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DR. M. VAKKIL

Assistant Professor

Department of Education

Periyar University

Salem.

EMOTIONAL INTELLIGENCE OF HIGHER SECONDARY STUDENTS IN CUDDALORE DISTRICT

1

Dr. S. KULASEKARA PERUMAL PILLAI
Associate Professor, Department of Education
Annamalai University, Annamalai Nagar
Chidambaram.

INTRODUCTION

Emotion is an affective experience that accompanies generalised linear adjustment and mental and physiological stirred-up states in the individuals and that shows itself in his overt behaviour (Crow & Crow 1973). Every emotional experience involves many physical and physiological changes in the organism. Intelligence is a general capacity of an individual consciously to adjust his thinking to new requirement. It is the general mental adaptability to new problem and conditions of life (Stern 1914). Emotional Intelligence is the way of learning to understand the own and others emotion. According to Goleman (1995), Emotional Intelligence includes self-control, zeal, persistence, and the ability to motivate oneself. Emotional Intelligence can create the opportunity for a productive, achieve and satisfying the human life. Where general intelligence is generally not subjected to decline or damage with life experiences, the Emotional Intelligence can be either developed or destroyed depending upon the type of environment experiences one gets in one's future life. Emotional Intelligence is a type of social intelligence

that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions (Mayer & Salovey, 1990).

SIGNIFICANCE OF THE STUDY

A person's Emotional Intelligence helps him much in all spheres of life through its various constituents or components namely knowledge of his emotions, managing the emotions motivation oneself, recognizing emotions in others and handling relationship. The achievement of the end results in terms of better handling of mutual relationship is quite essential and significant in his life. It can only be possible through his potential of Emotional Intelligence and its proper development (Goleman 1995). Emotional Intelligence is considered to be the most important determinant of success in all fields among higher secondary students. This study would be support parents, teachers and policy maker to gain an increased positive of the new builds of emotional intelligence introduced to the higher secondary students.

REVIEW OF RELATED STUDIES

Chamundeswari (2013) studied about Emotional Intelligence and academic achievement among students at the higher secondary level. Using random sampling technique 321 students, from the higher secondary level in different systems of education, namely, state, matriculation and central board schools are chosen. The Emotional Intelligence Scale (Hydes and others, 2002) has been used to assess the emotional intelligence and the marks scored in Science were taken from their half yearly performance. The data collected is subjected to statistical analysis, namely, mean, standard deviation, 't'- test, 'F'- ratio, Karl Pearson's Product Moment Correlation Coefficient 'r'. Researcher found that a positive significant correlation between Emotional Intelligence and academic achievement among the students. Further the students belonging to the central board schools have a higher level of emotional intelligence compared to students in state board but did not differ with students in matriculation board schools at the higher secondary level. Similarly, students belonging to central board schools are found to perform better in academics compared to students in state and matriculation board schools at the higher secondary level.

Dhiman *et al.* (2014) investigated the measuring Emotional Intelligence of secondary school students in relation to gender and residence: an empirical study. Emotional Intelligence has been

measured by applying Mondal's Emotional Intelligence Inventory (MEII) consisted with 100 items. 235 samples were randomly selected from the district of Purulia, WB, India. ANOVA and 't' test has been applied for the interpretation of the findings. The results reveal that residential place plays a significant role for the enlargement of emotional development. That is urban students have high Emotional Intelligence when compared with rural students. It means that urban students show more independence assertiveness, self recognition about him/her and management according to the situations than the rural ones whereas gender does not affect the level of emotional intelligence.

Sivakalai and Nalinilatha (2017) conducted a study on Emotional Intelligence and its impact on academic achievement in zoology among higher secondary students. They are adopted survey method and using simple random sampling technique the sample were selected of 300 higher secondary students from five Govt and Private schools which are situated in and around Coimbatore district in Tamil Nadu. They found that is inferred that there is a difference in the level of Emotional Intelligence and achievement in zoology among higher secondary students and also found that there is a positive correlation between Emotional Intelligence and its impact on achievement in zoology among higher secondary students.

OBJECTIVE OF THE STUDY

The study has following objectives:

1. To find out the level of Emotional Intelligence of higher secondary students.
2. To find out the Emotional Intelligence of higher secondary students with respect of (i) gender, (ii) residence, and (iii) type of school.

HYPOTHESES OF THE STUDY

The following null hypotheses have been formulated based on the above objectives:

1. The Emotional Intelligence of higher secondary students is low.
2. There is no significant difference in the Emotional Intelligence of higher secondary students with respect of (i) gender, (ii) residence, and (iii) type of school.

METHODOLOGY

The normative survey method was used to find out the Emotional Intelligence of higher secondary students. Random sampling technique has been employed

in the selection of 250 higher secondary students from 5 higher secondary school located in Cuddalore districts of Tamilnadu, India. Emotional Intelligence scale (Anukool 2002) was used to collect the data. The scale consists of 34 statements. Each statement has a range of five alternative answers. Each statement is scored 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree. The subjects obtaining a score in the range of 84-112 on the scale may be considered as average in their Emotional Intelligence; subject obtaining a score in the range of 113 and above on the scale may be considered as high in their Emotional Intelligence and the subject obtaining a score in the range of 83 and below on the scale may be considered as low in their Emotional Intelligence.

ANALYSIS AND INTERPRETATION

Mean and standard deviation were used to find out the level of Emotional Intelligence of higher secondary students and the details are given in the table-1. Test of significance (t-test) were used in order to find out the significant difference between the mean of higher secondary students of the pairs of gender, residence, type of school in respect of Emotional Intelligence and the details are given in the table-2.

Table 1
Mean and Standard Deviation of Emotional Intelligence of Higher secondary students

S.No	Variable	Number	Mean	Standard Deviation
1	Emotional Intelligence	250	98.25	5.14

Table 2

Differential analysis of Emotional Intelligence score of Higher secondary students with reference to background variables.

Background Variables	Categories	N	Mean	SD	't' Value	Significance at 0.05 level
Gender	Male	142	95.28	4.73	2.61	Significant
	Female	108	97.39	4.98		
Residence	Rural	155	91.88	4.00	0.55	No significant
	Urban	95	96.32	4.62		
Type of school	Government	161	89.44	3.88	2.02	Significant
	Private	89	97.04	4.96		

FINDINGS OF THE STUDY

1. The mean score of Emotional Intelligence is 98.25. This implies that the level of Emotional Intelligence among higher secondary students is average.
2. The calculated t-value is 2.61 is greater than the table value at 0.05 level of significant. This indicates that there is significance between the male and female higher secondary students in respect to Emotional Intelligence.
3. The calculated t-value is 0.55 is less than the table value at 0.05 level of significant. This indicates that there is no significance between the higher secondary students residing in the rural area and urban area in respect to Emotional Intelligence.

4. The calculated t-value is 2.02 is greater than the table value at 0.05 level of significant. This indicates that there is significance between the higher secondary students studying in the government school and private school in respect to Emotional Intelligence.

CONCLUSION

People who have high Emotional Intelligence are socially poised, outgoing and cheerful, not prone to fearfulness. They are comfortable with themselves, others and the social universe they live in. The present study Emotional Intelligence among higher secondary students is average. Thus teacher and parents give the opportunity to understand the emotions and to identify and manage the emotions of higher secondary students.

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DEVELOPMENT OF SCALE OF ATTITUDE TOWARDS LEARNING CHEMISTRY OF HIGHER SECONDARY STUDENTS (SALC)

2

H. GAYATHRI
Ph D Research Scholar
Department of Education (SDE)
Bharathiar University
Coimbatore.

Dr. K. VIJAYARANI
Assistant Professor
Department of Education (SDE)
Bharathiar University
Coimbatore.

INTRODUCTION

Science is a way of thinking, a way of understanding the world. Science concerns itself with the fundamental knowledge of the universe, the physical and natural world and its environment. It is universal and its laws and principles could be verified anywhere. (M. S. Yadav, 1998). Chemistry is a vital branch of science. Understanding Chemistry helps us to understand the world around us. Knowledge of Chemistry is the basis for other branches like medicine, engineering, genetics and so on. It has its applications in various industries like pharmaceuticals dyes, paints, polymers and etc. It is an amazing subject and learning of which requires more imagination, creativity, inductive and deductive thinking, critical thinking and higher order cognitive abilities. (Arul Joseph Raj, C and Ganesan, P, 2016). But the existing practice of education is of "Information loaded" which puts a lot of stress on students. The cramped syllabus of Chemistry would require better interest and attitude towards the subject of learning.

