A Study on Major Implication of Socio-Economic Status on Life Style of Pupil Teachers with Special Reference to Future Prospect

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Abstract:

The present research work intent to study the major implication and impact of socio-economic status on life style of pupil teachers (B.Ed.) trainee on the basis of gender with special reference to future prospects. Hence the researchers aim at to find out the impact of socio-economic status (SES) on the life style of pupil teachers according to gender and the major implication and impact. Researchers selecting 1000 samples out of total population on the basis random sampling techniques with the help of standardized tools collected data and on the basis of normative survey method analysis and interpretation with required statistical technique like Mean, Standard Deviation, Critical Ratio, Degree of Freedom, Coefficient of Correlation, and ANOVA tested the hypotheses find out the purposive findings to focus on proper suggestive suggestion towards conclusion.

Key words: Socio-economic Status, Major implication, Major impact, Future prospect, Life-   style, Pupil Teacher and Gender.

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I. Introduction

Back Ground of the Study: -

> *"All men differ from each other since neither environment nor disposition can ever in any two men be the same or alike."*
> Robert Bridges, *Testament of Beauty*

Education is modification of behaviour of the individual in a socially desirable way coming through the contact of its environment for adequate adjustment in the society to personify the personality to influence person on the basis of his/her socio-economical status.

Socio-economic status (SES) is an economic and sociological combined total measure of a person's work, experience and of an individual or family's economical and social position relative to others. Socioeconomic status is typically broken into three categories high SES, average SES and low SES. To describe the three areas, a family or an individual may fall into one of these categories. Any or all of the three variables (income, education and occupation) can be assessed. A fourth variable wealth may also be examined when determining socio-economic status.

Life style of individuals in general and of pupil teachers in particular is a great effective behavioral factor to effect and affect the personality of pupil teachers in accordance with the socio economic status of the concerned so rationally. However just like the personality or attitude or even other like factors, life style is an important dynamic dependent variable to expose the effectiveness and efficacy of performance of pupil teachers to be an effective teacher.

Here the researcher has keen interest to know how much and what level the major implication and impact of socio-economic status on life style of the pupil teachers with special reference to future prospects is! Whereby the problem introduce

as *"A STUDY ON MAJOR IMPLICATION OF SOCIO-ECONOMIC STATUS ON LIFE STYLE OF PUPIL TEACHERS WITH SPECIAL REFERENCE TO FUTURE PROSPECT"*

Rational of the study:-

Teaching is an art and Teacher is an artist whereby teacher education is the ambitions of pupil teachers to reach their destination in teacher education institutions not only in Raipur district of Chhattisgarh state but also in all over the word collaboration. But all-round development of personality and socio-economic status of the pupil teacher adversely effects and affects to a great extent in reality. As a reason different research study, different class room activities, different commission and committee and different psychological organization has been working on different variable to different situation in different research field to understand the problem and gives the suggestion toward these variation and critical justification in the field of teacher education especially to pupil teachers. So as a rational thinker the researcher in this present research work has thought such important as rational of the study.

II.   Objectives and Hypotheses

Objectives of the study: -

1. To find out the impact of socio economic status on life style of male and female pupil Teachers.
2. To find out the major implications of the study on future prospects.

Hypothesis of the Study: -

H_1 Socio-economic status and gender will not show its main and interactional effect upon life style of pupil teachers.

H_2 There will be no impact of socio-economic status on the life style of male pupil teachers.

$H_{2.1}$ There will be no impact of socio-economic status on the Area 1 of the life style of male pupil teachers.

$H_{2.2}$ There will be no impact of socio-economic status on the Area 2 of the life style of male pupil teachers.

$H_{2.3}$ There will be no impact of socio-economic status on the Area 3 of the life style of male pupil teachers.

$H_{2.4}$ There will be no impact of socio-economic status on the Area 4 of the life style of male pupil teachers.

$H_{2.5}$ There will be no impact of socio-economic status on the Area 5 of the life style i.e. trend seeking of male pupil teachers.

$H_{2.6}$ There will be no impact of socio-economic status on the Area 6 of the life style of male pupil teachers.

