

## Verbal Ability and Academic Achievement in English of Students at the Secondary Level

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### **Abstract**

The present study investigates the verbal ability and academic achievement in English of students at the secondary level. Survey method is used to select a sample of 300 students from different category of secondary level schools. Due to non availability of a suitable tool to assess the verbal ability in English, a tool is developed and standardized and quarterly examination scores are taken for academic achievement. The results of the statistical analyses show a significant positive correlation between verbal ability and academic achievement in English of students in different categories of schools at the secondary level. On comparing the students in Tamil and English medium, the English medium students are found to be significantly better in their verbal ability and academic achievement in English compared to their counterparts in Tamil medium. On comparing the students in different categories of schools, the students in private schools are found to be significantly better in their verbal ability and academic achievement in English compared to students in government and government-aided schools.

**Keywords: Verbal Ability and Academic Achievement in English**

### **1. Introduction**

English is a window in the world knowledge and it serves as the gateway to 21<sup>st</sup> Century thought and culture. The importance of learning English language cannot be overstressed. It is the official language of 63 countries and unofficial second language in many countries. Nearly one billion people around the globe are familiar with English, either as a native language or as a second/ foreign language. Except for certain regions in the world, English is the predominant language of international commerce. Proficiency of English language in the job market has not only become very important with globalization of trade but has also opened various avenues for new jobs. With advances in telecommunication technology many countries in the Indian subcontinent use English as an important language in higher education, administration and mass media. Presently English is taught in almost every country on earth.

Competence in any language is significantly related to their verbal ability. At the early stages of language learning the child has limited knowledge as his area of living and experience are very much limited. The child learns the language gradually by using limited vocabulary he is familiar with. As the child grows in higher classes, he is given more reading and writing practice. As this continues the child gains command over the language and get acquainted with as many words as possible. Language, especially English, is a very effective tool to communicate our ideas without which, we shall not be able to express ourselves and thus it becomes essential for a person to have a good verbal ability.

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## **2. Need for the Present Study**

In every class, there are three types of students namely those who perform very well; those who never perform well; those can perform well but do not fare well actually. The pupils of the third category may have the general intelligence to do well, but owing to several factors they do not fare well in English. Special attention will help the pupils of the category to bring at their abilities in full. If this is not done in schools the society may lose eminent scholars in English. There is general criticism that the present generations in the schools have fear or feeling of uncertainty about their future. Interest in subject depends on the quality of both teacher and learner. So motivations are essential for teacher to guide the students. Here the present study attempts to investigate the relationship between the learning verbal ability and achievement in English among students at the secondary level.

## **3. Review of Related Literature**

For any researcher, it need not be emphasized that the review of studies related to his area of investigation is essential, but providing information of what has already been done in the field gives direction to the present study. The purpose of the investigation is to study the learning verbal ability and academic achievement in English of students at the secondary level in different systems of education. Studies reviewed pertaining to the present study have been compiled and presented below.

### **3.1 Studies Related to Academic Achievement in English**

English, in India is taught in different types of schools and in various states, in a number of ways and circumstances. Academic achievement in English is very significant to students in the present days as it helps them to walk across boundaries identified on the globe. Deborah's (2012) investigation of gender differences in academic achievement and ability revealed males having weaker achievement on tests of language skills than females. Males comprised a higher proportion of low scoring students for language and reading tests with females showing corresponding strengths in these domains. Sasidharan (2014) conducted a study investigating the problems faced by students in learning of English and their academic achievement in English among students at the secondary level in different categories of schools and found lesser the problems faced better was their academic performance.

### **3.2 Studies Related to Learning Verbal Ability and Academic Achievement in English**

Paez (2008) described English language proficiency and bilingual verbal ability for a sample of 209 students aged 10 to 16 from three immigrant groups--Chinese, Dominican, and Haitian. Sources of data included structured student interviews, parent interviews, and individual language assessments. On average, students' English language proficiency was far below their age and grade level with significant differences among the groups. Estimates of students' language ability improved once their skills in their first language were considered as demonstrated by the bilingual verbal ability scores. Results of analysis of data collected demonstrated the need to consider both English and first language skills in assessing the language abilities of these students and in promoting educational access and equity for recent immigrants.

According to Allen (2009) each year thousands of students with limited English proficiency enter international schools around the world. This enrollment brings the challenge of meeting students' educational needs in such a way that students gain a working knowledge of the English language and are able to use that knowledge in other academic and social settings. The process of learning English as a second or third language puts challenges in front of the

student, including varied levels of anxiety in particular learning situations as well as how to individually cope with learning the language. The author resolved those challenges by questioning students in elementary, middle and high school grades about their personal anxiety levels and the strategies they use to help get over barriers to their language learning. Male and female students showed increased levels of anxiety when in mainstream classes, due to factors such as being called upon by teachers and having to respond orally to questions or in presentations. How they cope is much different however, with males focusing on improving academic achievement in English and females developing strategies to assimilate themselves into English speaking cultural and gender-based situations.

Mak and Chik (2011) investigated differences in approaches to learning and teaching English as a second language (ESL) as reported by 324 mixed-ability Grade 7 Hong Kong ESL students and 37 ESL secondary school teachers with different backgrounds. Information about participants' perceived approaches to learning/teaching English were collected through a student questionnaire and a teacher questionnaire. Analysis of the student data suggested significant differences among students of low, medium, and high academic abilities in their reported use of deep and achieving approaches to learning English. Analysis of the teacher data revealed that teachers with different qualifications and number of years of teaching experience performed significantly differently on the Information Transmission Approach and on collaborative approaches to teaching English.

According to Wen et al. (2014) English teaching in elementary and junior high schools in Taiwan has been criticized for years as being restricted in classroom learning and not being expanded out of the classrooms and combined with real situations so that students are not really prepared to successfully use English outside of school therefore, the computer supported collaborative learning (CSCL) platform for subsequent learning was established in English Village to help the students continue with applicable English learning after studying in English Village. CSCL is therefore worth using for remedial or broader learning. Based on the past literature, the study developed a theoretical model for junior high school students learning in English Village and discussed the interaction among latent variables in the model. The research tools contained the sub-scales of Learning Motivation, Learning Behavior, and CSCL, as well as four English Village situational tests. A total of 243 grade 7 students in five classes in a junior high school in Pingtung County were selected as the research subjects to test the theoretical model and to observe the fit of the data with Structural Equation Model. The research outcomes showed that the theoretical model in English Village presents the goodness of fit on the observed data that students' learning motivation positively and directly affected the expression of learning behaviors, the performance of learning achievements, and the collaborative quality in the CSCL. Students' learning behaviors positively and directly affected the collaborative quality in the CSCL.

### **3.3 Critique**

The above discussed studies indicate that learning verbal ability influence the academic achievement in English of students at different levels. Studies pertaining to learning verbal ability and academic achievement based on gender difference at secondary level are not clear and necessitated further investigation.

### **4. Statement of the Problem**

The review done from the available relevant literature, relating to the present research area, led the investigator to conceptualize the problem in an attempt to fill in the lacunae found. Thus the problem is stated as here under:

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***Learning Verbal Ability and Academic Achievement in English of Students at the Secondary Level***

**Objectives Of The Study**

- (i) To investigate the significant relationship between learning verbal ability and academic achievement in English of students at the secondary level in different categories of schools;
- (ii) To investigate the significant difference in learning verbal ability in English between boys and girls at the secondary level;
- (iii) To investigate the significant difference in learning verbal ability in English of students in Tamil and English medium at the secondary level;
- (iv) To find out the significant difference in learning verbal ability in English of students in different categories of schools, namely, government, government-aided and private schools at the secondary level;
- (v) To investigate the significant difference in academic achievement in English between boys and girls at the secondary level;
- (vi) To investigate the significant difference in academic achievement in English of students in Tamil and English medium at the secondary level and
- (vii) To investigate the significant difference in academic achievement in English of students in different categories of schools, namely, government, government-aided and private schools at the secondary level.

**5. Hypothesis Formulated**

- (i) (i) There is a significant relationship between learning verbal ability and academic achievement in English of students at the secondary level in different categories of schools;
- (ii) There is no significant difference in learning verbal ability in English between boys and girls at the secondary level;
- (iii) There is no significant difference in learning verbal ability in English of students in Tamil and English medium at the secondary level;
- (iv) There is no significant difference in learning verbal ability in English of students in different categories of schools, namely, government, government-aided and private schools at the secondary level;
- (v) There is no significant difference in academic achievement in English between boys and girls at the secondary level;
- (vi) There is no significant difference in academic achievement in English of students in Tamil and English medium at the secondary level and
- (vii) There is no significant difference in academic achievement in English of students in different categories of schools, namely, government, government-aided and private schools at the secondary level.

**6. Method of Investigation**

The investigator took care to establish a sound research methodology, designing the psychometric and executing the same to the sample. The present section has a detailed description of the variables studied and controlled, the sample selected, tools constructed and chosen and description of the main study with the briefing of the analysis proposed. Survey method is employed in the present research to collect, analyze and interpret the data. Data collected from the select sample was scored and subjected to statistical processing for verification of hypotheses.

### 6.1 Research Design

The target population for the present study will be the students in different categories of schools, such as, government, government-aided and private schools at the secondary level.

### 6.2 Sample selected

The chosen sample of 300 students comprised of 100 students from the government schools, 100 students from government-aided schools and 100 students from the private schools are selected from the target population..

### 6.3 Tools used for the study

The research tool used for the present study to analyze the learning verbal ability in English and academic achievement in English of students in different categories of schools at the secondary level are as follows:

- (i) Learning Verbal Ability in English Questionnaire
- (ii) Achievement Test in English

### 7. Analyses of Data

The results of the analyses of data collected are compiled and presented in tables below.

