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Dear Readers,

Greeting from Editorial Board!

We are glad to release this fourth issue with the blessings of our Honorable founder Secretary Kulapathi Shri. A. P. C. Veerabahu. We express our sense of gratitude to the faculties, research scholars and academicians who are committed to the core of education for extending their generous heart in encouraging and motivating our team in bringing out this issue of our journal.

This issue comprises of Job involvement, Information and Communication Technology, Communication skills, Self-efficacy and Community resources in teaching science which are much related to quality enhancement of teacher education and its up-liftment. Therefore, in fact, these practices must be taken into account for the quality teachers.

Job involvement is a person's volunteer involvement with interest, commitment and dedication towards the work. The first article deals with job involvement of Tamil teachers and tries to bring out the reasons, rectifications and remedies. Thus, the status of Tamil teachers is uncertain and is given other responsibilities at their work place which creates inferiority and reduces their job involvement.

It is the order of the day that every student teacher should know about information and communication technology and its uses to promote technological advancements and make education available to all.

English is an international language of science, technology, diplomacy, trade, civilization and culture. Written is permanent. Written language is typically more formal, complex and intricate than spoken language. Prospective teachers when preparing for the university education with English as a language of instruction need an active command over written language and additional vocabulary improves creativity in writing among prospective teachers. Therefore third article is dealt with writing skills of prospective teachers.

Teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin language for successful communication. They need to prepare good techniques and suitable material in order to gain the target - language teaching. So the fourth presentation, receptive vocabulary acquisition of secondary level students is included in this journal.

Self-efficacy is one's faith to attain the goal. Student's sense of self-efficacy influences the learning goal one chooses, the outcome one expects and the reasons one gives to explain success and failure. The fifth article, self-efficacy of secondary teacher education students brings out the level of secondary teacher education students who are future teachers and hence to improve students' values, attitudes and skills.

Community resources possess tremendous potential, stand for various resources available in the community or society in which the students live, grow and function. Let us study the community, use the community, serve the community and involve the community in the educational process. So the last article deals with availability and utilization of community resources in teaching science.

With Regards,

Editorial Board

A STUDY ON JOB INVOLVEMENT OF TAMIL TEACHERS

*Dr. S. Somasundaram

Abstract

In this study, the investigator is to study the job involvement of Tamil teachers. Survey method is used in this study. The population selected by the investigator for the present study is nearly 3600 Tamil teachers working in high and higher secondary schools in Chennai, Kanchipuram and Thiruvallur districts. The information was gathered by the investigator from the Department of School Education. From the population, the investigator selected 412 Tamil teachers as sample using random sampling technique. i.e. about 12% of the total population of the Tamil teachers were selected for the investigation. For measuring Job involvement of the Tamil teachers, the investigator used the standardized tool developed by Ashok Pratap Singh (1992). The tool has 3 dimensions- intrinsic motivation, teaching responsibility and aims of the school. Statistical techniques mean, standard deviation, percentage analysis, t-test and F-test were used. The investigator found that there was significant difference in the job of involvement oif Tamil teachers with regard to gender.

Keywords : *Job Involvement, Tamil Teachers, Native Language*

Introduction

Language is a tool which helps to express one's thoughts and to convey one's expectations to others. Thousands of languages are spoken in this vast world. The language which helps every human from birth to death to listen to others speaking and to reply is referred to as the Mother tongue or Native language. The Mother tongue develops the thinking ability of human beings. The Mother tongue is necessary to share experiences in a proper way, to practise any profession and to increase one's knowledge. So it is very important to know in detail about the language teachers who teach the mother tongue.

The Teacher is the backbone of the education system. He/she is the one who develops a good human and brings changes in society. A teacher not only teaches his/her students to learn but also teaches them how to live a better life in society and how to achieve the aims of life.

Language teachers are considered the most important among all other teachers. Because he/she is the one who helps his/her students to understand their subjects. Thus it is important to know their job involvement in relation to their school climate.

Significance of the Study

Teachers are considered to be the deciding persons of the future because they are the builders of the future generation. Therefore, the destiny of nation is now being shaped in the classroom (Kothari Education Commission 1964-66). According to this point, Teachers become the deciding persons of the destiny of a nation. But the present situation of the Tamil teachers is in deplorable. The factors such as the impact of English language and western culture bring out various confusions in the minds of the people. Higher education through English language has brought many difficulties for the students who learned Tamil as the primary language. Due to the scarcity of job placements in other states and overseas for the students who learned through Tamil medium, the majority of the parents provided education to their children through English medium. Currently, education is provided through English in private schools. Tamil teachers in these schools are appointed in less number and the Tamil language is taught as a second or third language. Especially the status of Tamil teachers is uncertain. Apart from their class hours, they have been given other responsibilities and work by the private and

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government officials. This develops an attitude of inferiority in their minds and thereby reduces their job involvement. Job involvement is defined as the extent to which a person is involved in doing the work voluntarily, with interest and commitment towards the work. So the researcher would like to conduct an investigation on these factors to know the job involvement of Tamil language teachers.

Objectives

1. To find out the level of job involvement of the Tamil teachers.
2. To find out the significant difference if any, in the level of job involvement of the Tamil teachers with regard to gender, age, employment status, educational qualification, nature of job, type of school, nature of family and spouse employment status.

Null Hypotheses

There is no significant difference in various dimensions of job involvement of the Tamil teachers with regard to gender, age, employment status, educational qualification, nature of job, type of school and spouse employment status.

Methodology

The investigator used the survey method in this study. The accessible population selected for the present study is 3600 Tamil teachers working in the high school and higher secondary schools in Chennai, Kanchipuram and Thiruvallur districts. The information was gathered by the investigator from the Department of School Education. From the population, the investigator selected 412 Tamil teachers as sample using random sampling technique. i.e. From the total population, 12% of the Tamil teachers were selected for the investigation.

Tools Used

For measuring Job involvement of the Tamil teachers, the investigator translated and standardized the tool developed by Ashok Pratap Singh (1992) was used. The tool has three dimensions namely Intrinsic motivation, Teaching responsibility and Aims of the school. It consists of 54 statements. Each statement has 4 answers - strongly agree, agree, disagree and strongly disagree.

Statistical Techniques Used

The following descriptive and inferential statistical techniques were used for the study. Mean, standard deviation, percentage analysis, t-test and F-test.

Data Analysis

Table 1 : Level of job involvement of Tamil teachers.

Job Involvement	Low		High	
	N	%	N	%
Intrinsic motivation	156	37.86	256	62.14
Teaching responsibility	140	33.98	272	66.02
Aims of School	142	34.47	270	65.53
Total job of involvement	142	34.47	270	65.53

The above table shows that 37.86% of the Tamil teachers have low level of intrinsic motivation and 62.14% of them have high level of intrinsic motivation. 33.98% of the Tamil teachers have low teaching responsibility and 66.02% of them have high teaching responsibility. 34.47% of the Tamil teachers have low level and 65.53% of them have high level of Job involvement in the school aims and also.

Table 2 : Difference in the job involvement of Tamil teachers with regard to gender.

Job Involvement	Gender	N	Mean	SD	Calculated 't' value	Remarks
Intrinsic motivation	Male	173	48.36	2.50	24.88	S
	Female	239	55.35	3.19		
Teaching responsibility	Male	173	61.38	1.89	24.82	S
	Female	239	67.44	3.06		
Aims of the school	Male	173	46.99	2.41	24.76	S
	Female	239	53.71	3.10		
Total job involvement	Male	173	156.73	6.75	24.98	S
	Female	239	176.49	9.31		

It is inferred from the above table that there is significant difference in the Job involvement of Tamil teachers with regard to gender. Hence null hypothesis is rejected. And also Female teachers have better Job involvement than male teachers.

Table 3 : Difference in the job involvement of Tamil teachers with regard to age.

Job Involvement	Age	N	Mean	SD	Calculated 't' value	Remarks
Intrinsic motivation	Below 45	166	53.61	4.20	4.58	S
	Above 45	246	51.61	4.56		
Teaching responsibility	Below 45	166	65.89	3.81	4.27	S
	Below 45	246	64.22	3.96		
Aims of the school	Below 45	166	52.04	4.05	4.60	S
	Below 45	246	50.11	4.40		
Total job involvement	Below 45	166	171.54	12.03	4.50	S
	Above 45	246	165.94	12.89		

It is inferred from the above table that there is significant difference in the Job involvement of Tamil teachers with regard to age. Hence null hypothesis is rejected. Teachers whose age is below 45 have better job involvement than those whose age is above 45.

Table 4 : Difference in the job involvement of Tamil teachers with regard to employment status.

Job Involvement	Employment status	N	Mean	SD	Calculated 't' value	Remarks
Intrinsic motivation	High school	293	53.24	4.49	6.36	S
	Higher secondary school	119	50.39	3.95		
Teaching responsibility	High school	293	65.63	4.01	6.74	S
	Higher secondary school	119	63.07	3.27		
Aims of the school	High school	293	51.66	4.35	6.23	S
	Higher secondary school	119	48.98	3.77		
Total job involvement	High school	293	170.53	12.82	6.45	S
	Higher secondary school	119	162.45	10.95		

It is inferred from the above table that there is significant difference in the Job involvement of Tamil teachers with regard to employment status. Hence null hypothesis is rejected. Teachers working in high schools have better job involvement than teachers working in higher secondary schools.

