CHAPTER V

FINDINGS AND RECOMMENDATIONS

5.1. Introduction

After having presenting data analysis and data interpretation the researcher reaches to conclusion through the comprehensive and elaborative depiction of the setting that emerged from the process done in the last chapter. In this chapter the researcher presents the table wise findings, acceptance or rejection of hypothesis, objective wise findings. Here researcher has discussed about significance of the findings. The researcher has given the suggestions for development and implementation of life skill programme and recommendations for students, teacher, parent, head of the institute and government. In the end of the topic researcher has given topics for further research.

5.2. Table wise findings from each tool

5.2.1. Findings from student’s observation by check list

1) In 79.58% students’ life skill sub factor fluency of creative thinking is developed after implementation of life skill program.

2) In 84.58% students’ life skill sub factor originality of creative thinking is developed after implementation of life skill program.

3) After implementation of life skill programme flexibility sub factor of creative thinking is developed in 87.08% students.

4) Abstractness sub factor of creative thinking is developed in 95.83% students after implementation of life skill programme.
5) Elaboration sub factor of creative thinking is developed in 83.33% students after implementation of life skill programme.

6) All sub factor of creative thinking are developed after implementation of life skill programme, it means creative thinking – life skill is developed after implementation of life skill programme.

7) ‘Identifying problem’ sub factor of problem solving is developed in 90.83% students after implementation of life skill programme.

8) After implementation of life skill programme ‘Selecting Many Options’ sub factor of problem solving is developed in 91.66% students.

9) In 80.33% students life skill sub factor ‘Making Decision’ is developed after implementation of life skill programme.

10) ‘Implementing decision’ sub factor of problem solving is developed in 88.33% students after implementation of life skill programme.

11) All the sub factor of problem solving are developed after implementation of life skill programme, it means problem solving – life skill developed in students after implementation of life skill programme.

5.2.2. Findings from teacher’s questionnaire

1) 71.42% teachers say that students are able to draw ideas fluently when topic is given; it means that fluency sub factor is developed after implantation of life skill programme.

2) Students are able to elaborate points when short points are given this is the opinion of 80% teachers, it means that elaboration sub factor is developed after implementation of life skill programme.
3) 68.57% teachers say that after implementation of life skill programme, students are able to do their work projects independently with their own skill; it means originality sub factor of creative thinking is developed.

4) Students are able to handle novel situation with the help of previous knowledge this is the opinion of 74.28% teachers, it means that flexibility sub factor is developed after implementation of life skill programme.

5) 85.71% teachers agree that students are able to write on imaginary essays or thoughts apart from realities.

6) 77.14% teachers say that students are able to produce new ideas for giving titles to stories or for news. Abstractness is developed after implementation of life skill programme.

7) All the sub factors of creative thinking are developed by life skill programme so life skill programme is effective for development of creative thinking of students.

8) 82.85% teachers say that students are able to identify problem exactly when questions are asked or facing daily routine situations. After implementation of life skill programme sub factor of problem solving ‘identifying problem’ is developed.

9) 94.28% teachers say that students are able to suggest or select many options for problem solving ‘selection of many options for problem solving sub factor developed after implementation of life skill programme.'
10) 74.28% teachers say that the confidence of students for problem solving is developed after implementation of life skill programme.

11) Students are able to select correct option from many options this is opinion of 77.14% teachers, it means making decision capacity is developed after life skill programme implementation.

12) 88.57% teachers say that students are able to implement right option or show confidence for problem solving sub factor implementing right decision is developed by life skill programme.

13) All the sub factors of problem solving are developed by life skill programme means life skill programme is effective for development of life skill problem solving.

5.3. Main Findings

1) By Studying in Life Skills given by W.H.O. & by studying in concept of Multiple Intelligence Researcher has developed life skill programme.

2) The life skill programme in view of multiple intelligence of Marathi medium students in Beed district is effective.

3) There is development in life skill creative thinking and problem Solving of eighth standard students of Division A of Sanskar Prabhodhini Beed after implementation of life skill programme.

4) The life skill programme is effective for Division B students of Sanskar Prabhodhini Marathi medium Eighth standard students.

5) The life skill programme is effective for Division C students of Sanskar Vidyalaya Marathi medium Eighth standard students.
6) The life skill programme is effective for Division D students of Sanskar Vidyalaya Marathi medium Eighth standard students.