**Table-1 Analysis of Correlation between the Select Variables of Students at the Secondary Level**

	Learning Verbal Ability	Academic Achievement
Learning Verbal Ability	1	0.64**
Academic Achievement	X	1

\*\*significant at 0.01 level

From the above table (Table-1) it is evident that the select variables of the present study, namely learning verbal ability and academic achievement in English are positively correlated with each other and significant at 0.01 level.

**Table-2: Statistical Analysis of Means of Learning Verbal Ability in English of Boys and Girls in Different Categories of Schools at the Secondary Level**

Variable	Sample Size	Mean	SD	CR
Boys	156	58.09	13.30	1.6 <sup>NS</sup>
Girls	144	60.75	14.00	

NS- not significant.

In Table-2, there is no significant difference in learning verbal ability in English between boys and girls in different categories of schools at the secondary level.

**Table-3: Statistical Analysis of Means of Learning Verbal Ability in English of Tamil and English Medium Students in Different Categories of Schools at the Secondary Level**

Variable	Sample Size	Mean	SD	CR
Tamil Medium	140	54.21	14.39	6.69**
English Medium	160	63.86	10.00	

\*\*significant at 0.01 level

In Table-3, the English Medium students are significantly better in their learning verbal ability in English compared to their counterparts in Tamil Medium.



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**Table-4a: Statistical Analysis of Means of Learning Verbal Ability in English of Students in Government and Government-aided Schools at the Secondary Level**

Variable	Sample Size	Mean	SD	CR
Government	100	59.50	13.20	2.27**
Government-aided	100	54.90	15.36	

\*\*significant at 0.01 level

In Table-4a, the students in government-aided schools are found to be significantly better in their learning verbal ability in English compared to the students in government schools.

**Table-4b: Statistical Analysis of Means of Learning Verbal Ability in English of Students in Government and Private Schools at the Secondary Level**

Variable	Sample Size	Mean	SD	CR
Government	100	59.50	13.20	2.61**
Private	100	62.10	11.57	

\*\*significant at 0.01 level.

In Table-4b, the students in private schools are found to be significantly better in their learning verbal ability in English compared to the students in government schools.

**Table-4c: Statistical Analysis of Means of Learning Verbal Ability in English of Students in Government-aided and Private Schools at the Secondary Level**

Variable	Sample Size	Mean	SD	CR
Government-aided	100	54.9	15.36	4.79**
Private	100	62.10	11.57	

\*\*significant at 0.01 level

In Table-4c, the students in private schools are found to be significantly better in their learning verbal ability in English compared to the students in government-aided schools.

**Table-5: Statistical Analysis of Means of Academic Achievement in English of Boys and Girls in Different Categories of Schools at the Secondary Level**

Variable	Sample Size	Mean	SD	CR
Boys	156	56.62	15.65	0.99 <sup>NS</sup>
Girls	144	58.46	16.34	

NS- not significant.

In Table-5, there is no significant difference in academic achievement in English between boys and girls in different categories of schools at the secondary level.

**Table-6: Statistical Analysis of Means of Academic Achievement in English of Tamil and English Medium Students in Different Categories of Schools at the Secondary Level**

Variable	Sample Size	Mean	SD	CR
Tamil Medium	140	54.21	14.39	6.66**
English Medium	160	63.86	10.00	

\*\*significant at 0.01 level

In Table-6, the English Medium students are significantly better in their academic achievement in English compared to their counterparts in Tamil Medium.



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**Table- 7a: Statistical Analysis of Means of Academic Achievement in English of Students in Government and Government-aided Schools at the Secondary Level**

Variable	Sample Size	Mean	SD	CR
Government	100	52.40	17.57	2.36**
Government-aided	100	57.80	14.60	

\*\*significant at 0.01 level

In Table 7a, the students in government-aided schools are found to be significantly better in their academic achievement in English compared to the students in government schools.

**Table-7b: Statistical Analysis of Means of Academic Achievement in English of Students in Government and Private Schools at the Secondary Level**

Variable	Sample Size	Mean	SD	CR
Government	100	52.40	17.57	2.36**
Private	100	62.30	15.78	

\*\*Significant at 0.01 level.

In Table-7b, the students in private schools are found to be significantly better in their academic achievement in English compared to the students in government schools.

**Table-7c: Statistical Analysis of Means of Academic Achievement in English of Students in Government-aided and Private Schools at the Secondary Level**

Variable	Sample Size	Mean	SD	CR
Government-aided	100	57.80	14.60	2.09**
Private	100	62.30	15.78	

\*\*significant at 0.01 level

In Table-7c, the students in private schools are found to be significantly better in their academic achievement in English compared to the students in government-aided schools.

## 8. Discussion

In the present study, investigating the relationship between learning verbal ability and academic achievement in English, a significant positive correlation is observed between learning verbal ability and academic achievement in English of students in different categories of schools at the secondary level. So if a student has rich vocabulary, he can converse fluently and can score high marks in English. On comparing the boys and girls, it is seen that the girls are found to be significantly better in their learning verbal ability and academic achievement compared to the boys in English. It shows that the girls have more interest and attitude towards English subject than the boys. On comparing the students in Tamil and English medium, the English medium students are found to be significantly better in their learning verbal ability and academic achievement in English compared to their counterparts in Tamil medium. It shows that as the English medium students study all subjects in English, they are familiar with more words and as a result they are found to be academically sound with a good fluency in English.

On comparing the students in different categories of schools, namely, government, government-aided and private schools, it is found that the students in private schools to be significantly better in their learning verbal ability and academic achievement in English compared to the students in government and government-aided schools. Private institutions are governed by private management, are well equipped with adequate infrastructure and instructional facilities necessary for optimum performance of students in English. Private schools have Smart classroom facilities and adequate technology to teach English in an

interactive, enjoyable, attractive, and innovative and also in a play full way. This enhances their verbal ability which in turn results in high academic achievement in English.

#### 9. Conclusion

Teachers and parents involve in the educational process. Education must be knowledge oriented and need based. The curriculum and related activities may be structured in such a way to suit the needs of the poor achievers. The school shall conduct extra classes for academically low students. The teacher should conduct more class room activities to improve student's verbal ability. Through this the teacher can improve student's fluency in English. So that they can use their own words to, answer in Examinations rather than mere memorizing the essays and etc. This will definitely lead them to achieve more marks in English.

The present study aimed at analyzing the relationship between ability and academic achievement of students with reference to some selected variables and the study indicated that there is significant relationship among variables. This study may enrich the education in the field of English education and may serve as basis for further investigation in this area.

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# Development of the Intrinsic Motivation Scale for Students

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## Abstract

Intrinsic motivation refers to behavior that is driven by internal rewards. In other words, the motivation to engage in a behavior arises from within the individual because it is naturally satisfying to him/her. This contrasts with extrinsic motivation, which involves engaging in a behavior in order to earn external rewards or avoid punishment. Rewards can reinforce and at the same time forestall young children's willingness to learn. However, they are broadly used in the field of education, especially in early years, to stimulate children towards learning activities. This paper reviews the theoretical and research literature related to intrinsic motivational theory. The purpose of this article is to discuss the impact of intrinsic motivation on the learning process of students and to develop a tool to assess the intrinsic motivation, one which suits the present Indian conditions.

## 1. Introduction

Intrinsic motivation is an energizing of behavior that comes from within an individual, out of will and interest for the activity at hand. No external rewards are required to incite the intrinsically motivated person into action. The reward is the behavior itself. Logically, this seems like an ideal, for people to act as "origins" of their behavior rather than "pawns" (deCharms, 1968). However, it is certainly not the case that every real world behavior stems from an intrinsic energy. Intrinsic motivation is an important topic in education. Teachers and instructional designers strive to develop learning environments that are intrinsically rewarding. Unfortunately, many traditional paradigms suggest that most students find learning boring so they must be extrinsically goaded into educational activities.



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Schools are of particular interest when it comes to intrinsic versus extrinsic motivation, particularly because of the different outcomes that researchers have shown to result from intrinsic motivation: more interest, excitement, confidence, enhanced performance, persistence, creativity, self-esteem and general well-being (Deci and Ryan, 1991; Deci and Ryan, 1995; Ryan, Deci and Grolnick, 1995; Sheldon, Ryan, Rawsthorne, Ilardi 1997; Ryan and Deci, 2000). Over the years, several theorists have offered insights into the phenomenon through their conceptions of intrinsic motivation. The factors they identify as increasing intrinsic motivation include:

- **Challenge:** People are more motivated when they pursue goals with personal meaning and when attaining the goal is possible but not necessarily certain. These goals may also relate to their self-esteem when performance feedback is available.
- **Curiosity:** Internal motivation is increased when something in the physical environment grabs the individual's attention (sensory curiosity). It also occurs when something about the activity stimulates the person to want to learn more (cognitive curiosity).
- **Control:** People want control over themselves and their environments and want to determine what they pursue.
- **Cooperation and competition:** Intrinsic motivation can be increased in situations where people gain satisfaction from helping others. It also applies to cases where they are able to compare their own performance favorably to that of others.
- **Recognition:** People enjoy having their accomplishment recognized by others, which can increase internal motivation.

## 2. Need for the Study

Deci and Ryan (1975) acknowledge that even when a school environment supports autonomy and competence, if a person is simply not interested in a particular learning activity, he will not be intrinsically motivated for engagement (2000). Rather, he will be motivated by external factors like grades. However, according to Deci and Ryan (1975), external motivations can be internalized. Despite his/ her lack of interest, a person can still be self-determined if he/ she can integrate the activity into his/ her sense of self. The shift in motivation can only occur when teachers respectfully acknowledge students' feelings about the activity rather than try to scare, pressure or guilt them into compliance. They add that teachers must also explain the reasons behind the activity's importance, demonstrate how the activity relates to the students' lives, and ensure that pupils have the necessary skills to succeed (2000).

Thus, according to Self-Determination Theory, intrinsic motivation is dependent on the interaction between different individual perceptions of the environment and different perceptions of

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the self. Interests, amounts of challenge, appropriate skills, feelings of competence, and choice in the classroom are all things that can potentially affect the intrinsic/extrinsic balance.