HIGHER SECONDARY EDUCATION

The pattern of education in India comprises three major stages of 10, +2 and +3 pattern. Higher Secondary education occupies a very prominent place in our educational system. The course of study that provides the link between the High School and College education is considered as Higher Secondary Education. The Higher Secondary education is of two years of duration where diversified and specialized courses are provided with more emphasis on vocationalization.

ATTITUDE

Attitude is such a complex affair that it cannot be completely described. Allport, J. W. defined an attitude as mental and natural state of readiness organized through the experience exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. An attitude is an enduring systems that includes a cognitive component, a feeling component and an action tendency.

NEED FOR BETTER ATTITUDE OF HIGHER SECONDARY STUDENTS TOWARDS CHEMISTRY LEARNING

Today, we find dissatisfaction among students towards Chemistry learning. In case, if their curriculum is not suited, we may change the curriculum and Strategies of teaching. If both the curriculum and strategies of teaching are effective, then we must focus on the Attitude of the students, that is they may have misconceptions regarding learning the subject of Chemistry. When we remove the misconceptions, learning will be effective. Attitude studies are conducted to know the favourable or unfavourable attitudes of students on the existing systems of subjects of study. Development of Attitude is one of the major objectives of teaching Chemistry. Knowing the favourable or unfavourable attitude of students helps to remove the barriers in learning. A favourable attitude towards the subject will lead to enhancement in the understanding of the subject as per Bloom's Taxonomy. Attitude is an emotional component. Attitude studies help the successful improvement of learning performance in the desired direction. In this direction, the researcher focussed on assessing the student's attitude towards Chemistry learning.

OBJECTIVES OF THE STUDY

- To construct a Scale of Attitude towards Learning Chemistry of Higher Secondary students.
- To standardize a Scale of Attitude towards Learning Chemistry of Higher Secondary students.

STEPS IN THE CONSTRUCTION OF SCALE OF ATTITUDE TOWARDS LEARNING CHEMISTRY

The steps followed for its construction and standardisation are as follows: (Dr. P. Renuka 2012).

- | | |
|-----------------------------------|-----------------------------|
| • Planning | • Editing |
| • Preparation of Preliminary Form | • Pilot study |
| • Pre – try out | • Item Analysis |
| | • Preparation of Final form |

PLANNING

In this step, the items were planned to prepare with reference to the concept of attitude towards Chemistry learning of Higher Secondary Students.

Preparation of Preliminary Form

The preliminary form comprised of 30 simple and concise statements of Likert type Attitude Scale towards Chemistry learning including the component behaviours of attitude was developed on Higher Secondary students. Each statement was given five graded options namely 'Strongly agree', 'Agree', 'Undecided', 'Disagree', and 'Strongly disagree'. The scores distribution was charted out 5, 4, 3, 2, 1 for positive statements and 1, 2, 3, 4, 5 for negative statements. The scale was subjected to experts and peer review and tried out before its administration to the sample.

Pre – tryout

The preliminary form of the Attitude Scale was submitted to subject experts, Higher secondary Chemistry teachers, Teacher educators for their criticism regarding the clarity of statements, appropriateness of the language of statements and the pattern of responses against each statement. The Attitude tool was further modified based on their observation and suggestions.

Editing

On the basis of criticisms and suggestions of experts involved, 30 items were retained in the Scale of Attitude towards learning Chemistry on Higher Secondary Students.

Pilot Study

For the standardization of the tool, Pilot study was conducted of the Preliminary draft of the test which comprised of 30

items. The goal at this point was aimed to get the irrelevant items out of the procedure. The refined test items were administered to a sample of 50 students of studying XI standard in selected schools of Thoothukudi District. The students were instructed to mark their scores towards each statements of Attitude scale. The students took 30 minutes to complete the tool. The responses were scored according the scoring norms prepared by the investigator.

Item Analysis

An item analysis shows the degree to which the various items “hang together” (Sommer & Sommer, 2005). Item analysis was carried out to discard inconsistent statements in the tool by comparing each test item with the whole test items. Item total correlation shows the correlation between the respective item and the total score. (Vences Cyril, A. & Dr. Antony Raj, M. 2017).

Table 1

**ITEM Vs WHOLE CORRELATION –
SCALE OF ATTITUDE TOWARDS LEARNING CHEMISTRY**

ITEM No.	'r' VALUE	REMARKS	ITEM No.	'r' VALUE	REMARKS
1	0.5007	Retained	16	0.3385	Retained
2	0.3780	Retained	17	0.5249	Retained
3	0.3960	Retained	18	0.4034	Retained
4	0.3886	Retained	19	0.2954	Retained
5	0.4114	Retained	20	0.3140	Retained
6	0.3243	Retained	21	0.5175	Retained

ITEM No.	'r' VALUE	REMARKS	ITEM No.	'r' VALUE	REMARKS
7*	0.2334	Deleted	22	0.2936	Retained
8	0.3438	Retained	23	0.4108	Retained
9*	0.2698	Deleted	24*	0.2289	Deleted
10	0.4162	Retained	25	0.5474	Retained
11	0.4987	Retained	26	0.3942	Retained
12	0.4522	Retained	27	0.3741	Retained
13	0.4788	Retained	28	0.2905	Retained
14	0.4299	Retained	29	0.2809	Retained
15*	0.1874	Deleted	30	0.3572	Retained

- Note: *The items with the symbol of (*) are discarded for the final test (Not significant).

The sample taken for item whole correlation was 50. The table value was found as 0.2732, for the degrees of freedom, $D = (N - 2) = 48$. The items which had their calculated value greater than the table value were alone considered for the final tool. The items with the symbol of (*) are not significant. 26 items were found to be significant in the table. Remaining 4 items are not significant. Thus, the finalized tool containing 26 items was prepared and thus item validity was established. For the final tool of Scale of Attitude towards Learning Chemistry, the 26 items with significant 'r' values were selected and included in the final test.

Preparation of Final Form

The Attitude Scale developed for the purpose was a Likert Type five point scale. The final form of the Attitude Scale comprised 26 statements, including the component behaviours of attitude, of which 21 are of positive polarity and 5 are of negative polarity. The distribution of items in Scale of Attitude towards Learning Chemistry is shown in the Table.

Table 2
DISTRIBUTION OF ITEMS – SALC

NEGATIVE POLARITY (ITEM NUMBERS)	POSITIVE POLARITY (ITEM NUMBERS)
11,14,18,21,26	1,2,3,4,5,6,7,8,9,10,12,13,15,16,17,19,20,22,23,24,25

RELIABILITY

To establish the reliability of the Attitude Scale, the investigator adopted Split-half method. In the split-half method, the 26 items of the Attitude Scale were divided into two equivalent halves by considering all the odd numbered items as a set and the even numbered items as a separate set and they were administered to 15 students. The reliability of the whole test was found to be 0.84 and which indicates that the tool is highly reliable (Best & Kahn, 2006).

VALIDITY

Face validity, content validity and construct validity were found out by giving the test instruments to the experts. This establishes the validity of the tool.

OBJECTIVITY

As there is no wrong or right response and each item will carry the relevant score, the tool is objective.

SCORING PROCEDURE

There were twenty six statements in the Attitude scale with five points. 21 statements were of positive polarity and 5 statements are of negative polarity. Each statement was assigned a weightage ranging as 5 (Strongly Agree), 4 (Agree), 3 (Neutral), 2 (Disagree) and 1 (Strongly disagree). The positive items will be scored as 5, 4, 3, 2 and 1 and the negative items will be scored as 1, 2, 3, 4 and 5. For each student, a total score on the scale can be obtained by summing the scores for the individual items.

Table 3
SCORING PROCEDURE - SALC

S. No	RESPONSE	SCORING OF POSITIVE ITEMS	SCORING OF NEGATIVE ITEMS
1	Strongly Agree	5	1
2	Agree	4	2
3	Neutral	3	3
3	Disagree	2	4

S. No	RESPONSE	SCORING OF POSITIVE ITEMS	SCORING OF NEGATIVE ITEMS
4	Strongly Disagree	1	5

CONCLUSION

Assessing attitude and developing better Attitude serve the important objective

of Chemistry teaching and learning. Better attitude leads to enhance performance in the process of learning. The researcher hopes this study serve the purpose.