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Table 5 : Difference in the Job involvement of Tamil teachers with regard to educational qualification.

Job Involvement	Education qualification	N	Mean	SD	Calculated 't' value	Remarks
Intrinsic motivation	Graduate	234	52.97	4.54	2.87	S
	Post graduate	178	51.69	4.40		
Teaching responsibility	Graduate	234	65.41	4.08	3.06	S
	Post graduate	178	64.22	3.76		
Aims of the school	Graduate	234	51.41	4.42	2.87	S
	Post graduate	178	50.19	4.19		
Total job involvement	Graduate	234	169.79	13.01	2.94	S
	Post graduate	178	166.10	12.32		

It is inferred from the above table that there is significant difference in the Job involvement of Tamil teachers with regard to educational qualification. Hence null hypothesis is rejected. Graduate teachers have better job involvement than post graduate teachers.

Table 6 : Difference in the Job involvement of Tamil teachers with regard to nature of job.

Job Involvement	Nature of the job	N	Mean	SD	Calculated 't' value	Remarks
Intrinsic motivation	Permanent	282	53.57	4.39	8.75	S
	Temporary	130	49.91	3.73		
Teaching responsibility	Permanent	282	65.94	3.91	9.21	S
	Temporary	130	62.63	3.11		
Aims of the school	Permanent	282	52.00	4.22	8.72	S
	Temporary	130	48.47	3.62		
Total job involvement	Permanent	282	171.51	12.49	8.91	S
	Temporary	130	161.01	10.42		

It is inferred from the above table that there is significant difference in the Job involvement of Tamil teachers with regard to nature of job. Hence null hypothesis is rejected. Teachers who are working permanently have better job involvement than teachers who are working temporarily.

Table 7 : Difference in the Job involvement of Tamil teachers with regard to type of school.

Job Involvement	Type of school	Mean	SSb	SSw	Calculated 'F' value	Remarks
Intrinsic motivation	Government	53.34	1210.57	7185.46	34.45	S
	Aided	53.83				
	Private	49.91				
Teaching responsibility	Government	65.75	982.93	5542.37	36.27	S
	Aided	66.14				
	Private	62.63				
Aims of the school	Government	51.77	1126.69	6684.94	34.47	S
	Aided	52.26				
	Private	48.47				
Total job involvement	Government	170.86	9941.66	57726.81	35.22	S
	Aided	172.23				
	Private	161.01				

It is inferred from the above table that there is significant difference in the Job involvement of Tamil teachers with regard to type of school. Hence null hypothesis is rejected. Teachers working in government aided schools have better job involvement than teachers working in government schools and private schools.

Table 8 : Difference in the Job involvement of Tamil teachers with regard to spouse employment status

Job Involvement	Nature of family	N	Mean	SD	Calculated 't' value	Remarks
Intrinsic motivation	Not Working	150	49.17	3.41	13.68	S
	Working	262	54.27	4.00		
Teaching responsibility	Not Working	150	62.09	2.90	13.52	S
	Working	262	66.50	3.62		
Aims of the school	Not Working	150	47.77	3.33	13.55	S
	Working	262	52.67	3.85		
Total job involvement	Not Working	150	159.04	9.60	13.64	S
	Working	262	173.44	11.44		

It is inferred from the above table that there is significant difference in the Job involvement of Tamil teachers with regard to spouse employment status. Hence null hypothesis is rejected. Tamil teachers whose spouses are working have better job involvement than those teachers whose spouses are not working.

Findings

There is significant difference in the Job involvement of Tamil teachers with regard to gender, age, employment status, educational qualification, nature of job, type of school and Spouse employment status.

Recommendations

From the findings of the study, the investigator would like to recommend the following for the betterment of Job involvement of Tamil teachers.

1. Since male teachers have low level of job involvement, training, conferences and workshop should be organized for them for better positive thinking. Financial assistance, certificates and incentives should be given for those who attend this training. The comments and suggestions from efficient and excellent Tamil teachers should be conveyed to those teachers who attend the training.
2. It was found that teachers whose age is above 45 have low level of job involvement. Trainings should be conducted for them to explain the greatness of their job. Such training should be conducted with the help of the best experts.
3. It was found that Tamil teachers working in higher secondary schools have low level of job involvement. Those teachers should not be compelled to do any work other than their pedagogy. If we do so, they get negative beliefs about their job and hence it affects their teaching. As a result, it affects the future of the students. Considering all these facts, higher officials and headmasters should take necessary measures.
4. It was found that Postgraduate Tamil teachers have low level of job involvement. Two incentive pays are normally provided for teachers. Increasing these incentives will motivate them to learn further.

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AWARENESS ON ICT AMONG STUDENT TEACHERS IN THOOTHUKUDI DISTRICT

*N. Stellen Diffani & **Dr. C. Thanavathi

Abstract

In this era of globalization, the world at large are looking towards integrating information and communication technologies into the education sector to promote technological advancements and make education available to all. So it is the order of the day to every teacher should know about information and communication technology and its uses. In this context, the study was conducted to find out the awareness on ICT among student teachers. The sample consists of 300 student teachers in Thoothukudi. The awareness of ICT tool was prepared by the investigator. The statistical technique 't' test was used. The investigator found that there was no significant male and female student teachers in their awareness of ICT.

Keywords : Technological Advancement, Professional Development, Technology

Introduction

"We need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world."

- David Warlick (2006)

Information and Communication Technologies are defined for the purposes of this primer, as a diverse set of technological tools and resources used to communicate, create, disseminate, store and manage information. In recent years there has been grounds well of interest in how computers and the internet can best be harnessed to improve the efficiency and effectiveness of education at all level and in both formal and non-formal settings. Information and Communication technology is a part of our lives for the last few decades affecting our society as well as individual life. The knowledge of Information and communication technology also required for pre service teacher during their training programme, because this integrated technological knowledge helps a student teacher to know the world of technology in a better way by which it can be applied in future for the betterment of the students.

Significance of the Study

Information and communication technologies have brought new possibilities into the teacher education. The inclusion of information and communication technology into the teacher education programme will help in the paradigm shift in learning. Information and communication technologies exemplified by the internet and interactive multimedia are obviously of great significance for teacher education. They need to be effectively integrated into the formal classroom teaching and learning conditions. The integration of information and communication technology in education in general and teacher education in particular is the need of the hour. Teacher education institutions have to play a major role in shaping the teacher trainees with adequate awareness, knowledge and training in the use of information and communication technology tools in their classrooms. The effective and efficient use of information and communication technology depends largely on awareness of information and communication technology. The awareness and knowledge among teacher trainees towards information and communication technology can promote the usage of information and

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communication technology in the teaching learning process effectively. Hence, in this context, it is essential to know how the awareness of student teachers towards information and communication technology can promote the usage of information and communication technology in the teaching learning process. Thus the investigator tries to find the awareness of ICT among student teachers in Thoothukudi district.

Objectives

1. To find out the level of awareness of ICT among student teachers with respect to gender, age and locality.
2. To find out whether there is any significant difference between male and female student teachers in their awareness of information and communication technology.
3. To find out whether there is any significant difference between student teachers with age below 25 and above 25 in their awareness of information and communication technology.
4. To find out whether there is any significant difference between urban and rural student teachers in their awareness of information and communication technology.

Methodology

In this study, the investigator used the survey method. The population for the present study consisted of all prospective teachers those who are studying in colleges of education in the Thoothukudi district. 300 student teachers were selected by using simple random sampling technique. ICT awareness scale (2017) was developed and validated by the investigator and guide. For this, the draft tool was administered to the randomly selected 50 student teachers. After 15 days, the investigator gave the same set of student teachers. Then the product moment co-efficient of correlation between those scores was found. It was 0.79. Thus, the reliability of the tool was established by using 'test' and 're-test' method.

Data Analysis

Hypothesis 1 : The level of awareness of ICT among student teachers is moderate with respect to gender, age and locality

Table1 : The level of awareness of ICT among student teachers with respect to gender, age and locality.

Variables	Category	No.	Low		Medium		High	
			No	%	No	%	No	%
Gender	Male	36	19	52.8	8	22.2	9	25
	Female	264	139	52.7	88	33.3	37	14.0
Age	Below 26 years	281	147	52.3	89	31.7	45	16.0
	Above 26 years	18	10	55.6	7	38.9	1	5.6
Locality student	Rural	178	108	60.7	49	27.5	21	11.8
	Urban	122	50	41.3	46	38.1	25	20.7

It is inferred from the above table 25% of male student teachers and 14% of female student teachers have high level of awareness of ICT 45% student teachers below 26 years and 5.6% of students teachers above 26 years have high level of awareness of ICT. 11.8% of rural student teachers and 20.7% of urban students teachers have high level of awareness of ICT resepectively.

Hypothesis : 2 There is no significant difference between male and female student teachers in their awareness on information and communication technology.

Table : 2 Difference between Male and Female Student Teachers in their awareness on Information and communication technology.

Gender	Number	Mean	SD	CR value	Remarks
Male	36	9.67	2.818	1.193	NS
Female	264	9.08	2.392		

(At 5% level of significance, the table value of't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female

student teachers in their awareness on information and communication technology. Hence the null hypothesis is accepted.

