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STUDY INVOLVEMENT AND TEST ANXIETY OF XII STANDARD STUDENTS

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Abstract

The present study examines the relationship between study involvement and Test Anxiety. The sample consists of 250 participants at XII standard students procured from 10 schools in Tuticorin through a random sampling technique. The collected data was analyzed statistically by using the SPSS package. There is a significant difference between study involvement and test anxiety of XII standard students with reference to some demographic variables.

Keywords: Study Involvement, Test Anxiety, and XII Standard Students.

Introduction

Education is as old as the human race or human kind and it is a continuous process. It has accepted through many ages and stages in the process of evolution and at every phase, it has a different meaning according to conditions then prevailing. The concept of education is still in the process of evolution, and this process never comes to an end. The reason is that “Education is an abstract concept and it is dynamic.” Education is a purposeful, continuous, and life long process. It serves as a dynamic process for individual adjustment and development. It is very significant for the growth of an individual and society. It is through education that men expand his thoughts and interpretation, problem solving and imagination, intelligence and ability, positive sentiments and skills and, good values and attitudes. It is through education that is transformed into a human, social, ordinary and, spiritual being. One of the institutions that have made man cultured and civilized is education.

Need for the Study

Students are the pillars of the nation. The students should possess the qualities needed for the efficient performance of their roles. Education should speed out the kinds of desirable changes wanted by the society, and now these changes are to be brought among the students.

The education should try to study and understand various problems of the civilization in specific areas from time to time and should become an integral part of social development. The learners should be involved in studies to accomplish the whole development.

Statement of the Problem

“Study Involvement and Test Anxiety of XII standard Students”.

Operational Definitions

The investigator wants to give explanations for the terms used in the title of the study

Study Involvement

Study involvement refers to the degree of one's own confidence, interest, balancing burdens, achievement, problem-solving abilities, positive and negative attitude towards his studies. Here the investigator refers to the involvement of XII standard students in their study.

Test Anxiety

“Test anxiety is the mental distress and fear experienced by students when they have to face examinations of any type (or) any of its related activities.”

Here the investigator refers to Test Anxiety of XII standard students facing or doing the examination.

XII standard Students

XII standard Students are those students undergoing one year of study after they complete their 11th standard exams to enable them to join a college.

Objectives of the Study

1. To find out whether there is any significant difference in study involvement of XII standard students with respect to the location of school.
2. To find out whether there is any significant difference in study involvement of XII standard students with respect to the group.
3. To find out whether there is any significant difference in test anxiety of XII standard students with respect to gender.
4. To find out whether there is any significant association in test anxiety of XII standard students with respect to father's education.

Hypotheses

1. There is no significant difference in study involvement of XII standard students with respect to the location of school.
2. There is no significant difference in study involvement of XII standard students with respect to the group.
3. There is no significant difference in test anxiety of XII standard students with respect to gender.
4. There is no significant association in test anxiety of XII standard students with respect to father's education.

Method of the Study

In the present study survey method was employed.

Sample of the Study

The sample has 250 XII standard students from 10 schools.

Tools Used

A great variety of research tools are widely employed for collecting relevant data. The selection of a suitable device is a necessary condition for any successful research. The research depends on the nature of the study selects the relevant tools, either readymade or new ones.

The tools used for the present investigation are:

1. Personal data form.
2. Study Involvement Inventory by Asha Bhatnagar (1983).
3. Test-Anxiety Scale by Sharma V.P (1997).

Hypothesis-1

There is no significant difference in study involvement of XII standard students with respect to the location of school.

Table 1: Difference between Rural and Urban School XII Standard Students in their Study Involvement

Variable	Rural(133)		Urban(117)		Calculated 't' value	Remark
	Mean	S.D	Mean	S.D		
Study involvement	55.86	8.735	59.68	6.716	3.827	S

It is inferred from the above table that, the calculated value (3.827) is greater than the table value (1.97) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference between rural and urban school XII standard students in their study involvement.

Hypothesis-2

There is no significant difference in study involvement of XII standard students with respect to group

Table 2: Difference between Science, Arts and Vocational Group XII Standard Students in their Study Involvement

Variable	Source of variation	Sum of square	Degrees of freedom	Mean square variance	Calculated 'F' value	Remark
Study involvement	Between	64.172	2	32.086	0.491	NS
	Within	16142.852	247	65.356		

It is inferred from the above table that the calculated value (0.491) is less than the table value (3.02) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference in study involvement of XII standard students with respect to group.

Hypothesis-3

There is no significant difference in test anxiety of XII standard students with respect to gender.

Table 3: Difference between Boys and Girls XII Standard Students in their Test Anxiety

Variable	Male(158)		Female(92)		Calculated 't' value	Remark
	Mean	S.D	Mean	S.D		
Test anxiety	64.44	13.253	69.10	10.165	2.907	S

It is inferred from the above table that, the calculated value (2.907) is greater than the table value(1.97) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference between boys and girls XII standard students in their test anxiety.

Hypothesis-4

There is no significant association in test anxiety of XII standard students with respect to father's education.

Table 4: Association between Father's Education of XII Standard Students in their Test Anxiety

Variable	Father's education	Low	Average	High	Calculated ' χ^2 ' value	Remark
Study involvement	Illiterate	8	19	13	8.940	NS
	Upto SSLC	65	76	36		
	Upto HSC	17	11	5		

It is inferred from the above table that, the calculated value (8.940) is less than the table value (9.488) at 5% level of significance. Hence the null hypothesis accepted. It shows that there is no significant association in test anxiety of XII standard students with respect to father's education in their test anxiety.

Interpretation

- The 't' test analysis shows that there is a significant difference between rural and urban XII standard students in their study involvement. While comparing the mean value of urban school students are better than rural school students in their study involvement. The reason may be urban school students are naturally better motivated to achieve and they have a good competition among themselves.
- The 't' test analysis shows that there is a significant difference between male and female XII standard students in their study involvement. While comparing the mean value female students are better than the male students in their test anxiety. The reason may be female

students are naturally having better understanding, persistence and perseverance. They are goal-oriented and matured.

Conclusion

Study involvement in views of Morse and Wingo(1970) implies “keen interest in the task, working with perseverance and imagination and sharing the responsibility for own learning.” In the learning process, study involvement and test anxiety play a vital role. Participation in studies not only makes the learning a pleasurable activity but also yields improvement in learning outcomes of higher-order and develops positive attitudes towards learning and decreases the test anxiety. Therefore the study involvement of the students today has got a cumulative growth in their future performance.

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INFLUENCE OF SOCIAL MEDIA ON ACADEMIC ACHIEVEMENT OF STUDENT TEACHERS

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Abstract

The main objective of the study was to find out there is any significant influence of social media on the academic achievement of student teachers. The investigator adopted normative survey method for the collection of data. The sample consists of 200 student teachers randomly selected from 10 colleges of education from Virudhunagar district. The investigator used two tools. The social media scale tool was prepared and validated by the investigator (Dr.V.Kasirajan. The findings of the result revealed that i)13.5% of the students have low, 72.5% of them have moderate, and 14.0% of them have a high level of student teachers in their social media. ii)21.5% of the students have low, 5 7.5% of them have moderate, and 21.0% of them have a high level of student teachers in their Academic achievement. iii) there is a significant relationship between social intelligence and social media of student teachers. iv) there is a significant influence of social media on the academic achievement of student teachers.