### 3. Theoretical Framework

One of the most widely cited contemporary theories of intrinsic motivation is Self-Determination Theory (SDT), developed by Deci and Ryan (1975) states that humans have three innate psychological needs: a need to feel competent, a need to feel related and a need to feel autonomous. Intrinsic motivation develops out of the support of these needs. When people feel competent, autonomous and self-determined, they will freely seek what interests them. Intrinsically motivated learning can only occur when an individual feels freedom to make choices in the process, when the activity is challenging, and when the challenge can be conquered. Whether these conditions are met depends on the person as well as the environment. After all, different circumstances afford different perceptions.

Individuals can perceive specific events as informational (preserving a sense of competence and freedom), controlling (conveying a pressure to think, feel or behave a certain way), or motivating (conveying personal incompetence and a sense that particular outcomes are impossible to achieve). Further, the environment in general can contain any mix of elements that could be defined as autonomy supportive, controlling or a motivating. For example, a teacher may allow her students to choose the books they read for reports (autonomy supportive), yet remind them that they will be evaluated and should strive for high marks (controlling). After the assignments are turned in, she could opt to grade on a curve, opening up the possibility of equal student efforts leading to differential outcomes (a motivating). The ultimate effect of the person/environment fit depends on the saliency of each element to the individual. If a person perceives his/ her environment as informational and feels competent and autonomous, intrinsic motivation can be sustained and/or enhanced.

### 4. Development of the Tool

Motivation is termed as the stimulation that drives an individual to bring about a change or perform certain behavior for his or her own internal satisfaction or pleasure. The act of being motivated by internal factors to perform certain actions and behavior is called Intrinsic Motivation. In terms of Education, this would mean that students are motivated to study and engage in course work because it stimulates them instead of simply completing as an assignment to receive a good grade. Teachers trigger their motivating factors to maximize their academic performance. The Self-determination theory dwells on the motivation behind the choices people make without any

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external influence and interference. This theory focuses on the degree to which an individual's behavior is self-motivated and self-determined (Deci and Ryan, 2000).

Psychologists argue that one can be intrinsically motivated only if the person feels autonomous and competent. In other words, an intrinsically motivated person is invariably competent at her task and has autonomy, or control over it. A third yet important component necessary for intrinsic motivation is having satisfying relationships with people.

Autonomy refers to acting with volition and with a sense of choice and freedom to discern the right choice. Deci (1971) found that offering people extrinsic rewards for a positive behavior that is intrinsically motivated undermines the intrinsic motivation as they grow less interested in it. Encouraging autonomous behavior in students can enable them to choose prudently and have confidence in the choices they make.

Another important dimension of Intrinsic Motivation is Competence. Competence refers to the perception that the individual has of his/her effectiveness in a given task, because these feelings of competence allow for the satisfaction of the task they accomplish (Ryan and Deci 2000) as that the individual is competent in performing a task.

Finally, according to the Self-Determination Theory, Relatedness is defined as an individual's feeling of support and affection that one might give and receive from interactions with others. (Ryan and Deci, 2000). Relatedness also refers to the will to interact, be connected to, and experience caring for others (Baumeister and Leary 1995).

According to Filak and Sheldon (2003) allowing students to learn in their own way (Autonomy) by providing them with opportunities to succeed (Competence) and by defusing or removing authoritarian barriers (Relatedness), instructors can give their students an interesting, challenging and intrinsically motivating educational experience.

Based on the Self-Determination Theory and other studies, the dimensions for the Intrinsic Motivation Inventory developed for the present investigation have been finalized as Autonomy, Competence and Relatedness. Initially, 63 statements were prepared pertaining to intrinsic motivation encompassing three dimensions: Autonomy, Competence and Relatedness. The items were subjected to expert judgment and every item was required to be relevant to the content and criterion of intrinsic motivation. Experts were requested to content validate the items in the scale. This was done with a view to establishing the content validity of the scale items. On the basis of the opinion and comments of the experts, 2 items had to be reframed and 8 were deleted for



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overall ambiguity. The final Intrinsic Motivation Inventory constructed by the investigator consists of 55 items, 29 items pertaining to Autonomy 17 items pertaining to competence and 9 items pertaining to Relatedness. The items under each dimension are shown hereunder:

Dimension	Items
Autonomy	1,2,5,10, 12,15,16,19,21,22,23,27,29,30,31,32,33,34,35,39,40,42,43,45,46, 48,49,50,52
Competence	6,7,11,14,17,18,20,24,25,26,28,41,44,51,53,54,55
Relatedness	3,4,8,9,13,36,37,38,47

The scale has been constructed on a Likert Scale with five alternatives, namely, Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. Further the tool was subjected to Confirmatory Factor Analysis for the purpose of standardization. The Confirmatory Factor Index (CFI) was found to be 0.82 and the tool was thus standardized.

### Administration


The test was administered as an Individual test for students. The investigator tested 10 students at a time belonging to secondary level. The time taken to complete the test was 15 minutes and the subjects were comfortably seated and the following instructions were given.

*Listed below are a series of statements that tests the intrinsic motivation of students. Please read the following statements one by one carefully. Each statement can be responded in 5 alternatives viz., Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. According to your view, think and decide which alternative suits you well. Opening upon your decision, indicate the degree of your agreement or disagreement with each statement by marking a tick (✓) in front of each statement in the columns provided. There is no time limit, however, do not spend too much time pondering over a single item. I expect an honest response from you as it goes a long way in building research knowledge. Thank you.*

Most of the students took 15 minutes to complete the test. The responses were collected and scored. The scoring was done as per the scoring scheme developed by the investigator.

### Scoring

Scoring was made on the basis of the 5 point rating scale of the Likert type and the scores for intrinsic motivation ranged from 55 to 275. Low scores indicated a low level of intrinsic

  
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motivation and high scores indicated a high level of intrinsic motivation. The ratings are presented as follows for every item.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

### Pilot Study

A pilot study was conducted with a sample of 30 students selected randomly at the secondary level in different systems of education. The tool was administered to them and since the tool was self-explanatory and simple, the students did not face any difficulty in completing the tool. The tool was subjected to validity check using Bentler-Bonette (1980) Coefficient of Validity. The BBN Normd Fit Index for the constructed tools was found to be 0.94. Cronbach's Alpha method is a more robust test of reliability compared to the simple test-retest method or parallel form reliability. The reliability of the instrument was established using the Cronbach's Alpha method (Cronbach, 1951). and it was found to be 0.84.

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# REVIEW OF RESEARCH



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## STUDY HABITS AND SCHOLASTIC PERFORMANCE OF HIGHER SECONDARY STUDENTS IN CHENNAI DISTRICT



**E. Malini**

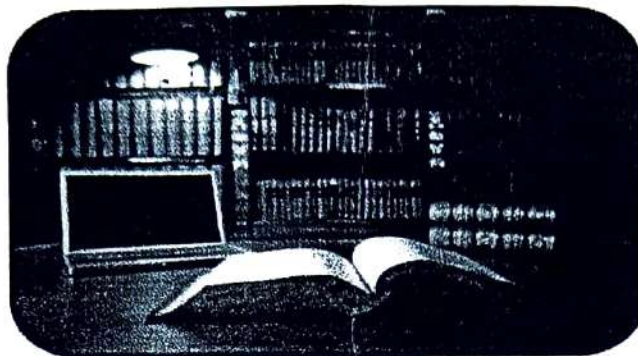
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ABSTRACT:- The present study was aimed to examine the relationship between study habits and scholastic performance of higher secondary students. Survey method was conducted on a simple random sample of 900 students in Chennai

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## STUDY HABITS AND SCHOLASTIC PERFORMANCE OF HIGHER SECONDARY STUDENTS IN CHENNAI DISTRICT

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### ABSTRACT

The present study was aimed to examine the relationship between study habits and scholastic performance of higher secondary students. Survey method was conducted on a simple random sample of 900 students in Chennai District. Data was analyzed by t-test, F-ratio and r-value. Major finding indicated that there is significant relationship between study habits and scholastic performance of higher secondary students.

**KEY WORD:** Study Habits, Scholastic Performance, Higher Secondary Students.

### INTRODUCTION

Study habits is a household phrase in the mouth of counsellors, teachers, parents, students, and scholars; who are concerned with academic advancement of students for nation building, all over the world. Developed and developing countries, all count on academic excellence of student in their various academic endeavours. Every individual experiences challenges with studying at one time to another, and makes diligent efforts to overcome such difficulties.

Effective study habit includes demonstrating high motivation, avoiding distraction, right learning styles with concentration, interest, ability to remember facts studied, and time management. Basically, study habit demonstrates the extent to which the learner engages in routine acts of studying effectively in achieving high performances in examination scores. Reflecting on academic performance, Bashir and Matto (2012) defined academic performance as "the measure of how much knowledge the individual has acquired from school or instruction". Menzel (1982) opined that study habit is the tendency of the learner to learn in a systematic and efficient manner in achieving high scores in examinations. The learner has to devote time and attention to acquire needed information or knowledge from classroom instructions and outside readings. Shabbir and Rukhsana (2011) conducted a comparison of study habits and academic performance of 200 science students in 10th grade where the results indicated that white British students had significantly better study habits than Pakistani British students; but the academic performance of Pakistani students were concurrent with British students in all measures.



### STATEMENT OF THE PROBLEM

Studies in the above review of literature (Asikhia, O.A. 2010; Kumar, 2015; Mayuri, 2001; Acido, 2010; Siah Maiyo, 2015; Sherfat and Murthy, 2016) have indicated that poor study habits affect academic performance of students, both boys and girls. Several factors have been attributed to variables of study habits such as, study attitudes, study skills, teaching methods, content of study materials, and learning environment. Little or no consideration was given to

factors such as learning motivation, preparation for examination, usage of technology, note taking and budgeting time. These factors were often neglected in comparative analysis among boys and girls in their study habits. Therefore, the investigator has made an honest attempt to study some of factors related to study habits associated with learning motivation, preparation for examination, usage of technology, note taking behaviours and budgeting time among higher secondary school students in Chennai District.

