



Contemporaneity of Language and Literature in The Robotized Millennium

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An Assessment on Growth of Knowledge and Skills

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Abstract: This article explores the value of knowledge and skill development for both personal and professional growth. It emphasises the significance of cultivating a growth mindset, the impact of technology advancements, and the transforming force of lifelong learning. In a world that is changing quickly, education and skill development are essential for people and societies to prosper. People can broaden their understanding, adjust to novel circumstances, and hone their critical thinking abilities through ongoing learning. As a result of technological advancements, there are now many new chances for education and improvement of skills. Having a growth mindset enables people to overcome obstacles, see setbacks as chances for learning, and embrace a desire for lifelong learning. Understanding how information and abilities develop is crucial for professional as well as personal achievement. In order to assist the growth of knowledge and skills, researchers can find successful techniques and strategies by examining the transformative potential of continuous learning. The creation of creative educational devices and platforms can benefit from examining how technological advancements affect learning and skill acquisition. Additionally, understanding how a growth mindset fosters development of skills and knowledge can help people and organisations adopt a mentality that is supportive of lifelong learning and individual development. Knowledge of financial accounting, Financial Progress Knowledge Social obligations and ethics, Administration Information System, Development of the global business, Growth in microeconomics are the parameters used in this analysis. "The overall Cronbach's Alpha value for the model is .595 which indicates 60% reliability"

Keywords: Financial accounting, ethics, Administration, Information System and Social obligations.

1. INTRODUCTION

It examines NVQ design and makes the case that they're insufficient for promoting knowledge and skills since they only highlight flaws in the labour market today and place a heavy emphasis on partly observed workplace practises. The NVQs are supposed to be "employer led," and unitary presumptions underlie their design. A pluralistic coalition devised and implemented the German apprenticeship system, which has stronger qualifications that promote skill levels [1]. Either greater word count (quantity of representation) and more sophisticated material regarding words (quality of representation) are required for such development. Words were learned before literacy, of course, through conversation. Word phonology knowledge, which is required for phonological understanding and literacy, may progressively grow from implicit understanding of "the sounds of words utilised in spoken word recognition". Opportunities to gain fresh meanings for words and to hone existing word definitions through reading are provided by reading. Both toddlers and adults have a limited understanding of many word meanings since semantic knowledge is normally learned through repeated exposures, with more meaning knowledge developing with experience. The ability to pick up new words by reading should be influenced by one's reading abilities [2]. We created a Science Taste module as part of this endeavour that contextualises young children's literary abilities as a crucial indicator for achievement in the beginning of the school grades. Preschool education focuses on helping kids learn specific literacy skills, such as knowing the alphabet, that set them up for success in their early years of school. For educating young children about letters, writing is suggested as a complimentary approach to various instructional tactics. This study looks at a sample of low-income kids enrolled in Head Start's pre-schoolers' early literacy abilities, sensitivity to initial sounds of words, as well as understanding of print concepts. Data were gathered over the entire academic year, giving researchers the chance to look at how these early literacy abilities were developing concurrently [3]. Chemistry, comprehension of chemistry, and additional thinking abilities. Our study's goals consisted of (a) identify the difficulties and challenges encountered by chemistry teachers when teaching and grading a chemistry module in addition to their perceived benefits; and (b) "look at how they manage teaching and grading thinking skills that require analysing data from tables and graphs, switching between different representations, and moving between different levels of chemical knowledge". Participants in the study included eight instructors who delivered the curriculum. Interviews, observation of classrooms, student assignments created by instructors and developers, as well as student assignments created by teachers, are all examples of research instruments [4]. We discover that STEM knowledge and abilities, together with critical thinking, are