Hypothesis : 3 There is no significant difference between student teachers with age below 25 and above 25 in their awareness on Information and Communication Technology.

Table : 3 Difference between Student Teachers with age below 25 and age above 25 in their awareness on Information and Communication Technology.

Age	Number	Mean	SD	CR value	Remark
Above 25 years	18	8.56	2.572	1.021	NS
Below 25 years	282	9.19	2.445		

(At 5% level of significance, the table value of't' is 1.96)

It is inferred from the above table that there is no significant difference between student teachers with age below 25 and age above 25 in their usage towards Information and Communication Technology. Hence the null hypothesis is accepted.

Hypothesis : 4 There is no significant difference between rural and urban student teachers in their awareness on Information and Communication Technology.

Table : 4 Difference between Rural and Urban Student Teachers in their awareness on Information and Communication Technology.

Locality of the Student	Number	Mean	SD	CR value	Remark
Rural	178	8.83	2.423	2.726	S
Urban	121	9.61	2.434		

(At 5% level of significance, the table value of't' is 1.96)

It is inferred from the above table that there is significant difference between rural and urban student teachers in the level of awareness on Information and Communication Technology. Hence the null hypothesis is rejected at 5% level of significance.

Findings and Interpretations

1. There is no significant difference between male and female student teachers in their awareness on Information and Communication Technology.
2. There is no significant difference between age below 25 and above 25 student teachers in their awareness on Information and Communication Technology.
3. There is significant difference between urban and rural student teachers in their awareness of Information and Communication Technology. Here urban students are better than the rural student teachers in their awareness on Information and Communication Technology. This may be due to the various opportunities the student teachers get to make themselves aware of the Information and Communication Technology devices that are available in the urban areas. The student teachers are also must be guided by experts to know the various benefits of the electronic gadgets.

Recommendations

i. To enrich awareness and usage of Information and Communication Technology in student teachers they should be motivated to utilize the electronic gadgets during their pre-service training.

ii. Student teachers may be asked to prepare their teaching aids, lesson plans by surfing the internet.

iii. Seminars, symposiums and workshop and references at state, national and international level regarding Information and Communication Technology can be conducted.

iv. The student teachers should update their knowledge based on the development of Information and Communication Technology.

v. Opportunities may be provided to the rural student teachers to utilize audio-video libraries for updating their competency.

vi. Proper infrastructural facilities related to Information and Communication Technology must be provided by the management for better utilization of Information and Communication Technology.

vii. The teachers having proficiency in information and communication technology application

should share and give guidance to their peer members.

viii. Environment that will offer excellent opportunity to improve self confidence and Information and Communication Technology utilization could be provided.

ix. Information and Communication Technology utilization should be extended to all schools, colleges and universities.

x. The teacher education curriculum instruction and assessment shall adequately be made use of capabilities of today's Information and Communication Technology.

xi. Centers of excellence or Centers of advanced studies in education may be established in every district to offer referral service, expert guidance and demonstration.

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5. It was found that Tamil teachers working temporarily have low level of job involvement. Students, parents, co-teachers, headmasters and school management should give proper respect to them as to any other teacher. Good wages should be given to them considering their positions. Illustrations about new teaching techniques should be provided to them to increase their level of job involvement.
6. It was found that Tamil teachers working in Government and private schools have low level of job involvement. Teachers working in government and private schools should be given opportunities to take part in the training given by district teacher training services. In such training, they should be convinced about the dignity and responsibility of Tamil teachers. Suggestions may be given to solve the problems in the job, through group discussion.
7. It was found that Tamil teachers whose spouses are not working have low level of job involvement. They should be given practice on a simple lifestyle.

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A STUDY ON WRITING SKILLS OF PROSPECTIVE TEACHERS

*M. Selva arunraj & **Dr. A. Antony Arokia Anufia Mel

Abstract

Writing skill provides support to prospective teachers with new learning ways and practices. The aim of this study is to find out the level of writing skills of the prospective teachers. *Survey method was adopted in this study. The sample consists of 300 prospective teachers in Thoothukudi area. Simple random sampling technique was used. Self made writing skill test was used to collect the data. The statistical techniques used was 't' test. The findings were: there was no significant difference between male and female prospective teachers in the dimensions- discourse skill and judgment skill. But it is found that there was significant difference between male and female prospective teachers in the writing skills and in the dimensions- mechanical skill and grammaticalskill*

Keywords : *Writing Skills:* mechanical skill, grammatical skill, discourse skill and judgment skill.

Introduction

English language under the present set up, is considered as an important widely used throughout the world. It is an international language of science, technology, diplomacy, trade, civilization and culture. Written language is the language which is used to write. The two main language skills used in written language is reading and writing. Written language is not transient like spoken language; it tends to be permanent since there are written records of it. Written language is typically more formal, complex and intricate than spoken language. It contains longer sentences in complex tenses. However, some forms of written language like instant messages and informal letters are closer to spoken language. Written language makes use of features like punctuation, headings, layouts and colors to make a message clearer. Since written language does not receive immediate feedback, it should be very clear and unambiguous.

Need for the study

Prospective teachers when preparing for the university education with English as a language of instruction need an active command over written language and additional vocabulary. Skills of writing have got an important place in language. But today, many of the Prospective teachers are not much aware of the aspects and needs of the skill of writing. Since the present educational programs give top priority only to the achievement aspect. It helps the prospective teachers to improve the habit of independent thinking and it also improves creativity in writing among prospective teachers. Writing skill is the need of the hour for the prospective teachers. Taking this in mind, the investigator has selected this topic "A Study on Writing Skills of Prospective Teachers".

Objectives

1. To find out the level of writing skills of the prospective teachers.
2. To find out the significant difference, if any, in the writing skills and the dimensions - mechanical skill, grammatical skill, discourse skill and judgment skill of the prospective teachers with respect to the gender.
3. To find out the significant difference, if any, in the writing skills and the dimensions- mechanical skill, grammatical skill, discourse skill and judgment skill of the prospective teachers with respect to the locality of the institutions.
4. To find out the significant difference, if any, in the writing skills and the dimensions- mechanical skill, grammatical skill, discourse skill and judgment

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skill of the prospective teachers with respect to the medium of instruction.

Methodology

The investigator adopted the survey method to find out the writing skill of the prospective teachers.

Population and Sample

The population for the present study was identified as the prospective teachers. Among the population, 300 prospective teachers were selected as sample. Simple random sampling technique was adopted by the investigator. The sample was selected from Thoothukudi area.

Tool

The investigator had used a self made tool. The tool titled as "Writing Skill" was developed by Selvaarunraj and Antony Arokia Anufia Mel (2017). The content validity of the tool was established by expert's opinion. Test Re-test method was followed for establishing the reliability of the tool and it was found 0.72.

Statistical Techniques

The percentage analysis and 't' test were used for the study.

Data Analysis

Hypothesis 1 : Writing skills of the prospective teachers are moderate.

Table 1 : Showing the level of writing skills of the prospective teachers.

Variables	Category	No.	Low		Medium		High	
			No.	%	No.	%	No.	%
Gender	Male	23	0	0	19	82.6	4	17.4
	Female	277	50	18.1	191	69.0	36	13.0
Locality of the institution	Rural	59	28	47.5	29	49.2	2	3.4
	Urban	241	22	9.1	181	75.1	38	15.8
Medium	Tamil	200	45	22.5	138	69.0	17	8.5
	English	100	5	5.0	72	72.0	23	23.0
Total		300	50	16.7	210	70.0	40	13.3

It is inferred from the above table that 17.4% of male prospective teachers, 13.0% of female prospective teachers, 3.4% of prospective teachers in rural, 15.8% of prospective teachers in urban, 8.5% of prospective teachers in Tamil medium and 23.0% of prospective teachers in English medium have high level of writing skills respectively.

Hypothesis 2 : There is no significant difference between male and female prospective teachers in mechanical skill, grammatical skill, discourse skill, judgment skill and writing skills.

Table 2 : Showing the difference between writing skills of male and female prospective teachers.

Dimen sions	Category	No.	Mean	SD	CR value	Remarks
Writing skill	Male	23	34.83	4.896	4.164	S
	Female	277	30.17	7.632		
Mechanical Skill	Male	23	8.04	1.296	2.564	S
	Female	277	7.29	1.940		
Grammatical Skill	Male	23	15.00	2.780	4.600	S
	Female	277	12.10	4.085		
Discourse Skill	Male	23	7.65	1.402	1.668	NS
	Female	277	7.13	1.866		
Judgment Skill	Male	23	4.26	2.027	1.271	NS
	Female	277	3.69	2.671		

(At 5% level of significance, the table value of' t' is 1.96)

It is inferred from the above table that there is no significant difference between male and female prospective teachers in the dimensions- discourse skill and judgment skill.But it is found that there is significant difference between male and female prospective teachers in the writing skills and in the dimensions- mechanical skill and grammatical skill. The mean scores show that the male prospective teachers are better than the female prospective teachers in the writing skills and in the dimensions- mechanical skill and grammatical skill.

Hypothesis 3 : There is no significant difference between rural and urban prospective teachers in mechanical skill, grammatical skill, discourse skill, judgment skill and the writing skills.