Introduction

There are many positive effects associated with social media use amongst student teachers related to their academics. Student teachers can attach with various educational groups associated with their field of study on social media and access all the important and real information shared by others. Social media can also share superior information they found out on such groups, which in turn will progress their confidence, and this will assist in the learning process. The ability to shape groups on social media allows professors to join with the student teachers to share significant instructions for the class as well as essential study material for the student teachers. Student teachers can also share their viewpoints, innovative ideas, or even doubts related to studies with their classmates and professors on these groups. Social media will help student teachers to actively participating in group discussions, and this, in turn, will help to improve their knowledge. Professors can also provide a link for student teachers to upload their homework or assignments on such study groups. All of this will save a lot of time and effort from student teachers, which can use for revise. Social media helps student teachers to collaborate if they are working together on some group projects. Social media helps them to converse and exchange information for the project easily, thus saving their power and commute time that can utilize for their project work. Student teachers use social media platforms such as YouTube, which have millions of educational videos, which help student teachers to broaden their scope of knowledge as well as develop various other fine skills and talents.

Student teachers also have exposure to contact experts or refer to their blogs in various fields of study using social media, to expand proper information and knowledge for their ground of study. Social media can help them to augment some real-world and actual knowledge information, which will increase their knowledge scope. Student teachers can use

social media platforms like LinkedIn to investigate for internships related to their field of study. Student teachers can also read various educational blogs, which can help to improve knowledge and thus assist to learn. So the investigator selects the entitled on “Influence of social media on academic performance of student teachers”

Significance of the Study

In the present scenario, technology has tried to accomplish its position in helping humanity, leading to the substantial medium of communication in the social world as well as in teaching and learning. Over the years, that in higher educations has explored the exciting chances new technologies bring to organizations, instructors, and learners. Technology has changed the way people interrelate and has brought about the appearance of an open communal platform such as social media that allows the occupants of this planet earth to attach making the world a global village. Social networking websites supply tools by which people can communicate, share information, and generate new associations. Social networking websites on the climb, social communication is overstated in manifold method as adapt to increasingly technological world. Social networking websites have embellished our social interaction by changing the ways interrelate face-to-face, receive information and the dynamics of our social groups and friendships.

Social media has detonated as a category of online discourse where people create content, share it, bookmark it and network at a prodigious rate. Because of its ease of use, speed and reach, social media is fast changing the public discourse in society and setting trends and agenda in topics that range from the atmosphere and politics to technology and the entertainment industry. Social media is captured inside the use of internet through Facebook, Whatsap, Twitter, Skype, MySpace as well as Yahoo Messenger for announcement shareing of ideas, sharing of photos and videos by users. The increased use of Social Networking Websites has become an international occurrence in the past several years. Teenagers and young adults have especially embraced social sites as a way to connect with peers, to share information, reinvent personalities, and platform their social.

The student teachers can communicate through the internet, and social networking websites are quite diverse from converse in person- to- person situation. When users converse through these websites, they use things like instant message (IM) and chatting as well as status or Twitter modernizes to talk to friends about their academic information's and also expresses educational information themselves. The prospective teachers' use of social media sites and their impact on academic attainment focused on student teachers in the developed world. With this background the investigator wants to study on manipulate of social media on academic performance of student teachers

Objective of the Study

1. To measure the level of social media of student teachers
2. To measure the level of academic achievement of student

3. To find out whether there is any significant correlation between social media and academic achievement of student teachers
4. To find out whether there is any significant influence of social media on the academic achievement of student teachers

Methodology

A descriptive survey method was adopted by the investigator to conduct this study

Population and sample

A descriptive survey method was adopted for the present study. The present study covers student teachers in Virudhunagar district. The sample of research was consisted of 200 student teachers, and these samples were selected from 10 colleges of education using a simple random sampling technique

Tools Used

A five-point social media scale was prepared and validated by Dr. V. Kasirajan (2020) was adopted. The tool was highly reliable for the investigation, and it contains 31 items representing the student teachers' attitude towards social media.

Analysis of Data

1. To measure the level of social media of student teachers

Table 1: Level of Social Media of Student Teachers

Low		Moderate		High	
Count	%	Count	%	Count	%
27	13.5	145	72.5	28	14.0

13.5% of the students have low, 72.5% of them have moderate, and 14.0% of them have a high level of student teachers in their social media.

2. To measure the level of academic achievement of student teachers

Table 2: Level of Academic Achievement of Student Teachers

Low		Moderate		High	
Count	%	Count	%	Count	%
43	21.5	115	57.5	42	21.0

21.5% of the students have low, 57.5% of them have moderate, and 21.0% of them have a high level of student teachers in their Academic achievement.

3. There is no significant correlation between Social media and academic achievement of student teachers

Table 3: Significant Correlation between Social Media and the Academic Achievement of Student Teachers

Social media		Academic Achievement		XY	Calculated value	Table Vale	Remarks
X	X ²	Y	Y ²				
26860	3633972	13909	994403	1869135	0.34	0.088	NS

The calculated 'r' value (0.34) is better than the table value (0.088) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant correlation between social intelligence and the academic achievement of student teachers.

- There is no significant influence of social media on the academic achievement of student teachers.

Table 4: Regression Analysis Showing the Significant Influence of Social Media on the Academic Achievement of Student Teachers

Predictors	B	SE	β	T	Sig.	R	R ²	R ² x 100 (% of Variance)	F	Sig.
Constant	269.720	18.812	0.128	14.338	.000	0.128	0.016	0.0131	4.876	.027**
Social media	0.228	0.102		2.228	0.027					

**** Not Significant at 1% level**

The obtained 'F' value, 4.876 with degrees of freedom (1,198), is less than the table value 3.03 at 0.01 level of significance. The predictor variable, social media (X), is not significant in predicting academic achievement (Y). So the null hypothesis is rejected. It indicates that there is a significant influence of social media on the academic achievement of student Teachers.

Major Findings

- 13.5% of the students have low, 72.5% of them have moderate, and 14.0% of them have a high level of student teachers in their social media.
- 21.5% of the students have low, 5 7.5% of them have moderate, and 21.0% of them have a high level of student teachers in their Academic achievement.
- There is a significant relationship between social media and the academic achievement of student teachers.
- There is a significant influence of social media on the academic achievement of student Teachers.

Recommendations

As we have seen, social media can have a positive impact on the academic performance of student teacher's. The teacher's educators can make the student teachers aware of the future implications of social media over engagement such as unemployment, lack of development of social skills, inability to develop adequate critical and logical thinking

skills, psychological disorders, loss of confidence, and so on. Educational institutions should try to recommend social media use for positive things, such as learning, knowledge sharing, or watching informational and educational videos rather than just for social networking, chatting, or entertainment purpose. These institutions must encourage student teachers and teachers to implement the positive use of social media. The creating online groups on social media to discuss assignments or any study issues faced by student teachers, student teachers sharing their viewpoints about a curriculum-related task with their peers or professors on such groups, professors are trying to make learning a fun experience using social media and many more. Social media platforms can also be used by professors to gather feedback from student teachers in real-time. Professors can incorporate this feedback from student teachers to make their lectures more interesting and engaging.