H_3 There will be positive impact of socio-economic status on the life style of female pupil teachers.

$H_{3.1}$ There will be no impact of socio-economic status on the Area 1 of the life style of female pupil teachers.

$H_{3.2}$ There will be no impact of socio-economic status on the Area 2 of the life style of female pupil teachers.

$H_{3.3}$ There will be no impact of socio-economic status on the Area 3 of the life style of female pupil teachers.

$H_{3.4}$ There will be no impact of socio-economic status on the Area 4 of the life style of female pupil teachers.

$H_{3.5}$ There will be no impact of socio-economic status on the Area 5 of the life style i.e. trend seeking of female pupil teachers.

$H_{3.6}$ There will be no impact of socio-economic status on the Area 6 of the life style of female pupil teachers.

III. Methodology and Procedure

Method: -

Based on the present study, survey method needs to prepare the layout of the method of the following steps in taking proper

samples, collecting data, adopting suitable technique to arrive at desired results and verification of the hypotheses.

Population: -

The present research work entrusted all the pupil teachers enrolled during the session 2013-14 of all the teacher education institutions to constitute the population for smooth and successful completion of the study.

Sample: -

The researcher will select 1000 samples (500 male and 500 female) B.Ed. students out of total population through random sampling technique for systematic and competitive analysis as per the proportionate availability of population constituted within the concerned area of the study.

Scope and Delimitation: -

The present research work covers the complete teacher education territory of Chhattisgarh state as the scope of the study and all the B.Ed. students (pupil teachers) of B.Ed. departments of all the teachers education institutions of the state delimited to the study.

Tools: - The following tools are selected for the study.
1. Rajbir Singh, Radhey Shyam and Satish Kumar, socio - economic status scale (SESS-SSK) Hindi / English.
2. S.K. Bawa and S. Kaur, Life Style Scale (LSS-BK) Hindi / English

Statistical Techniques: -

The researcher used Mean, Standard Deviation, Critical Ratio, Degree of Freedom, Coefficient of Correlation, and ANOVA the required statistical techniques as per the requirements for successful statistical analysis of data to achieve the stated objectives relating to supported hypotheses formulated expecting outcomes.

Research Procedure:

The main base of Educational Research, investigation or survey is real fact related with study. These facts are collected with the help of observation, interview, schedule and questionnaire. In the present work data has been collected from target colleges by administering two tests of home environment and values of pupil teachers. But of course, these collected data are always unsettled in their primary stage. Since the raw data as such is in the form of digits and figures, which are rather incomprehensible to laymen. Therefore, it is not possible to take out conclusions from them or to understand them in their original form as well unless they are analyzed systematically. Hence, suitable statistical procedures are adopted for tabulation and organization of the raw data.

In this chapter the data thus collected are systematically classified, tabulated and represented in suitable graphical manner useful for their interpretation in the context of the present work. These data are then required to be analyzed and to reveal a clear picture to test the hypothesis and arrive at the conclusion.

Another most important aspect of research is ANALYSIS. It is the process where relationship or difference supporting or opposing to the original or new hypothesis should be subjected to statistical test of significance to determine with what validity data can be said to indicate conclusions.

Tabulation of Data:

In this research work the researcher has taken 1000 sample. Out of which 500 are male pupil teacher and 500 are female pupil teachers. After administering the test for ascertaining socio-economic status, the total sample is distributed in three major categories i.e. of low socio-economic status, medium socio-economic status and high socio-economic status. The

distribution of sample in numeral form is presented in this table:-

Tabulation of Data Collected:

SES	MALE	FEMALE	TOTAL
LOW	120	101	221
MIDDLE	272	255	527
HIGH	108	144	252
TOTAL	**500**	**500**	**1000**

IV. Analysis and Interpretation of Data

As we know that the qualitative data cannot be shown in numerical from. Therefore analysis of these types of data is very essential. Analysis of Data means studying the tabulated material in order to determine inherent facts or meanings on the basis of statistics applied.