7) The life skill programme is most effective in Division D than that of division A, B, C of Marathi medium Eighth standard students in Beed district.

8) All the sub factors of creative thinking are developed by life skill programme in view of multiple intelligence of Marathi Medium Eighth standard students in Beed district.

9) All the sub factors of Problem solving are developed by life skill programme in view of multiple intelligence of Marathi medium Eighth standard students in Beed district.

10) Achievement in life skill sub factors of creative thinking have shown No difference between boys and girls of Marathi medium Eighth standard students in Beed district. Achievement in life skill sub factor creative thinking of girls is same as boys.

11) Achievement in life skill sub factors of problem solving have shown no difference between boys and girls of Marathi medium Eighth standard students in Beed district. Achievement in life skill sub factor of problem solving of girls is same as boys.

12) Achievement in life skills of girls and boys have shown No difference by life skill programme in view of multiple intelligence of Marathi medium Eighth standard students in Beed district. Achievement in life skill of girls is greater than boys.

13) Life skill achievement in girls of div A is greater as life skill achievement in boys of div A Sanskar Prabodhini’s Eighth standard students of Beed district.
14) Life skill achievement in girls of div B is same as life skill achievement in boys of div B Sanskar Prabhodhini’s Eighth standard students of Beed district.

15) Life skill achievement in girls of div C is same as life skill achievement in boys of div C Sanskar vidyalaya’s Eighth standard students of Beed district.

16) Life skill achievement in girls of div D is same as life skill achievement in boys of div D Sanskar vidyalaya’s Eighth standard students of Beed district.

5.4. Acceptance and Rejection of Hypothesis

Following research hypothesis are formulated by researcher for present study.

1) The life skill programme in view of Multiple Intelligence design implemented in both the school of Marathi medium of Eighth standard students in Beed district is effective.

   The calculated means of pre-test in Sanskar Prabhodhini is 27.4750 and post-test mean calculated is 37.5167 and the difference between both means is 10.0417 as well as the calculated mean of pre-test in Sanskar Vidyalaya is 30.2666 and post-test mean calculate is 40.6917 and the difference between both the means is 10.425. In both the school post-test mean score is increased due to life skill programme. So the research hypothesis is accepted.

2) After implementation of life skill programme in views of Multiple Intelligence of Marathi medium of Eighth standard students in Beed
district, students will be able to think creatively, or creative thinking life skill will be improved/developed.

The calculated means of sub factor of creative thinking are as

<table>
<thead>
<tr>
<th>Sub factor</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Difference between means of Pre and Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>4.82</td>
<td>5.98</td>
<td>1.16</td>
</tr>
<tr>
<td>Originality</td>
<td>4.43</td>
<td>6.62</td>
<td>1.89</td>
</tr>
<tr>
<td>Flexibility</td>
<td>6.21</td>
<td>11.71</td>
<td>5.5</td>
</tr>
<tr>
<td>Abstractness</td>
<td>2.30</td>
<td>3.92</td>
<td>1.62</td>
</tr>
<tr>
<td>Elaboration</td>
<td>4.22</td>
<td>6.62</td>
<td>2.4</td>
</tr>
</tbody>
</table>

In all the sub factors of creative thinking means of post-test is increased as shown in above table. so t test shows result that all the sub factors are developed except fluency of creative thinking by life skill programme in view of multiple intelligence but overall all the sub factors are developed .It is not co-incident but the effect of life skill programme. **So the research hypothesis is accepted.**

3) After implementation of life skill programme in view of Multiple Intelligence of Marathi medium of Eighth standard students in Beed district, students will be able to solve their problem or problem solving life skill will be developed.
In all the sub factors of problem solving means of post-test is increased as shown in above table. It is not co-incident but the effect of life skill programme. So the research hypothesis is accepted.

In this experimental type of study the researcher has formulated following Null hypothesis.

1) There is significant difference between means of pre-test and means of post-test in achieving life skill of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students in Beed district.

The calculated t-value i.e. 14.52 is greater than the table t- value 2.59 (Df = 478) at 0.01 level of significance it is not co-incident but the effect of life skill programme. So the Null programme is rejected.
2) There is no significant difference between means of pre-test and means of post-test in achieving life skill of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students of Division A of Sanskar Prabhodhini in Beed district.

The calculated t – value i.e. 7.39 is greater than the table value of t value i.e. 2.62 (df=118) at 0.01 level of significance.. So the Null hypothesis is rejected here.