As student teachers use their mobile phones, laptops, or tablets openly for using social media even during lectures, schools and universities should think about limiting the use of social media during instructs. The university can also have high-quality academic counselors or mentors to provide proper help and guidance to assist students teachers. Student teachers should avoid over indulgence with social media and use it moderately. Parents must be vigilant about their children's social media use and try to pay attention to their academic as well as overall performance. Parents should try to interact with their children daily and try to have superior family time, which will help their children to feel emotionally secure and safe.

Conclusion

The use of social media among students must be moderate. The prospective teachers could make fully aware of the difference between the real world in which they are living and the virtual world which they have created using social media. Student teachers should know that the virtual world on social media is not going to help them build a successful future, but excellent academic performance will. Social media will help them to be more focused and responsible for their studies.

Student teachers should try to create a balance between social media use and their learning so that they do not get distracted while studying. When using social media, students should try to use it more often for educational purposes such as acquiring or sharing information, seeking help from friends, classmates, or professors to get their doubts clarified, collaborating with classmates for group tasks, and so on. They must try to limit t social media use for enjoyment purposes or just to waste their time.

Hence, if used effectively for constructive purposes such as learning or sharing information online, social media can prove to be accommodating tool for student teachers. On the other hand, excessive social media use for social networking or entertainment can seriously negatively affect their academic performance.

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ATTITUDE TOWARDS ENGLISH LANGUAGE LEARNING AMONG HIGHER SECONDARY STUDENTS: GENDER WISE ANALYSIS

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Abstract

The purpose of this research was to measure the attitude of higher secondary students towards English language learning and also to find out the level of attitude of male and female higher secondary students towards English language learning. It was also investigated the significant difference between male and female higher secondary students in their attitude towards English language learning in this research. The present study has been done by descriptive survey method. The research population was male and female higher secondary students who were studying in all the higher secondary schools of Tenkasi District. The sample of research was consisted of 151 male and 149 female higher secondary students. They were randomly selected from randomly chosen 10 higher secondary schools in the Tenkasi District. This study produced quantitative data through questionnaire. This current study employed a questionnaire to collect data on higher secondary students' points of view regarding their attitude towards English language learning at higher secondary level. The questionnaire used in the present study was "Attitude towards English language learning Scale". This scale was developed and validated by the investigator (2019). This survey questionnaire consisted of 26 statements. The calculated reliability co-efficient value was 0.728. It was found from descriptive analysis that more than 72.2% of male and 64.4% of female higher secondary students have average level of attitude towards English language learning. And also the findings from the one sample t-test of the research revealed that the attitude towards English language learning is high. Further, inferential analysis of higher secondary students' responses showed that the female higher secondary students have greater positive attitude towards English language learning than male higher secondary students.

Keywords: *Attitude, Language Learning, English, Higher secondary students*

Language Learning

According to Crystal, language is the most frequently used and most highly developed form of human communication we process. Learning is a modification in behaviour. A great deal of behavior is regular or habitual comprising in replicated actions of what was aggressively learned or obtained in the precedent.....The term learning refers to the sum of knowledge or skill that is accessible to be learned, but where it refers to a human activity, it implies definite or capability modification in behaviour (McFarland, 1971). Learning, therefore, is a process by which one's ability is modified as a result of experience and it also leads to a modification in behaviour. And also learning takes place as an outcome of practice. It is also a retention of information or skill. On the other hand, what has been learned may be abandoned, if it is not underpinned by practice or proper training. These concepts give path to a number of subfields within the area of psychology, like the acquisition processes,

perception, memory, recall, theories of forgetting and the role of practice. Nevertheless, what is of importance here is to discuss the concept of language learning. All human beings need a language for communication within their society and outside their societies. Language is important because through it, we can express and preserve the culture of our societies. A society may exist without literature but we cannot think of any society that does not have a language. Each individual needs to learn a language to become an effective member of his society. At the same time society needs a language to carry out all its functions. Therefore we can say that for anything, one needs a language and this automatically anticipates that when one needs a language, one has to learn the language, be it a mother tongue, a second language or any other language. According to Wilkins, language learning is a process in which the learner is able to induce a grammatical system from the data exposed to him. (Wilkins, 1974) Stern, on the other hand, is of the view that for all kinds of language learning no formal provision is made through teaching. (Stern, 1983)

Attitude

Attitude refers to someone's opinions or feelings about something, especially as shown by their behaviour. An attitude is a disposition to respond favourably or unfavourably to an object, person, institution, or event. And also attitude is a hypothetical construct that, being inaccessible to direct observation, must be inferred from measurable responses. Given the nature of the construct, these responses must reflect positive or negative evaluations of the attitude object. Beyond this requirement, however, there is virtually no limitation on the kinds of responses that can be considered. To simplify matters, it is useful to categorize attitude-relevant responses directed at others and responses into various subgroups. Thus, we might distinguish between responses into various subgroups. Thus, we might distinguish between responses directed at other and responses directed at the self, between behaviours performed in public and behaviours performed in private, or between actions and reactions. (Ajzen, Icek, 2005).

Language Learning and Attitude

Various research studies highlighted that the process of language learning depended on the physical, intellectual and emotional commitment of the learners. A person's success or failure in learning a language is a most important side in human behaviour. This kind of human behaviour is controlled or manipulated by affective domain of human being. From that we concluded that affective domain may influence the learning of language by human being. Several models of language learning and teaching have been proposed in an effort to describe the relationship among variables that can affect the rate of achievement in the learning of a language. The models have included variables - psychological, socio-economic, socio-cultural and pedagogic. Some of the variables that have been widely discussed includes age, personality factors (empathy, anxiety, aptitude) and of course, attitude and motivation. An area of research into the affective domain in Second Language acquisition which have however, contributed immensely to an understanding of acquisition and learning is the work on language attitude.

English Language Learners

It is estimated that native English speakers acquire something like 3,000 new words every school year. This increase in vocabulary accounts for a significant portion of their language and reading comprehension growth. As more words are acquired, students are able to draw finer distinctions in meaning among words, develop a stronger understanding of how words work together, and increase their sensitivity to context and communicative intent. In turn, this growing sophistication with language aids vocabulary development, making it possible to acquire words through exposure to text and conversation. Helping English Language Learners (ELTs) catch up and keep up with the steady growth experienced by their English – proficient peers over years of exposure to their native tongue is imperative. We use the term English Language Learners (ELLs) to refer to students who come from home where a language other than English is spoken and who are still acquiring proficiency in English. Research suggest that ELLs can indeed experience accelerated growth in vocabulary instruction (Graves, Michael. et. al.,2013). In the present study, the English language learners are higher secondary students.