Interpretation is certainly a mechanical process. It requires a critical examination of the results of analysis done in the light of all the limitations of data gathered. It is a very important step in the total procedure of research.

Graphic representation at a glance gives a general notion of the whole data and is easier to read and figure out than a table.

Life style
Life style is a living style which defines the attitude, values and somewhat exhibits the social position. The life style scale has been divided in six dimensions which are as follows:

S. No.	Area	Dimensions
1.	Area 1	Health Conscious Lifestyle
2.	Area 2	Academic Oriented Lifestyle
3.	Area 3	Career Oriented Lifestyle
4.	Area 4	Socially Oriented Lifestyle

5.	Area 5	Trend Seeking Lifestyle
6.	Area 6	Family Oriented Lifestyle

With the help of above procedure the researcher used Mean, Standard Deviation, Critical Ratio, Degree of Freedom and Coefficient of Correlation the required statistical techniques as per the requirements for successful statistical analysis of data to achieve the stated objectives relating to supported hypotheses formulated expecting outcomes.

Verification of Hypotheses:

Differential Hypothesis:
H_1 Socio-economic status and gender will not show its main and interactional effect upon   life style of pupil teachers.

Table 1.1 Main and Interactional Effect of Socio-Economic Status and Gender on Life Style of Pupil Teachers

Sources Of Variation	df	Sum of Squares	Mean Square or Variance	F Value	At 0.05 level of Significance	At 0.01level of Significance
Rows	1	4.90	4.90	0.01	3.85	6.66
Columns	2	151.39	75.70	0.23	3.00	4.63
Interaction	2	24.98	12.49	0.04	3.00	4.63
Within	994	328859.00	330.84			
Total	999	329040.27				

Explanation
The two factor interaction effect of Socio-economic status and gender upon life style of pupil teachers turned out to be statistically insignificant. The value of F calculated for rows, columns and interaction is 0.01, 0.23 and 0.04 respectively which is lower than value of F at 0.01 and 0.05 level of significance as shown in table 1.1. So here it is accepted that there does not exist main and interactional effects of Socio-economic status and gender upon life style of pupil teachers at any level of significance.

Graph 1 Graph Showing Main and Interactional Effect of Socio-Economic Status and Gender on Life Style of Pupil Teachers
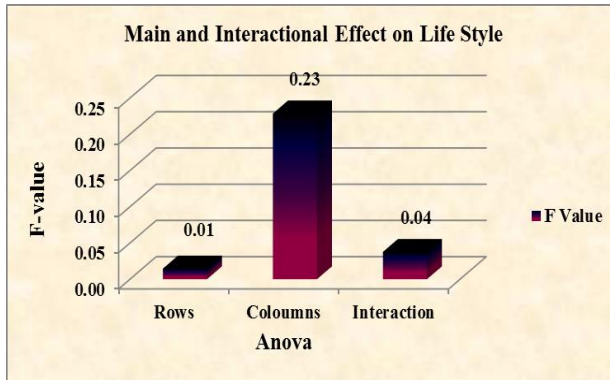
H₂ There will be no impact of socio-economic status on the life style of male pupil teachers.

H₂.₁ There will be no impact of socio-economic status on the Area 1 of the life style of male pupil teachers.
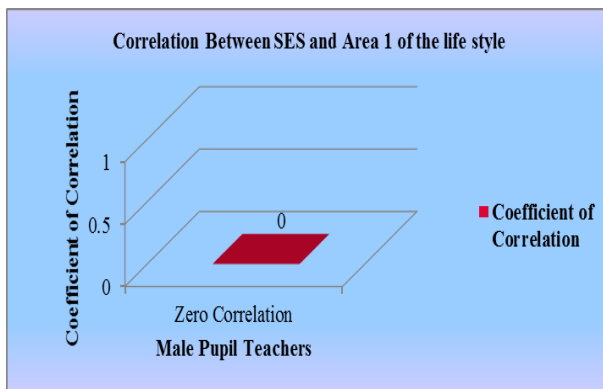
Table 2.1 Correlation between Socio Economic Status and Area 1 of Life Style of Male Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	0	Zero Correlation
2	Area 1		

Explanation

The coefficient of correlation socio economic status on the Area 1 of the life style of male pupil teachers is zero. The result thus highly approves the hypothesis that there exists There will be no impact of socio economic status on the Area 1 of the life style of male pupil teachers. With the increase and decrease of one variable there is no effect on other variable at all. They are not correlated.