the workforce competencies most closely related to the typical complexity of the products produced by each industry. In order to develop a new indicator of occupational difficulty, KpOccInd, that can be calculated for both the manufacturing and service sectors, we first choose and translate this data into a unidimensional score. Finally, through an empirical exercise, we demonstrate that the real per capita GDP growth of US metropolitan statistical regions (MSAs) with higher degrees of occupational complexity is higher [5]. Students now can be employed by community-based human service organisations thanks to the number of practicum hours that preservice teachers are obliged to complete. employs the results of interviews and surveys to concentrate on the knowledge and skill development of pupils. According to the data, the event aided the College of Education's objectives, and instructors and social agency employees who were directly involved valued it more than those who were not. The advanced learning method is supported by "life, customs, and intercultural knowledge as well as professional lexicon and syntactic structures in specialised language and communication". According to European trends, pupils should be ready for the possibility of completing a portion of their education at an institution overseas. This preparation should centre on the ability to manage either general or specialised language, which calls for close classroom engagement. This pattern should be as closely followed as feasible in real-world communication and instructional techniques [7]. places where peers work together to study and teach higher-order scientific inquiry. Using the "Improve" self-regulation model, three environments supported various SRL components: "cognitive-metacognitive alone), motivational alone (mod), or all three components". The support for SRL is absent from the fourth environment. In three SRL-scaffolding conditions, self-worth in teaching science, pedagogical knowledge, and SRL (cognitive, intellectual, motivational), results showed that preservice educators outperformed their peers who had received scaffolding on all of these measures [8. There are two typical responses listed. Academic progress at universities started with the first response, traditionalism, also known as the default position, which sought to repair a high-selectivity, low-curriculum-changing aristocratic template. In an effort to focus on the student and their process of learning, the second response—a "progressive" reaction to orthodoxy—inadvertently assumed that there were skills or background knowledge that needed to be taught and acquired [9]. In the past 15 years, a number of significant factors have come together to shape present-day views on English teaching throughout the world. These include (a) the demise of traditional methods, (b) the increasing significance of bottom-up along with top-down talents, (c) the development of new English-related knowledge, and (d) contextualised instruction, which integrates multiple language skills. ELt has been and is still a dynamic field with new niches and viewpoints constantly emerging due to its relatively recent existence as a field. A testament to the discipline's maturity will be the continued production of new knowledge regarding the how and what of teaching and learning [10]. A training programme was created by the University of Utrecht to teach school teams how to use information from computerised child tracking systems to enhance the effectiveness of instruction and student performance. The impacts of training are investigated concurrently with training activities. According to research, training activities improve the DDDM knowledge and skills of school staff [11]. Although primary care doctors and psychiatrists have an interest in providing mental health education, the optimal way to do so is not clearly stated. There is less agreement on approaches than there is in undergraduate or graduate education, while there are some empirical studies evaluating effectiveness. There have been more articles published recently about continuing schooling in psychiatry to primary care doctors, some of which include detailed reviews [12]. In order to achieve these goals, we evaluate the relevant literature as well as our own assessments of teachers' knowledge and expertise in EL examination, including a section of this chapter to a review of modifications to policies and potential future study areas. EL's [13]. Encourage students to reach higher levels of education The authors used hierarchical linear modelling to explain the evolution of knowledge within the two assessment points, added predictions in all categories that had not previously been studied, identified similarities and distinctions in the hypotheses for the two subject matter areas (i.e., math as well as reading), and compared samples from the two age groups in order to further improve the model [14]. Children were assessed twice on measures of maths knowledge and mathematics fluency in the current study, roughly one year apart. While the remaining group took the test in grades 4 and 3, the first group took it in levels 2 and 3. They completed a maths performance measure in years 1 and 2 as well as a scale measuring executive attention in the first year [15]. Further noting the connection between learning, interest, and exposure, "Starr and Hughes argue that the more educated a person is, the more likely it is that they will be interested". They came to the conclusion that those who were contacted by the advertisement had a smaller need for it, while those who were missed were attempted to reach by the programme [16].