Significance of the Study

Ajzen (1988), who move towards attitudes from a social-psychological constructs, reverberates this in explaining attitude as the individuals' positive or negative assessment of executing the specific behaviour of interest. Due to that, the bondage between attitude and behaviour is clearly exhibited. This bondage has offered the fundamental for a large amount of enquiry, spotlighting on the association between attitude and performance / achievement. These kinds of research has in sequence assessed the bivariate relationships between attitude and language proficiency by gender, by school type, by age, etc. (eg., Wright 1999; APU 1985; Clark and Trafford 1995). Moreover, the bondage between attitude to language learning and performance may not be as uncontentious as it at first sight appears, since attitude does not necessarily translate into observable behaviour or performance. Successful second language learners might tend to achieve positive attitudes towards both language learning and the target language community as a result of doing well, whereas relatively unsuccessful learners might achieve negative attitudes (Bartram, Brendan, 2010). So there is a need to study the attitude towards English language learning among higher secondary students. In India most of the school students are in English Language Learners at all the levels of school education. All teachers should know the levels of language proficiency for each of their English Language Learners. Knowing these levels will help to plan instruction. But at higher secondary level, the teachers don't have time to know the language proficiency levels of higher secondary students. They are mainly focused on their students' best academic achievement scores in English subject. From the learners point of view it will also be necessary to get some feedback of their attitudes towards English language learning. In the present context of analysing the attitudes of higher secondary students towards English, its study is generally for finding the attitudes towards learning English, where it is learnt as a second language and not for finding the attitudes towards the speaking community or for that

matter integration. So the present study is an effort to find out the bearing of factors like gender (Male/Female) on the attitude of higher secondary students of Tenkasi district.

Objectives of the Study

- To find out the level of attitude towards English language learning of male and female higher secondary students.
- To measure the higher secondary students' attitude towards English language learning.
- To find out whether there is any significant difference between male and female higher secondary students in their attitude towards English language learning.

Hypothesis of the Study

- There is no significant difference between male and female higher secondary students in their attitude towards English language learning.

Research Design

The present study has been done by descriptive survey method. The questionnaire survey is one of the most widespread methods of data collection on attitudes and opinions from a large group of contribution. The research population was male and female higher secondary students who were studying in all the higher secondary schools of Tenkasi District. The sample of research was consisted of 151 male and 149 female higher secondary students. They were randomly selected from randomly chosen 10 higher secondary schools in the Tenkasi District. This study produced quantitative data through questionnaire. This current study employed a questionnaire to collect data on higher secondary students' points of view regarding their attitude towards English language learning at higher secondary level. The questionnaire used in the present study was "Attitude towards English language learning Scale". This scale was developed and validated by the investigator (2019). This survey questionnaire consisted of 26 statements. For positive items, the response Strongly Agree is given 5, Agree is given 4, Undecided is given 3, Disagree is given 2 and Strongly Disagree is given 1 and for negative items, the response Strongly Agree is given 1, Agree is given 2, Undecided is given 3, Disagree is given 4 and Strongly Disagree is given 5. The reliability was computed by using split half method. The calculated reliability co-efficient value was 0.728.

Statistical Techniques used in the Study

The investigators were used the statistical techniques namely, Mean, Standard Deviation to made the descriptive analysis of data. The statistical means used by the researchers for inferential analysis were the t-test for one independent sample and t-test for two equal independent samples.

Descriptive Analysis of Data

Objective 1: To find out the level of attitude towards English language learning of male and female higher secondary students.

Table 1: Level of Attitude towards English Language Learning of Higher Secondary Students

Variable	Gender	Low		Average		High	
		Count	%	Count	%	Count	%
Attitude towards English language learning	Male	19	12.6	109	72.2	23	15.2
	Female	17	11.4	96	64.4	36	24.2

It is inferred from the above table that with regard to male students, 12.6% of higher secondary students have low level, 72.2% of them have average level and 15.2% of them have high level of attitude towards English language learning. With regards to female students, 11.4% of them have low level, 64.4% of them have average level, and 24.2% of them have high level of attitude towards English language learning.

Objective 2: To measure higher secondary students' attitude towards English language learning.

Inferential Analysis of Data

After distributing the questionnaire among male and female higher secondary students, it is found that the calculated t-value for the variable of attitude towards English language learning (107.43) which is greater than the table value of the t-test that is about (1.96) for degrees of freedom (299) at 5% level of significance, cf. Table (2).

Table 2: T-test Results of the Research Sample

Variable	Sample Size	Degrees of freedom	Mean	SD	Calculated t-value	Tabulated t-value	Remark
Attitude towards English language learning	300	299	83.51	13.43	107.43	1.96	S

S – Significant at 5% level of significance

The results of the first objective showed that there is statistically significant differences at significant level of (0.05). On the other hand, the calculated t-value is (107.43) and the tabulation value is (1.96). That is, the attitude towards English language learning is high.

Null Hypothesis: There is no significant difference between male and female higher secondary students in their attitude towards English language learning.

Table 3: T-Test showing the Significant Difference between Male and Female Higher Secondary Students in their Attitude towards English Language Learning

Variable	Gender	N	Mean	S D	Calculated 't' value	Tabulated 't' value	Remark
Attitude towards English language learning	Male	151	81.8874	12.69727	2.125	1.96	S
	Female	149	85.1678	13.99971			

S - Significant at 5% level of significance

It is inferred from the above table that, the calculated 't' value (2.125) is greater than the table value (1.98) for degrees of freedom (298) at 5% level of significance. Hence the null hypothesis is rejected. It indicates that there is significant difference between male and female higher secondary students in their attitude towards English language learning. And also, the mean difference in the table revealed that the female higher secondary students have greater attitude towards English language learning than their counterpart.

Findings of the Study

- 72.2% of Male higher secondary students have average attitude towards English language learning. But, 64.4% of female higher secondary students have average level of attitude towards English language learning.
- There is significant difference between male and female higher secondary students in their attitude towards English language learning. The female higher secondary students have greater attitude towards English language learning than their counterpart.

Conclusion

It was found from descriptive analysis that more than 72.2% of male and 64.4% of female higher secondary students have average level of attitude towards English language learning. And also the findings from the one sample t-test of the research revealed that the attitude towards English language learning is high. Further, inferential analysis of higher secondary students' responses showed that the female higher secondary students have greater positive attitude towards English language learning than male higher secondary students. Much of the potential for success depends on attitude. So to succeed in learning English language, the higher secondary students need a positive attitude towards English language learning. There appears to be little uncertainty that a teachers' responsibility is enormously significant in impacting how students feel about English Language Learning. Teachers play a key part in giving motivation and reinforcement towards learning English language. So the teacher is named as the reason for student's positive attitude as well as negative attitude towards English language learning. So this study may stimulate the English language teachers to measure the attitude of their students before going to teaching English in classroom. Hence the information obtained from the present study will be supportive to get suitable footsteps to fortify learning of English among male and female higher secondary students. The consequences of this attitude study are expected to assist policy planners to take appropriate

steps to improve the English syllabus and to provide instructions for teachers and administrators to deal with the difficulty of English Language Learning.

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CONSTRUCTION OF RECREATIONAL INTEREST SCALE: THROUGH ITEM TOTAL CORRELATION ANALYSIS

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Abstract

This paper aimed to develop and standardize the recreational interest scale specifically for high school students. Recreation is individual's favored enjoyable and agreeable activities in which they employ during free time. Interest is an emotion. It is an object or in an activity reveals itself a heightening of attention to it. The feeling of wanting to give the attention to recreational activities is called as recreational interest. The steps followed in the construction of Recreational Interest Scale using Item Total Correlation Analysis were, discussion, review, writing statements, creating an item pool, editing of items, rank, scoring, instructions for respondents, pilot study, validity, reliability and framing of final draft. The investigators developed the preliminary draft of Recreational Interest Scale (48 items) with uncomplicated, obvious, and brief statements for better understanding in Tamil version. The validity for each item was analyzed using item whole correlation. Thus the final Recreational Interest Scale consisted of 31 items. This scale intended to include the information and conceptions of high school teachers regarding the recreational interest.