Graph 2 Graph Showing Correlation between Socio Economic Status and Area 1 of Life Style of Male Pupil Teachers

H$_{2.2}$ There will be no impact of socio-economic status on the Area 2 of the life style of male pupil teachers.
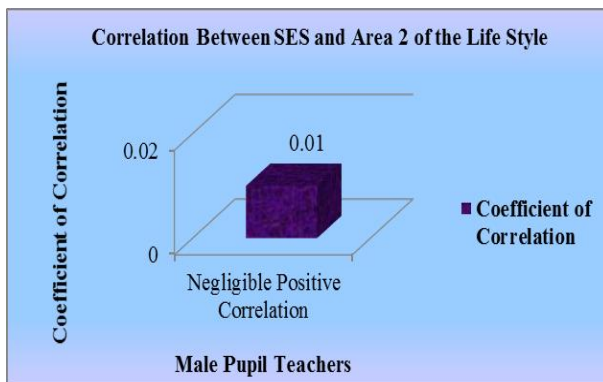
Table 2.2 Correlation between Socio Economic Status and Area 2 of Life Style of Male Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	0.01	Negligible Positive Correlation
2	Area 2		

Explanation

The coefficient of correlation between socio economic status and Area 2 of the life style of male pupil teachers is 0.01, which shows negligible positive correlation. The result thus approves the hypothesis that there will be no impact of socio economic status on Area 2 of the life style of male pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

Graph 3 Graph Showing Correlation between Socio Economic Status and Area 2 of Life Style of Male Pupil Teachers

H$_{2.3}$ There will be no impact of socio-economic status on the Area 3 of the life style of male pupil teachers.
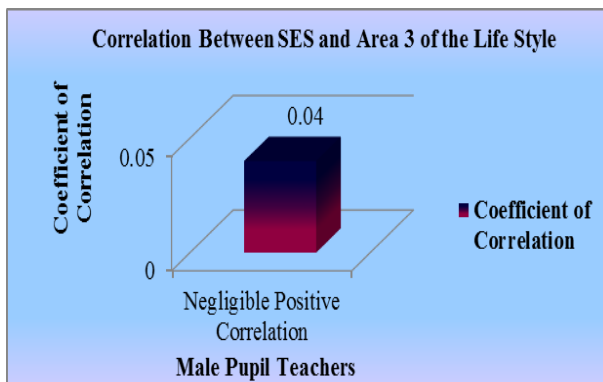
Table 2.3 Correlation between Socio Economic Status and Area 3 of Life Style of Male Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	0.04	Negligible Positive Correlation
2	Area 3		

Explanation

The coefficient of correlation between socio economic status and Area 3 of the life style of male pupil teachers is 0.04, which shows negligible positive correlation. The result thus approves the hypothesis that there will be no impact of socio economic status on Area 3 of the life style of male pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

Graph 4 Graph Showing Correlation between Socio Economic Status and Area 3 of Life Style of Male Pupil Teachers

$H_{2.4}$ There will be no impact of socio-economic status on the Area 4 of the life style of male pupil teachers.
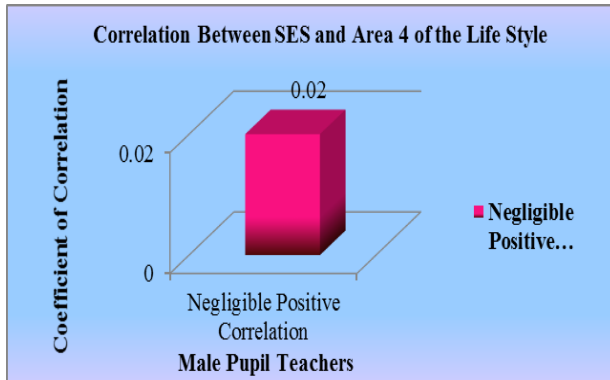
Table 2.4 Correlation between Socio Economic Status and Area 4 of Life Style of Male Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	0.02	Negligible Positive Correlation
2	Area 4		