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INNOVATIVE TECHNIQUES AND CURRENT METHODS IN TEACHING AND LEARNING ENGLISH LANGUAGE FOR ENGLISH LANGUAGE LEARNERS

3

N. RAVIKUMAR
PhD Research Scholar
Department of English
Sri Ramakrishna Mission Vidyalaya
College of Arts and Science
(Autonomous), Coimbatore.

DR. R. CHANDRASEKAR
Associate Professor and Head
Department of English
Sri Ramakrishna Mission Vidyalaya
College of Arts and Science
(Autonomous), Coimbatore.

INTRODUCTION

English language serves as the window on the world, a language in which nearly all contemporary knowledge is accessible. Now, in English Language Teaching the shift is from teaching to learning. The recent interest is more on 'what should be taught' than how things should be presented in the classroom situation. A technique is implementation that which actually takes place in a classroom. It is a kind of trick, strategy or contrivance used to perform an immediate objective. The teaching method encompasses the principle methods used for tutoring to be realized by teachers to achieve the desired learning in students. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. Both teachers and students will enjoy class more when it includes methods that encourage students to take responsibility for their own learning and a more active role in and out of the classroom. English stands pre-eminent among the languages of the west. It proved to be a great integrating force for uniting the Indians with their diversified cultures, religions and languages.

ENGLISH LANGUAGE LEARNING

Teaching English is one of the most significant tasks of the teacher. It is highly desirable to know exactly what one hopes to achieve. The English teacher may have some general aims and certain specific objectives. Mehan pointed out, "to be successful in the classroom, students not only must know the content of academic subjects, they must learn the appropriate form in which to cast their academic Knowledge" (ELL 37). The teacher has to try to evolve methods which will enable to his/her students to gain a command over the language as quickly as possible. We are all too prone to move along the old ruts. But an enthusiastic teacher will always be on the lookout for anything fresh and interesting which promises to improve his technique and make the subject more interesting for his/her class.

Teaching English is a unique art that depends on the efficiency and skills of English teacher. An efficient teacher makes a careful effort to realize the purpose, sequence and possibilities of the successive stages in teaching of English. Modern approach in teaching English involves a

through converge of methods, principles and techniques of teaching English such as convention, pronunciation, oral and written composition, grammar and vocabulary, plays and audio-visual aids. The technique of choosing a very specific objective for each lesson is a most fruitful aid to better teaching. It gives concentration, clarity with better understanding in idea and established progress.

In English language form and structure do not help a learner use it in different situations. She/he can choose methods and materials according to the needs of the learners. Technology can play a dominant role in English language teaching, the need for developing the four basic language skills in English Language Teaching classrooms still prevail. Teacher must know when the correct and which technique. The judgement of a teacher should be fine tuned to the needs of that particular class or group of learners Reed says that: "practice makes perfect is more than a half-truth" (EELCS 26). For example, drilling is a technique which can be used effectively at the practice or familiarization stage of a lesson. The aim of the teacher is to decrease that gap until it is no greater than the gap between thought and expression when the mother tongue is employed. The teaching and learning process have also changed tremendously, with the change in time and circumstances.

LISTENING SKILLS

Among the four basic skills of language, listening comes at the top of the list. Listening was ranked first together with

verbal and non-verbal communication skills. How can listening be improved? It can be improved through the following six basic skills.

- Concentrate on what the speaker is saying.
- Demonstrate appreciative body language without faking attention.
- Practice self-talks to understand what the speaker is saying.
- Exercise emotional control by restraining impatience.
- Sense the non-verbal message and observe the body language of the speaker.
- Sentence structure in an order.

Given the importance of listening in language and teaching is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means modelling listening strategies and providing listening practice in authentic situations.

SPEAKING SKILLS

Speaking involves oral proficiency, expression assimilating and producing discourse for interpersonal information and comprehension. Speaking is one of the important skills students should acquire. Carter says that "Communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally

focused on meaning rather than form” (TESOL 173). Language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics of language like productions, grammar, and vocabulary using the right words in the right order with the correct pronunciation.
- Functions of transaction and interaction clarity of message should be essential.
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants); understanding how to take into account who is speaking to whom in what circumstances, about what, and for what reason.

Instructors help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts and using acceptable pronunciation.

READING SKILLS

It involves decoding the text and construction of meaning. Four types of reading skills are used in every language.

- Skimming: It used to understand the gist or main idea.
- Scanning: It used to find a particular piece of information.
- Extensive reading: It used for pleasure and general understanding.
- Intensive reading: It accurate reading for detailed understanding.

Reading is an interactive process that goes on between the reader and the text. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills and strategies to determine what that meaning is.

- Linguistic competence: It is an ability to recognize the elements of the writing system; knowledge of vocabulary, knowledge of how words are structured into sentences.
- Discourse competence: It is knowledge of discourse makers and how they connect parts of the text to one another.
- Sociolinguistic competence: It knowledge about different types of texts and their usual structure and content.
- Strategic competence: It is an ability to use top-down strategies as well as knowledge of the language.

WRITING SKILLS

Writing is an opportunity for students to learn with the language and communicate effectively. Writing is the final product of several separate acts that are challenging to learn simultaneously. If the learner wants to become a better writer, he may need to read good even great literature that can serve as a model for them. Hearing and reading about the lives of great men and women writers and how they developed their talents may stimulate them.

A number of activities and games can be effectively planned for developing Listening, Speaking, Reading and Writing skills in a classroom. Teachers make the

students to speak effectively and the teachers should demonstrate speaking skills. They should use reading and writing skills to support academic success. They should be able to think critically and creatively. Current approaches stress the importance of integrating the above language skills of LSRW.

TEACHING AIDS

Effective teaching is a complex and distinct art. Due to the change of time and circumstances 'Teaching Aids' process has also changed tremendously. Blackboard, Chart Paper, Flash Cards, Flannel Board, Realia, OHP, Tape recorders were used as aids but now Audio Equipments, Audiovisual Instruction, Educational Media, Television, Films, Programmed instruction, System Approach, Teaching Guides and Machines should be used effectively in the classroom. Teachers to put across or explain a concept in the best possible way can make use of these modern teaching aids. Now-a-days multimedia refers to computer-Based materials that can perform more varied tasks than the purely audio mixed-media.

COMPUTER ASSISTED LANGUAGE LEARNING (CALL)

Computer Assisted Language Learning (CALL) is a form of computer based learning which carries two important features. The first one is Individualized learning and another one is bi-directional learning. It is a form student-centered learning materials, which promote self-paced accelerated learning. CALL originates from CAI and

was invented in 1969s. Computer Assisted Instruction was first viewed as an aid for teachers. The reason for using CALL is in class room:

- Experimental learning
- Motivation
- Enhance student achievement
- Authentic materials for study
- Greater interaction
- Individualization
- Independence from a single source of information for global understanding.

COMPUTER BASED TRAINING (CBT)

Computers are used for teaching purposes. They are meant for self-paced learning activities accessible via a computer. The term CBT is often used interchangeably with Web-Based Training. It provides learning stimulus beyond traditional learning methodology from textbook, manual or classroom- based instruction. CBT offers visual learning benefits and can be a good alternative to printed learning materials. It can easily used to enhance the learning.

E-LEARNING OR ONLINE TRAINING

E - Learning is essentially the computer and network enabled transfer of skills and knowledge. It was called 'Internet Based Training' and later it changed as a 'Web-Based Training'. Content is delivered via the internet, audio or video tape, satellite TV, and CD-Rom. It can be self-placed or through an instructor and it includes media

in the form of text, image, animation, streaming video and audio.

TEACHING METHOD

A teaching method comprises the principles and methods used for instruction to be implemented by teachers to achieve the desired learning in students. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. There are likely as many teaching methods and techniques as there are teachers, but some stand out due to their effectiveness. Both teachers and students will enjoy class more when it includes methods that encourage students to take responsibility for their own learning and a more active role in and out of the classroom.