Keywords: *Recreation, Interest, Recreational Interest, High School Students*

Introduction

Once upon a time, the home was a self-sufficient organization for the development of recreational experience. In the past, mostly the size of the families was large and most of the families ran under the function of joint family. So that the correlation between every members of combined family were profound and cherished. And also, the family members were executed a variety of activities together. But, now a days, the nature of family is changed as nuclear family. The activities previously penetrated into by family members are now weakened or not present. Urban life style, social mobility, work opportunities, and other social influences have distributed the family generally less effective as an organization for the development of the recreational activity of its members (Shivers, Jay, 2002). So today's school going students interests are imprisoned in technological gadgets. They are not known about their recreational interest apart from the usage of technological gadgets. As there is a close relationship between interest and education, the foremost difficulties in the classrooms are the psychological elements of interest and its subsistence. Every teacher's attention should be on the method of stimulating the interests of their students. So, to make interest among students, the teachers presenting the content in good fashion in the classroom according to the students' curiosity. The teachers also desire to stimulate the students' learning efficiently. The maximum support to attention is interest. And also, interest is the emotional part of attention. The concentration and curiosity are appeared in the dimensions of

consciousness. (Kundu & Tutoo, 2008) Apart from students' interests on their studies, their recreational interest also very significant in stimulate their interest towards their studies. Recreational activities are openly selected by the individual. But, Because of the burdens of school tasks, family commitments, extracurricular activities, most adolescents have distant less time for recreation than they did when they were younger.

Theoretical Construct of Recreational Interest

Recreation: Recreation is individual's favored enjoyable and agreeable activities in which they employ during free time. Recreation is subjective in nature but not objective. Recreational activities can be inactive or sedentary in character, like, playing carom board, knitting, enjoying the music, playing musical instruments, usage of social media. It can also be alive or active and improve physical fitness and well being. Examples of active recreation include running, walking, skipping, dancing, bowling, hiking, trekking, boating, bicycling, hockey, and cricket. Awareness on recreation activities among school students affords significant assistance to a extensive array of student abilities in the areas of social interaction, orientation and mobility, independent living, and self-determination. *Interest:* Interest is an emotion. It is an object or in an activity reveals itself a heightening of attention to it. (Kundu & Tutoo,2008). Recreational Interest: The feeling of wanting to give the attention to recreational activities is called as recreational interest.

Recreational Interest of Adolescents

New interests develop throughout the adolescent years in consequence of the enormous changes made during the process of maturation. Recreational interests also undergo modifies during adolescence. Although a great deal of energy is still used in competitive physical activities, there appears to be more selectivity toward activities. Sexual interests are roused during this post pubertal period. The desire for independence comes to a peak in late adolescence. The recreational interests of the late adolescent appear to be even more restricted than previously. More time is spent on fewer activities. There is a gradual decline in participation in strenuous physical activity and immense inclination to be a passive spectator. Social activities, intellectual activities and some hobby forms appeal to adolescents. Those who participate in hobbies tend to seek construction experiences. Reading also becomes an extremely pleasurable form of activity. A whole range of entertainments opens for late adolescents, as they have more money and greater discretion in the expenditure of money on activities they find enjoyable. Attendance at dances, concerts, movies, theatre and the like are popular. The need to earn a living invariably forces a diminishing of recreational activity. There is a consequent narrowing of interests, although younger adults have a more varied series of recreational experiences than do older adults. Up to a particular point, participation in hobbies seems to increase with age. Hobbies offer intense satisfaction, challenge and enrichment lacking in other forms of recreational experience. Hobbies are this likely to present opportunities for satisfying basic needs when the other forms of involvement are no longer open or accessible. Recreational activities of all kinds present enriched living potential and amply demonstrate the need to cultivate constructive and purposeful

experiences of this nature. Children are a product of their nature and nurture. They must have broad parental guidance so that the development of satisfying interests will emerge with maturity and permit the individuals to invest their time creatively, pleasurably and ethically (Shivers, Jay, 2002).

Item Discrimination and Item Total Correlation

Item discrimination is a common concept for evaluating the degree to which an item might affect a tests' internal consistency. Briefly stated, item discrimination is the degree to which an item differentiates people who score high on the total test from those who score low on the total test. From the perspective of reliability, we prefer to have items that have high discrimination values over those that have low discrimination values. There are various ways of operationalizing an item's discrimination, one of which is the item – total correlation. We can compute the total score on a test and then compute the correlation between an item with this total test score. The resulting correlation is called an item – total correlation, and it represents the degree to which differences among persons' responses to the item are consistent differences in their total test scores. A high item – total correlation indicates that the item is consistent with the test as a whole (which of course is a function of all of the items within the test), which is a desirable characteristic. In contrast, low item – total correlation indicates that the item is inconsistent with the test as a whole, which would be an undesirable characteristic from the perspective of reliability (Furr, Michael & Bacharach, Verne, 2008). The item-test correlation is the Pearson correlation coefficient calculated between the scores of one item of each pair is an item score and the other item is the total test score. If the correlation co-efficient is high, the correlation between the item and the total test is also strong. The test developers are tried to choose the items' score who has high correlation with total score. From that the test developers ensured that the test is internally consistent. For the reason that the item-test correlation is frequently employed to hold up the disputation that the item is a "good" donor to what the test measures, it is called an *index of item validity*.

Steps in Construction of Recreational Interest Scale

Recreational Interest Scale was validated and standardized by N. Subramanian and M. Mary Chinnarani in 2019. It was meant for the high school students. For the scientific preparation of the tool, certain important considerations and procedures were followed. There are some universal standard and procedures which researchers to follow while constructing a research tool. The foremost steps pursued in the construction of the research tool (Recreational Interest Scale) are explained under the varied heads.

Discussion: The Recreational Interest Scale prepared by the investigator and guide aims at measuring the recreational interest of high school students. The investigators are informally talked about the issues, concepts and theoretical constructs about general interest and recreational interest of higher secondary students with experts in the fields of Education, school teachers, head masters and teacher educators.

Review: The investigators are reviewed literatures related to interest and recreational interest in journals, books, articles and internet resources. For the generation of the items in the scale, the literature review assists.

Writing Statements: The investigator wrote the positive and negative statements related to the proposed problem i.e., recreational interest of high school students.

Create an item pool: The investigator wrote the items continuously in both positive and negative in nature, until item pool at least twice the size of the research tool intended, i.e., if the investigator plans to have 20 items in preliminary draft, then create an item pool of 40 items.

Editing of items: After collected the items as much as possible, the investigator went through the each and every item in the item pool very carefully. The investigator avoided the statements which refer to past rather than to present, irrelevant to be endorse by almost every one or no one, irrelevant to the object under consideration, more than one thought and double negative statements, certain word that may not be understood by the respondents, certain such universals i.e., all, always, none, never, often etc. as these introduce ambiguity, using emotional words or phrases in items and double barrel questions.