### OBJECTIVES

- To find out the relationship between study habits and scholastic performance of higher secondary school students.
- To study the significant difference in study habits and scholastic performance of higher secondary students based on gender, type of management and stream of study.

### METHODOLOGY

This study adopted the descriptive method. The comparative analysis was achieved by means of utilizing t-test statistic for the comparison of mean scores. A simple random sample of 900 students was drawn for the study. The instrument used for this investigation was the Likert scale which is an interval scale-ranging from strongly agree to strongly disagree, with numerical values ranging from 5 points to 1 point. The Study Habits Inventory was developed and validated by the investigator. A total number of 50 statements was developed which were distributed under five dimensions namely learning motivation, preparation for examination, usage of technology, note taking and budgeting time. The dimensions of learning motivation, preparation for examination, usage of technology, note taking and budgeting time consists of 16, 15, 6, 5 and 8 statements respectively. The reliability co-efficient of the study habits inventory was found to be 0.807. Marks secured by the eleventh standard students of government, government aided and private schools in the half yearly examination held during the academic year 2017-2018 was considered as the measure of scholastic performance for this study.

### RESULTS AND DISCUSSION

**Table 1: Relationship between Study Habits and Scholastic Performance of Higher Secondary School Students**

Variables	Overall Study Habits	Scholastic Performance
Study Habits	1	0.605**
Scholastic Performance	0.605**	1

\*\* Significant at 0.01 level.

Table-1 reveals that the r-value 0.605 is significant at 0.01 level. Thus there is significant relationship between study habits and scholastic performance of higher secondary school students.

**Table 2: Study Habits and Scholastic Performance of Higher Secondary Students based on Gender**

Variable	Gender				t-value	p-value
	Boys (N=450)		Girls (N=450)			
	Mean	SD	Mean	SD		
Learning Motivation	52.07	8.75	53.51	9.85	2.323	0.020*
Preparation for Examination	48.32	8.31	49.60	8.86	2.247	0.025*
Usage of Technology	19.97	4.74	20.17	4.95	0.605	0.545 <sup>NS</sup>
Note Taking	16.04	3.89	16.53	4.13	1.843	0.06 <sup>NS</sup>
Budgeting Time	25.76	5.02	26.01	5.48	0.723	0.470 <sup>NS</sup>

Overall Study Habits	162.16	25.07	165.83	27.73	2.083	0.037*
Scholastic Performance	53.86	24.07	55.09	23.64	0.967	0.334 <sup>NS</sup>

\*\*Significant at 0.01 level, \*Significant at 0.05 level & NS-Not Significant.

Table-2 shows that the t-values 2.323 and 2.247 are significant at 0.05 level for the dimensions of study habits: 'learning motivation' and 'preparation for examination'. The t-values 0.605, 1.843 and 0.723 are not significant at 0.05 level for the dimensions of study habits: 'usage of technology', 'note taking' and 'budgeting time'. The t-value 2.083 is higher than the table value 1.96 at 0.05 level of significance. Thus there is significant difference in study habits of higher secondary students based on gender. The t-value 0.967 is not significant at 0.05 level. Thus there is significant difference in scholastic performance of higher secondary students based on gender.

**Table 3: Study Habits and Scholastic Performance of Higher Secondary Students based on Type of Management**

Variable	Type of Management						F	p-value	Groups differed Significantly
	Government (N=300) [1]		Govt. Aided (N=300) [2]		Private (N=300) [3]				
	Mean	SD	Mean	SD	Mean	SD			
Learning Motivation	51.22	8.25	54.47	9.50	52.69	9.92	9.248	<0.001**	(1,2) & (2,3)
Preparation for Examination	47.64	7.99	50.56	9.50	48.68	8.02	9.051	<0.001**	(1,2) & (2,3)
Usage of Technology	19.77	4.73	20.40	4.79	20.04	5.01	1.292	0.27 <sup>NS</sup>	None
Note Taking	15.93	3.84	16.65	4.12	16.28	4.07	2.436	0.088 <sup>NS</sup>	None
Budgeting Time	25.38	4.98	26.07	5.29	26.20	5.46	2.153	0.117 <sup>NS</sup>	None
Overall Study Habits	159.94	24.60	168.16	27.06	163.89	27.14	7.333	0.001**	(1,2) & (2,3)
Scholastic Performance	49.93	21.38	45.19	23.27	67.85	20.62	90.351	<0.001**	(1,2), (1,3) & (2,3)

Note: \*\*Significant at 0.01 level, \*Significant at 0.05 level & NS-Not Significant.

From Table-3, the F-values for learning motivation, preparation for examination and overall study habits with respect to type of management of schools revealed that there exists significant difference between groups at 0.01 level. Further analysis of learning motivation, preparation for examination and overall study habits with respect to type of management of schools tested through Duncan Multiple Range Test (DMRT) revealed that students studying in Government and Govt. aided schools; and Govt. aided and private school students differ significantly, where the Govt. aided school students had the highest learning motivation, more preparation for examination and good study habits followed by private school students and government school students had the least. The F-values 0.27, 0.088 and 0.117 are not significant at 0.05

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level for the dimensions of study habits: 'usage of technology', 'note taking' and 'budgeting time'. The F-value for scholastic performance with respect to type of management revealed that there exists significant difference between groups at 0.01 level. Further analysis of scholastic performance with respect to type of management of schools tested through Duncan Multiple Range Test (DMRT) revealed that students studying in Government and Government aided schools; Government and private schools; Government aided and private school students differ significantly, where the Private school students had the highest scholastic performance followed by Government school students and government aided school students had the least.

**Table 4: Study Habits and Scholastic Performance of Higher Secondary Students based on Stream of Study**

Variables	Stream of study						F	p-value	Groups differed Significantly
	Science (N=300) [1]		Arts (N=300) [2]		Commerce (N=300) [3]				
	Mean	SD	Mean	SD	Mean	SD			
Learning Motivation	54.45	10.18	51.92	8.03	52.01	9.47	7.172	0.001**	(1,2) & (1,3)
Preparation for Examination	50.58	9.35	48.27	7.82	48.03	8.38	8.183	0.000**	(1,2) & (1,3)
Usage of Technology	20.83	4.88	19.86	4.63	19.52	4.94	5.962	0.003**	(1,2) & (1,3)
Note Taking	16.77	4.22	16.12	3.76	15.96	4.04	3.465	0.032*	(1,2) & (1,3)
Budgeting Time	26.59	5.38	25.51	4.82	25.55	5.48	4.130	0.016*	(1,2) & (1,3)
Overall Study Habits	169.23	28.33	161.68	23.46	161.07	26.72	8.985	0.000**	(1,2) & (1,3)
Scholastic Performance	55.14	26.72	55.36	21.38	52.47	23.11	1.369	0.255 <sup>NS</sup>	None

Note: \*\*Significant at 0.01 level, \*Significant at 0.05 level & NS-Not Significant.

Table-4 depicts that there exists significant difference between groups in learning motivation, preparation for examination, usage of technology, note taking, budgeting time and overall study habits with respect to different streams of study where the students studying in science and arts stream and science and commerce stream differ significantly and the science stream students had the highest learning motivation, more preparation for examination, usage of technology, note taking, budgeting time and overall study habits followed by Commerce and Arts stream students had the least. The F-value 0.255 is not significant at 0.05 level. Thus there is no significant difference in scholastic performance of higher secondary students with respect to stream of study.

### RECOMMENDATIONS

Based on the findings, the following recommendations were presented for implementation.

- School counselors should be able to advice and encourage students to manage their study time table of school and home.
- Teachers should apply the principles of positive reinforcement to increase students' motivational level in their study habits.
- Parents and teachers should be able to assess students' interest areas in their study habits enhancement.
- Principals and teachers in higher secondary schools should enforce mandatory class attendance, at least 75% to qualify to write school examinations.

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- Teachers should educate students during orientation to encourage students to improve on their note taking skills.

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levels of school teachers. Teachers of colleges and universities can be given orientation as to how to apply the instructional strategy like social capital and knowledge sharing for the benefit of various institutions of students.

Keeping the result of the study in mind, the UGC, NCERT and SCERT can conduct orientation programs for the teachers in all levels like primary, upper primary, secondary, higher secondary schools, colleges and universities for creating awareness among them about the effectiveness of the instructional strategies which will find an expression in their classroom practices. Since, the use of the instructional module enhances among student teachers in the low group it will enhance the abilities of student teachers which will help them to incorporate these strategies in schools at all levels. So, a necessary orientation can be given at NCERT level also, so that awareness can be developed among all levels of school teachers also.

#### CONCLUSION

From the analysis, it is observed that there is significant difference exists between the pre-test and post-test scores in the variable abilities of student teachers. Hence, it is evident that the intervention modules of social capital and knowledge sharing are very much effective in enhancing abilities of student teachers.


Considering the gain scores of student teachers, it is interesting to note that there is significant difference between control and experimental group student teachers in their abilities of student teachers. Hence, it is understood that knowledge sharing and social capital plays a vital role in enhancing the abilities of student teachers. Therefore, it is important that curriculum developers and eminent educationists should develop the teacher education curriculum by integrating the techniques of knowledge sharing and social capital components in the syllabus so as to enhance abilities among student teachers which is the need of the hour and that can improve the quality of teacher education as well.