Davis suggests that the design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn. In today's school the trend is that it encourages a lot of creativity. It is a known fact that human advancement comes through reasoning. This reasoning and original thought enhances creativity. The approaches for teaching can be broadly classified into teacher centered and student centered. In Teacher-Centered Approach to learning, Teaching is the main authority figure in this model. Students are viewed as "empty vessels" whose primary role

is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments.

In Student Centered Approach to Learning, while teachers are an authority figure in this model, teachers and students play an equally active role in the learning process. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of an including group projects, student portfolios, and class participation. Teaching and assessments are connected; student learning is continuously measured during teacher instruction. Commonly used teaching methods may include in class participation, demonstration, recitation, memorization, or combinations of these.

DEMONSTRATION

Demonstrating is the process of teaching through examples or experiments, for example, a science teacher may teach an idea by performing an experiment for students. A demonstration may be used to prove a fact through a combination of visual evidence and associated reasoning. Demonstrations are similar to written storytelling and examples in that they allow students to personally relate to the

presented information. Memorization of a list of facts is a detached and impersonal experience, whereas the same information, conveyed through demonstration, becomes personally relatable. Demonstrations help to raise student interest and reinforce memory retention because they provide connections between facts and real-world applications of those facts. Lectures, on the other hand, are often geared more towards factual present.

COLLABORATION

Collaboration allows students to actively participate in the learning process by talking with each other and listening to other points of view. Collaboration establishes a personal connection between students and the topic of study and it helps students think in a less personally biased way. Group projects and discussions are examples of this teaching method. Teachers may employ collaboration to assess student's abilities to work as a team, leadership skills, or presentation abilities.

CLASSROOM DISCUSSION

The most common type of collaborative method of teaching in a class is classroom discussion. It is the also a democratic way of handling a class, where each student is given equal opportunity to interact and put forth their views. A discussion taking place in a classroom can be either facilitated by a teacher or by as student. The discussion could also follow a presentation or demonstration, class discussions can enhance student understanding, add context to academic content, broaden

student perspectives, highlight opposing viewpoints, reinforce knowledge, build confidence, and support community in learning. The opportunities for meaningful and engaging in-class discussion may be widely, depending on the subject matter and format of the course. Motivations for holding planned classroom discussion can be achieved by probing more questions among the students, paraphrasing the information received, using questions to develop critical thinking with questions.

DEBRIEFING

The term "debriefing" refers to conversational sessions that revolve around the sharing and examining of information after a specific event has taken place. Depending on the situation, debriefing can serve a variety of purposes. It takes into consideration the experiences and facilitates reflection and feedback. Debriefing may involve feedback to the students or among the students, but this is not the intent, the intent is to allow the students to thaw and to judge their experience and progress toward change or transformation. The intent is to help them come to terms with their experience. This process involves a cognizance of cycle that students may have to be guided to completely debrief. Teachers should not be overly critical of relapses in behaviour. Once the experience is completely integrated, the students will exit this cycle and get on with the next.

PROBLEM-BASED LEARNING

Problem-based learning is a teaching method which is directly opposite from the

traditional lecture model in which students listen to information and then apply it to a problem. Problem-based learning requires that the problem be given first, and possible explanations and solutions to the problem are discussed later. The problem should be a real-life problem that is relevant to student's learning and interests. Problem-based learning is often used by teachers who wish to develop their student's critical thinking skills. Problem-based learning is also referred to as discovery-based learning.

INTERACTIVE LECTURE

An interactive lecture differs from a traditional lecture in that the teacher stops frequently and asks students to do a short activity. The activity can be done individually, in pairs or groups. A timer is frequently used in order to keep the lecture on course. A typical activity that is assigned during an interactive lecture is think-pair-share, in which students think about a concept, briefly discuss it with a partner and share their idea with the class. Other short activities might include brainstorming on an index card, quick quizzes and discussion of related text.

COOPERATIVE LEARNING

Cooperative learning is a teaching strategy that allows students to share and develop their knowledge with group members. It should not be confused with simple group work, as true cooperative learning activities are highly structured. Cooperative learning can increase student's retention of material, as teaching others within the group helps them to lock in

the information. Cooperative learning can also increase students' social skills as well as academic performance, since it employs positive peer pressure. Cooperative learning is often called collaborative learning.

FIELD-BASED LEARNING

Field-based learning takes students out into the real world to experience new information firsthand while being able to use all their senses. Field-based learning accommodates a wide variety of learning styles, including kinaesthetic and visual. Teachers can schedule learning experience that go far beyond field trip to a museum. Students can do community service projects relative to their learning, such as the middle school English as a Second Language class who partnered with a first grade class to be "reading buddies". Students can also interview experts in the field they are studying and observe people doing the work that the skills they are learning will ultimately prepare them to do. These activities lend relevancy to lessons that otherwise may be perceived as abstract.

Thus the variety of these modern techniques will enhance the quality of learning and the learners will be highly benefited by the introduction of these modern techniques. The teachers should undergo proper training to master the variety of gadgets and equipments so that they can use them to the maximum advantage of the learners. In this modern age the teacher will be a failure in the classroom if he/she does not practice the advanced techniques. They do not have

a choice except to equip themselves for teaching and learning English focuses on the advancement of their students. Thus the issues in teaching and learning English Current Methods and Techniques of language, literature and linguistics.

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ATTITUDE OF M.ED. STUDENTS TOWARDS RESEARCH WORK

4

K. ARUNKUMAR
Research Scholar
Department of Education
Bharathiar University
Coimbatore.

DR. T. PREMALATHA
Assistant professor
Department of Education (SDE)
Bharathiar University
Coimbatore.

INTRODUCTION

Discovery and Invention - this two powerful vocabularies rule the world. Searching is the base for all the inventions and discoveries. Thirst of knowledge leads us to search. Humans have some searching in their life path. There is no end for searching. Searching makes us alive. The term searching provides different meaning in different place in our real life. But, in academic side, searching is a process to attain some knowledge. Knowledge expansion is one of the significant aims of the education. There are so many activities and aspects for knowledge expansion in our curriculum. Among, Research is one of the most prominent activity and base for all our development.

STATEMENT OF THE PROBLEM

Research is a systematic scientific process to discover the new knowledge. It is more formal, systematic and intensive procedure, carrying on the scientific method. The main purpose of the research is to find the truth which is hidden. Research helps to understand our present, past and future. Research in different fields makes

our life more simple and sophisticated. Every nation allots more funds every year for research and development. To promote research among the students, educational experts and policymakers add the 'Research Methodology' course as a part of the curriculum especially in Higher education. Doing research project is one of the important tasks of research methodology course. Students should do their projects by themselves only. But, there are so many private project centers are functioning to do those projects for them in many cities. It makes question about the authenticity of the research work and the researcher. It spoils the purpose of the course and curriculum framing. Therefore, it is necessary to check the students' attitude towards the research work. So only the investigators have taken up the research problem entitled as, "*Attitude of M.Ed. Students towards research work*".

OBJECTIVES OF THE STUDY

- To test the research attitude of M.Ed. students in Erode district.
- To identify whether there is any significant difference in the research

attitude of M.Ed. students based on the demographic variables age, residence, marital status and group.

HYPOTHESES OF THE STUDY

1. The level of research attitude among the M.Ed. students is not high.
2. There will be no significant difference in the research attitude of M.Ed. students based on age.
3. There will be no significant difference in the research attitude of M.Ed. students based on residence.
4. There will be no significant difference in the research attitude of M.Ed. students based on marital status.
5. There will be no significant difference in the research attitude of M.Ed. students based on group.

DESIGN OF THE STUDY

The present study was designed to investigate the research attitude of M.Ed. students in Erode district. In order to study this, the investigators adopted descriptive survey method.

TOOL USED FOR THE STUDY

The investigators prepared Likert type research attitude scale. The tool contains 40 statements. Each statement has five responses. Among the five responses, one edge is the most positive; another edge is completely negative one. The tool was scrutinized by the panel of juries and validity established. Reliability of the tool was established by the investigators by split half method.

SAMPLE OF THE STUDY

The M.Ed. students in Erode district is the population of the study. A total of 108 M.Ed. students were selected by using simple random sampling technique for this research study.

DATA ANALYSES

The investigators employed descriptive statistics (Mean and Standard Deviation) and differential statistics (students 't' test) to process the data collected from the sample.