Rank: After the process of editing, the investigators were chose the items and provided rating to the items. Rank ordered the items on effectiveness and precision. The investigators were chose an equal number. Generally, five categories are standard. But the investigators were chose three point scale i.e., yes, rarely, and no.

Scoring: The points given for every response depends on whether the statement is positive or negative. The person who strongly concurs with a positive statement gets maximum points. One who strongly opposes with a positive statement gets the minimum points. For the purpose of scoring, the investigators were assigned the numerical value of 3 to yes, 2 to rarely and 1 to no. In case of the item is negative, the investigators overturned the order of scoring.

Instructions for respondents: The investigators were prepared the instructions which clearly explain how to select the response on the research tool.

Pilot Study: Once the statements are gathered, then the subsequent step is pilot study. A preliminary try out was prepared to discover the smartness and usefulness of the items. The investigators were noted the problems faced by the high school students in responding to the items present in the Recreational Interest Scale. And also they were observed the rough estimate of the time limit for responding the items in the questionnaire. From the above said notion and observation, the investigators were modified some specific technical terms which were ambiguous and doubtful for this purpose the scale was given to students. The investigators were decided to have the items which are uncomplicated and statement is easy to understand for the high school students. The investigator framed the items on three point scale namely, Yes, Rarely and No. The investigator showed Recreational Interest Scale to two experienced Educational Psychologists and teacher educators and to verify the suitability of the items to the target students. After attentive tailoring, 48 items were retained. The high school students were instructed to pick the best operation against the statement by blotting a tick (✓) in the applicable column. The positive item in the draft tool conversely a score of 3 was given for yes, 2 for rarely, and 1 for no. For validating the preliminary draft of

Recreational Interest Scale, it was given to 50 high school students of Government Girls Hr. Sec. School, Puliangudi. In this study, the high school students referred to IX and X standard students.

Validity: Validity is the degree to which the benchmark offers an authentic depiction of what one is attempting to measure. The investigators were used the procedures depicted in the item-total correlation. The row and the column of the table was allocated for numbers or respondents as 1-50 and items were numbered as 1-48 in the preliminary draft of recreational interest scale of each responded were calculated in item wise table. The sum of the scores attained by the entire respondents was calculated individually. The co-efficient of correlation between each item by all the scores of 48 items of each scores was calculated using the following Pearson product moment correlation. The validity for each item was analyzed. The item validity was calculated by finding the correlation between the total score and item score. The co- efficient of correlation between each item by all the scores of items and each score was calculated using the following Pearson's product moment formula,

$$R = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}}$$

Where, R = Correlation Co-efficient, $\sum X$ = Sum of X Score, $\sum Y$ = Sum of Y Score, $\sum X^2$ = Sum of square of X score, $\sum Y^2$ = Sum of square of Y score and N = Number of students. The item validity corresponding to the items in the preliminary draft of Recreational Interest Scale is equal to or greater than 0.30 were selected. The r-values of selected items are the following table.

Table 1: Selected Items in Recreational Interest Scale

Item No.	r-Values	Selected Items	Item No.	r-Values	Selected Items
1	0.11406		25	0.2091	
2	0.1437		26	0.4021	✓
3	0.0743		27	0.0377	
4	0.4006	✓	28	0.3252	✓
5	0.2372		29	0.4646	✓
6	0.1138		30	0.2982	
7	0.4449	✓	31	0.4272	✓
8	0.3773	✓	32	0.1621	
9	0.5517	✓	33	0.4423	✓
10	0.2371		34	0.4845	✓
11	0.3522	✓	35	0.4570	✓
12	0.3620	✓	36	0.3220	✓
13	0.4884	✓	37	0.2814	
14	0.4725	✓	38	0.4980	✓
15	0.2006	✓	39	0.1696	
16	0.3300	✓	40	0.1734	

17	0.1386		41	0.4575	✓
18	0.4205	✓	42	0.5171	✓
19	0.5423	✓	43	0.3064	✓
20	0.4282	✓	44	0.3560	✓
21	0.2575		45	0.4263	✓
22	0.2484		46	0.2779	
23	0.3306	✓	47	0.3543	✓
24	0.3797	✓	48	0.4230	✓

✓ Selected Items

Reliability: The investigators were calculated the Reliability of the Recreational Interest Scale using Split-Half method. Thus the correlation co-efficient (r) and reliability co-efficient (r^1) were found to be 0.643 and 0.7827 respectively.

Framing of final draft: The investigators were prepared the neatly printed final draft of Recreational Interest Scale and administrated to the target students to record their opinions. The final draft of Recreational Interest consists of 31 items.

Conclusion

The methodological construction of Recreational Interest Scale through Item Total Analysis and steps was evidently portrayed in this article. And also this scale was intended to including the information and conceptions of high school teachers regarding the recreational interest. This scale will be valuable in the assessment and screening of recreational interest of high school students. This validated Recreational Interest Scale may help teachers, researchers and educationists to examining the recreational interest of high school students.

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A STUDY ON INTEGRATION OF ICT IN TEACHING AND LEARNING BIOLOGY AT THE HIGHER SECONDARY LEVEL

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Abstract

This research purpose was to explore the pedagogical practices in the integration of ICT in teaching and learning biology in higher secondary schools in Cuddalore. The present study is adopted as descriptive surveys propose. The sample consists of 300 participants at higher secondary students procured from 6 schools in Cuddalore. Findings from the study pointed out that, there was a low level of ICT integration; biology tutors were not well prepared to integrate ICT in teaching biology. There is a significant difference in Pedagogical Practices in Teaching and Learning Biology in higher secondary students with respect to gender.

Keywords: *ICT, Biology, Pedagogical practices, teaching biology, and learning biology.*

Introduction

Worldwide has been a strong thrust to get educational technology into the hands of instructors and learners - yet it remains a certainty that most instructors across the world persist to struggle with their day to day confronts in classrooms and remain entirely un-impacted by technology even today.

The primary reason for technology integration initiatives develops for schools disregard to look at the specific pain areas and real-life challenges that teachers experience in classrooms. Not only should the solution address the pain areas of the instructor but also follow a path that blends effortlessly with traditional teaching styles. There is a need to give them with digital content that is planned accurately to the curriculum. The technique also wants to be easy, minimally persistent, user-friendly, and has minimal dependence on teachers' skills. Equally essential is ongoing handholding support from training to maintenance.

Need for the Study

Information and communication technology in instruction is in a budding period, especially in developing countries. The entire notion of technology in teaching and learning is reflected in the plan, training and manufacture of textbooks, and other instructional materials for schools. The National Council of Educational Research and Training (NCERT), New Delhi, has taken up the chief role in this gigantic task. The chief function of ICT in teaching and learning is the presentation and use of teaching aids. The quality of teaching aids in recent times has improved. The variety of teaching aids ranges from a two-dimensional chart to a three-dimensional model. The foreword of electronic media has brought a third-dimension and movement teaching aids in education. Information and communication technology helps to develop simulated programs in the classroom that is intend to depict the authentic world happenings without the danger, expense, or time needed to experience the actual event. ICT has the possible to convert the nature of instruction; civilizing teacher's plan

work, enhancing the responsibilities of students and teachers in the learning process and serving to generate a collaborative learning atmosphere. So the investigator keeps in mind the present study is framed.