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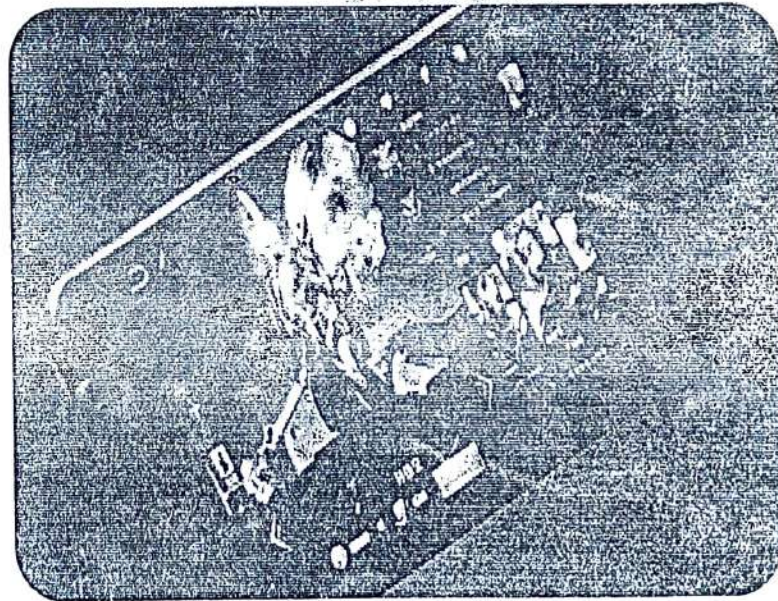


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## EFFECTIVENESS OF INTERACTIVE ELECTRONIC GAMES IN MOTIVATING VIII STANDARD STUDENTS TO LEARN ENGLISH GRAMMAR



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ABSTRACT: The present study intended to investigate the interactive electronic games towards motivating the students to learn English grammar. The objectives of .....

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## EFFECTIVENESS OF INTERACTIVE ELECTRONIC GAMES IN MOTIVATING VIII STANDARD STUDENTS TO LEARN ENGLISH GRAMMAR

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### ABSTRACT :

The present study intended to investigate the interactive electronic games towards motivating the students to learn English grammar. The objectives of the study were: 1) to find out the impact of interactive electronic game module in enhancing motivation to learn English grammar among VIII standard students, 2) to find out the significant difference between the control and experimental group students in the post-test scores of motivation to learn English grammar and 3) to find out the significant difference between the pre-test and post-test scores of the control and experimental group students. Experimental method was conducted on a sample of 153 students studying in VIII standard. The researcher identified the students with low motivation of English Grammar learning. They were divided into two groups. One of the groups represented the control group of 30 students and the other represented the experimental group of 30 students. Motivation to Learn English Grammar is a Standardized Scale which was modified by the researcher. It consists of 25 items. The study concluded that interactive electronic games in motivating the students to learn English grammar were more effective than the traditional methods.

**KEYWORDS :** Interactive Electronic Game Module, Motivation, Problem Solving, Creative Thinking, Collaborative Work.

### INTRODUCTION

Teaching English to the school students is not an easy job; it requires a lot of work and preparation. Language learning is hard work. Effort is required at every moment and maintained over a long period of time (Wright, Betteridge & Buckby, 2005). English Teachers' work is presently more challenging than previous days. In the present scenario, teachers have incredible tools to make their teaching more motivational and effective. When compared with more traditional modules, Interactive Electronic Games promises a higher motivation and Academic Achievement of learners by presenting content in an interactive and competitive way. Interactive Electronic Games could be an effective means of teaching tool.

According to Hanusand Chytilova, motivating learners in education is considered to be one of the most important fields. Pupil's success in the educational process is not determined only by his innate abilities but also by other stimuli. The task of the teacher is to support and develop these impulses. Motivation is one of these stimuli. Motivation helps to develop pupils positively. Suitable motivational activities of teachers can raise and maintain pupil's interest in learning, particular subject or other learning activities. (Hanus, R., Chytilova, L., 2009)



### NEED AND SIGNIFICANCE OF THE STUDY

The present study has lots of information to improve the ways of learning that creates all the students' interests, abilities and stimulate the process of learning English grammar. It examines the effect of using games on the student's level of grammatical efficiency and gives a suggested perspective for developments and changes. The purpose of the study is to monitor the level of the student's motivation to improve the learning process in general and grammar in particular to VIII standard. It creates involvement, collaborative work in the classroom and more positive learning experiences overall. Hence, the researcher selected the study entitle Effectiveness of Interactive Electronic Games in motivating the students to Learn English Grammar at Standard VIII.

### REVIEW OF LITERATURE

A lot of research has been conducted on the method of teaching using games and the researchers were able to come up with the related studies which support their investigation. Interactive electronic games help the students have involvement, creative thinking and problem solving in their learning process. The learners make collaborative work while they learn in the class room.

Krashen (1985) says that second language acquisition is a highly collaborative and interactive process. Liang (2002) conducted a research study to examine the effects of co-operative learning on teaching English as a second language to senior high school students. She found that the students in the experimental group outperformed the students in the control group in their language skill.

Namerow (1996) points out the role of motivation by saying that lack of motivation is probably the greatest obstacle to learning (p.3). Gardner's (1985) says that language acquisition focuses on language learning taking place in the class room and stresses that motivation is one of the important variables in second language learning. On the whole, motivation is defined as stimuli for the students to achieve their goals in their language skill.

### OBJECTIVES OF THE STUDY

- To find out the impact of interactive electronic game module in enhancing motivation to learn English grammar among VIII standard students.
- To find out the significant difference between the control and experimental group students in the post-test scores of motivation to learn English grammar.
- To find out the significant difference between the pre-test and post-test scores of the control and experimental group students.

### HYPOTHESES

1. There is no significant difference between the control and experimental group students in the post-test scores of motivation to learn English grammar.
2. There is no significant difference between the pre-test and post-test scores of the experimental group students.

### METHODOLOGY

The researcher adopted the experimental approach. The sample of the study consisted of 153 students. The researcher identified the students with low motivation of English Grammar learning. They were divided into two groups. One of the groups represented the control groups of 30 students and the other represented the experimental group of 30 students.

### DESCRIPTION OF THE TOOL

Motivation to learn English Grammar (Yu, Shu-Yun, 2005) is a Standardized Scale modified by the researcher. It consists of 25 items. The items are representative of the various study technique and adequate discriminating power. It is a 4-point scale having four categories of responses such as 'Disagree', 'Agree',

'Strongly disagree' and 'Strongly agree'. If the individual obtained the score of 24 in the scale, it is considered as invalid for analysis whose responses are omitted. The minimum possible score is 25.

### INTERACTIVE ELECTRONIC GAME MODULE

While developing the interactive electronic game module, the following aspects were taken into considerations.

1. The aim and the method of the games.
2. The time and the number of students to carry out the game in each group.
3. The work sheets were used to teach the new structure and the answers given to the students at the end of each activity.
4. The rules of each game.
5. 10 games were downloaded from the web site.
6. Various techniques and methods were trained through interactive electronic games to motivate the students to learn English grammar.

Table 1: Dimensions of Motivation to Learn English Grammar

S.No.	Dimensions	Items	No. of Items
1.	Involvement	1, 2, 3, 4, 5, 6, 7, 8, 9	9
2.	Problem Solving and Creative Thinking	11, 12, 13, 14, 15, 16, 17, 18, 19	10
3.	Collaborative work in the classroom	20, 21, 22, 23, 24, 25	6

### DATA COLLECTION

The researcher administered Pre-test & Post-test to the students with the help of the teachers. The standardised scale on motivation to learn English grammar was given to the individual learner and evaluated. Learning problems of the learners were identified by the pre-test. The causes of low motivation by unsuitable methods were found out. Interactive learning method was practiced in the classroom for 10 days. The post-test was administered and the effectiveness of Interactive electronic games was found.

### HYPHOTHESES TESTING

Table 2: Significance of Mean Difference between the Control and Experimental Group Students in the Post-Test Scores of Motivation to Learn English Grammar

Motivation to Learn English Grammar	Group	Mean	SD	t-value	Level of Significance
	Control	27.8000	1.51771	15.531	0.01
	Experimental	43.6333	5.81605		

From Table-2, the calculated t-value 15.531 is significant at 0.01 level. It shows that there is significant mean difference between post-test scores of motivation to learn English grammar.



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Fig 1. Significance of Mean Difference between the Control and Experimental Group Students in the Post-Test Scores of Motivation to Learn English Grammar

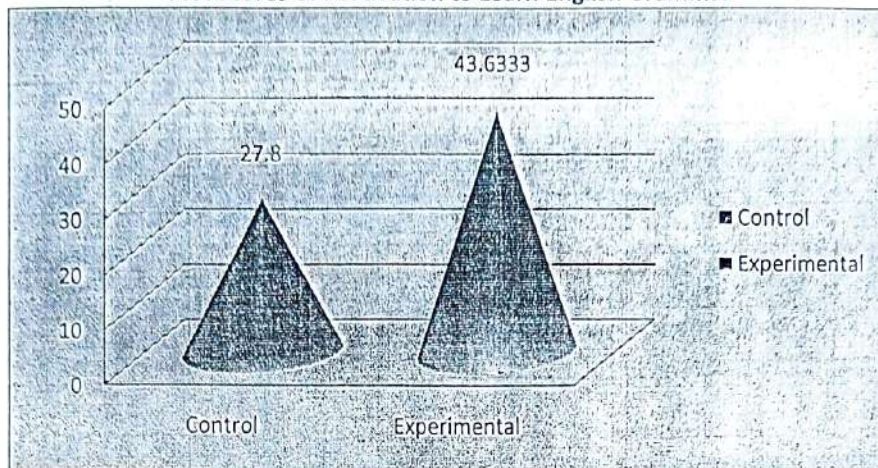
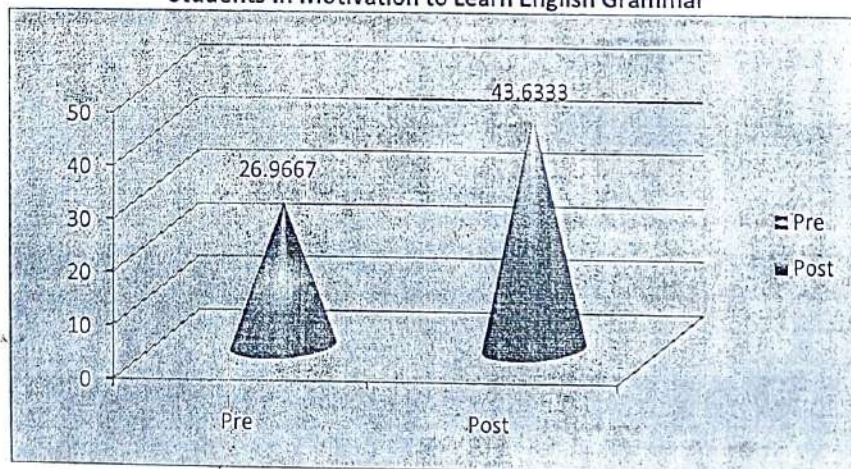


Table 3: Significance of Mean Difference between the Pre-Test and Post-Test Scores of Experimental Group Students in Motivation to Learn English Grammar

	Tests	Mean	SD	t-value	Level of Significance
Motivation to Learn English Grammar	Pre	26.9667	1.29943	15.698	0.01
	Post	43.6333	5.81605		

Table-3 shows that the calculated t-value is 15.698 which is significant at 0.01 level. This indicates that there is significant mean difference between pre-test post-test scores of motivation to learn English grammar.