2. MATERIALS AND METHOD

A popular statistical software programme called SPSS (the Statistical Package used in Social Sciences) offers methods and tools for statistical modelling and data analysis. The main characteristics, capabilities, and uses associated with the SPSS system are highlighted in this section's overview. Investigators and data analysts may efficiently enter, organise, and analyse data using SPSS's user-friendly interface. It allows users to work with an

assortment of datasets because it supports a wide range of record types, including integers, categories, and string variables. Researchers can use SPSS to carry out a range of statistical analyses, including factor modelling, cluster analysis, regression analysis, and more. The capacity of SPSS to carry out activities involving data cleansing and manipulation is one of its key features. Users can manage missing values, merge datasets, filtering process, sort, and recode variables. By assuring data quality and integrity, this feature aids analysts in getting their data ready for analysis. Charts, diagrams, and plots are just a few of the data visualisation possibilities that SPSS provides. These visualisations give users the ability to effectively study and present the information they have, get new perspectives, and more successfully convey discoveries. The capability of SPSS to produce reports and export outcomes is another noteworthy feature. Users can construct tables, charts, and summary statistics that can be transferred to Excel, Word, or PDF. Collaboration among co-workers and the distribution of research findings are made easier by this activity. In social science fields like market studies, healthcare, and other industries where analysis of information is crucial, SPSS is frequently utilised. Researchers with varied degrees of statistical competence can utilise it thanks to its intuitive layout and extensive collection of statistical methods. Additionally, SPSS offers a thorough framework for both basic and sophisticated statistical studies, making it a flexible tool for qualitative research. Finally, SPSS is a robust and user-friendly statistical programming package that facilitates data administration, analysis, and visualisation. It is an essential tool for academics across a variety of subjects due to its extensive statistical technique's library and versatility in handling different data types. Researchers can efficiently analyse their data, obtain important insights, and make defensible judgements based on the statistical proof by utilising SPSS.

1.1 Knowledge of financial accounting: Understanding the ideas and concepts relating to the recording, analysis, and dissemination of financial transactions as well as the creation of financial statements is referred to as financial accounting knowledge. It entails understanding of important financial terminologies, accounting principles, and the general format of financial reporting. The ability to understand the financial condition of a business, its performance, and sustainability is crucial for those involved with economic decision-making, including managers, investors, and shareholders.

1.2 Financial Progress Knowledge Social obligations and ethics: Understanding financial management techniques and tactics that support an organization's expansion and success is part of having financial development expertise. Financial scheduling, budgeting, cash flow administration, investment analysis, and risk evaluation are all covered. Individuals can use this information to make well-informed decisions, allocate resources efficiently, and keep track of the business's financial health. The terms "social responsibility" and "ethics in finance" refer to the understanding and use of moral standards and social responsibility when making financial decisions. This includes being aware of how financial decisions affect many stakeholders, including as workers, clients, suppliers, and the larger community. Understanding social responsibilities and financial ethics empowers people to make choices that are consistent with moral principles, environmental sustainability objectives, and social welfare.

1.3 Administration information system: The phrase "management information systems" (AIS) describes the application of information and technology to the gathering, processing, and distribution of financial data inside an organisation. Knowing how accounting information systems are designed and put into practise, including how to use databases and software to store and report financial data, is a part of this expertise. Understanding AIS facilitates effective data management, enhances the decision-making process, and increases the accuracy and dependability of financial data.

1.4 Development of the global business: Financial decision-makers must consider the substantial ramifications of the changing global business environment. This includes comprehending concerns relating to worldwide finance, such as foreign exchange rates, global financial markets, international trade, and cross-border investments. Knowledge of international business aids in decision-making and strategy planning by enabling people to negotiate the opportunities and risks involved in doing business on a worldwide basis.

1.5 Growth in microeconomics: Microeconomics is the study of economic entities including markets, firms, and consumers as well as their interconnections. Understanding microeconomics offers insights into aspects impacting individual economic behaviour, pricing tactics, market structures, and supply and demand dynamics. Financial decision-makers benefit from this information since it enables them to comprehend market conditions, forecast customer behaviour, and create successful business plans.