3) There is no significant difference between means of pre-test and means of post-test in achieving life skill of life skill programme in view of Multiple Intelligence of Marathi medium of Eighth standard students of Division B of Sanskar Prabhodhini in Beed district.

The calculated t- value i.e. 8.16 is greater than the table value of t i.e. 2.62 (df=118) at 0.01 level of significance. It is calculated as significant difference at 0.01 levels and it is the effect of life skill programme. So the Null hypothesis is rejected.

4) There is no significant difference between means of pre-test and means of post-test in achieving life skill of life skill programme in view of Multiple Intelligence of Marathi medium of Eighth standard students of Division C of Sanskar Vidyalaya in Beed district.

The calculated t- value i.e. 7.15 is greater than the table value of t i.e. 2.62(df=118) at 0.01 level of significance. It is calculated as significant difference at 0.01 level. It is not a co-incidental but it is the effect of life skill programme. So the Null hypothesis is rejected.
5) There is no significant difference between means of pre-test and means of post-test in achieving life skill of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students of Division D of Sanskar Vidyalaya in Beed district.

   The calculated t-value i.e. 4.45 is greater than the table value of t i.e. 2.62 (df=118) at 0.01 level of significance. It is effect of life skill programme. So the Null hypothesis is rejected.

6) There is no significant difference between means of pre-test and means of post-test in achieving life skill sub factor fluency of creative thinking of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students of in Beed district.

   The calculated t value i.e. 4.66 is greater than the table value t i.e. 2.59 (df=478) at 0.01 level of significance. It is calculated as significant difference. So the Null hypothesis is rejected.

7) There is no significant difference between means of pre-test and means of post-test in achieving life skill sub factor originality of creative thinking of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students of in Beed district.

   The calculated t value i.e. 14.23 is greater than the table value t i.e. 2.59 (Df=478) at 0.01 level of significance. It is calculated as significant difference. So the Null hypothesis is rejected.
8) There is no significant difference between means of pre-test and means of post-test in achieving life skill sub factor flexibility of creative thinking of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students of in Beed district.

The calculated $t$ value i.e. 16.07 is greater than the table value $t$ i.e. 2.59 (df=478) at 0.01 level of significance. It is calculated as significant difference. So the Null hypothesis is rejected.

9) There is no significant difference between means of pre-test and means of post-test in achieving life skill sub factor abstractness of creative thinking of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students of in Beed district.

The calculated $t$ value i.e. 15.51 is greater than the table $t$ value i.e. 2.59 (df=478) at 0.01 level of significance. It is calculated as significant difference. So the Null hypothesis is rejected.

10) There is no significant difference between means of pre-test and means of post-test in achieving life skill sub factor elaboration of creative thinking of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students of in Beed district.

The calculated $t$ value i.e. 12.04 is greater than the table $t$ value $t$ i.e. 2.59 (df=478) at 0.01 level of significance. It is calculated as significant difference. So the Null hypothesis is rejected.
11) There is no significant difference between means of pre-test and means of post-test in achieving life skill sub factor Identifying problem of problem solving of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students of in Beed district.

The calculated t value i.e. 12.08 is greater than the table t value t i.e. 2.59 (df=478) at 0.01 level of significance. It is calculated as significant difference. It is not co-incident but the effect of life skill programme. So the Null hypothesis is rejected.

12) There is no significant difference between means of pre-test and means of post-test in achieving life skill sub factor selecting many options of problem solving of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students of Beed district.

The calculated t value i.e. 16.56 is greater than the table t value t i.e. 2.59 (df=478) at 0.01 level of significance. It is calculated as significant difference. It is not co-incident but the effect of life skill programme. So the Null hypothesis is rejected.

13) There is no significant difference between means of pre-test and means of post-test in achieving life skill sub factor Making decision of problem solving of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students of in Beed district.

The calculated t value i.e. 16.87 is greater than the table t value i.e. 2.59 (df=478) at 0.01 level of significance. It is calculated as significant difference. So the null hypothesis is rejected.
14) There is no significant difference between means of pre-test and means of post-test in achieving life skill sub factor implementing decision of problem solving of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students of in Beed district.

The calculated t value i.e. 17.19 is greater than the table t value i.e. 2.59 (df=478) at 0.01 level of significance. It is calculated as significant difference. It is the effect of life skill programme. So the null hypothesis is rejected.

15) There is no significant difference between means of pre-test and means of post-test in achieving life skill of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students of Sanskar Prabhodhini in Beed district.