Table 3 : **Showing the difference between the Writing skills of rural and urban prospective teachers.**

Dimensions	Category	No	Mean	SD	CR value	Remarks
Writing skill	Rural	59	24.34	7.119	7.496	S
	Urban	241	32.04	6.867		
Mechanical Skill	Rural	59	6.86	1.934	2.147	S
	Urban	241	7.46	1.886		
Grammatical Skill	Rural	59	8.39	3.113	10.436	S
	Urban	241	13.29	3.682		
Discourse Skill	Rural	59	5.80	1.789	6.650	S
	Urban	241	7.51	1.691		
Judgement Skill	Rural	59	3.29	2.573	1.464	NS
	Urban	241	3.84	2.637		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred that from the above table that there is no significant difference between rural and urban prospective teachers in the dimension judgement skill. But it is found that there is significant difference between rural and urban prospective teachers in the writing skills and in the dimensions mechanical skill, grammatical skill and discourse skill. The mean score shows that prospective teachers of urban locality are better than prospective teachers of rural locality in the writing skills and in the dimensions mechanical skill, grammatical skill and discourse skill.

Hypothesis 4 : There is no significant difference between tamil and english medium prospective teachers in mechanical skill, grammatical skill, discourse skill, judgment skill and the writing skills.

Table 4 : **Showing the difference between the Writing skills of tamil and english medium prospective teachers.**

Dimensions	Category	No.	Mean	SD	CR value	Remarks
Writing skill	Tamil	200	28.73	7.671	6.723	S
	English	100	34.11	5.883		
Mechanical skill	Tamil	200	7.06	1.922	3.880	S
	English	100	7.92	1.750		
Grammatical Skill	Tamil	200	11.69	4.238	4.223	S
	English	100	13.60	3.387		
Discourse Skill	Tamil	200	6.84	1.893	4.868	S
	English	100	7.83	1.531		
Judgement Skill	Tamil	200	3.24	2.480	4.671	S
	English	100	4.72	2.652		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between tamil and english medium prospective teachers in the writing skills and the dimensions mechanical skill, grammatical skill, discouse skill and judgement skill. The mean scores show that the English medium prospective teachers are better than the Tamil medium prospective teachers in the writing skills and the dimension mecha nical skill, grammatical skill, discourse skill and judgement skill.

Findings

1. The male prospective teachers are better than the female prospective teachers in their writing skills, mechanical skill and grammatical skill. As female students are patient and careful in nature, they are interested in reading and listening. Whereas male are interested in writing their own original and creative concept male enjoy and are more willing to take risk in stating their opinion through writing. They are strong at their mechanical and grammatical skill of writing, which act as the base for their writing.
2. The urban prospective teachers are better than rural prospective teachers in their writing skill, mechanical skill, grammatical skill and discourse skill. Rural college prospective teachers commit more errors than urban prospective teachers. This may be due to the fact that prospective teachers of urban give importance for creative writing and systematic writing. They also having the exposure to different styles of writing and its need, but the prospective teachers in rural locale don't have such exposure in writing.
3. The English medium prospective teachers are better than Tamil medium prospective teachers in their writing skill, mechanical skill, grammatical skill, discourse skill and judgment skill. This may be due to the fact that Tamil prospective teachers had difficulties in learning English, because they learn only basics of the English language and give importance for Tamil. So they have difficulties in facing English language and find it difficult to translate their thoughts from mother tongue to English. Their study habits, facilities, home and school environment play a vital role.

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EFFECT OF ACTIVITY BASED METHOD ON RECEPTIVE VOCABULARY ACQUISITION OF SECONDARY LEVEL STUDENTS

*K. Shanthi & **Dr. S. Usha Parvathi

Abstract

The study aimed to find out if there is any significant difference in receptive vocabulary acquisition of secondary level students in Tirunelveli District with respect to medium of instruction. Experimental method was adopted in this study. The sample consists of 60 secondary level students Random sampling technique was adopted in this study. Receptive vocabulary test was constructed and standardized by the investigator. The collected data was analysed with 't' test. The findings of the study were (i) there is no significant difference between Receptive vocabulary of secondary level students in control group and experimental group at pre-test level. (ii) there is significant difference between Receptive vocabulary of secondary level students in control group and experimental group at post-test level.(iii) there is no significant difference between Receptive Vocabulary of secondary level students in control group at pre-test and post-test level. (iv) there is significant difference between Receptive Vocabulary of secondary level students in experimental group at pre-test and post-test level. (v) there is no significant difference between Receptive Vocabulary of secondary level students of Tamil and English medium in control group at pre-test level. (vi) there is no significant difference between Receptive Vocabulary of secondary level students of Tamil and English medium in control group at post-test level. (vii) there is no significant difference between Receptive Vocabulary of secondary level students of Tamil and English medium in experimental group at pre-test level. (viii) there is a significant difference between Receptive Vocabulary of secondary level students of Tamil and English medium in experimental group at post-test level.

Keywords : Activity Based Method, Receptive Vocabulary Acquisition

Introduction

Vocabulary learning is an essential part in foreign language learning as the meaning of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent researches indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Teaching vocabulary is a difficult one. The teachers have problems of how to teach students in order to gain satisfying results. The teacher should be concerned that teaching vocabulary is something new and different from students' native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of his\ her learners. They moreover need to prepare good techniques and suitable material in order to gain the target of language teaching.

Significance of the Study

Measuring learners' vocabulary size helps teachers estimate what words their students know and what frequency level they are most comfortable at. Knowing this provides teachers with necessary information for developing word lists for teaching designing graded courses and reading texts and preparing vocabulary tests (Notion, 1990). With the help of this study, teachers may be made aware of the students' receptive in which they may use

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activities and develop words lists and strategies, design graded courses and prepare reading texts and vocabulary tests to foster receptive vocabulary acquisition. In addition to that, this study may help the effect of students' proficiency levels and the role of materials and teaching on students' rate on vocabulary acquisition. Therefore, this study may contribute to the literature by providing a description of how or to what extent the leaner acquires receptive vocabulary, taking into consideration the effect of proficiency levels in English and instruction to which they are exposed. As far as the studies reviewed by the researcher are concerned, the area related to how much vocabulary can be gained receptively in a given period of time is hardly touched. So the investigator decided to select topic "Receptive Vocabulary Acquisition of Secondary level Students."

Objectives of the study

1. To find out the significant difference, if any, the effect of activity based method on Receptive vocabulary acquisition of secondary level students in control group and experimental group at pre-test level.
2. To find out the significant difference, if any, the effect of activity based method on Receptive vocabulary acquisition of secondary level students in control group and experimental group at post-test level.
3. To find out the significant difference, if any, the effect of activity based method on Receptive Vocabulary acquisition of secondary level students in control group at pre-test and post-test level.
4. To find out the significant difference, if any, the effect of activity based method on Receptive Vocabulary acquisition of secondary level students in experimental group at pre-test and post-test level.
5. To find out the significant difference, if any, the effect of activity based method on Receptive Vocabulary acquisition of secondary level students of Tamil and English medium in control group at pre-test level.
6. To find out the significant difference, if any, the effect of activity based method on Receptive Vocabulary acquisition of secondary level students of Tamil and English medium in control group at post-test level.
7. To find out the significant difference, if any, the effect of activity based method on Receptive Vocabulary acquisition of secondary level students of Tamil and English medium in experimental group at pre-test level.
8. To find out the significant difference, if any, the effect of activity based method on Receptive Vocabulary acquisition of secondary level students of Tamil and English medium in experimental group at post-test level.

Variables of the study

The independent variable in the study is effect of activity based method on Receptive Vocabulary and it was studied with respect to medium of instruction.

Method

The investigator adopted experimental method to study the Receptive Vocabulary Acquisition of secondary level students. The investigator used parallel group design. There are two groups in Experimental group and control group. Traditional method of teaching was used for control group and activity based method of teaching was used for experimental group.

Sample of the study

The population of the study consisted of the secondary level students in Tirunelveli District. 60 ninth standard students were taken for this investigation. The selection of the students for the study was made through simple random sampling technique.

Tool used for the study

The investigator used a self made tool. The tool titled as Effect of activity based method on Receptive Vocabulary Acquisition Test was developed by the Investigator and Guide. The content validity of the tool was established by expert's opinion. Test-re-test method was for establishing the reliability of the tool.

Data Analysis

Hypothesis 1 : There is no significant difference between receptive vocabulary acquisition of secondary level students in control group and experimental group at pre-test level.

Table 1 : Difference between receptive vocabulary acquisition of secondary level students in control group and experimental group at pre-test level.

Category	Test	N	Mean	SD	CR value	Remark
Control Group	Pre-test	30	15.47	1.99	0.488	NS
Experimental Group		30	15.73	2.23		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that the calculated t-value (0.488) is less than the Table t-value (1.96) at 5% level of significance. Therefore the Null Hypothesis is accepted. There is no significant difference between receptive vocabulary acquisition of secondary level students in control group and experimental group at pre-test level.

Hypothesis 2 : There is no significant difference between receptive vocabulary acquisition of secondary acquisition level students in control group and experimental group at post-test level.

Table 2 : Difference between receptive vocabulary acquisition of secondary level students in control group and experimental group at post-test level.