3. RESULT AND DISCUSSION

TABLE 1. Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	Skewness	Kurtosis			
Knowledge of financial accounting	444	4	1	5	1234	2.78	.058	1.232	1.518	.143	.116	-.934	.231
Financial Progress Knowledge Social obligations and ethics	443	4	1	5	1251	2.82	.060	1.255	1.575	.108	.116	-.992	.231
Administration Information System	444	4	1	5	1301	2.93	.060	1.254	1.573	-.019	.116	-.977	.231
Development of the global business	443	4	1	5	1392	3.14	.060	1.262	1.593	-.127	.116	-.996	.231
Growth in microeconomics	442	4	1	5	1433	3.24	.061	1.286	1.653	-.279	.116	-.997	.232
Valid N (listwise)	436												

Table 1 displays “the descriptive analysis N, range, minimum, maximum, mean, standard deviation Knowledge of financial accounting, Financial Progress Knowledge Social obligations and ethics, Administration Information System, Development of the global business, Growth in microeconomics this also using”.

TABLE 2. Frequencies Statistics

		Statistics				
		Knowledge of financial accounting	Financial Progress Knowledge Social obligation sand ethics	Administration Information System	Development of the global business	Growth in microeconomics
N	Valid	444	443	444	443	442
	Missing	1	2	1	2	3
Mean		2.78	2.82	2.93	3.14	3.24
Std. Error of Mean		.058	.060	.060	.060	.061
Median		3.00	3.00	3.00	3.00	3.00
Mode		3	3	3	3	4
Std. Deviation		1.232	1.255	1.254	1.262	1.286
Variance		1.518	1.575	1.573	1.593	1.653
Range		4	4	4	4	4
Minimum		1	1	1	1	1
Maximum		5	5	5	5	5
Sum		1234	1251	1301	1392	1433
Percentiles	25	2.00	2.00	2.00	2.00	2.00
	50	3.00	3.00	3.00	3.00	3.00
	75	4.00	4.00	4.00	4.00	4.00

Table 2 shows the frequency statistics in growth of knowledge and skills using Knowledge of financial accounting, Financial Progress Knowledge Social obligations and ethics, Administration Information System, Development of the global business, Growth in microeconomics curve values is given.

TABLE 3. reliability statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.595	.596	5

Table 3 shows the Cronbach's Alpha Reliability result. The overall Cronbach's Alpha value for the model is .595 which indicates 60% reliability. From the literature review, the above 50% Cronbach's Alpha value model can be considered for analysis.

TABLE 4. reliability statistics individual

	Cronbach's Alpha if Item Deleted
Knowledge of financial accounting	.529
Financial Progress Knowledge Social obligations and ethics	.537
Administration Information System	.546
Development of the global business	.516
Growth in microeconomics	.573

Table 4 represents “the Reliability Statistic individual parameter Cronbach's Alpha Reliability results”. The “Cronbach's Alpha value for growth of knowledge and skills using Knowledge of financial accounting .529, Financial Progress Knowledge Social obligations and ethics .537, Administration Information System.546, Development of the global business.516, Growth in microeconomics.573”.

TABLE 5. Correlation analysis

	Knowledge of financial accounting	Financial Progress Knowledge Social obligations and ethics	Administration Information System	Development of the global business	Growth in macroeconomics
Knowledge of financial accounting	1	.326**	.210**	.228**	.202**
Financial Progress Knowledge Social obligations and ethics	.326**	1	.248**	.218**	.127**
Administration Information System	.210**	.248**	1	.259**	.159**
Development of the global business	.228**	.218**	.259**	1	.293**
Growth in macroeconomics	.202**	.127**	.159**	.293**	1