Explanation

The coefficient of correlation between socio economic status and Area 4 of the life style of male pupil teachers is 0.02, which shows negligible positive correlation. The result thus approves the hypothesis that there will be no impact of socio economic status on Area 4 of the life style of male pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

Graph 5 Graph Showing Correlation between Socio Economic Status and Area 4 of Life Style of Male Pupil Teachers

$H_{2.5}$ There will be no impact of socio-economic status on the Area 5 of the life style i.e. trend seeking of male pupil teachers.
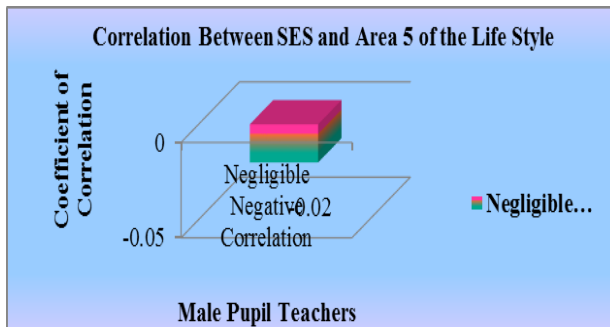
Table 2.5 Correlation between Socio Economic Status and Area 5 of Life Style of Male Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	-0.02	Negligible Negative Correlation
2	Area 5		

Explanation

The coefficient of correlation between Socio Economic Status and the Area 5 of the life style of male pupil teachers i.e. trend seeking is -0.02, which shows negligible negative correlation. The result thus approves the hypothesis that there exists no significant impact of socio economic status on the Area 5 of the life style of male pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable.

Graph 6 Graph Showing Correlation between Socio Economic Status and Area 5 of Life Style of Male Pupil Teachers

H$_{2.6}$ There will be no impact of socio-economic status on the Area 6 of the life style of male pupil teachers.
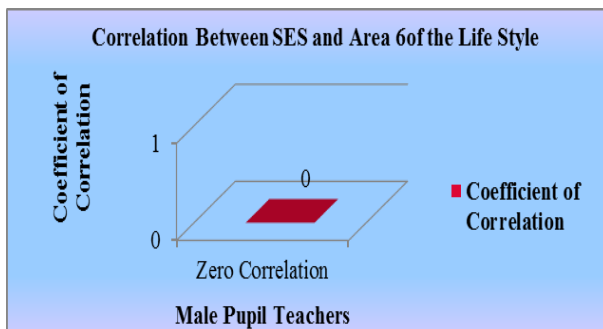
Table 2.6 Correlation between Socio Economic Status and Area 6 of Life Style of Male Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	0	Zero Correlation
2	Area 6		

Explanation

The coefficient of correlation socio economic status on the Area 6 of the life style of male pupil teachers is zero. The result thus highly approves the hypothesis that there exists There will be no impact of socio economic status on the Area 6 of the life style of male pupil teachers. With the increase and decrease of one variable there is no effect on other variable at all. They are not correlated.

Graph 7 Graph Showing Correlation between Socio Economic Status and Area 6 of Life Style of Male Pupil Teachers

H₃ There will be positive impact of socio-economic status on the life style of female pupil teachers.

H₃.₁   There will be no impact of socio economic status on the Area 1 of the life style of female pupil teachers.
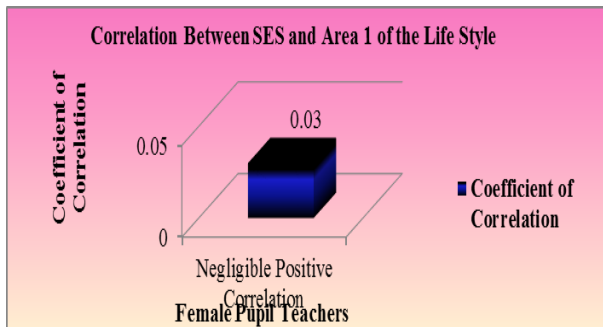
Table 3.1 Correlation between Socio Economic Status and Area 1 of Life Style of Female Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	0.03	Negligible Positive Correlation
2	Area 1		