The calculated t value i.e. 11.12 is greater than the table t value t i.e. 2.60 (df=238) at 0.01 level of significance. It is calculated as significant difference. It is effect of life skill programme. The null hypothesis is rejected.

16) There is no significant difference between means of pre-test and means of post-test in achieving life skill of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students of Sanskar Vidyalaya in Beed district.

The calculated t value i.e. 9.78 is greater than the table t value t i.e. 2.60 (df=238) at 0.01 level of significance. It is calculated as significant difference and it is effect of life skill programme. The Null hypothesis is rejected.
17) There is no significant difference between means of pre-test and means of post-test in achieving life skill of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students of in Beed district.

The calculated t value i.e. 3.9424 is greater than the table t value t i.e. 2.60 (Df=238) at 0.01 level of significance. It is calculated as significant difference and the null hypothesis is rejected.

18) There is no significant difference between means of boys post-test and means of girls post-test in achieving life skill of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students of Sanskar Prabhodhini in Beed District.

The calculated t value i.e. 4.03 is greater than the table t value i.e. 2.62 (Df=118) at 0.01 level of significance. It is calculated as significant difference. So the Null hypothesis is rejected.

19) There is no significant difference between means of boys post-test and means of girls post-test in achieving life skill of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students of Sanskar Vidyalaya in Beed District.

The calculated t value i.e. 1.29 is less than the table t value t i.e. 2.62 (Df=118) at 0.01 level of significance. It is calculated as not significant. So the Null hypothesis is accepted.
20) There is no significant difference between means of boys post-test and means of girls post-test in achieving life skill of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students in Beed District.

The calculated t value i.e. 0.77 is less than the table t value t i.e. 2.60 (Df=238) at 0.01 level of significance. It is calculated as not significant. So the Null hypothesis is accepted.

21) There is no significant difference between means of boys post-test and means of girls post-test in achieving life skill sub factor originality of creative thinking of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students in Beed district.

The calculated t value i.e. 1.47 is less than the table t value t i.e. 2.60 (Df=238) at 0.01 level of significance. It is calculated as significant. So the Null hypothesis is accepted.

22) There is no significant difference between means of boys post-test and means of girls post-test in achieving life skill sub factor flexibility of creative thinking of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students in Beed district.

The calculated t value i.e. 0.43 is less than the table t value i.e. 2.60 (Df=238) at 0.01 level of significance. It is calculated as not significant. So the Null hypothesis is accepted.
23) There is no significant difference between means of boys post-test and means of girls post-test in achieving life skill sub factor abstractness of creative thinking of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students in Beed district.

The calculated t value i.e. 1.79 is less than the table t value i.e. 2.60 (df=238) at 0.01 level of significance. It is calculated as significant. So the Null hypothesis is accepted.

24) There is no significant difference between means of boys post-test and means of girls post-test in achieving life skill sub factor elaboration of creative thinking of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students in Beed district.

The calculated t value i.e. 1.01 is less than the table t value i.e. 2.60 (df=238) at 0.01 level of significance. It is calculated as not significant. So the Null hypothesis is accepted.

25) There is no significant difference between means of boys post-test and means of girls post-test in achieving life skill sub factor identifying problem of creative thinking of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students in Beed district.

The calculated t value i.e. 1.51 is less than the table t value i.e. 2.60 (Df=238) at 0.01 level of significance. It is calculated as not significant. So the Null hypothesis is accepted.
26) There is no significant difference between means of boys post-test and means of girls post-test in achieving life skill sub factor selecting many options of problem solving of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students in Beed district.

The calculated t value i.e. 0.009 is less than the table t value i.e. 2.60 (df=238) at 0.01 level of significance. It is calculated as not significant. So the Null hypothesis is accepted.

27) There is no significant difference between means of boys post-test and means of girls post-test in achieving life skill sub factor making decision of problem solving of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students in Beed District.

The calculated t value i.e. 0.76 is less than the table t value i.e. 2.60 (df=238) at 0.01 level of significance. It is calculated as not significant. So the null hypothesis is accepted.

28) There is no significant difference between means of boys post-test and means of girls post-test in achieving life skill sub factor implementing decision of problem solving of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students in Beed District.

The calculated t value i.e. 0.42 is less than the table t value i.e. 2.60 (df=58) at 0.01 level of significance. It is calculated as not significant. So the null hypothesis is accepted.
29) There is no significant difference between means of boys post-test and means of girls post-test in achieving life skill of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students of Division A of Sanskar Prabhodhini in Beed District.