Category	Test	N	Mean	SD	CR value	Remark
Control Group	Pre-test	30	15.07	2.49	6.27	S
Experimental Group		30	19.07	2.45		

(At 5% level of significance, the table value of 't' is 1.96)

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that the calculated t-value (6.27) is greater than the Table t-value (1.96) at 5% level of significance. Therefore the Null Hypothesis is rejected. It shows that there is a significant difference between receptive vocabulary acquisition of secondary level students in control group and experimental group at post-test level. Thus Experimental group is better than the control group in receptive vocabulary acquisition. It is because of the effect of activity based method.

Hypothesis 3 : There is no significant difference between receptive vocabulary acquisition of secondary acquisition level students in control group at pre-test and post-test level.

Table 3 : Difference between receptive vocabulary acquisition of secondary level students in control group at pre-test and post-test level.

Category	Test	N	Mean	SD	CR value	Remark
Control Group	Pre-test	30	15.47	2.00	1.05	NS
	Post-test	30	15.07	2.49		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that the calculated t-value (1.05) is less than the Table t-value (1.96) at 5% level of significance. Therefore the Null Hypothesis is accepted. There is no significant difference between receptive vocabulary acquisition of secondary level students in control group at pre-test and post-test level.

Hypothesis 4 : There is no significant difference between receptive vocabulary acquisition of secondary level students in experimental group at pre-test and post-test level.

Table 4 : Difference between receptive vocabulary acquisition of secondary level students in experimental group at pre-test and post-test level.

Category	Test	N	Mean	SD	CR value	Remark
Experimental Group	Pre-test	30	15.73	2.23	49.84	NS
	Post-test	30	19.07	2.45		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that the calculated t-value (49.84) is greater than the Table t-value (1.96) at 5% level of significance. Therefore the null hypothesis is rejected. This shows that there is a significant difference between receptive vocabulary acquisition of secondary level students in experimen-tal group at pre-test and post-test level. Post-test is better than the Pre-test in receptive vocabulary acquisition.

Hypothesis 5 : There is no significant difference between receptive vocabulary acquisition of secondarylevel students of Tamil and English medium in control group at pre-test level.

Table 5 : Difference between receptive vocabulary acquisition of secondary level students of tamil and english medium in control group at pre-test level.

Category	Test	Medium	N	Mean	SD	CR value	Remark
Control Group	Pre-test	Tamil	16	15.25	1.94	0.625	NS
		English	14	15.71	2.13		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that the calculated t-value (0.625) is less than the Table t-value (1.96) at 5% level of significance. Therefore the null hypothesis is accepted. There is no significant difference between receptive vocabulary acquisition of secondary level students of tamil and english medium in control group at pre-test level.

Hypothesis 6 : There is no significant difference between receptive vocabulary acquisition of secondary level students of Tamil and English medium in control group at post-test level.

Table 6 : Difference between receptive vocabulary acquisition of secondary level students of tamil and english medium in control group at post-test level.

Category	Test	Medium	N	Mean	SD	CR value	Remark
Control Group	Post-test	Tamil	16	14.50	1.75	1.304	NS
		English	14	15.71	3.07		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that the calculated t-value (1.304) is less than the Table t-value (1.96) at 5% level of significance. Therefore the null hypothesis is accepted. There is no significant difference between receptive vocabulary acquisition of secondary level students of tamil and english medium in control group at post-test level.

Hypothesis 7 : There is no significant difference between receptive vocabulary acquisition of secondary level students of tamil and english medium in experimental group at pre-test level.

Table 7 : Difference between receptive vocabulary acquisition of secondary level students of tamil and english medium in experimental-group at Pre-test level.

Category	Test	Medium	N	Mean	SD	CR value	Remark
Experimental Group	Pre-test	Tamil	16	15.12	1.96	1.624	NS
		English	14	16.43	2.38		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that the calculated t-value (1.624) is less than the Table t-value (1.96) at 5% level of significance. Therefore the null hypothesis is accepted. There is no significant difference between receptive vocabulary acquisition of secondary level students of Tamil and English medium in experimental group at pre-test level.

Hypothesis 8 : There is no significant difference between receptive vocabulary acquisition of secondary level students of tamil and english medium in experimental group at post-test level.

Table 8 : Difference between receptive vocabulary acquisition of secondary level students of tamil and english medium in experimental group at post-test level.

Category	Test	Medium	N	Mean	SD	CR value	Remark
Experimental Group	Post-test	Tamil	16	34.44	2.27	3.182	NS
		English	14	37.79	3.31		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that the calculated t-value (3.182) is greater than the Table t-value (1.96) at 5% level of significance. Therefore the null hypothesis is rejected. This shows that there is a significant difference between receptive vocabulary acquisition of secondary level students of tamil and english medium in experimental group at post-test level. English medium is better than Tamil medium in receptive vocabulary acquisition.

Findings

1. There is no significant difference between receptive vocabulary acquisition of secondary level students in control group and experimental group at pre-test level.

2. There is a significant difference between receptive vocabulary acquisition of secondary level students in control group and experimental group at post-test level.
3. There is no significant difference between receptive vocabulary acquisition of secondary level students in control group at pre-test and post-test level.
4. There is a significant difference between receptive vocabulary acquisition of secondary level students in experimental group at pre-test and post-test level.
5. There is no significant difference between receptive vocabulary acquisition of secondary level students of tamil and english medium in control group at pre-test level.
6. There is no significant difference between receptive vocabulary acquisition of secondary level students of tamil and english medium in control group at post-test level.
7. There is no significant difference between receptive vocabulary acquisition of secondary level students of tamil and english medium in experimental group at pre-test level.
8. There is a significant difference between receptive vocabulary acquisition of secondary level students of tamil and english medium in experimental group at post-test level.

Interpretations

1. This study reveals that there is a significant difference between receptive vocabulary acquisition of secondary level students in control group and experimental group at post-test level. It shows the effectiveness of the activity based teaching method based on the activity with materials. This method of teaching enhances the students' acquisition level of vocabulary than the traditional method of teaching vocabulary.
2. The present study shows that there is a significant difference between receptive vocabulary acquisition of secondary level students in experimental group at pre-test and post-test level. This shows that the activity based method on receptive vocabulary acquisition was more effective than control group.
3. The study reveals that there is a significant difference between receptive vocabulary acquisition of secondary level students of tamil and english medium in experimental group at post-test level. By comparing this, English medium has better vocabulary acquisition than the Tamil medium students.

Educational Implications

1. The teachers can understand the vocabulary level of students.
2. It helps the students to develop their vocabulary by using materials and instruction.
3. It helps the students to get academic success by using their vocabulary skill.
4. In order to avoid boredom in vocabulary learning with single method of teaching, The teachers can use activity based learning according to their vocabulary item of teaching.

Conclusion

Vocabulary teaching based on the activity method with teaching and learning materials were assessed. This study clearly shows that the adapted activities and methods are more effective than the traditional method. For that the researcher used ten different activities in receptive vocabulary teaching. The students were so enthusiastic while learning through activity based learning. And also the adapted activities are appropriate to the students' level of acquisition. By comparing the control group and experimental group, the researcher attained the successful result.

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Recommendations

1. Teacher educator can increase the amount of writing activities for the prospective teachers.
2. Prospective teachers should be made to enjoy activities in class, during their free time and at home they must have activities.
3. Prospective teachers should simplify and personalize the topic and link them to everyday-life situation.
4. Writing tasks should be based on the need and abilities of the student-teachers.
5. Environment should be friendly, helpful and co-operative enough to help prospective teachers to overcome their writing anxiety.

Conclusion

Prospective teachers typically become panic about academic writing because they feel they've nothing to say or write. This sense of mental blankness is, paradoxical. In this study, the researchers have made an attempt to study the level of writing skill of prospective teachers. Prospective teachers can evaluate themselves with further practices to resolve the writing skills.

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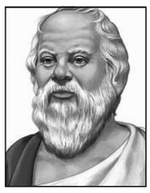
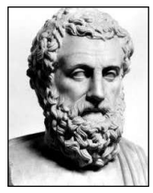


I Cannot Teach anybody anything.
I Can only make them Think.
- Socrates



Educating the mind without educating the heart is no education at all. - Aristotle

SELF-EFFICACY OF SECONDARY TEACHER EDUCATION STUDENTS

*A. Shanthi Devi & **Dr. R. Sasipriya

Abstract

Self-efficacy is one's faith on himself or herself to attain the goal. The present study deals to find out the significant difference between UG and PG secondary teacher education students, nuclear and joint family, rural and urban secondary teacher education students, rural colleges and urban colleges secondary teacher education students and their adversity quotient. Survey method was adopted for this study. Self- Efficacy scale (2016) was designed by the investigator and the guide. The sample consisted of 300 second year secondary teacher education students in Thoothukudi District, who were selected by stratified random sampling technique. The researcher found that there was significant difference between UG and PG secondary teacher education students in their lesson plan efficacy and pedagogy efficacy. PG secondary teacher education students are better than UG secondary teacher education students.

Key words : Self-efficacy, Confidence level, Generation

Introduction

"Self-efficacy is the belief in one's capabilities to organize and execute the sources of action required to manage prospective situations"

Social foundation of thought and Action : A Social Cognitive Theory, 1986.

Self- efficacy is the extent or strength of one's belief in one's own ability to complete tasks and reach goals. Self-efficacy is one's faith on himself or herself to attain the goal. Self-efficacy affects every area of human endeavour. It determines the beliefs of a person who holds his or her power to affect situations. It strongly influences both the powers a person actually has, to face challenges competently and the choices a person is most likely to make. These effects are particularly apparent and compelling with regard to the behaviours which affect health. Student's sense of self-efficacy can affect motivation to learn through its influence on the learning goal one chooses, the outcome one expects, and the reasons one gives to explain success and failure.