Statement of the Problem

Various technological and social developments have been reshaping in almost all aspects of human life. Some of the knowledge, skills, abilities, competencies, and personal characteristics that were necessary for alive in previous centuries have now become irrelevant, while others have become critical. The mainstream of transform links with the proliferation of innovative technologies, mainly information and communication technologies, so the investigator identified the problem entitled “**A Study on Integration of ICT in Teaching and Learning Biology at the Higher Secondary Level.**”

Objectives

1. To find out the level of Pedagogical Practices in Integration of ICT in Teaching and Learning Biology of Higher Secondary Students.
2. To find out the significant difference in Pedagogical Practices in Integration of ICT in Teaching and Learning Biology of Higher Secondary Students concerning gender.
3. To find out the significant difference in Pedagogical Practices in Integration of ICT in Teaching and Learning Biology of Higher Secondary Students concerning Nativity of the learner.

Hypotheses

1. The level of Pedagogical Practices in the Integration of ICT in Teaching and Learning Biology of Higher Secondary Students is average.
2. There is no significant difference in Pedagogical Practices in the Integration of ICT in Teaching and Learning Biology of Higher Secondary Students concerning gender.
4. There is no significant difference in Pedagogical Practices in Integration of ICT in Teaching and Learning Biology of Higher Secondary Students concerning Nativity of the learner

Methodology Descriptive Survey

The present study is adopted as a descriptive survey method. Three instrument questionnaires', a structured interview, a schedule, and an observation checklist, were used for the present study. In the present study, the investigator adopted a random sampling method for data collection. The sample consists of 300 participants at higher secondary students procured from 6 schools in Cuddalore For the analysis percentage, arithmetic mean, standard deviation, and large sample independent 't' test used in the present investigation.

Analysis of Data

Pedagogical Practices in Teaching and Learning Biology

The teacher's to acquire knowledge and skill in Information and Communication technology use and integration. ICT is central importance to study as it identified pedagogical practices in teaching and learning Biology from the respondents, as shown in Table 1.

Table 1: Pedagogical performs of Teaching and Learning Biology

S. No	Pedagogical practices in Teaching and Learning	Response			
		S/A	A	D	S/D
1	Biology teachers can choose technologies that enhance what they teach, how they educate, and what students learn.	63	37		
2	I can provide leadership in serving others to coordinate the use of Biology content, technologies, and teaching approaches at my school.	63	37		
3	Schools should set up incentives programs to persuade and facilitate the pedagogical integration of ICT.	69	11	20	
4	There is inadequate Biology pedagogical focus in ICT preparation programs.	34	38	14	14
5	Biology teachers lack pedagogical and content knowledge about ways to integrate ICT in Biology lessons.	11	54	18	17

According to Table 1, 63% of the respondents strongly agreed that Biology teachers could decide technologies that augment what they teach, how they educate, and what students learn. Also, 63% of the respondents strongly agreed that they could give leadership in serving others to organize the use of Mathematics content, technologies, and teaching approaches in their schools. That schools should approach up with ways to support and facilitate the pedagogical integration of ICT was strongly agreed by three-quarters of the respondents. Thirty-four percent (34%) of the respondents agreed that there was insufficient Biology teaching focus in ICT preparation programs; In contrast, 54 % of the respondents agreed that Biology teachers lacked pedagogical and content information about ways to integrate ICT in Biology lessons.

Table 2

S. No	Statement	Yes	No
1	Time for Learning Mathematics and Computer Technology	62.00	38.00
2	Opportunities for Learning Mathematics with ICT	59.00	41.00

Recording whether there was adequate time for learning both technology and Mathematics content, the majority of 62% of the students agreed. Thirty-Eight percent (38%) said; there was not adequate time. 59 % of the students indicated that there were opportunities to co-operate with other learners during biology lessons with the assistance of ICT. Forty percent of 40 % of the students said no.

Null hypothesis 1: There is no significant difference in Pedagogical Practices in the Integration of ICT in Teaching and Learning Biology of Higher Secondary Students concerning gender.

Table 3: Significant Difference in Pedagogical Practices in the Integration of ICT in Teaching and Learning Biology of Higher Secondary Students Concerning Gender

Sub-samples	N	Mean	S.D	't' value	Significance at 0.05 level
Male	144	20.28	5.19	2.90	Significant
Female	156	18.77	4.57		

The computed 't' (2.90) value is higher than (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected. It shows that there is a significant dissimilarity between male and female students in their Pedagogical Practices in Teaching and Learning Biology.

Null hypothesis 2: There is no significant difference in Pedagogical Practices in the Integration of ICT in Teaching and Learning Biology of Higher Secondary Students concerning the nativity of the learner.

Table 4: The Significant Difference between Rural and Urban Students in their Pedagogical Practices in Teaching and Learning Biology

Sub-samples	N	Mean	S.D	't' value	Significance at 0.05 level
Rural area	127	19.87	4.52	0.67	Not significant
Urban area	173	20.16	5.16		

The computed 't' value is less than the table value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected. It shows that there is no significant difference between rural and urban students in their Pedagogical Practices in Teaching and Learning Biology.

Discussion

Table 1 about There was variety of ICT infrastructure that was available for use and instructors was willing to use but, due to lack of proper training on their utility, they were not capable of using them efficiently. Using technology effectively necessitates teachers to have a broad repertoire of teaching approaches. Teachers should be able of using ICT not only to sustain their professional productivity and progress but mainly, to successfully incorporate Information and Communication Technology into instruction and learning. Efficient teacher preparation is a significant factor for the successful integration and sustainability of ICT in education.

Table 2 about whether there was adequate time for learning both technology and biology content, majority 62% of the students agreed with reasons given including there is enough time to use ICT when learning biology, i.e., during their free study hour they could

use computers to discover extra ideas on how to execute Mathematics task. Thirty-Eight percent (38%) said there was not adequate time because they could not multi-task and not used to clarification done by computers using projectors,

Table 3 shows that 59.% of the students indicated that there were opportunities to co-operate with other learners during biology lessons with the assistance of ICT, reasons including that they were able to understand biology concepts well and, exchange ideas and also that there was benefits such as high concentration span during biology discussions. Forty point five percent 40.5% of the students said that, there was no chance to assist with other learners giving causes counting that some learners have complexities in operating some of the Information and communication technology infrastructures; in contrast , others lacked knowledge on how to use the internet.

Table 4 shows that there is a significant difference between male and female students in their Pedagogical Practices in Teaching and Learning Biology. Compare the mean score, male students have high than female students. The reason may be confidence and awareness of study habits, self-motivation curiosity, and interest because of the availability of proper guidance, and counseling to them from their close surroundings.

Conclusions

Pedagogical practices appear to be a challenge to teaching and learning of biology in higher secondary schools and impacts on conventional classroom practices. Most ICT teacher professional advancement initiatives lean to focus on technological features instead of pedagogical and instructional issues. Also, the application of Information and communication technology school settings has been ambitious by the accordance of technology rather than by the demands of pedagogy and didactics of the particular subject matter.