The calculated t value i.e. 4.69 is greater than the table t value t i.e. 2.66 (df=238) at 0.01 level of significance. It is calculated as not significant. So the **null hypothesis is rejected**.

30) There is no significant difference between means of boys post-test and means of girls post-test in achieving life skill of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students of Division B of Sanskar Prabhodhini in Beed district.

The calculated t value i.e. 0.11 is less than the table t value t i.e. 2.66 (Df=58) at 0.01 level of significance. It is calculated as not significant. So the **null hypothesis is accepted**.

31) There is no significant difference between means of boys post-test and means of girls post-test in achieving life skill of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students of Division C of Sanskar Vidyalaya in Beed District.

The calculated t value i.e. 0.17 is less than the table t value t i.e. 2.66 (Df=58) at 0.01 level of significance. It is calculated as not significant. So the **null hypothesis is accepted**.
32) There is no significant difference between means of boys post-test and means of girls post-test in achieving life skill of life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students of Division D of Sanskar Vidyalaya in Beed District.

The calculated t value i.e. 0.68 is less than the table t value t i.e. 2.66 (Df=238) at 0.01 level of significance. It is calculated as not significant. So the Null hypothesis is accepted.

5.5 Objective wise Findings

1) To study the concept Multiple Intelligence.

For developing life skill programme in view of Multiple Intelligence researcher studies the Multiple Intelligence concept by Howard Gardner and it’s characteristic. So that it can be implemented in life skill programme.

2) To study the life skills given by world health organization (WHO)

Research’s present topic is about developing life skill programme. So it is necessary for researcher to study the life skills given by WHO and it’s education. Researcher has studied the concept and have taken review for life skill education and utilize it in life skill programme.
3) To select the content from Eight Standard English textbook of Marathi Medium for developing life skill programme.

As researcher used the tool as English subject for the present study researcher have read all the text book and then select the content and activities for developing life skill programme.

4) To develop the life skill programme in view of Multiple Intelligence of Marathi medium Eighth standard students in Beed district.

For the above objective researcher first study the concept of Multiple Intelligence and life skills given by WHO from 10 life skills(1.Self awareness, 2.Empathy, 3.Interpersonal Relationship, 4.Critical Thinking, 5.Creative thinking, 6.Problem Solving, 7.Coping with Stress, 8.Coping with Emotions, 9.Effective Communication, 10. Decision making) then select life skill from 3 years observation of students in selected school after that select content and activities from the English text book (English text book is used as tool) then formulate objectives of life skill programme, schedule of life skill programme then by using all this researcher develop programme in which two life skills i.e. creative thinking and problem solving are included then researcher has used the sub factor of creative thinking i.e. fluency, originality, flexibility, abstractness, elaboration and selected activities, text content for developing creative thinking as well as for problem solving researcher has used it’s sub factor i.e. identifying problem, selecting many options, making decision, implementing decision for development of problem solving skill. Researcher used technology and yoga, pranayama, meditations in it also include some motivational speeches.
and two movies too according to result of pre-test and post-test the programme has developed in good way.

5) To implement the life skill programme in view of Multiple Intelligence of Marathi Medium Eighth standard students in Beed district.

For above objective researcher has implemented life skill programme on Eighth standard Marathi Medium students of Sanakar Prabhodhini and Sanskar Vidyalaya in Beed district.

6) To study the effectiveness of life skill programme in view of Multiple Intelligence of Marathi Medium Eighth standard students in Beed District.

For studying above objective the researcher has given pre-test to the students of Eighth standard. Calculated it’s score by mean, then researcher has implements life skill programme on the student nearly 183 days as per schedule in the selected school & then given post-test to the students. Calculated mean of it has applied t test on it and resulted difference is significant as well as researcher collected information from teachers through questionnaire and the result from questionnaire is also the life skill programme is effective. Researcher used observation tool for students to know the effectiveness of life skill programme. From using three tools it is proved that life skill programme is effective
7) The study the effectiveness of life skill programme in view of Multiple Intelligence of Marathi Medium Eighth standard students of Sanskar Prabhodhini in Beed district.

For studying above objective the researcher has used pre-test and post-test for studying effectiveness of life skill programme. There is difference between pre-test and post-test means it is calculated as significant difference. So the life skill programme implemented in Sanskar Prabhodhini is effective.