Explanation

The coefficient of correlation between socio economic status and Area 1 of the life style of female pupil teachers is 0.03, which shows negligible positive correlation. The result thus approves the hypothesis that there will be no impact of socio economic status on Area 1 of the life style of female pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

Graph 8 Graph Showing Correlation between Socio Economic Status and Area 1 of Life Style of Female Pupil Teachers

$H_{3.2}$ There will be no impact of socio-economic status on the Area 2 of the life style of female pupil teachers.
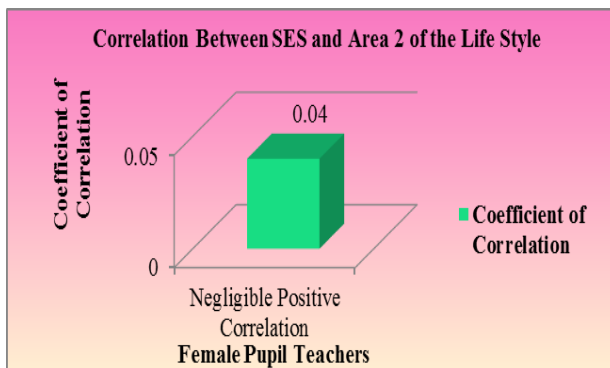
Table 3.2 Correlation between Socio Economic Status and Area 2 of Life Style of Female Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	0.04	Negligible Positive Correlation
2	Area 2		

Explanation

The coefficient of correlation between socio economic status and Area 2 of the life style of female pupil teachers is 0.04, which shows negligible positive correlation. The result thus approves the hypothesis that there will be no impact of socio economic status on Area 2 of the life style of female pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

Graph 8 Graph Showing Correlation between Socio Economic Status and Area 2 of Life Style of Female Pupil Teachers

H$_{3.3}$ There will be no impact of socio-economic status on the Area 3 of the life style of female pupil teachers.
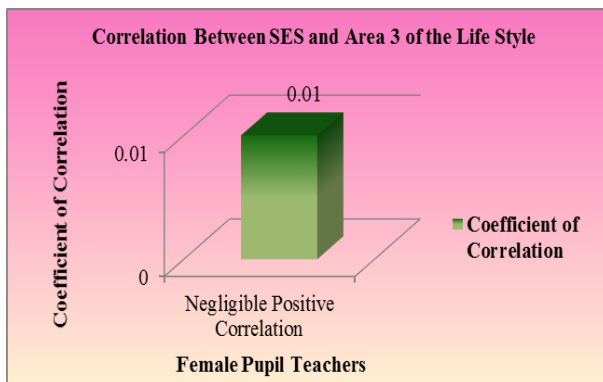
Table 3.3 Correlation between Socio Economic Status and Area 3 of Life Style of Female Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	0.01	Negligible Positive Correlation
2	Area 3		

Explanation

The coefficient of correlation between socio economic status and Area 3 of the life style of female pupil teachers is 0.01, which shows negligible positive correlation. The result thus approves the hypothesis that there will be no impact of socio economic status on Area 3 of the life style of female pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

Graph 9 Graph Showing Correlation between Socio Economic Status and Area 3 of Life Style of Female Pupil Teachers

H$_{3.4}$ There will be no impact of socio-economic status on the Area 4 of the life style of female pupil teachers.
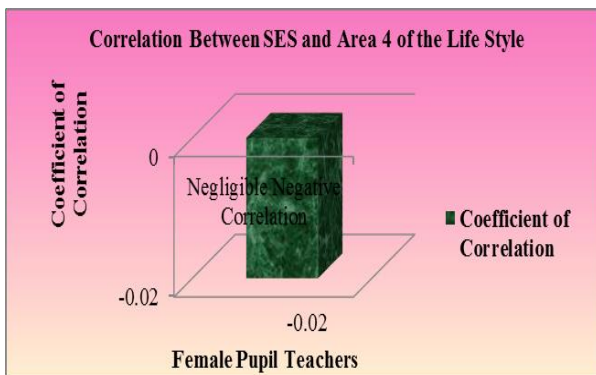
Table 3.4 Correlation between Socio Economic Status and Area 4 of Life Style of Female Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	-0.02	Negligible Negative Correlation
2	Area 4		