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AWARENESS OF COVID-19 AMONG B. Ed COLLEGE STUDENTS IN CUDDALORE DISTRICT

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Abstract

The present study examines to find out the awareness of COVID-19 of B. Ed college students about to their Gender, Locality, Medium of Instruction, and Subject studied. . The investigator adopted normative survey method for the collection of data. The sample consists of 100 boys and girls students of Private B. Ed Colleges with the stream of Mathematics, Science, and Arts. Findings showed that there is a significant difference between rural and urban students in their awareness about COVID-19.

Keywords: *Coronavirus, World Health Organisation, and Awareness*

Introduction

The coronavirus disease 2019 (COVID-19) appeared in Wuhan, China, at the end of 2019. Since then, it has extended to 200 nations and has been affirmed a worldwide plague by the World Health Organisation (WHO). To date, there are more than 2.3 million positive COVID-19 cases documentation with at least 150,000 deaths internationally. India accounted its first COVID-19 case on January 30, 2020 and numbers began to increase in behind March 2020, ("Johns Hopkins Coronavirus Resource Center," 2020) albeit at a low rate, which may be credited to numerous government policies counting stopping all intercontinental flights and applying a nation-wide lockdown at an early period of the pandemic. By early April 2020, country officials had recognized numerous areas as hotspots of COVID-19 illnesses in the country. India faces the risk of a grave eruption due to deep challenges in working communal distancing and access to water and soap for hand washing, with densely populated urban areas and a extremely mobile inhabitants in some states. The country publicized an initial 3-week lockdown epoch on March 24, now enlarged until May 3, triggering speedy migrations from the cities to rural areas in some parts of the country among rising doubts of rapid spread of diseases. The accompaniments of the original lockdown segment pose additional challenges to the previously distressed population and ensuring severe compliance with communal hostility guidelines.

Need for the Study

COVID-19 is much more than a health crisis. By straining every one of the nations it touches, it has the possible to make overwhelming communal, economic, and political disasters that will leave deep blemishes. As the UN's lead agency on socio-economic

crash and recuperation, UNDP will offer the mechanical guide in the UN's socio-economic revival, supporting the function of the Resident Coordinators, with UN teams functioning as one crosswise all features of the response. Dozens of the world's maximum cities are abandons as people stay inside, either by option or by government order. Across the world, shops, theatres, eateries, and bars are closing. Every day, people are losing jobs and profits, with no way of meaningful when familiarity will return. Small island nations, heavily needy on tourism, have unfilled hotels and deserted seashores. The global Labour association guesstimates that 195 million jobs could be lost. In India, where around 80% of the workforce employees in the relaxed sector and about a third is employed as day-laborers, the lockdown policy may aggravate existing health and economic dissimilarities (The Lancet, 2020). So keep in this mind the investigator the present problem was undertaken

Objectives of the Study

1. To find out where there is any significant difference between male and female B. Ed College students in their COVID-19.
2. To find out where there is any significant difference between rural and urban students in their COVID-19.
3. To find out where there is any significant difference between Tamil and English medium B. Ed College students in their COVID-19.
4. To find out if there is any significant difference among the B. Ed College students studying Mathematics, Science and Arts, courses in their COVID-19.

Hypotheses of the Study

1. There is no significant difference between male and female B. Ed College students in their COVID-19.
2. There is no significant difference between rural and urban students in their COVID-19.
3. There is no significant difference between Tamil and English medium B. Ed College students in their COVID-19.
4. There is no significant difference among the B. Ed College students studying Mathematics, Science, and Arts courses in their COVID-19.

Delimitation of the Study

1. The study was limited to 100 B. Ed college students only.
2. The study was limited to Private B. Ed colleges only.
3. The present study was limited to gender, locality, the medium of instruction, and subject studied of the college.
4. The study was a limited district only.

Methodology

A descriptive survey method was adopted for the present study. In this study, the investigator enquires about the COVI-19 of B. Ed College students. Sampling is a very

important part of descriptive research. A sample of 100 B. Ed college students were selected by the random sampling method from the district of Tamil Nadu. The sample consists of boys and girls and Private B. Ed college students.

Tool Used

COVID-19 Question prepared and developed by R.Ayyappan (2020).

Statistical Techniques Used

Mean, Standard Deviation, 't' test and ANOVA

Data Analysis and Interpretation

1. There is no significant difference between male and female B. Ed College students in their COVID-19

Table 1: Significance of Difference between Boys and Girls B. Ed College Students in their Covid-19

Gender	N	Mean	Standard Deviation	't' value	Level of Significance
Boys	34	25.12	1.83	0.17	Not Significant
Girls	66	25.06	1.83		

The above table shows that 't' value for COVID-19 of boys and girls students is 0.17. This 't' value is not significant at the 0.01 level. The study reveals that boys and girls B. Ed College students do not differ significantly in their level of COVID-19. Therefore, the null hypothesis No.1 is accepted. It shows that the boys B. Ed college students are having the more or less the same level of COVID-19.

2. There is no significant difference between rural and urban B. Ed College students in their covid-19.

Table 2: Significance of the Difference between Rural and Urban B. Ed College Students in their Covid-19

Locality	N	Mean	Standard Deviation	't' value	Level of Significance
Rural	72	25.04	1.82	3.35	Significant
Urban	28	21.18	1.84		

The above table shows the 't' value for COVID-19 of rural and urban B.Ed college students is 3.35. This 't' value is significant at the 0.01 level. The study reveals that rural and urban B. Ed college students do differ significantly in their level of COVID-19. Therefore, the null hypothesis No.2 is rejected. It shows that rural B. Ed college students are having less awareness about COVID-19.

3. There is no significant difference between Tamil and English medium B. Ed College students in their COVID-19.

Table 3: Significance of Difference between Tamil and English Medium B. Ed College Students in their Covid-19

Medium	N	Mean	Standard Deviation	't' value	Level of Significance
Tamil	66	25.03	1.848	0.38	Not Significant
English	34	25.18	1.800		

The above table shows that 't' value for COVID-19 of Tamil and English medium students is 0.38. This 't' value is not significant at the 0.01 level. The study reveals that Tamil and English medium B. Ed college students do not differ significantly in their level of COVID-19. Therefore, the null hypothesis No.3 is accepted. It shows that the English medium B. Ed college students are having more or less the same level of COVID-19.

4. There is no significant difference among the B. Ed College students studying Mathematics, Science and Arts courses in their COVID-19.

Table 4: Significance of Difference among B. Ed College Students belonging to Different Subject Studied in their Covid-19

Source of Variables	Sum of Squares	Df	Mean square	Calculated value	Level of Significance
Between Groups	0.258	2	0.129	0.38	Not Significant
Within Groups	329.102	97	3.393		
Total	329.360	99			

As per the above Table 4, the 'F' ratio is 0.38. This test statistics for judging the significance of difference among the B. Ed college students belonging to Mathematics, Science, and Arts in their levels of covid-19 is found to be insignificant. Hence, the null hypothesis is accepted. Thus, it shows that the subject studied has no significant and meaningful influence in their level of COVID-19 of B. Ed college students.

Conclusion

The findings suggest that Indians have an adequate level of knowledge on COVID-19 and are usually optimistic in their viewpoint on overcoming the pandemic. Still so, reliable messaging from the government and health establishment enters to assist communal knowledge and understanding of COVID-19. Additionally, some categories of the population may advantage from exact wellbeing education agendas to raise COVID-19 knowledge and improve practices.

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