8) To study the effectiveness of life skill programme in view of Multiple Intelligence of Marathi Medium Eighth standard students of Sanskar Vidyalaya in Beed district.

To study the objective researcher implemented pre-test in Sanskar Vidyalaya then implemented life skill programme and then has taken post-test and calculated means of both the test. There is significant difference between means t test shows that it is significant at 0.01 level. It means programme shows it’s effectiveness in Sansakar Vidyalaya in Beed.

9) To study the effectiveness in life skill sub factor of creative thinking of life skill programme in view of Multiple Intelligence of Marathi Medium of Eighth standard students in Beed district.

For studying above objective researcher applied pre-test and calculated mean according to sub factor of creative thinking then implemented life skill programme and applied post-test and calculated mean according to sub factor of creative thinking. There is difference between both the means hence it is clear that life skill programme is effective for life skill creative thinking.
10) To study the effectiveness in life skill sub factor of problem solving of life skill programme in view of Multiple Intelligence of Marathi Medium of Eighth standard students in Beed district.

For studying above objective researcher applied pre-test on Eighth standard students and calculated mean according to sub factor of problem solving then implemented life skill programme and applied post-test and has calculated mean according to sub factors of problem solving there is difference between both the means t test. Calculated significant difference it means that life skill programme is effective for life skill problem solving.

11) To study the effectiveness of life skill programme in view of Multiple Intelligence according to gender of Marathi Medium of Eighth standard students in Beed district.

For studying above objective researcher calculated post-test of girls means and post-test of boys means. Difference between them is significant by t test. So it is proved that achievement of life skills in girls is greater than boys of Eighth standard Marathi medium students.

12) To study the effectiveness of life skill programme in view of Multiple Intelligence according to division of Marathi Medium Eighth standard students in Beed District.

For studying above objective researcher calculated means of pre-test and means of post-test according to division after implementing life skill programme by t test calculation researcher has studied the significant difference between both the test and compare it by the t test there is significant difference shown life skill programme is effective in division A, B, C, and d. when we saw combine graph we come to know that there is
more development in life skill of division D with compare to division A, B, and C.

13) To give suggestion for implementation of life skill programme in view of Multiple Intelligence of Marathi medium of Eighth standard students in Beed district.

For studying above objective the findings of present study shows that life skill programme in view of Multiple Intelligence is effective. So the researcher has given the suggestions to students, teachers, head masters and government of Maharashtra.

14) To develop the concentration and confidence by activities of life skill programme (Bhastrika pranayama, Bhramari and Meditation etc.) of Marathi medium Eighth standard students in Beed district.

For studying this objective researcher meet Art of Living teacher as well as some yoga teacher and add Bhastrika pranayama, Bhramari pranayama and meditation for decreasing stress, for utilizing energy in proper way, concentration on study and building confidence etc. these activities in life skill programme and result by teachers questionnaire has proven that above objectives is full filled by implementation of life skill programme in view of Multiple Intelligence of Marathi Medium students in Beed district.
5.6 Discussion:

(Discussion about significance of the findings, expected/ unexpected findings)

A) Expected Findings

1) It is expected that life skill programme is effective and experiment at study proves that the life skill programme in view of Multiple Intelligence is effective.

2) It is expected that life skill programme in view of Multiple Intelligence is effective in both the school which researcher selected and by this experimental study it proves that the life skill programme is effective in both the school.

3) It is expected that all the sub factor of creative thinking will be developed after implementing life skill programme and by this study it is proven that all the sub factors – fluency, originality, flexibility, abstractness, elaboration are developed after implementation of life skill programme.

4) It is expected that all the sub factors of problem solving will be developed after implementation of life skill programme and by this experimental research it is proven that all the sub factor means, Identifying problem, Selecting many options, making decision and implementing decision are developed. After implementation of life skill programme in view of Multiple Intelligence.
5) It is expected that the concentration towards study, building confidence, giving proper direction to energy and decreasing stress happened due to life skill programme activities included in start of programme and it is proven by teachers questionnaire.

B) Unexpected Findings

1) It is not expected that life skill achievement in girls of div A is greater than and life skill achievement in boys of div A in Sanskar probodhini in Beed district.

5.7. Recommendations

5.7.1. Recommendations for Students

1) Eighth standard students must do Bhastrika pranayama daily for energy and having proper direction to utilize that energy.