Hypothesis 1

The level of research attitude among the M.Ed. students is not high.

Table 1
Mean and Standard deviation of the entire data

Research attitude	N	Mean	Standard deviation	Level of Attitude			Result
				High	Moderate	Low	
	108	171	14.64	√			Rejected

From the above table 1, the calculated mean value 171 is placed in high level of research attitude. Therefore the null

hypothesis 1 is rejected and hence M.Ed. students' research attitude level is high in Erode district.

Hypothesis 2:

There will be no significant difference in the research attitude of M.Ed. students based on age.

Table 2

Variable	Sub variables	N	M	S.D.	't' value	Result
Age	Below 25	17	169.82	10.48	0.46	Accepted
	Above 25	91	171.22	15.33		

From the above table 2, the calculated 't' value 0.46 is lower than the table value 1.98 at 0.05 level of significance. Therefore, the null hypothesis 2 is accepted. There is no significant difference in the research

attitude between the M.Ed. students whose age below 25 and above 25.

Hypothesis 3

There will be no significant difference in the research attitude of M.Ed. students based on residence.

Table 3

Variable	Sub variables	N	M	S.D.	't' value	Result
Residence	Rural	68	173.13	15.48	2.11	Rejected
	Urban	40	167.37	12.44		

From the above table 3, the calculated 't' value 2.11 is higher than the table value 1.98 at 0.05 level of significance. Therefore, the null hypothesis 3 is rejected. There is a significant difference in the research attitude between the rural and urban students. It is further noted that rural area

students' research attitude is better than urban area students' research attitude.

Hypothesis 4

There will be no significant difference in the research attitude of M.Ed. students based on marital status.

Table 4

Variable	Sub variables	N	M	S.D.	't' value	Result
Marital status	Married	91	170.68	15.66	0.85	Accepted
	Unmarried	17	172.70	7.06		

From the above table 4, the calculated 't' value 0.85 is lower than the table value 1.98 at 0.05 level of significance. Therefore, the null hypothesis 4 is accepted. There is

no significant difference in the research attitude between the married and unmarried M.Ed. students.

Hypothesis 5

There will be no significant difference in the research attitude of M.Ed. students based on group.

Table 5

Variable	Sub variables	N	M	S.D.	't' value	Result
Group	Arts	56	175.14	11.04	3.13	Rejected
	Science	52	166.53	16.70		

From the above table 5, the calculated 't' value 3.13 is higher than the table value 1.98 at 0.05 level of significance. Therefore, the null hypothesis 5 is rejected. There is a significant difference in the research attitude between the Arts and science base M.Ed. students. It is further noted that arts background M.Ed. students' research attitude is better than science background M.Ed. students attitude.

MAJOR FINDINGS

The following findings purely based on this research study,

- The level of research attitude among the M.Ed. students was high in Erode district.
- Research attitude of M.Ed. students whose age below 25 and above 25 was similar.
- Rural area M.Ed. students had better research attitude than urban students.
- Married and unmarried M.Ed. students' research attitude level was similar.
- Arts group students' research attitude was better than the science group students.

DISCUSSION

From the analysis of the data, most of the M.Ed. Students have high level of research attitude. The reason behind this finding is that the extended two year M.Ed. curriculum may give more exposure towards the research work. Rural area M.Ed. students have better research attitude than urban students. This may be due to that the rural area M.Ed. students may have less entertaining opportunities and more time to work for research compare with urban students. Arts group students' research attitude is better than the science group students. The reason behind this finding is that Arts group students' may have expanded reading habit and science group students may have in-depth reading habit. Among the arts group students, students' those who were come from social science, commerce background may have previous research experience which is very similar to educational research.

CONCLUSION

The present study has investigated the attitude of M.Ed. students towards research work in Erode district. It is found that the M.Ed. students those who were studying in erode district have high level of research attitude.

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RELATIONSHIP BETWEEN SELF- EFFICACY AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS IN TIRUNELVELI DISTRICT

5

DR. P. KARPAGAM
Principal
Sri Renugambal College of Education
Polur, Thiruvannamalai.

INTRODUCTION

Two decades have now passed since Albert Bandura (1977) first introduced the construct of self-efficacy with the seminar publication of “Self-Efficacy: Toward a unifying Theory of Behavioural Change”. Self-efficacy is defined as “the belief in one’s capacity to organize and execute the course of action required to manage prospective situation”. (Bandura, 1997).

Self-efficacy beliefs are concerned with individuals perceived capabilities to produce results and to attain designated types of performance, they differ from related conceptions of personal competence. Self-efficacy judgements are both task and situation specific, contextual, and individuals make use of these judgements in reference to some type of goal. To better understand the nature of self-efficacy beliefs it may be useful to explain how they are acquired and how they influence motivational and self-regulatory processes.

Academic achievement has been the criterion for judging the individual right from the start of formal education.

If the goal of education is enhancing the academic achievement of the individual, the researchers will have empirically to find answers to various questions related to academic achievement. The variables studied in this area as correlates of academic achievement are large in number.

Academic achievement refers to how the student performs in the examination and how much marks he gets from the examination etc. The total marks earned by the students are the academic achievement of the student.

SIGNIFICANCE OF THE STUDY

Students’ sense of efficacy is a judgment about capabilities to inference student engagement and learning. Even among those students who may be difficult or unmotivated. Students with a strong sense of efficacy tend to exhibit greater levels of Planning, organization and enthusiasm and spend more time learning in areas when their sense of efficacy is higher, whereas students tend to avoid subjects and topics when efficacy is lower. They tend to be more open to new ideas, more willing to

experiment with new methods to better meet the needs of their students, and more committed to learning those who have a high sense of efficacy is their learning capabilities can motivate their students, and enhance their cognitive development. The student efficacy is a potent construct that determines intentional effective met. Only academic achievement can convey units of knowledge application and skills to the students. In order to develop academic achievement, the prospective students have to develop self-efficacy. So the investigator wants to study the relationship between self-efficacy and academic achievement of the prospective students.

OBJECTIVES OF THE STUDY

The following are the objectives of the study.

1. To find out the level of self efficacy and its dimensions and academic achievement of higher secondary students with reference to background variables.
2. To find out the difference in self-efficacy and its dimensions and academic achievement of higher secondary students with reference to background variables.
3. To find out the relationship between self-efficacy and its dimensions and academic achievement of higher secondary students with reference to background variables.

HYPOTHESES OF THE STUDY

The following are the hypotheses of the study

1. There is no significant difference in self efficacy and its dimensions of higher secondary students with reference to background variables.
2. There is no significant difference in academic achievement of higher secondary students with reference to background variables.
3. There is no significant relationship between self efficacy and its dimensions and academic achievement of higher secondary students with reference to background variables.

METHOD USED

The Investigator adopted the survey method to find out the Relationship between Self – Efficacy and Academic Achievement of Higher Secondary Students in Tirunelveli District.

SAMPLES

The study was carried out on representative sample of 200 XI and XII standards school students. The investigator used the random sampling technique 9 schools in Tirunelveli district were selected.

TOOLS USED FOR THE STUDY

1. Self – efficacy scale developed by P. Karpagam and Dr. A. Amalraj in the year 2009
2. Academic Achievement: It refers to the educational attainment obtained from the mark of the student's model examination.

STATISTICAL TECHNIQUES USED

According to the nature of the hypotheses of the study, the investigator

used mean, standard deviation, t-test, and correlation as the statistical techniques for analyzing and interpreting the data.

ANALYSIS OF THE DATA

Table 1

Level of Self-Efficacy and its dimensions of higher secondary students with reference to sex and locality

S. No	Dimensions	Variables	Category	Low		Average		High	
				Count	%	Count	%	Count	%
1	Efficacy in learning	Sex	Male	14	16.5	54	63.5	17	20.0
			Female	15	13.0	85	73.9	15	13.0
		Locality	Rural	19	17.8	72	67.3	16	15.0
			Urban	12	12.9	61	65.6	20	21.5
2	Efficacy in performance	Sex	Male	16	18.8	61	71.8	8	9.4
			Female	19	16.5	78	67.8	18	15.5
		Locality	Rural	18	16.8	78	72.9	11	10.3
			Urban	18	19.4	57	61.3	18	19.4
3	Efficacy in peer group relationship	Sex	Male	9	10.6	65	76.3	11	12.9
			Female	12	10.4	83	72.2	20	17.4
		Locality	Rural	11	10.3	83	77.6	13	12.1
			Urban	9	9.7	66	71.0	18	19.4

It is inferred from the table that 16.5% of the male students have low, 63.5% have average and 20.0% have high level of efficacy in learning. Regarding female students 13.0% have low, 73.9% have average and 13.0% have high level of efficacy in learning.