Table 5 displays the correlations among various variables, with each variable represented in the rows and columns. The cells contain correlation coefficients ranging from -1 to 1, where 1 indicates a strong positive correlation, -1 represents a strong negative correlation, and 0 signifies no correlation. Knowledge of financial accounting displays a positive correlation with Financial Progress Knowledge Social obligations and ethics (.326**), Administration Information System (.210**), Development of the global business (.228**), and Growth in macroeconomics (.202**). Financial Progress Knowledge Social obligations and ethics demonstrates a positive correlation with Knowledge of financial accounting (.326**), Administration Information System (.248**), Development of the global business (.218**), and a weaker correlation with Growth in macroeconomics (.127**). Administration Information System shows positive correlations with Knowledge of financial accounting (.210**), Financial Progress Knowledge Social obligations and ethics (.248**), Development of the global business (.259**), and Growth in macroeconomics (.159**). Development of the global business displays positive correlations with Knowledge of financial accounting (.228**), Financial Progress Knowledge Social obligations and ethics (.218**), Administration Information System (.259**), and Growth in macroeconomics (.293**). Growth in macroeconomics exhibits positive correlations with Knowledge of financial accounting (.202**), Financial Progress Knowledge Social obligations and ethics (.127**), Administration Information System (.159**), and Development of the global business (.293**).

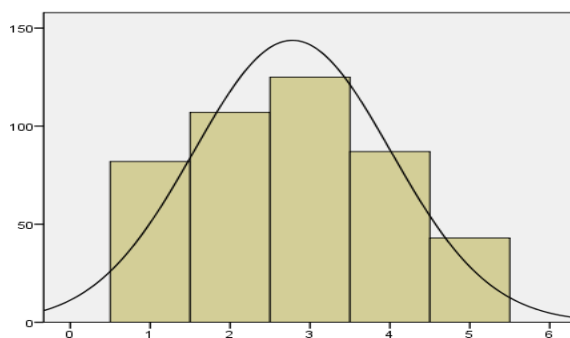


FIGURE 1. Knowledge of financial accounting

Figure 1 shows the growth of knowledge and skills from the figure it is clearly seen that the data are slightly right skewed due to more respondent chosen 3 for Future of Knowledge of financial accounting.

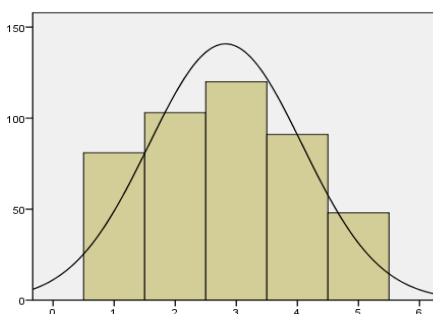


FIGURE 2. Financial Progress Knowledge Social obligations and ethics

Figure 2 shows the histogram plot for Financial Progress Knowledge Social obligations and ethics from the figure it is clearly seen that the data are slightly right skewed due to more respondent chosen 3 for Globalization.

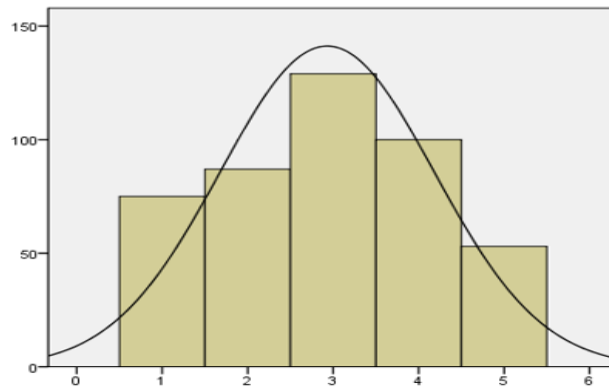


FIGURE 3. Administration Information System

The histogram plot in Figure 3 illustrates the frequency distribution of Administration Information System. Upon observing the figure, it becomes evident that the data exhibit a slight normal distribution.

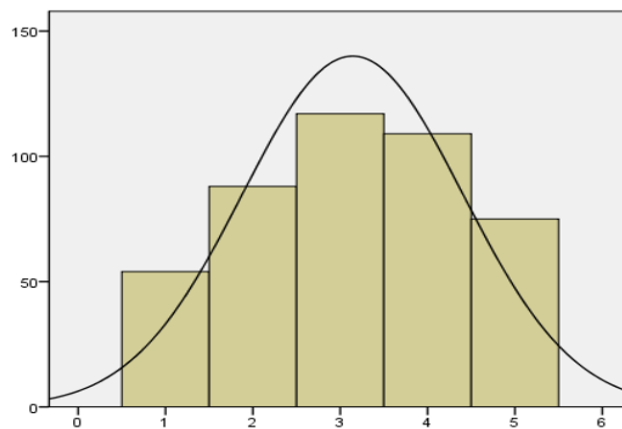


FIGURE 4. Development of the global business

The frequency distribution of Development of the global business is represented by the histogram plot in Figure 4. Upon examining the figure, it is apparent that the data display a slight left-skewed distribution with a tendency towards normality.