Fig 2. Significance of Mean Difference between the Pre-Test and Post-Test Scores of Experimental Group Students in Motivation to Learn English Grammar



**FINDINGS**

1. There is significant difference between the control and experimental group students in the post-test scores of motivation to learn English grammar.
2. There is significant difference between the pre-test and post-test scores of the experimental group students.

*[Handwritten Signature]*

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3. The statistical results indicate that the interactive electronic games in motivating the students to learn English grammar are more effective than the traditional method.

### EDUCATIONAL IMPLICATIONS

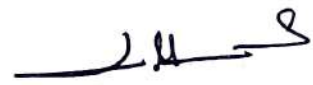
1. Interactive electronic games are strongly recommended when teaching English grammar.
2. School and class room atmosphere should be provided with motivating equipments to enhance students' interest and abilities for the active participation.
3. Both the teachers and the students should accept the importance of games to develop practicing English grammar.
4. English grammar exercises based on games which create positive atmosphere.
5. Teachers should introduce materials, technique to use the games in the class room for the positive attitude towards learning English in general and grammar in particular.
6. Student-centered classes needed than teacher-centered classes.

### CONCLUSION

The study reveals that the students of standard VIII had difficulties in learning English grammar through conventional methods. As the research shown that Interactive electronic games are more effective than the traditional method in learning English language especially, grammar. Games increased students' motivation in learning English grammar. Students became creative thinkers, problem solvers, observers and decision makers in the class room. Games developed co-operative learning among the students. On the whole, Interactive Electronic games enhance motivation to learn English grammar. Hence, it will be more supportive to enrich English standard VIII.

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## Effectiveness of Interactive Electronic Games in Learning Tense in English Grammar among Standard VIII Students

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### Abstract

This research intended to investigate the Interactive Electronic Games towards learning tense in English grammar. Objectives of the study: 1.To develop an achievement test to diagnose the achievement of tense in English grammar.2.To find out the impact of interactive electronic game module in enhancing the achievement of tense in English grammar among VIII standard students.3. To find out whether there is any significant difference between pre test and post test scores of the experimental group students. Methodology: One group pre test and post test method was adopted in the study. Fifty students studying in standard VIII from N.K.T. Government aided School was selected as sample of the study. Tool: Researcher's self -made achievement test was used as tool for the study. Findings: Interactive Electronic Games are more effective in learning tense in English grammar for the learners at standard VIII.

**KEYWORDS:** Interactive Electronic Games, English Grammar, Module, Effects.

### INTRODUCTION:

English grammar plays a vital role in learning English language. Doff (1988, 32), stated it students learn the main structure of English, it will help them greatly to speak and to write the language". Accordingly, the main goal of learning grammar is to help the students to speak English with organised and correct structure: Without grammar, students are unable to communicate effectively.

Grammatical knowledge is regarded as a very important element of communicative competence and for language users to communicate effectively. Hence, grammar is an essential tool in building confidence, language and fluency. (Vasilopolous, 2888:3)

Learning in general does not happen instantly, but often requires, practice and simply time. Thus, if something can be learned from games, it might be likely to happen because people easily spend more time playing than doing many other things. Good, well designed games are engaging and can aid learning because of numerous features they have (Prensky 2001: 106) they have rules and clear goals, they are interactive, adaptive and they give feedback.

### NEED AND SIGNIFICANCE OF THE STUDY:

The present study has plenty of information to develop ways of learning that suit all learners' interests and abilities and activates the process of games to acquire an effective Interactive Electronic Games to elevate the student's knowledge. It examines the effect of using games on the student's level of grammatical efficiency and gives a

  
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suggested perspective for developments and changes. The purpose of the study is to monitor the level of the student's achievement of tense in the grammar test and to improve the learning process in general and grammar in particular to VIII standard. It creates a positive class atmosphere and more positive learning experiences overall.

#### REVIEW OF LITERATURE:

A lot of research has been conducted on the method of learning through interactive electronic games.

Luong (2009) studied the application of games in grammar review lessons for sixth graders. The study consisted of a survey with the involvement of 8 teachers and 225 students from three high schools and experimental project with 82 students within 3 months. The results showed a dramatic improvement of student's ability in using grammatical knowledge in written tests and oral performance as well.

Nguyen (2008) in a Teaching and learning grammar through games in the tenth grade at Hung Vuong high school indicated the necessity of games for easing the difficulties, existing the atmosphere in teaching and learning grammar. The results emphasized that for the teachers who just follow the tasks given in the textbook and do not create any games activities lead a grammar lesson to a boring, hard-digesting experience to their students and surely, do not meet the need for more interesting and effective grammar classes.

#### OBJECTIVES OF THE STUDY:

1. To develop an achievement test to diagnose the achievement of tense in English grammar.
2. To find out the impact of interactive electronic game module in enhancing the achievement of tense in English grammar among VIII standard students.
3. To find out whether there is any significant difference between the pre test and post test scores of the Tamil medium students.
4. To find out whether there is any significant difference between the pre test and post test scores of the English medium students.

#### HYPOTHESES OF THE STUDY:

1. There will be significant difference in achievement mean score of the students between the pre test and post test of experimental group students.
2. There is no significant difference between the pre test and post test scores of the Tamil medium students.
3. There is no significant difference between the pre test and post test scores of the English medium students.

#### VARIABLES

The independent variable-Interactive Electronic Games and the dependent variable namely achievement score was used in the study.



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## DELIMITATIONS OF THE STUDY:

The study is applied in accordance with these limitations.

1. The study identifies the effect of interactive electronic games on learning tense in English grammar for the VIII standard.
2. The study is applied in N.K.T. Government School, Chennai.
3. The study is confined to 50 students of standard VIII studying in Government aided School.

## METHODOLOGY:

One group pre test and post test method was adopted in the study. **Sample:** 50 students of VIII standard studying IN Government aided school, Chennai was selected as sample for the study. 50 students were considered as experimental group. **Tool:** Researcher's self-made achievement test was used as a tool for the study. The achievement test was consisted of 25 questions.

## CONSTRUCTION OF TOOLS:

The investigator's self - made Achievement test was used for the pre test and post test of experimental group. The same question paper was used for pre and post tests to evaluate the student's knowledge in grammar in English subject through grammar questions which carried one mark for each question and contained 25 marks.

## PILOT STUDY:

Achievement test in tense was prepared by the investigator. To find out the difficulty index and discriminating power of the items, the developed preliminary draft of 30 items were administered to 20 students of class VIII of N.K.T. Government aided school, Chennai. Answers were scored with the help of scoring key developed by the investigator. After getting the results of all the students, the obtained scores were arranged in descending order. From this order upper 27% and lower 27% Students were identified. The scores of these two groups were used to compute difficulty index and discriminating power. It was calculated by using biserial correlation coefficient by using Flangan's table (1955). The items in the distribution curve between 25 % and below 75% were taken into consideration. The items, where the cutting points for difficulty indices and validity indices were satisfied were accepted on the other hand, if an item is not satisfied the validity index criterion, it was rejected. In this way, overall 25 items were accepted for the final draft.

## PROCEDURE OF THE STUDY:

The following activities were designed

One group pre test and post test of experiment group was prepared.

  
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1. Designing the Interactive electronic games module to teach tense in English grammar.
2. Preparation of Lesson Plan and Blue Print.
3. 10 games were downloaded from the web site.
4. Concept of the tense with examples and exercises were explained.
5. Discussions and feedback were done.

**DATA COLLECTION:**

The researcher administered pre test to the students with the help of the teachers. The question paper and response sheets were given to the individual learner. It was collected and evaluated. The investigator identified the problems of the learners. The causes of low achievement by unsuitable methods were found out. Interactive learning method was used in the classroom for learning for 10 days. The post- test was administered and the effectiveness of Interactive Electronic Games was found.

**HYPOTHESIS TESTING:**

**Hypothesis-1**

**Table-1 showing the significant difference in achievement mean score of the students between pre test and post test of experimental group students.**

Variables	Mean	SD	Standard Error Mean	t Value	Level of Significance
Pre-Test Score	13.88	2.623	0.371	74.389	0.01
Post-Test Score	18.86	2.571	0.363		

From the above mentioned table 1 the calculated 't' value 74.389 , mean differences 13.88, 18.86 and the level of significance 0.01 shows that there is a significant difference in achievement mean score of the student between the pre-test and the post test of experimental students.