Among rural students 17.8% have low, 67.3% have average and 15.0% have high level of efficacy in learning. Regarding urban students 12.9% have low, 65.6% have average and 21.5% have high level of efficacy in learning.

Among male students 18.8% have low, 71.8% have average and 9.4% have high

level of efficacy in performance. Regarding female students 16.5% have low, 67.8% have average and 15.5% have high level of efficacy in performance.

Among rural students 16.8% have low, 72.9% have average and 10.3% have high level of efficacy in performance. Regarding urban students 19.4% have low, 61.3% have average and 19.4% have high level of efficacy in performance.

Among male students 10.6% have low, 76.3% have average and 12.9% have high level of efficacy in peer group relationship. Regarding female students 10.4% have low,

72.2% have average and 17.4% have high level of efficacy in peer group relationship.

Among rural students 10.3% have low, 77.6% have average and 12.1% have high

level of efficacy in peer group relationship. Regarding urban students 9.7% have low, 71.0% have average and 19.4% have high level of efficacy in peer group relationship.

Table 2

Level of Academic Achievement of higher secondary Students with reference to sex and locality

S. No	Variables	Category	Low		Average		High	
			Count	%	Count	%	Count	%
1	Sex	Sex	18	21.2	52	61.2	15	17.6
		Female	24	20.9	74	64.3	17	14.8
2	Locality	Rural	19	17.8	68	63.6	20	18.7
		Urban	12	12.9	67	72.0	14	15.1

It is inferred from the table that 21.2% of the male students have low, 61.2% have average and 17.6% have high level of academic achievement. Regarding female students 20.9% have low, 64.3% have average and 14.8% have high level of academic achievement.

It is inferred from the table that 17.8% of the male students have low, 63.6% have average and 18.7% have high level of academic achievement. Regarding female students 12.9% have low, 72.0% have average and 15.1% have high level of academic achievement.

Table 3

Difference between Self-Efficacy and its dimensions of higher secondary students with reference to sex and locality.

S. No	Dimensions	Variables	Category	Mean	SD	N	Df	Calculated 't' value	Remark at 5% level
1	Efficacy in learning	Sex	Male	51.86	10.18	85	198	2.26	S
			Female	48.63	9.68	115			
		Locality	Rural	49.86	9.56	107	198	2.21	NS
			Urban	50.16	10.54	93			

S. No	Dimensions	Variables	Category	Mean	SD	N	Df	Calculated 't' value	Remark at 5% level
2	Efficacy in performance	Sex	Male	49.50	10.87	85	198	0.60	NS
			Female	50.37	9.38	115			
		Locality	Rural	51.35	9.81	107	198	2.05	S
			Urban	48.45	10.04	93			
3	Efficacy in peer group relationship	Sex	Male	51.06	11.29	85	198	1.24	NS
			Female	49.22	8.90	115			
		Locality	Rural	50.46	9.84	107	198	0.64	NS
			Urban	49.47	10.21	93			

It is inferred from the table that there is no significant difference between male and female students in efficacy in performance and efficacy in peer group relationship. Further, there is no significant difference between rural and urban

students in efficacy in learning and efficacy in peer group relationship. But there is a significance difference male and female student in efficacy in learning and there is significant difference between rural and urban students in efficacy in performance.

Table 4

Difference in Academic Achievement of higher secondary students with reference to sex and locality.

S. No	Variable	Category	Mean	SD	N	Df	Calculated 't' value	Remark at 5% level
1	Sex	Male	50.95	10.41	85	198	1.14	NS
		Female	49.30	9.67	115			
2	Locality	Rural	51.54	10.23	107	198	2.38	S
		Urban	48.23	9.48	93			

(for df 198 at 5% level of significant the table vale of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female students in their academic achievement. But there is significant difference between rural and urban students in their academic achievement.

Table 5

Relationship between Self-efficacy and Academic achievement of higher secondary students with reference to background variables

S. No	Back ground variable	Category	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	N	Calculated 'r' value	Remark At 5% level
1.	Sex	Male	4344.444	4330.775	228764.4815	229758	221809.9	85	0.059	NS
		Female	5655.556	5669.225	291135.5185	290142	280976.4	115	0.184	NS
2.	Locality	Rural	5457.367	5514.786	289199.605	295317.5	283224.5	107	0.178	NS
		Urban	4542.633	4485.214	23.700	224582.5	21956.9	93	0.056	NS

It is inferred from the table that there is no significant relationship between male and female students in self-efficacy and academic achievement of higher secondary students.

It is inferred from the table that there is no significant relationship between rural and urban students in self-efficacy and academic achievement of higher secondary students.

FINDINGS

1. A majority of the higher secondary students have average level of efficacy in learning, efficacy in performance, efficacy in peer group relationship and academic achievement irrespective of the background variable and their categories.
2. There is no significant difference between male and female, rural and urban higher secondary students in

there, efficacy in learning, efficacy in performance, efficacy in peer group relationship.

3. There is significant difference between male and female, rural and urban higher Secondary students in their efficacy in learning.
4. There is significant difference between rural and urban higher Secondary students in their efficacy in performance.
5. There is no significant difference between male and female higher Secondary students in their academic achievement.
6. There is significant difference between rural and urban higher Secondary students in their academic achievement.
7. There is no significant relationship between male and female students in self-efficacy and academic achievement of higher secondary students.

8. There is no significant relationship between rural and urban students in self-efficacy and academic achievement of higher secondary students.

CONCLUSION

The 't' test result reveals that male are better than female in their efficacy in learning. This may be due to the fact that the male may have more self confidence than female and they may be eager in acquisition of skills related to academic subjects. Moreover the male may be more curious than female in learning.

The 't' test reveals that the rural students are better than rural students in their efficacy in performance. This may be due to the fact that the rural students may have more fundamental instinct to learn and they may not have any self-doubts regard their arousal in performing goals.

The 't' test reveals that the rural students are better in their academic achievement than urban students. This may be due to the fact that the rural students may have

conducive environment to study well. Moreover, the urban students may have many distractions in the city like cinema, hanging around the city, clubs and soon. But the rural students may spend their leisure time usually and perform well in academics.

The correlation test result reveals that the students who are without siblings have significant relationship between self efficacy and academic achievement. This may be due to the fact that the student who without sibling may study well in home. The parents may be supportive factor who raise the self-efficacy of their issuer. Moreover we could find positive significant relationship between academic achievement and self-efficacy of higher secondary students. It is true because the self-confidence of a person help him to achieve better in academic performance.

As a conclusion we can say that high self-efficacy leads to high level of academic performance at higher secondary level.

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RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND LEARNING DIFFICULTIES OF XI STANDARD STUDENTS IN TAMIL GRAMMAR

6

DR. P. SWAMYDHAS

Principal

Dr. Sivanthi Aditanar College of Education
Tiruchendur.

INTRODUCTION

Education is the most important instrument in bringing about, political, economic and cultural transformation of a country. Education plays a very important role in everyone's life and for a successful personal growth. For living a luxurious life or a better life, one should be educated. Education is that which transforms a person to live a better life and even in a social well being. Education is the one that doing something constructive in our near future. It helps a person to show their best by their mind and spirit.

IMPORTANCE OF TAMIL LANGUAGE

Language occupies an important place in education. It is the expression of human personality in words. Whether written or spoken language is a system of conventional signals used for communication by a whole community. Every language is fundamentally a system of sounds. Tamil teaching and language attained more importance due to its utility values and so on. Learning through mother tongue has attained prominence. But the teachers and learners at different levels give up

importance of teaching and learning Tamil. This leads to commit several mistakes in their use of Tamil grammar to the school children.

ACADEMIC ACHIEVEMENT

Achievement measures the learning outcome of the students. Academic achievement is the result of all endeavors. In other words Achievement means one's learning attainments, accomplishments, proficiencies etc. Achievement test are useful aids for diagnosing a student's specific learning needs, for indentifying his relative strength and weakness, for studying his progress and predicting his success in a particular curriculum of all different type of tests, achievement test used most frequently.