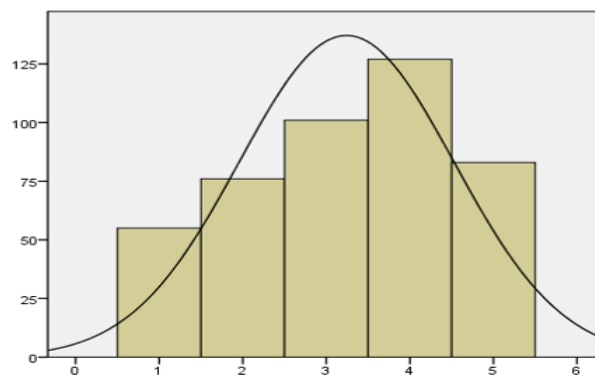


FIGURE 5. Growth in microeconomics

Figure 5 depicts the histogram plot showcasing the frequency distribution of Growth in microeconomics. Upon analysing the figure, it becomes evident that the data exhibit a slight left-skewed distribution with a tendency towards normality.

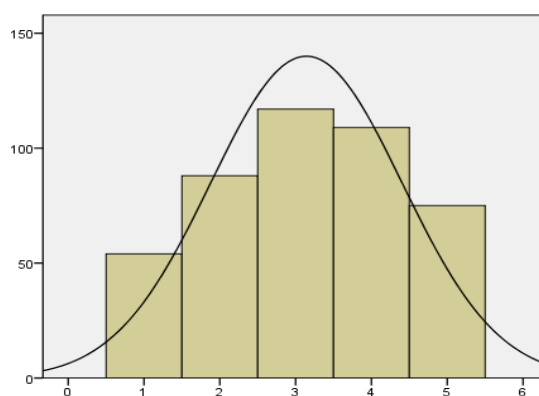


FIGURE 6. Knowledge economy

The frequency distribution of Knowledge economy is illustrated by the histogram plot in Figure 6. Upon examining the figure, it becomes apparent that the data display a slight left-skewed distribution with a tendency towards normality.

4. CONCLUSION

To sum up, in a world that is constantly changing, knowledge and skill development are crucial for both personal and professional advancement. Continuous learning enables people to increase their skills, meet new difficulties, and stay flexible in their endeavours. It is fuelled by a growth attitude and assisted by technological advancements. People can develop their talents, manage complicated global corporate situations, uphold social commitments, and uphold ethical standards by embracing the chances provided by lifelong learning. The quest for knowledge and expertise is a life-changing journey that helps people succeed and advances societies. In a similar vein, statistical modelling, and data analysis both heavily rely on the SPSS approach. Scholars as well as analysts may efficiently handle and analyse data with SPSS's user-friendly interface and extensive range of capabilities. The analysis and dissemination of study findings are facilitated by SPSS' statistical methods, data manipulation tools, and visualisation possibilities. People can get insightful knowledge, make decisions based on data, and enhance expertise in their respective professions by utilising the power of SPSS. A tremendous synergy is produced when the utilisation of SPSS methodology is combined with knowledge/skill development. People can successfully utilise the power of SPSS to "analyse data, find structures, and make sound choices by gaining and honing their knowledge and skills". By "strengthening the process of analysing data through the use of SPSS, people are able to get deeper insights and confirm their expertise". Overall, the usage of SPSS methodology and the development of abilities and expertise are related and mutually supportive. Both help people grow personally and professionally by enabling them to solve problems, promote innovation, and make significant contributions to their industries. People may reach their full capabilities and make a difference by taking advantage of opportunities for continual learning and honing their abilities with SPSS.

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