Explanation

The coefficient of correlation between Socio Economic Status and Area 4 of the life style of female pupil teacher is -0.02, which shows negligible negative correlation. The result thus approves the hypothesis that there exists no significant impact of socio economic status on the Area 4 of the life style of female pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable.

Graph 10 Graph Showing Correlation between Socio Economic Status and Area 4 of Life Style of Female Pupil Teachers

H$_{3.5}$ There will be no impact of socio-economic status on the Area 5 of the life style i.e. trend seeking of female pupil teachers.
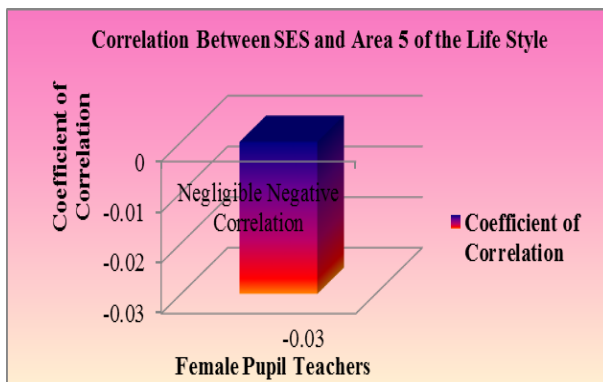
Table 3.5 Correlation between Socio Economic Status and Area 5 of Life Style of Female Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	-0.03	Negligible Negative Correlation
2	Area 5		

Explanation

The coefficient of correlation between Socio Economic Status and the Area 5 of the life style of female pupil teachers i.e. trend seeking is -0.03, which shows negligible negative correlation. The result thus approves the hypothesis that there exists no significant impact of socio economic status on the Area 5 of the life style of female pupil teachers of female pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable.

Graph 11 Graph Showing Correlation between Socio Economic Status and Area 5 of Life Style of Female Pupil Teachers

H3.6   There will be no impact of socio-economic status on the Area 6 of the life style of female pupil teachers.

Table 3.6 Correlation between Socio Economic Status and Area 6 of Life Style of Female Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	0	Zero Correlation
2	Area 6		

Explanation

The coefficient of correlation socio economic status on the Area 6 of the life style of female pupil teachers is zero. The result thus highly approves the hypothesis that there exists There will be no impact of socio economic status on the Area 6 of the life style of female pupil teachers. With the increase and decrease of one variable there is no effect on other variable at all. They are not correlated.

Graph 12 Graph Showing Correlation between Socio Economic Status and Area 6 of Life Style of Female Pupil Teachers
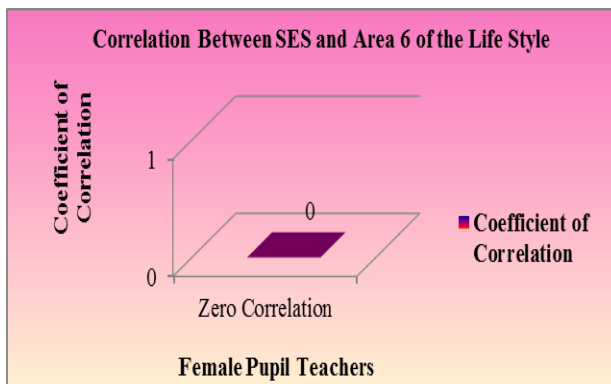
V. Findings and Suggestion

H_1 Socio-economic status and gender will not show its main and interactional effect upon life style of pupil teachers.

Finding: It is accepted that there does not exist main and interactional effects of Socio-economic status and gender upon life style of pupil teachers at any level of significance.