RATIONALE OF THE STUDY

At the higher secondary level XI standard prepares the students for XII standard. The XI standard students have faced many difficulties in learning Tamil. In order to find out the difficulties the investigator has select this topic for the study. Considering the reviews, the investigator has chosen the topic entitled as, "**Relationship between**

Academic Achievement and Learning Difficulties of XI Standard Students in Tamil Grammar”.

RESEARCH PARADIGM

METHODOLOGY

Based on the topic, objectives, hypothesis and tools, the researcher adopted survey method for the study.

POPULATION

There are 24 higher secondary schools in Tiruchendur Taluk and this forms the population of the study.

SAMPLE

The investigator has selected 250 students from XI standard for this investigation. Out of 24 higher secondary schools the investigator has selected 7 higher secondary schools through Random Sampling Technique.

TOOLS

The researcher employed the following tools for the study.

- i. Personal data sheet
- ii. Learning difficulty scale developed by the investigator
- iii. Academic achievement test in Tamil developed by the investigator

Reliability co-efficient for academic achievement test in Tamil was found to be 0.77 and the learning difficulty scale was found to be 0.83. This establishes the reliability of the tool. The tools possess content validity and face validity.

STATISTICAL TECHNIQUES USED

The researcher used student - 't' test and Pearson's product moment correlation test for data analysis.

OBJECTIVES OF THE STUDY

1. To find out if there is any significant difference exists between the mean scores of academic achievement in Tamil by XI standard students with respect to gender.
2. To find out if there is any significant difference exists between the mean scores of the learning difficulties in Tamil by XI standard students with respect to gender.
3. To find out if there is any significant correlation exists between academic achievement and learning difficulties in Tamil by XI standard students with respect to gender.
4. To find out if there is any significant correlation exists between academic achievement and learning difficulties in Tamil by XI standard students with respect to all students.

DATA ANALYSIS

HYPOTHESIS 1

There is no significant difference between the mean scores of academic achievement in Tamil by XI standard students with respect to gender.

Table 2

Difference between the mean scores of Academic Achievement in Tamil by XI standard students with respect to gender

Gender	Number	Mean	SD	C.R. Value	Remarks at 0.05 level
Boys	148	127.04	38.48	4.53	Sig.
Girls	102	146.86	30.47		

The above table showed that the calculated value 4.53 is greater than the table value 1.96 at 0.05 level of significance. So, there is significant difference between the mean scores of academic achievement in Tamil by XI standard students with respect to gender. Hence the above hypothesis was rejected. It is because of the reason that girls

finish their homework regularly and have good memory to understand the subject.

HYPOTHESIS 2

There is no significant difference between the mean scores of the learning difficulties in Tamil by XI standard students with respect to gender.

Table 2

Difference between the mean scores of Learning Difficulties in Tamil by XI standard students with respect to gender

Gender	Number	Mean	SD	C.R. Value	Remarks at 0.05 level
Boys	148	98.48	17.64	3.88	Sig.
Girls	102	90.62	14.30		

The above table showed that the calculated value 3.88 is greater than the table value 1.96 at 0.05 level of significance. So, there is significant difference between the mean scores of learning difficulties in Tamil by XI standard students with respect

to gender. Hence the above hypothesis was rejected. The mean score value for boys is higher than that of girls because of the more encouragement and support given for boys students by teachers and parents.

HYPOTHESIS 3

There is no significant correlation between academic achievement and learning difficulties

in Tamil by XI standard students with respect to gender.

Table 3

Correlation between Academic Achievement and Learning Difficulties in Tamil by XI standard students with respect to gender

Gender	Number	df	'r' value		Remarks at 0.05 level
			Cal.	Table	
Boys	148	146	-0.3302	0.1610	Sig.
Girls	102	100	-0.1538	0.1950	N.S.

- i. The above table reveals that the calculated value 0.3302 is greater than the table value 0.1610 at 0.05 level of significance. So, there is significant correlation between academic achievement and difficulties in learning Tamil by XI standard students with respect to boys. Hence, the above hypothesis was rejected. This is concluded that low learning difficulties of levels to better achievement Tamil subject.
- ii. The above table reveals that the calculated value 0.1538 is lesser than

the table value 0.1950 at 0.05 level of significance. So there is no significant correlation between academic achievement and difficulties in learning Tamil by XI standard students with respect to girls. Hence, the above hypothesis was accepted.

HYPOTHESIS 4

There is no significant correlation between academic achievement and learning difficulties in Tamil by XI standard students with respect to all students.

Table 4

Correlation between Academic Achievement and Learning Difficulties in Tamil by XI standard students

Gender	Number	df	'r' value		Remarks at 0.05 level
			Cal.	Table	
All students	250	248	-0.3200	0.1260	Sig.

The above table shows that the calculated 'r' value 0.3200 is greater than the table value of 0.1260 at 0.05 level of significance. So, there is significant

correlation between academic achievement and difficulties in learning Tamil with respect to all students. Hence, the above null hypothesis was rejected. This the academic achievement will increase if the learning difficulties are low.

CONCLUSION

The study found that there was significant correlation between academic achievement and learning difficulties in Tamil by XI standard students. As the language Tamil was being a regional

language the usage of Tamil must be encouraged by parents and teachers by variety of activities. Parents should instigate the children by highlighting the pride features of Tamil learning that will bring a positive change. Tamil literary club must be organized and competitions should be conducted to light the hidden talents of students in poetry writing and essay writing in Tamil. This will enable the students to assimilate the correct Tamil language and grammar.

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ENHANCING STUDENT-TEACHERS' MAP READING SKILLS THROUGH TRAINING PROGRAMME

7

R. Vinodh Kumar
Assistant Professor
Department of Education
Periyar University
Salem.

Dr. M. Vakkil
Assistant Professor
Department of Education
Periyar University
Salem.

INTRODUCTION

In India, Social Science is one of the compulsory subjects taught at school level where it has been a part of 'Environmental Studies' before the upper primary stage and emerge as a separate subject at the upper primary stage. The social sciences encompass diverse concerns of society and include a wide range of content drawn from the disciplines of history, geography, political science, economics, and sociology (Position Paper of National Focus Group on Teaching of Social Sciences, 2005). Geography is an integral component of Social Science and introduced as one of the discipline under the umbrella of Social Sciences.

Geography is an essential field to every human being because it consists of knowledge of the world around us. Knowledge of geography and the ability to think geographically aids the individual in understanding and interpreting the realities of the world. Geography deals with many components and among the different components of geography, map work stands out very significantly. Hartshorne (1939) states that the use of maps in

geographic work is so important that it seems fair to suggest that "if the problem cannot be studied fundamentally by maps, then it is questionable whether or not it is within the field of geography". According to Haggett (1990), "Geography is the art of the mappable". Ofomata (2006) opines that "maps aid the achievement of objectives of geography as the map is the distinctive tool of the geographer". The well-known geographers often define geography around maps and map use.

A map is considered to be a drawing to a scale of the whole or a part of the surface of the earth on a plane surface; it is a manually or mechanically drawn picture of the earth showing the location and distribution of various natural and cultural phenomena. The most universal use of maps is for locating places and things. A well-prepared map is worth hundreds of pages of a book in many respects. Maps are regarded as indispensable aid in the teaching and learning of Social Sciences, particularly Geography.

Though map reading is primarily taught in Geography, but map is a tool which is used by other disciplines also. Ample maps

have been used in textbooks, but unless the students know how to read a map, they will not be able to understand what is being taught to them. Moreover, lifelong learners will come across variety of maps in their daily life while reading books, newspaper, magazines, watching television or visiting any new place etc. The use of maps also facilitates the understanding of Global Positioning System (GPS) and Geographic Information System (GIS) which are the modern navigational technologies that appear in our everyday life (Wigglesworth, 2003). Unfortunately, map work has posed a great threat to effective geography teaching in elementary and secondary schools and weakened the morale and enthusiasm of students of Geography.