As the society is becoming more nuclear because of urban culture and pressure over the student community towards marks and good character youngsters need to have faith, confidence and attitude towards life. This can be termed as self-efficacy.

According to Trentham, Silvern and Brogdon (1985), people who hold strong self-efficacy tend to be more satisfied with their job. According to Gurkey (1984), teachers who have high self-efficacy tend to take more risks with the curriculum. In future, the society needs teachers with high-efficacy.

Self-efficacy can greatly impact how people feel, think, behave and motivate themselves. Many incidents portray the achievements of this generation. They achieve their goals in their very early age. Students show their talents, skills, abilities in various ways like television programs, you-tube channels. Especially women play a great role in all fields in the world.

Likewise, some students have very low confidence and faith on themselves. They cannot face any troubles and challenges in their life. So they avoid all these things. They don't achieve anything. Today's secondary teacher education students are tomorrow's teachers. So they should know how to

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improve students' abilities, skills, and so on and should increase the students' confidence level and faith. Keeping these facts in mind, the investigator has selected this topic.

Objectives of the Study

1. To find out the level of self efficacy of secondary teacher education students.
2. To find out whether there is any significant difference between under graduate and post graduate secondary teacher education students in their teaching efficacy, classroom management efficacy, guidance efficacy, organising efficacy, lesson plan efficacy, learning material efficacy, ICT efficacy, classroom atmosphere efficacy, pedagogy efficacy and self-efficacy.
3. To find out whether there is any significant difference between nuclear and joint family secondary teacher education students in their teaching efficacy, classroom management efficacy, guidance efficacy, organising efficacy, lesson plan efficacy, learning material efficacy, ICT efficacy, classroom atmosphere efficacy, pedagogy efficacy and self-efficacy.
4. To find out whether there is any significant difference between rural and urban secondary teacher education students in their teaching efficacy, classroom management efficacy, guidance efficacy, organising efficacy, lesson plan efficacy, learning material efficacy, ICT efficacy, classroom atmosphere efficacy, pedagogy efficacy and self-efficacy.
5. To find out whether there is any significant difference between rural and urban college secondary teacher education students in their teaching efficacy, classroom management efficacy, guidance efficacy, organising efficacy, lesson plan efficacy, learning material efficacy, ICT efficacy, classroom atmosphere efficacy, pedagogy efficacy and self-efficacy.

Methodology

Survey method is adopted for the present study. The sample for the study is chosen on the basis of simple random sampling technique. The sample consists of 300 second year secondary teacher education students who are studying in colleges of education affiliated to Tamil Nadu Teacher Education University in Thoothukudi District. Self-efficacy scale was developed and validated by Shanthi devi and Sasi priya. The investigator and the guide. The statistical techniques used are Arithmetic mean, Standard Deviation and t-test.

Data Analysis

Hypothesis 1 : The level of self efficacy of secondary teacher education students is moderate.

Table 1 : The level of self efficacy of secondary teacher education students.

Self – Efficacy	Low		Moderate		High	
	N	%	N	%	N	%
Teaching Efficacy	38	12.7	240	80.0	22	7.3
Classroom Management Efficacy	43	14.3	220	73.3	37	12.3
Guidance Efficacy	33	11.0	229	76.3	38	12.7
Organising Efficacy	42	14.0	223	74.3	35	11.7
Lesson Plan Efficacy	36	12.0	223	74.3	41	13.7
Learning Material Efficacy	34	11.3	178	59.3	88	29.3
ICT Efficacy	44	14.7	209	69.7	47	15.7
Classroom Atmosphere Efficacy	37	12.3	225	75	38	12.7
Pedagogy Efficacy	43	14.3	207	69	50	16.7
Self-Efficacy	40	13.3	219	73	41	13.7

It is inferred from the above table that 7.3%, 12.3%, 12.7%, 11.7%, 13.7%, 29.3%, 15.7%, 12.7%, 16.7% and 13.7% of secondary teacher education students have high level of teaching efficacy, classroom management efficacy, guidance efficacy and self efficacy respectively.

Hypothesis 2 : There is no significant difference between under graduate and post graduate secondary teacher education students in their teaching efficacy, classroom management efficacy, guidance efficacy, organising efficacy, lesson plan efficacy, learning material efficacy, ICT efficacy, classroom atmosphere efficacy, pedagogy efficacy and self-efficacy.

Table 2 : Difference between UG and PG secondary teacher education students in their self-efficacy

Self - Efficacy	UG (N=252)		PG (N=48)		CR Value	Remarks
	Mean	SD	Mean	SD		
Teaching Efficacy	16.29	3.26	16.50	2.58	0.494	NS
Classroom Management Efficacy	20.75	3.59	21.48	2.83	1.55	NS
Guidance Efficacy	15.46	2.78	15.92	2.48	1.13	NS
Organising Efficacy	19.38	3.73	20.00	3.76	1.03	NS
Lesson Plan Efficacy	20.75	3.55	21.96	3.01	2.47	S
Learning Material Efficacy	8.29	1.68	8.31	1.58	0.07	NS
ICT Efficacy	31.41	5.35	32.29	4.19	1.26	NS
Classroom Atmosphere Efficacy	29.05	4.35	29.54	3.66	0.82	NS
Pedagogy Efficacy	21.16	3.40	21.94	2.20	2.01	S
Self-Efficacy	182.56	25.36	187.94	17.92	1.77	NS

(At 5% level of significance, the table value of 't' is 1.96)

Table 2 indicates that there is no significant difference between UG and PG secondary teacher education students in their teaching efficacy, classroom management efficacy, guidance efficacy, organising efficacy, learning material efficacy, ICT efficacy, classroom atmosphere efficacy and self-efficacy. But there is significant difference between UG and PG secondary teacher education students in their lesson plan efficacy and pedagogy efficacy.

Hypothesis 3 : There is no significant difference between nuclear and joint family secondary teacher education students in their teaching efficacy, classroom management efficacy, guidance efficacy, organising efficacy, lesson plan efficacy, learning material efficacy, ICT efficacy, classroom atmosphere efficacy, pedagogy efficacy and self-efficacy.

Table 3 : Difference between nuclear and joint family secondary teacher education students in their self-efficacy

Self - Efficacy	Nuclear (N=248)		Joint (N=52)		CR Value	Remarks
	Mean	SD	Mean	SD		
Teaching Efficacy	16.25	3.18	16.65	3.02	0.85	NS
Classroom Management Efficacy	20.67	3.59	21.79	2.78	2.48	NS
Guidance Efficacy	15.58	2.56	15.31	3.49	0.54	NS
Organising Efficacy	19.51	3.62	19.35	4.29	0.26	NS
Lesson Plan Efficacy	20.92	3.51	21.06	3.48	0.26	S
Learning Material Efficacy	8.31	1.611	8.23	1.94	0.276	NS
ICT Efficacy	31.52	4.92	31.69	6.34	0.18	NS
Classroom Atmosphere Efficacy	29.21	4.18	28.71	4.57	0.73	NS
Pedagogy Efficacy	21.34	3.17	21.02	3.62	0.59	NS
Self-Efficacy	183.33	23.65	183.81	27.83	0.114	NS

(At 5% level of significance the table value of 't' is 1.96)

Table 3 indicates that there is no significant difference between nuclear and joint family secondary teacher education students in their teaching efficacy, guidance efficacy, organising efficacy, lesson plan efficacy, learning material efficacy, ICT efficacy, classroom atmosphere efficacy, pedagogy efficacy and self-efficacy. But there is significant difference between nuclear and joint family secondary teacher education students in their classroom management efficacy.

Hypothesis 4 : There is no significant difference between rural and urban secondary teacher education students in their teaching efficacy, classroom management efficacy, guidance efficacy, organising efficacy, lesson plan efficacy, learning material efficacy, ICT efficacy, classroom atmosphere efficacy, pedagogy efficacy and self-efficacy.

Table 4 : Difference between rural and urban secondary teacher education students in their self - efficacy.

Self - Efficacy	Rural (N=152)		Urban (N=148)		CR Value	Remarks
	Mean	SD	Mean	SD		
Teaching Efficacy	15.88	3.54	16.78	2.64	2.48	S
Classroom Management Efficacy	20.66	3.69	21.07	3.26	1.01	NS
Guidance Efficacy	15.49	2.77	15.58	2.71	0.27	NS
Organising Efficacy	19.34	3.65	19.63	3.83	0.66	NS
Lesson Plan Efficacy	20.65	3.62	21.24	3.35	1.46	NS
Learning Material Efficacy	8.13	1.76	8.47	1.55	1.74	NS
ICT Efficacy	31.30	5.38	31.82	4.97	0.87	NS
Classroom Atmosphere Efficacy	28.89	4.25	29.37	4.24	0.98	NS
Pedagogy Efficacy	21.13	3.41	21.45	3.07	0.87	NS
Self-Efficacy	181.47	25.08	185.41	31.55	1.40	NS

(At 5% level of significance the table value of 't' is 1.96)

Table 4 indicates that there is no significant difference between rural and urban secondary teacher education students in their classroom management efficacy, guidance efficacy, organising efficacy, lesson plan efficacy, learning material efficacy, ICT efficacy, classroom atmosphere efficacy, pedagogy efficacy and self-efficacy.But there is significant difference between rural and urban secondary teacher education students in their teaching efficacy.

