. But when we compare the mean scores with that of the experimental group, the investigator obtained higher mean scores for the component skills. And the higher ‘t’ values also indicate the Soft Skill Praxis Pedagogic Package is much better for enhancing soft skills. From the detailed analysis of the result it is inferred that, there is significant effect of soft skills Praxis Pedagogic Package on enhancing soft skills among secondary school students.

15. In the paired sample t test on the pre test and post test scores. Calculated ‘t’ values for the sub skills; communication skills, interpersonal skills, Assertive skills and problem solving skills greater than the table value at 0.01 level of significance. The means of the scores on component skills of soft skills for post test and pretest for experimental group are significant different. The difference in the means for all the post test scores is higher to that of pretest scores. From the analysis it is certain that soft skills Praxis Pedagogic Package is far effective for enhancing soft skills among secondary school students. There is significant effect of soft skills Pedagogic Package on enhancing soft skills among secondary school students is accepted.

16. Total sum of squares, mean square variance, and F factor, sum of square for between group variance, within group variance for the degree of freedom, the mean square for between groups, for with in groups, F value and all the analysis
intended to final conclusion that the soft skills Pedagogic Package is far effective when compared social competence is covariate.

5.12. DISCUSSION ON THE STUDY

The main objective of the study was to develop and validate a Soft Skills Pedagogic Package. For this the investigator established its effectiveness through a treatment. A soft skills assessment tool was administered before and after the treatment. The collected data were subjected to analysis. Based on the results of the pre test the soft skills were selected. Through the discussions with experts and focus group on the field, the investigator prepared the package. After 80 days treatment, the post test administered and the collected data subjected to analysis. The results confirmed the effectiveness of Soft Skills Praxis Pedagogic package for enhancing soft skills among secondary school students. The study emphasized the high regard of Soft Skills Praxis Pedagogic Package for enhancing soft skills in the classroom environment.

5.13 LIMITATIONS OF THE STUDY

The study is confined to secondary students of Kerala. The study has not considered the socio economic status of students. The treatment was done only for 80 days. For the material reference, the study used only available materials. For the study the data has been collected from 80 students only. The package prepared for only certain soft skills. The data were collected from one school only. The study could not append the 80 days praxis due to the space limitation of the research procedure. But the models of different phases are given in the annexure.
But in spite of all its limitations the study will encourage the professionals to make efficient plans about future courses of action. This Experimental results and data may facilitate comprehension of underlying issues in the area of this study. Pertinent data regarding the present condition may focus attention upon needs or would otherwise remain unnoticed. Our students should develop the capacity for dealing with relationships and they should build the capacity to deal with complex, dynamic and often conflict group on community processes. Unfortunately this level of participation is often lacking in our educational institutions. The present study intends to develop an effective pedagogic package to tackle this problem. This package covers dynamic, interesting and practical approach and organized to manage tactically the attention span of students.

The enhancement of soft skills through learning process was articulated as a major challenge to our curriculum designers. The package is designed to infuse our pedagogy with the soft skill training. It intends both academic success and enhancement of soft skills of our students. The investigator tried to interweave soft skills with our existing courses, the students will acquire the personal growth needed for the development of all aspects of life. It will empower our students, to stay ahead of the crowd. In this ever-evolving world, our education Field warrants the urgent practice of soft skills related learning experiences in our classrooms.

5.14 IMPLICATIONS FOR FURTHER STUDIES

There are several implications which can be drawn from this study to enhance future research in the field. These suggestions should prove beneficial to enhance future research in the field. these suggestions should prove beneficial to future researchers, which should in turn produce more positive future outcomes for different
education sectors, students, teachers and curriculum designers. The following suggestions were made for further research in future;

1. The present study finds out the influence of Soft Skills Pedagogic Package. So the package may use in further studies at different educational areas.

2. It is suggested to replicate for higher secondary and college level of students.

3. It could be attempted to develop a soft skills based package for professional education viz; Management, IT professionals.

4. The package could be developed using other skills.

5. It may be attempted to study the effects of the package for educational reforms.

6. It could be used for training of teachers and management trainers.

7. It could be used in the personality and career development courses.

8. It could be used in the vocational courses.

**5.15 RECOMMENDATIONS AND EDUCATIONAL IMPLICATIONS OF THE STUDY**

The results of this study suggest that the academic community should consider a thorough review of the curriculum with possible changes considering the importance of soft skills. Based on the recommendations of the study the following educational implications are recommended. The package can be used for reference for trainee assessment, soft skills strategy, curriculum design, self paced learning and for further research within management education as well as beyond.
1. The outcome of the present study substantiates high regard for implementing soft skills praxis Pedagogic Package in the learning process of English language.

2. The programmes for implementing soft skills along with the academic activities are the need of the hour. So the package should be incorporated in the curriculum of secondary, higher secondary and in the field of training and collegiate education.

3. The package will undeniably regulate the students to have a better access to reach the best. So for getting excellence and to face the challenges soft skills praxis pedagogic package is the best remedy.

4. This package will provide best results when used on a regular basis in the classroom. Most activities can be modified for either large or small groups. Likewise, activities can be used for remediation purposes with individuals who have a deficiency in soft skills related areas.

CONCLUSION

This study was an extension of the rapidly growing body of research in the field of both English and soft skills training. The package is designed to infuse our pedagogy with the soft skill training. It intends both academic success and enhancement of soft skills of our students. It enhances a personal growth needed for the development of all aspects of life. The research study intends to imbibe soft skills, instead of outsourcing; interweave them within the curriculum. It will empower our students, to stay ahead of the crowd. In this ever-evolving world, our education field warrants the urgent practice of soft skills related learning experiences in our classroom.