  
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**Hypothesis-2**

**Table-2 showing significant difference between pre test and post test scores of the Tamil medium students.**

Variables	N	Mean	SD	Standard Error Mean	t Value	Level Significance
Pre-Test Score	24	13.6250	2.94607	.60136	52.31	0.01
Post-Test Score	24	18.5833	2.73332	.55794		

From the above mentioned table 2 the calculated 't' Value 52.31, mean differences 2.94607, 2.73332 and the level of the significance 0.01 shows that there is a significant mean difference between pre test and post test of Tamil Medium students.

**Hypothesis-3**

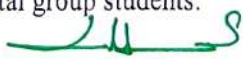
**Table-3 showing the significant difference between pre test and post test scores of the English medium students.**

Variables	N	Mean	SD	Standard Error Mean	t Value	Level Significance
Pre-Test Score	26	14.1154	2.32081	.45515	52.04	0.01
Post-Test Score	26	19.1154	2.43847	.47822		

From the above mentioned table 3 the calculated 't' Value 52.04, mean differences 14.1154, 19.1154, and the level of the significance 0.01 shows that there is a significant mean difference between pre test and post test of English Medium students.

**FINDINGS:**

1. There is significant difference in achievement mean score of the students between the pre-test and post test of experimental group students.

  
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2. There is significant difference between pre test and post test scores of the Tamil medium students.
3. There is significant difference between pre test and post test scores of the English medium students.

It shows that learning tense in English grammar by using Interactive Electronic Games modules is more effective.

#### EDUCATIONAL IMPLICATION:

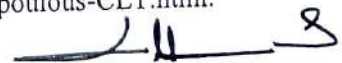
1. Games should be perceived as elements of the process of learning, students should gain benefits from games connected with English learning in the process of learning at the right time and place.
2. Researches should be done to evaluate the other websites on the Internet that gives English grammar with criterions.
3. This kind of research can be done to colleges to examine the students' knowledge on the advanced grammar.

#### CONCLUSION:

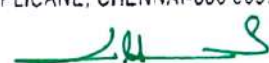
The study reveals that the students of standard VIII N.K.T Government aided School had problems in learning tense in English grammar. Learning tense in English grammar through Interactive Electronic Games is more effective. Hence, it will be more supportive to enrich English grammar at standard VIII.

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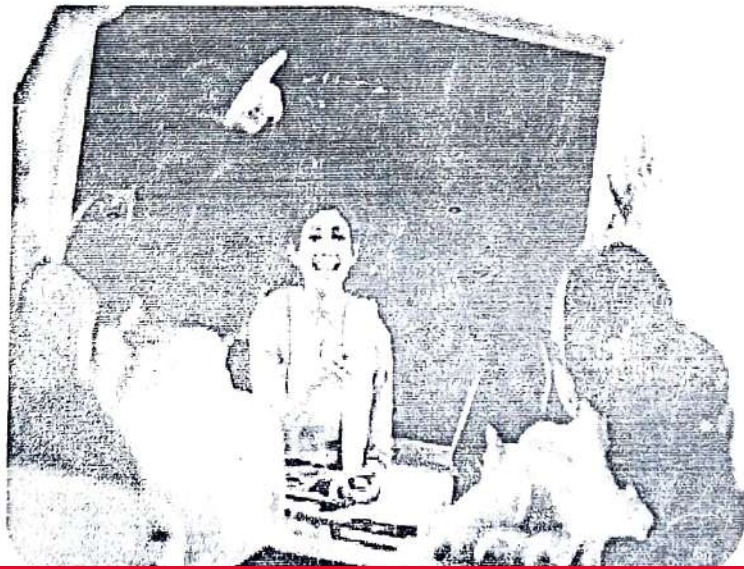
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# REVIEW OF RESEARCH



International Online Multidisciplinary Journal

## SOCIAL CAPITAL OF STUDENT TEACHERS IN CHENNAI DISTRICT



**Dr. S. Malathi**

*Dr. S. Malathi*

Associate Professor, N.K.T. National College of Education for Women, Chennai, Tamil Nadu.

ABSTRACT:-The present study was explored to find out the Social capital of Student teachers in Chennai District. Survey method was conducted on a sample of 200 Student teachers in Chennai.

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## SOCIAL CAPITAL OF STUDENT TEACHERS IN CHENNAI DISTRICT

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### ABSTRACT :

The present study was explored to find out the Social capital of Student teachers in Chennai District. Survey method was conducted on a sample of 200 Student teachers in Chennai District. Social capital scale by Malathi.S (2015) was used for data collection. Descriptive and differential analysis was done. Results found that there is no significant difference in Social Capital of student teachers based on gender, age, educational qualification, type of family and marital status.

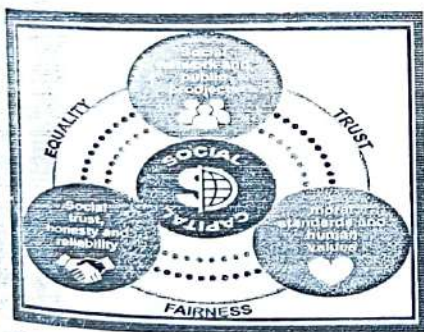
KEYWORDS : Social capital, B.Ed., Students.



### NEED FOR THE STUDY:

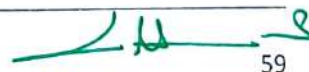
The concept of "Social Capital" became one of the most prominent in nowadays social sciences. It has probably been the most widely used concept in International Sociology and on the intersection of sociology and educational studies. The social capital of a general public incorporates the foundations, the connections, the demeanors and qualities that oversee associations among individuals and add to monetary and social advancement. The thought that social relations, systems, standards and qualities matter in the working and improvement of society has for some time been available in the financial aspects, human science, human sciences and political theory writing. Just in the previous 10 years or something like that, notwithstanding, has the possibility of social capital been advanced as a bringing together idea typifying these multidisciplinary sees. Social capital characterizes, "Associations among people Social systems and the standards of correspondence and dependability that emerge from them".

Social capital has great values that improves our lives and make us more productive by creating a nurturing support system that provides greater access to resources, get ideas and motivation to succeed. Social capital cultivate trust, capitalize on unstructured relationship- building moments, engage students in extracurricular opportunities, encourage students to support one another in person. Social capital supports success and education in the form of the disciplinary and academic climate at school and also the cultural norms and values that motivate students to achieve higher goals. Putnam (2000) states that child and youth development is strongly shaped by social capital in school. It is generally considered beneficial for students' social adjustments. Building social capital as positive consequences in the lives of the students, school and college communities. The efforts schools make to form and strengthen relationships will help all students, regardless of race or social emotional status, flourish throughout their academic careers. Hence, the present study is taken up.



### OBJECTIVE OF THE STUDY:

- To find out the significant difference in Social capital of Student teachers with respect to background variables.



**HYPOTHESIS:**

There is no significant difference in Social capital of Student teachers based on gender, age, educational qualification, type of family and marital status.

**SAMPLE:**

A random sample of 200 Student teachers in Chennai District was selected for the study.

**TOOL:**

Social capital scale by Malathi. S(2015). Reliability and Validity was established by the investigator. Cronbach's alpha reliability method was used and the reliability of Social capital was found out to be 0.60 the validity was found out by computing the square root of the reliability co-efficient which worked out to be 0.77.

**DATA ANALYSIS:**

Table 1: Social Capital of Student teachers based on background variables.

Variable	Sub-variables	N	Mean	SD	t-value	Level of significance
Gender	Male	100	74.7400	10.24510	1.300	Not Significant
	Female	100	72.8100	10.75033		
Age	Below 30	103	75.0971	10.75622	1.843	Not Significant
	Above 30	97	72.3711	10.12764		
Educational Qualification	UG	103	74.3540	10.17957	0.88	Not Significant
	PG	97	73.0230	10.95761		
Type of Family	Joint	95	73.9368	10.54051	0.206	Not Significant
	Nuclear	105	73.6286	10.54775		
Marital Status	Married	101	74.0792	10.56000	0.412	Not Significant
	Unmarried	99	73.4646	10.52142		

From Table-1, it is found there is no significant difference in Social capital of Student teachers based on the gender, age, educational qualification, type of family and marital status.

**EDUCATIONAL IMPLICATIONS:**

This study reveals that 56% of the student teachers are low in their social capital and they signs that resemble depression. Students with high Social capital are typically high achieving and very capable. They belong to teams and extracurriculars that improve their overall well-being. Students with low Social capital are considered as lower achieving. So, educational institutions are the great place to teach students and maintain beneficial personal relationships.

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## Enhancing Abilities of Student Teachers through Social Capital and Knowledge Sharing Intervention Programme

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### Abstract

The present experimental study was undertaken with two objectives in view (i) to devise an module based on social capital and knowledge sharing (ii) to verify the abilities of student teachers. A clear need to teach student teachers to generalize newly acquired abilities across time and settings has been established in the literature. Three factors emerge as important to sustaining abilities in classrooms based on a review of the research. An intervention module for enhancing generalization of abilities of student teachers using social capital and knowledge sharing is described using immediate feedback to enhance teaching skills, teaching goals and classroom management. To assess the effect of social capital and knowledge sharing module on the acquisition of abilities of student teachers, 126 student teachers were selected for the study. Student teachers were split into two groups as experimental group and control group each having 63 student teachers respectively. Post test data was collected on abilities of student teachers. Social capital and knowledge sharing intervention module resulted significantly higher mean in abilities of student teachers. The results suggest that this type of intervention training module may help teacher educators to increase their use of effective social capital and knowledge sharing procedures.