2) Eighth standard students must do Bhramari pranayama daily so that they can build their confidence and improve concentration and memory.

3) Eighth standard students must do meditation daily so that they can improve their concentration, aware about own. Multiple Intelligence and performance of students get developed.

4) Eighth standard students must listen motivational speeches at specific time interval so that they can avoid negative thinking and can overcome on obstacles of study or dealing with daily routine life.
5) Eighth standard students must see positive thinking talks or movies so that they can build their confidence to face problems of daily routine life and can realize their strength to take decisions in their life.

5.7.2. Recommendations for Teacher

1) Teacher should develop the life skill programme in view of Multiple Intelligence so that students get opportunity to develop their skill.

2) Teacher should use the activities and content in special way so that the students can think divergently and creative thinking and problem solving skills get increased.

3) Teacher should motivate students to think on transfer of learning with reference to living life as well as subjects and to listen positive thinking talks for development of positive thought and enthusiasm.

4) Teachers should show inspirational movies to student or motivate to see them so that they can analyze themselves in reality.

5) Teacher (Physical education) should include Bhashrika, Bhashrika pranayama as well as meditation for developing confidence of students for getting proper direction to their energy for providing concentration to their study.

6) Teacher should include transfer of learning attitude in self and motivate students to use or implicate in daily routine life so that they can utilize their knowledge to solve their own problem.

7) Teacher should teach activities by activities based learning so that student can enjoy learning environment not get bored from formal lectures.
8) Teacher should use technology and different techniques framing objective for teaching so that the different students get chance to improve themselves according to Multiple Intelligence of their own.

9) Teacher should be ideal in front of students so that they can get ideal to copy and different skills get increased by imitation.

10) Teacher should use brainstorming, clue me, role storming, debating, role play, puzzles, word ladders, group discussions, writing essays, creative mind, chatting hours etc. like activities for development of creative thinking and problem solving life skill of students.

5.7.3. Recommendations for the Head Masters

1) The head master must inspire teacher for development of life skill programme according to standard in view of Multiple Intelligence so that school can give equal opportunity to each and every student.

2) The head master must include yoga, pranayama, meditation in school time table for building confidence and knowing students themselves. It is also make compulsory for teachers too.

3) The head master inspires teachers to decide objectives of teaching according to life skill education given by world health organization (WHO).

4) The head master must inspire teachers for life skill education training programme, workshop and refresher course in accordance to develop life skill programme.
5) The head master must inspire teacher to develop life skill programme in view of Multiple Intelligence by using other subject as tool like creative thinking and problem solving.

6) The head master must give rewards to the creative teachers for their creativity in developing programme like life skill programme in which students get develop their life skills.

7) The head master must announce award for teachers for using technologies in their teaching or creative teacher for one year and awards for students who participate in different activities organized by school.

5.7.4. Recommendations for Maharashtra Government

1) The Government should make yoga pranayama and meditation compulsory to head masters for developing life skill education.

2) The Government should take feedback and follow up for yoga, pranayama and meditation – implementation for life skill education.

3) The Government of Maharashtra should organize training and workshops for developing life skill programme in view of Multiple Intelligence.

4) The Government should take opinions teachers should life skill education in accordance with their subject activities for developing life skill programme in view of Multiple Intelligence.

5) The Government of Maharashtra should provide support material which develops life skill material which develops life skill education of the students.
6) The government of Maharashtra should provide support material for teachers to develop life skill programme in view of Multiple Intelligence.


5.8 Topics for Future Research

5.8.1 To develop life skill programme in view of Multiple Intelligence for Eighth standard students for developing life skill like self awareness effective communication.

5.8.2 To develop life skill programme in view of Multiple Intelligence for Eighth standard students for developing life skill like empathy, coping with emotions.

5.8.3 Developing life skill programme in view of Multiple Intelligence for Eighth standard students for developing life skills like coping with stress, critical thinking.

5.8.4 Developing life skill programme in view of Multiple Intelligence for Eighth standard students for developing life skills like decision making and interpersonal relationship.
5.9. Epilogue

This chapter deals with findings and recommendations as well as suggestions for further study.

This research unveils that students learn through life skill programme in view of Multiple Intelligence with their life skill improvement. The developed life skill programme was found to be effective in terms of students achievement in life skills. This research found that the achievement in life skill of girls is better than boys findings of the study suggest that life skill programme is useful for teachers as well as students at their own pace and interest.