Suggestion: It is suggested that there is no questions of assimilations or dissimilation of above these three factors of the pupil teachers so as two factors interaction is tested.

H_2 There will be no impact of socio-economic status on the life style of male pupil teachers.

$H_{2.1}$ There will be no impact of socio-economic status on the Area 1 (Health Conscious Lifestyle) of the life style of male pupil teachers.

Finding: The result thus highly approves the hypothesis that there exists There will be no impact of socio economic status on the Area 1 of the life style of male pupil teachers. With the increase and decrease of one variable there is no effect on other variable at all. They are not correlated.

H$_{2.2}$ There will be no impact of socio-economic status on the Area 2 (Academic Oriented Lifestyle) of the life style of male pupil teachers.

Finding: The result thus approves the hypothesis that there will be no impact of socio economic status on Area 2 of the life style of male pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

H$_{2.3}$ There will be no impact of socio-economic status on the Area 3 (Career Oriented Lifestyle) of the life style of male pupil teachers.

Finding: The result thus approves the hypothesis that there will be no impact of socio economic status on Area 3 of the life style of male pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

H$_{2.4}$ There will be no impact of socio-economic status on the Area 4 (Socially Oriented Lifestyle) of the life style of male pupil teachers.

Finding: The result thus approves the hypothesis that there will be no impact of socio economic status on Area 4 of the life style of male pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

H$_{2.5}$ There will be no impact of socio-economic status on the Area 5 (Trend Seeking Lifestyle) of the life style of male pupil teachers.

Finding: The result thus approves the hypothesis that there exists no significant impact of socio economic status on the Area 5 of the life style of male pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable.

H$_{2.6}$ There will be no impact of socio-economic status on the Area 6 (Family Oriented lifestyle) of the life style of male pupil teachers.

Finding: The result thus highly approves the hypothesis that there exists There will be no impact of socio economic status on the Area 6 of the life style of male pupil teachers. With the increase and decrease of one variable there is no effect on other variable at all. They are not correlated.

Suggestion: It is suggested that there is not any type of correlation on all the six types of dimensions of Life style with effect from socio-economical status of the male pupil teachers.

H$_3$ There will be positive impact of socio-economic status on the life style of female pupil teachers.

H$_{3.1}$ There will be no impact of socio economic status on the Area 1 (Health Conscious Lifestyle) of the life style of female pupil teachers.

Finding: The result thus approves the hypothesis that there will be no impact of socio economic status on Area 1 of the life style of female pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

H$_{3.2}$ There will be no impact of socio-economic status on the Area 2 (Academic Oriented Lifestyle) of the life style of female pupil teachers.

Finding: The result thus approves the hypothesis that there will be no impact of socio economic status on Area 2 of the life style of female pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

H$_{3.3}$ There will be no impact of socio-economic status on the Area 3 (Career Oriented Lifestyle) of the life style of female pupil teachers.

Finding: The result thus approves the hypothesis that there will be no impact of socio economic status on Area 3 of the life

style of female pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

H₃.₄ There will be no impact of socio-economic status on the Area 4 (Socially Oriented Lifestyle) of the life style of female pupil teachers.

Finding: The result thus approves the hypothesis that there exists no significant impact of socio economic status on the Area 4 of the life style of female pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable.

H₃.₅ There will be no impact of socio-economic status on the Area 5 (Trend Seeking Lifestyle) of the life style i.e. trend seeking of female pupil teachers.

Finding: The result thus approves the hypothesis that there exists no significant impact of socio economic status on the Area 5 of the life style of female pupil teachers of female pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable.

H₃.₆ There will be no impact of socio-economic status on the Area 6 (Family Oriented lifestyle) of the life style of female pupil teachers.

Finding: The result thus highly approves the hypothesis that there exists There will be no impact of socio economic status on the Area 6 of the life style of female pupil teachers. With the increase and decrease of one variable there is no effect on other variable at all. They are not correlated.

Suggestion: It is suggested that there is not any type of correlation on all the six types of dimensions of Life style with effect from socio-economical status of the female pupil teachers.

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