NEED FOR THE STUDY

Maps are very much important in students' daily life for different purposes and at their different life stages, whether it is in tourism, for research, in a planning, on television or as part of a job. Maps are important sources of geographical knowledge. Unfortunately, in India, people do not use maps efficiently. This is because of the teachers graduated without gaining map perception and map reading skills. Consequently, every school teacher encounters methodical problems when using maps to try and impart geographical knowledge to their students.

Maps, being part of teaching-learning in Geography at all stages, it is important for elementary level student-teachers have a clear understanding of the basics of maps.

Geography being one of the divisions in Social Science is taught by secondary grade teachers at the elementary level and by trained graduate teachers at secondary level. The elementary level student-teachers studying Diploma in Elementary Education in the elementary teacher education institutions are going to work as a secondary grade teachers in elementary schools after completion of their teacher education programme.

A secondary grade teacher in an elementary school has to teach all the subjects including Social Science. The investigator taught Social Science to elementary level student-teachers for four years at the District Institute of Education and Training, Uthamapalayam, Theni District in Tamil Nadu. The investigator observed that the student-teachers find geography lessons very difficult to understand, especially the activities related to maps. They do not know even about the latitude and longitude. It is because of the student-teachers were not taught properly about the maps during their elementary and secondary school education.

The map reading skills enhance the ability of the students to understand and explore occurrences related to the spaces around them. It provides students with the knowledge of the places and the socio-economic processes taking place or having taken place at a particular location. Therefore, map reading skill is very important to the students at the elementary school education level. But, most of

the elementary school teachers are not equipped to effectively teach map reading skills and basic components of the map. So, it is essential to equip the elementary level student-teachers with map reading skills during their pre-service teacher education programme itself. If we equip them with map reading skills, they will teach the basic concepts of map reading to the students when they got placed in elementary schools.

In this context, the investigator decided to prepare a module on map reading skills and implement a training programme to enhance map reading skills of elementary level student-teachers. The need for a training programme on map reading skills was felt by the investigator on the basis of the review of related literature and observations on the present Geography lessons of the Social Science textbooks at elementary level. Ezeudu & Utazi (2014), based on the findings of their study, states that training programmes will equip the teachers to teach map-related tasks effectively to their students.

PURPOSE OF THE STUDY

The major purpose of the study was to study the effectiveness of training programme in enhancing map reading skills of elementary level student-teachers before and after implementing the training programme.

HYPOTHESES OF THE STUDY

The following hypotheses were framed for verification.

- There is a significant mean score difference in map reading skills of elementary level student-teachers between pre-test and post-test.
- There is a significant mean score difference in map reading skills of elementary level student-teachers between post-test and retention-test.
- There is a significant mean score difference in map reading skills of elementary level student-teachers between pre-test and retention-test.

METHODOLOGY

Considering the purpose and nature of the study, a single group pre-test and post-test experimental design was followed.

Variables of the Study

In the study, the training programme imparted to elementary level student-teachers with the help of prepared module on map reading skills is considered as independent variable whereas the student-teachers' achievement in map reading skills is considered as dependent variable.

Sample

The study was conducted with 32 student-teachers of first-year Diploma in Elementary Education at the District Institute of Education and Training, Perundurai in Erode district, Tamil Nadu. They were selected using purposive sampling technique.

Research Instrument

The investigator developed 'Map Reading Skills Test' for the selected

map reading skills namely, directions, grid reference, scale, symbols, colours, distribution, and inference. The test contains 15 test items for a total of 60 marks. The test contains the items ranging from one mark to five marks. The content validity of the test was ensured through expert review. Further, a pilot study was conducted with 16 student-teachers. The expert review and pilot study provided a scope for slight modification of the test. The test had reliability coefficient of 0.96 which is significant at 0.01 level of significance, when tested for inter-rater reliability.

Preparation of Module on Map Reading Skills

The investigator prepared a module on map reading skills which is in the form of 'teacher support material'. The skills that are required to read the maps given in the Geography lessons of the Social Science textbooks at elementary level formed the basis for the selection of map reading skills. In addition, the list of 17 essential skills required for map reading prepared by Wilson (1980) also consulted for the selection of map reading skills. Considering the purpose of the study, only seven skills were considered as essential for inclusion in the training module namely, directions, grid reference, scale, symbols, colours, distribution, and inference. It is not possible to make use of the given map meaningfully without acquisition of these skills.

After finalisation of map reading skills, they were sequenced and task analysis was done by identifying learning objectives and

writing activities for each of them. The initial draft of the training module was edited and tried on a small group of student-teachers. It was also referred to subject experts. The final draft of the training module was prepared by incorporating the changes suggested by the experts and was intended to overcome the difficulties faced by the student-teachers during the field practice. The final draft of the training module on map reading skills was subjected to validation through an experiment which was a major objective of the study.

EXPERIMENTATION PROCEDURE

The study was conducted in five phases. In the first phase, the module on map reading skills and a test to measure map reading skills of student-teachers were prepared. In the second phase, the developed map reading skills test was administered to the student-teachers as a pre-test. In the third phase, the training programme on map reading skills, as an intervention strategy, was imparted to the student-teachers using the prepared module for three consecutive days. In the fourth phase, map reading skills test was again administered to the student-teachers as a post-test. After the lapse of 30 days, in the fifth phase, the map reading skills test was once again administered to the student-teachers as a retention-test.

RESULTS AND DISCUSSION

This section describes the analysis, description and interpretation of data on establishing the effectiveness of training programme on map reading skills of elementary level student-teachers through

pre-test, post-test, and retention-test scores. These scores were obtained through administration of a test on map reading skills which was analysed and described by using inferential statistics. The data were

analysed for the total achievement scores employing the paired-samples 't' - test using SPSS. The mean scores of pre-test, post-test and retention-test were computed and are presented in the table-1.

Table 1

Mean, Standard Deviation and 't' values for Pre-test and Post-test, Post-test and Retention-test, and Pre-test and Retention-test Scores of Map Reading Skills

Test Phases	N	M	Mean Difference	SD	Df	t	Sig. (2-tailed)
Pre-test	32	12.09	33.85	2.81	31	62.36	.000
Post-test		45.94		3.12			
Post-test	32	45.94	4.16	3.12	31	9.30	.000
Retention-test		41.78		3.61			
Pre-test	32	12.09	29.69	2.81	31	39.98	.000
Retention-test		41.78		3.61			

The data presented in the first row of table-1 shows that the Mean post-test score (45.94) is higher than the Mean pre-test score (12.09) with a Mean difference of 33.85. The obtained Mean difference was found to be statistically significant as evident from 't' - value of 62.36 which is computed at 0.01 level of significance. Consequently, the stated hypothesis was accepted. This indicated that the imparted training programme on map reading skills using the developed module was effective in improving elementary level student-teachers' map reading skills.

The data presented in the second row of table-1 shows that the Mean retention-test score (41.78) is lesser than the Mean

post-test score (45.94) with a Mean difference of 4.16. The obtained Mean difference was found to be statistically significant as evident from 't' - value of 9.30 which is computed at 0.01 level of significance. Hence, the stated hypothesis was accepted. However, the analysis of the mean scores reveal that the elementary level student-teachers have failed to retain what they had attained through training programme on map reading skills because the retention-test was administered to them after the lapse of 30 days from the date of administration of the post-test. The Decay theory of forgetting suggests that our memories decay or weaken with passage of time.

The data presented in the last row of table-1 shows that the Mean retention-test score (41.78) is higher than the Mean pre-test score (12.09) with a Mean difference of 29.69. The obtained Mean difference was found to be statistically significant as evident from 't' - value of 39.98 which is computed at 0.01 level of significance. So, the stated hypothesis was accepted. This indicated that the imparted training programme on map reading skills using the developed module was effective in improving elementary level student-teachers' map reading skills when comparing the pre-test and retention-test scores.

CONCLUSION

The findings of the study indicated that the Mean post-test score is higher

than the Mean pre-test score with a very high significant difference. This shows that there is a significant gain in the elementary level student-teachers' achievement in map reading skills when taught through a training programme using the developed module. But, in the retention-test phase, the student-teachers were unable to retain their knowledge and skills they had attained during the post-test phase. Besides, a close look at the pre-test and retention-test scores revealed that the map reading skills of the student-teachers improved significantly due to the manipulation of a training programme. Hence, it is safely concluded that the training programme on map reading skills proves useful for the student-teachers in improving their map reading skills.

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