Hypothesis 5: There is no significant difference between rural and urban college secondary teacher education students in their teaching efficacy, classroom management efficacy, guidance efficacy, organising efficacy, lesson plan efficacy, learning material efficacy, ICT efficacy, classroom atmosphere efficacy, pedagogy efficacy and self-efficacy.

Table 5 : Difference between rural and urban college secondary teacher education students in their self - efficacy.

Self - Efficacy	Rural College (N=145)		Urban College (N=155)		CR Value	Remarks
	Mean	SD	Mean	SD		
Teaching Efficacy	15.70	3.29	16.90	2.92	3.33	S
Classroom Management Efficacy	20.36	3.24	21.34	3.64	2.46	S
Guidance Efficacy	15.17	2.81	15.88	2.63	2.28	S
Organising Efficacy	18.86	3.76	20.06	3.63	2.81	S
Lesson Plan Efficacy	20.39	3.74	21.46	3.18	2.46	S
Learning Material Efficacy	8.06	1.77	8.52	1.53	2.43	S
ICT Efficacy	31.00	4.97	32.07	5.34	1.79	NS
Classroom Atmosphere Efficacy	28.67	4.25	29.55	4.21	1.81	NS
Pedagogy Efficacy	20.85	3.34	21.70	3.12		
Self-Efficacy	179.06	23.73	187.50	24.34	3.04	S

(At 5% level of significance the table value of 't' is 1.96)

Table 5 indicates that there is no significant difference between rural and urban college secondary teacher education students in their ICT efficacy and classroom atmosphere efficacy. But there is significant difference between rural and urban college secondary teacher education students in their teaching efficacy, classroom management efficacy, guidance efficacy, organising efficacy, lesson plan efficacy, learning material efficacy, pedagogy and self-efficacy.

Findings

- 7.3% of secondary teacher education students have high level of teaching efficacy.12.3% of secondary teacher education students have high level of classroom management efficacy. 12.7% of the secondary teacher education students have high level of guidance efficacy. 11.7% of the secondary teacher education students have high level of organising efficacy. 13.7% of the secondary teacher education students have high level of lesson plan efficacy. 9.3% of secondary

teacher education students have high level of learning material efficacy. 5.7% of secondary teacher education students have high level of ICT efficacy. 12.7% of the secondary teacher education students have high level of classroom atmosphere efficacy. 16.7% of the secondary teacher education students have high level of pedagogy efficacy. And 13.7% of the secondary teacher education students have high level of self - efficacy.

- There is no significant difference between UG and PG secondary teacher education students in their teaching efficacy, classroom management efficacy, guidance efficacy, organising efficacy, learning material efficacy, ICT efficacy, classroom atmosphere efficacy and self-efficacy. But there is significant difference between UG and PG secondary teacher education students in their lesson plan efficacy and pedagogy efficacy. The PG secondary teacher education students are better than UG secondary teacher education students in their lesson plan efficacy and pedagogy efficacy.
- There is no significant difference between nuclear and joint family secondary teacher education students in their teaching efficacy, guidance efficacy, organising efficacy, lesson plan efficacy, learning material efficacy, ICT efficacy, classroom atmosphere efficacy, pedagogy efficacy and self-efficacy. But there is significant difference between nuclear and joint secondary teacher education students in their classroom management efficacy. It is found that the joint family secondary teacher education students are better than nuclear secondary teacher education students in their classroom management efficacy.
- There is no significant difference between rural and urban secondary teacher education students in their classroom management efficacy, guidance efficacy, organising efficacy, lesson plan efficacy, learning material efficacy, ICT efficacy, classroom atmosphere efficacy, pedagogy efficacy and self-efficacy. But there is significant difference between rural and urban secondary teacher education students in their teaching efficacy. And also the urban secondary teacher education students are better than rural secondary teacher education students in their teaching efficacy.
- There is no significant difference between rural and urban college secondary teacher education students in their ICT efficacy and classroom atmosphere efficacy. But there is significant difference between rural and urban college secondary teacher education students in their teaching efficacy, classroom management efficacy, guidance efficacy, organising efficacy, lesson plan efficacy, learning material efficacy, pedagogy and self-efficacy. It is found that the urban college secondary teacher education students are better than rural college secondary teacher education students in their teaching efficacy, classroom management efficacy, guidance efficacy, organising efficacy, lesson plan efficacy, learning material efficacy, pedagogy efficacy and self-efficacy.

Interpretations

Significant difference exists between UG and PG students in their lesson-plan efficacy and pedagogy efficacy. Here PG students are better than UG students. This may be due to the fact that PG students have more content knowledge. They have more writing skill. PG students have a lot of experience in their life. PG students are at least two years elder than UG students. This makes their maturity level higher.

Significant difference exists between nuclear and joint family secondary teacher education students in their classroom management efficacy. Here joint family secondary teacher education students are better than nuclear family secondary teacher education students. This may be due to the fact that in joint family, students adjust with their family members. Therefore, they have a very good tolerance power within. Moreover grandparents guide the students how to manage, how to deal, how to co-operate, how to speak, how to act with other students and teacher educators. In joint family, the

students get a lot of experience from their family environment. Thus the students easily solve the problems in their classroom and they manage the classroom very well. In joint family, they see different kinds of family members. That help the students to find out the individual difference among them and fulfill the requirements of their needs. So this kind of behaviour is very helpful to manage the classroom very well.

Significant difference exists between rural and urban secondary teacher education students in their teaching efficacy. Here urban secondary teacher education students are better than rural secondary teacher education students. This may be due to the fact that the students of urban area have a skill of acceptance of innovative teaching methods. They have a good communication skill with higher authorities, teacher educators and educationists. Various technological devices, resources, facilities are available in the urban area Students of urban area have educated parents, siblings and relations while comparing rural area students.

Significant difference exists between rural and urban college secondary teacher education students in their teaching efficacy, classroom management efficacy, guidance efficacy, organising efficacy, lesson plan efficacy, learning material efficacy, pedagogy efficacy and self - efficacy. Here urban college secondary teacher education students are better than rural college secondary teacher education students. This may be due to the fact that urban college secondary teacher education students have proper internship in their co-operative schools. In their colleges, they give opportunity for introducing the innovative teaching methods in their teaching. Moreover the teacher educators motivate them to practice the teaching methods very well. Urban colleges have the required infrastructural facilities, instructional facilities in their campus. The urban colleges conduct various guidance programmes for students' welfare. The urban colleges train their students to organise various cultural, co-curricular activities and extra-curricular activities. In urban colleges, there are well-educated, well-qualified, well-experienced, well-trained teacher educators. They adopt various innovative methods in their teaching.

Educational Implications

i. The management should appoint well qualified teacher educators in their institutions.

ii. Management should provide various technological resources, human resources, material resources and research resources.

iii. Management should provide required or necessary infrastructure facilities.

iv. Teacher educators should be eager to use technological devices.

v. Teacher educators should update their knowledge.

vi. Teacher educators should adopt the innovative teaching strategies.

vii. Secondary teacher education students should create eagerness to learn ICT.

viii. Secondary teacher education students should prepare the appropriate and required learning materials which are easily available.

ix. Secondary teacher education students should have eye contact with the students.

x. Secondary teacher education students may be asked to develop the tolerance power in student's life.

xi. Secondary teacher education students when they go for internship have to motivate the students to reach their goals in life.

xii. UG students from nuclear family should be sensitized to fix their goals and their roles and responsibilities in home, workplace and society.

Conclusion

Developing a strong sense of self-efficacy can play an important role in almost every aspect of everyone's life. Life is full of challenges and high levels of self-efficacy can help everyone better deal with these difficulties more effectively.

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AWARENESS OF SECONDARY LEVEL SCIENCE TEACHERS ON AVAILABILITY AND UTILIZATION OF COMMUNITY RESOURCES IN TEACHING SCIENCE IN THOOTHUKUDI DISTRICT

*S P Seenivasan & **Dr. T Kanakaraj

Abstract

The main objective of this study was to find out the level of awareness on availability of community resources and its utilization by the secondary level science teachers in teaching science at secondary level. The investigator has adopted survey method. The sample consists of 100 science teachers, 715 students of standard IX and X from randomly selected 30 secondary schools. Four tools developed by the investigator were used to study the problem. The major findings are the level of awareness on availability of community resources of the secondary level science teachers is high, whereas, the level of utilization is moderate. The level of achievement of the standard IX and standard X students in science is moderate.

Key words : *Community resources, Awareness and utilization of resources, Achievement in science.*

Introduction

The Kothari Commission (1964-1966) states, "If science is poorly taught and badly learnt, it is little more than burdening the mind with dead information and it could degenerate even into new superstitions". Most conventional science classes are to be made mastery of the textbook, practice in end-of-chapter problems, textbook assignments and exams. Most students believe that science is just a collection of equations and procedures that deal with very specific situations.

Science teaching and learning can no longer be confined to the classroom. The National Science Education Standards (1996) states, "the school science programme must extend beyond the walls of the school to include the resources of the community". The latest slogan in education in all the progressive countries is "let us study the community, use the community, serve the community and involve the community in the educational process". Inthe present setup, the school cannot be an island in the midst of the community it has to be a "Watch Tower" not an "Ivory Tower".

Teaching of science aims at enabling the child to understand and appreciate the living and non-living things found around his/her environment. However, our school education has generally become rigid, lifeless, colourless, monotones and uninteresting. Throughout the year, students and teachers work in the same place by strictly following the rigid timetable and slowly lose interest in the process of education. This state of affairs definitely necessitates a departure from the conventional mode of organizing teaching learning process. The teaching learning activities should create interest among the pupil to learn more. The science classroom is as big as the community; if teachers and pupils take advantage of that, the world outside the school has to offer. The wise/wide use of community resources is a boon for vitalizing the teaching of science.

Meaning of Community Resources

In simple terms, community resources stands for various resources (other than those available at school) available in the community or society in which the students live, grow and function. These resources may possess tremendous potential for

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being organized in their formal and informal education. Teachers may usefully apply such resources for instructional purposes that are providing theoretical as well as practical knowledge of their respective subject, say science to their students. In addition, the help of these resources may also be undertaken for bringing an all-round growth and development of the personality of the children.

Utilization of Community Resources in classroom instruction

Utilization of the available community resources in such constructive, creative and fruitful way resulting in the overall welfare of the students is known as utilization of community resources. Community resources provide a natural source of knowledge and its acquisition may also be quite helpful in supplementing the work of classroom instruction. There may remain gaps in the classroom teaching-learning. Some concepts and processes may not be fully understood and grasped through the verbal exposition or even with the use of teaching aids. In such a case the real exposition of the students with the objects, events and processes of real life of the community may provide a great opportunity for supplementing the work of classroom instruction. Besides, such exposure to the community sources may also provide valuable opportunity to the students for practising and making use of the knowledge and skills acquired through the classroom instruction and it may help them in the proper fixation of their learning experiences.

Every community, no matter how large or small, holds cultural, natural, human and technological resources that can be utilized by the students and teachers who live there. A science teacher can organize the activities related to utilization of community resources by adopting two different approaches, viz .Bringing community to the school and Taking school to the community

Significance of the Study

In our daily life, human beings come across a wide variety of things. All these things are materials. Some of these things are living and some are non-living. Living things include plants and animals and non-living things include table, chair, pen, pencil and so on. In general, all resources around us are made up of different kinds of materials and matters. Unfortunately, human beings especially teachers/ students are not aware about the resources in and around and also not try to utilize them in their day to day life. In this context, the investigator being a science teacher educator has is taken up this study to find out the awareness of secondary level science teachers on availability of community resources and its utilization in teaching science at secondary level. It is imperative to assess the influence of secondary level science teachers' awareness on availability and utilization of community resources on achievement of their students in science.

Objectives

1. To find out the level of awareness on availability of community resources of the secondary level science teachers.
2. To find out the level of utilization of community resources in teaching science by the secondary level science teachers.
3. To find out the level of achievement of standard IX and standard X students in science.
4. To find out the significant difference, if any, between Male and Female secondary level science teachers in their awareness on availability of community resources.
5. To find out the significant difference, if any, between Male and Female secondary level science teachers in their utilization of community resources in teaching science.
6. There is no significant difference between Boys and Girls of Standard IX and Standard X in their Achievement in Science.

Methodology

The investigator has adopted survey method to study the problem. The area of the present study is Thoothukudi revenue district of Southern Tamilnadu, India. The population of the present study includes all the high and higher secondary schools, all the secondary level science teachers and students of standard IX and X studying in Government, Aided

and Matriculation schools of Thoothukudi district. Multi-stage random sampling technique has been adopted in this study. The sample consists of 30 schools, 100 secondary level science teachers, 715 students of standard IX and standard X students each.

Analysis and discussion

Hypothesis 1 : The level of awareness on availability of community resources of the secondary level science teachers is moderate.

Table 1 : Level of Awareness on Availability of Community Resources of the Secondary Level Science Teachers.

Awareness on Availability of Community Resources	Low		Moderate		High	
	No	%	No	%	No	%
	23	23.0	36	36.0	41	41.0

It is inferred from the above table that 23 per cent of the secondary level science teachers have low, 36 per cent of them have moderate and 41 per cent of them have high level of awareness on availability of community resources.

Hypothesis 2 : The level of utilization of community resources in teaching science by the secondary level science teachers is moderate.

Table 2 : Level of Utilization of Community Resources in Teaching Science by the Secondary Level Science Teachers.

Level of Utilization of Community Resources	Low		Moderate		High	
	No	%	No	%	No	%
	15	15.00	69	69.0	16	16.0

It is inferred from the above table that 15 per cent of the secondary level science teachers have low, 69 per cent of them have moderate and 16 per cent of them have high level of utilization of community resources in teaching science.

Hypothesis 3 : The level of achievement of standard IX and standard X students in science. is moderate

Table 3 : Level of Achievement of the Standard IX and Standard X Students in Science.

Level of achievement in science	Low		Moderate		High	
	No	%	No	%	No	%
Standard IX	112	15.66	489	68.39	114	15.95
Standard X	117	16.36	470	65.74	128	17.90

It is inferred from the above table that 15.66 per cent of the standard IX students have low, 68.39 per cent of them have moderate and 15.95 per cent of them have high level of achievement in science. And also 16.36 per cent of the standard X students have low, 65.74 percent of them have moderate and 17.90 per cent of them have high level of achievement in science.

Hypothesis 4 : There is no significant difference between Male and Female secondary level science teachers in their awareness on availability of community resources.

Table 4 : Difference between Male and Female Secondary Level Science Teachers in their Awareness on Availability of Community Resources.

Awareness on Availability of Community Resources	Category	Number	Mean	S D	CR Value	Remark
	Male	27	121.56	23.668	0.521	NS
	Female	73	117.88	33.703		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female secondary level science teachers in their awareness on availability of community resources.

Hypothesis 5 : There is no significant difference between Male and Female secondary level science teachers in their utilization of community resources in teaching science.

Table 5 : Difference between Male and Female Secondary Level Science Teachers in their Utilization of Community Resources in Teaching Science.

Utilization of Community Resources	Category	Number	Mean	S D	CR Value	Remark
	Male	27	310.70	46.235	0.735	NS
	Female	73	303.27	44.366		

It is inferred from the above table that there is no significant difference between Male and Female secondary level science teachers in their utilization of community resources in teaching science

Hypothesis 6 : There is no significant difference between Boys and Girls of Standard IX and Standard X in their Achievement in Science.

Table 6 : Difference between Boys and Girls of Standard IX and Standard X in their Achievement in Science.

Achievement in Science	Category	Number	Mean	S D	CR Value	Remark
Standard IX	Boys	328	41.91	11.291	5.132	S
	Girls	387	46.17	10.860		
Standard X	Boys	289	72.39	13.096	2.212	S
	Girls	426	74.38	10.862		

There is significant difference between boys and girls of standard IX and standard X students in their achievement in science. Girls (mean score 46.17 / 74.38) are better than boys (mean score 41.91 / 72.39).

Findings

1. The level of awareness on availability of community resources of the secondary level science teachers is high.
2. The level of utilization of community resources in teaching science by the secondary level science teachers is moderate.
3. The level of achievement of the standard IX and standard X students in science is moderate.
4. There is significant difference between boys and girls of standard IX and between those in standard X students in their achievement in science.

Recommendations

1. Teacher's awareness on availability of community resources should be increased through participation in conferences and workshops.
2. All the secondary level science teachers should be given orientation in the use of community resources through seminars, workshops and conferences.
3. Students should be made to have mastery level of learning. The parents should be sensitized the importance of achievement at secondary level. The teachers should be given training to utilize community resources to improve the achievement of their students. Counseling programme should be organized in the needy institution on the strategies of improving achievement.
4. Awareness programme on the community resource may be conducted periodically among the teachers and standard IX and X students, so that they are to be motivated to use the community resources to the optimum.
5. Suitable community resources available within the environment of the secondary schools may be identified by the school subject panels, catalogued in detail and recorded for use.
6. The school-community relations should be well established for better use of community resources for science instruction.
7. It is obvious from the research that the problems of utilizing the community resources were mainly due to lack of fund to take students to field trips, where they can directly see and observe the things and events by themselves. Based on this, it is recommended that the government should make fund available to schools in order to enable them to arrange field trips to important places of scientific interest.
8. Science teachers should be encouraged to realize the pedagogical values of community resources and make appropriate utilization of resources available in the locality.
9. The higher authorities may give immediate permission to teachers to take their students to nearby science centre, zoo, factory pond and so on with proper assistance.
10. Teacher training institution may give appropriate training for training teachers in the maximum utilization of community resources.
11. Science club should organize at least one field trip per quarter to the science center, science

exhibition, science fair, botanical garden, zoo and museum to strengthen student science knowledge.

12. Community resource video package may be prepared and distributed by the concerned educational department, so that students and teachers can understand the concepts visually.

Conclusion

This study reveals that there is significant influence of awareness on availability of community resources and utilization of community resources in teaching science of secondary level science teachers on achievement of their students in science. The awareness of the teachers should be properly channelized by the institution for proper utilization of community resources available in and around the Thoothukudi district, which will ultimately reflect on achievement of the students.

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