**KEYWORDS:** Abilities, teaching skills, teaching goals, classroom management.

### INTRODUCTION

A teacher educator is a person who helps other people to acquire the knowledge, competences, skills, goals and attitudes they require to be effective teachers. It is used to help teacher educators, and those involved with the professional development of teacher educators, to think about and further develop the overall competence, knowledge, understanding and skills required for effective and supportive teacher education. The major functions of a good teacher educator is having good teaching skills, and teaching goals and classroom management will be valuable in helping student teachers to develop and succeed. The teaching skills are defined as a group of teaching acts or behaviors intended to facilitate students learning directly or indirectly. Teaching goal is to promote learning and impart subject knowledge among student teachers which helps to keep students organized, orderly, focused, attentive, on task, and academically productive in classroom. Classroom management supports the proper execution of curriculum development, developing best teaching practices, and putting them into action. Classroom management can be explained as the actions and directions that teachers use to create a



successful learning environment; indeed, having a positive impact on student teachers achievement and goals. Student teachers are devoted to continuous development of their ability to deliver their service. Student teachers should have professional knowledge, teaching skills, teaching goal and classroom management through formal preparation and experience.

#### **OPERATIONAL DEFINITION**

##### **ABILITIES OF STUDENT TEACHERS**

Student teachers abilities refers to the, student teachers abilities such as

- Classroom management – the ability to manage the classroom discipline
- Teaching Skills – the ability to impart knowledge
- Teaching Goals: The ultimate goal of teaching is to promote learning.

##### **METHODOLOGY**

The various steps followed in the methodology of this study are devising an instructional module based on the framework of social capital and knowledge sharing module. Construction of research tool for socio-emotional competence and abilities of student teachers for identifying the various levels of student teachers and applying the instructional strategies for developing classroom management, teaching skills and teaching goals. Administration of the tool for pretest and posttest and employing appropriate statistical techniques for arriving at scientific conclusion.

##### **IDENTIFYING VARIOUS LEVELS OF STUDENT TEACHERS**

For the for the purpose of this investigation two levels of student teachers were identified on the basis of scores obtained in the pretest of abilities of student teachers. Those student teachers who scored low scored low in the pretest were selected for the further study.

##### **CONSTRUCTION OF RESEARCH TOOL**

To measure the abilities of student teachers in both control group and experimental group, abilities of student teachers scale was constructed by the investigator on the basis of item analysis. The content validity of the tool by expert opinion, item validity by item analysis and the reliability of the tool by Cronbach's method were established.

##### **SAMPLE DESIGN**

For the purpose of the investigation, 126 student teachers from N.K.T. National College of Education for Women and Lady Willingdon institute of Advanced study of education respectively. The student teachers were selected based on the low scores obtained in the pretest of abilities of student teachers. They were divided into two halves to constitute the experimental group (63) and the control group (63). The experimental group was taught through social capital and knowledge sharing instructional module strategy.

##### **APPLYING INSTRUCTIONAL STRATEGY**

After the pretest, the experiment was carried out for a period of one month. The control group student teachers were not taught instructional strategy and the experimental group student teachers were taught the instructional strategy like social capital and knowledge sharing module. Here, social capital refers to trust, norms and networks that can improve the efficiency of student teachers by facilitating coordinated actions. Knowledge sharing refers to enriching experience, values beliefs, and understanding the data, information, knowledge and expertise.



**DATA COLLECTIONS**

The experiment was conducted for a period of one month. At the end of the experimental period, a post test was conducted on the student teachers of the experimental group and the control group. The responses given by the student teachers in both the control group and the experimental group in the pretest and post test formed the vital data required for the analysis.

**SCORING PROCEDURE**

The abilities of student teachers scale consists of five point Likert scale. The student teachers were selected on the basis of item analysis. There were no negative items. The minimum and maximum score of a subject to the abilities of student teachers are 63 and 315 respectively. The response from student teachers were evaluated on the basis of the responses given by the respondents.

**Statistical techniques used in the study**

- ❖ Mean
- ❖ S.D
- ❖ t-test

**ANALYSIS OF DATA – PRE AND POST TEST SCORES OF VARIABLES**

**Table 1.1**

**Significance of Mean difference between the pre-test and post-test scores of control group abilities of student teachers**

Variable with its dimensions	Tests	Mean	Standard Deviation	t value	Level of significance
Classroom Management	Pre	45.0952	8.37372	1.05	NS
	Post	46.8413	7.70255		
Teaching Skills	Pre	46.2063	5.65569	1.98	0.05
	Post	48.3175	4.00735		
Teaching Goals	Pre	47.1587	17.95982	1.57	NS
	Post	50.9365	16.64749		
Overall Abilities of Student Teachers	Pre	138.4603	23.59389	1.25	NS
	Post	145.0952	19.30963		

It is observed from the above table that there is significant difference between pre-test and post-test scores of control group student teachers in the dimensions of abilities of student teachers namely teaching skills at 0.05 level. Fiona (2018) studied the teachers mindset to improve their own teaching abilities. Valarie et. al., (2018) administered mixed method which improved the teachers' abilities through training. Therefore, it is concluded that control group student teachers are similar in pre-test and post test scores of their teaching skills.

It is evident that there is no significant difference between pre-test and post-test scores of control group student teachers in the dimensions of abilities of student teachers namely classroom management, teaching goals and overall abilities of student teachers.

Hence the formulated hypothesis that there will be significant difference between pre-test and post-test scores of control group in abilities of student teachers is rejected.



**Table 1.2**  
**Significance of Mean difference between the pre-test and post-test scores of**  
**Experimental group abilities of student teachers**

Variable with its dimensions	Tests	Mean	Standard Deviation	t value	Level of significance
Classroom Management	Pre	43.9048	14.09154	22.478	0.01
	Post	85.5238	7.65771		
Teaching Skills	Pre	57.5238	19.12342	12.946	0.01
	Post	84.7460	10.67099		
Teaching Goals	Pre	52.8254	17.15352	16.865	0.01
	Post	87.7460	6.36768		
Abilities of Student Teachers	Pre	154.2540	18.52981	42.539	0.01
	Post	258.0159	12.50225		

It is observed from the above table that there is significant difference between the pre-test and post-test scores in the dimensions of abilities of student teachers namely classroom management, teaching skills, teaching goals at 0.01 level. According to Lakshmi Shanmugam (2016), the results proved that the abilities of teachers will improve the teaching competence of student teachers. Similarly it is found that post experimental group students (258.0159) have high classroom management, teaching skills, teaching goals and abilities of student teachers than the pre experimental group (154.2540) students. Hence, it is concluded that post experimental group students have more abilities of student teachers than the pre experimental group students. Further the results of Murat and Gokalp (2016) indicated a significant and positive relationship between the sub dimensions of pre service teachers' teaching competencies to enhance the teaching abilities of students.


Hence the formulated hypothesis that there will be significant difference between pre-test and post-test scores of experimental group students in abilities of student teachers is accepted.

#### POST-TEST SCORES OF VARIABLES

**Table 1.3**  
**Significance of Mean difference between the Control and Experimental**  
**group in the post-test scores of Abilities of Student Teachers**

Dimensions/Variable		Control	Experimental	t value	Level of Significance
Classroom Management	Mean	58.8413	85.5238	19.499	0.01
	S.D	7.70255	7.65771		
Teaching Skills	Mean	60.3175	84.7460	17.010	0.01
	S.D	4.00735	10.67099		
Teaching Goals	Mean	76.9365	87.7460	5.697	0.01
	S.D	13.64749	6.36768		
Abilities of Student Teachers	Mean	196.0952	258.0159	21.365	0.01
	S.D	19.30963	12.50225		

It could be observed that there is significant difference between the control and

  
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experimental group students in the post-test scores of abilities of student teachers and its dimensions namely classroom management, teaching skills, teaching goals at 0.01 level. It is found that experimental group students (258.0159) have higher abilities than the control group students (196.0952) in post test scores. The study conducted by Faida Imhemed Salem El Warfali and Nik Mohd Rahimi Nik Yusoff (2014) revealed that training can improve the teachers in their classroom management similar to the findings of the present study.

Stought (2015) and Tran (2016) emphasized on techniques to improve teaching abilities of teachers which is also evident in the post test statistically significant score of the present study.

Hence the formulated hypothesis that there will be significant difference between Control and Experimental group students in the post-test scores of abilities of student teachers is accepted.

**Table 1.4**  
**Significance of Mean difference between the control group and experimental group in the gain scores of abilities of student teachers**

Variable with its dimensions	Group	Mean	Standard Deviation	t value	Level of significance
Classroom Management	Control	13.7460	10.62554	12.199	0.01
	Experimental	41.6190	14.69631		
Teaching Skills	Control	14.2540	11.10067	5.135	0.01
	Experimental	27.2222	16.69020		
Teaching Goals	Control	29.7778	20.65261	1.547	NS
	Experimental	34.9206	16.43492		
Abilities of Student Teachers	Control	57.6349	24.38224	11.760	0.01
	Experimental	103.7619	19.36051		

It is evident from the above table that there is significant difference between the control and experimental group students in the dimensions of abilities of student teachers namely classroom management and teaching skills at 0.01 level. It is found that experimental group (103.7619) students have high class room management, teaching skills and abilities of student teachers than the control group (57.6349) students.

Further it is inferred that there is no significant difference between the control and experimental group students in teaching goal. Therefore it is concluded that the experimental group students have similar to control group students in their teaching goal.

Hence the formulated hypothesis that there will be significant difference between Control and Experimental group in the gain scores of abilities of student teachers is accepted.

#### **IMPLICATIONS OF THE STUDY**

The results of the study have established that the instructional strategy like social capital and knowledge sharing in more effective, in developing classroom management, teaching skills and teaching goals among student teachers. Since the instructional strategy has been effective for student teachers, it can be used with significant success in various



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levels of school teachers. Teachers of colleges and universities can be given orientation as to how to apply the instructional strategy like social capital and knowledge sharing for the benefit of various institutions of students.

Keeping the result of the study in mind, the UGC, NCERT and SCERT can conduct orientation programs for the teachers in all levels like primary, upper primary, secondary, higher secondary schools, colleges and universities for creating awareness among them about the effectiveness of the instructional strategies which will find an expression in their classroom practices. Since, the use of the instructional module enhances among student teachers in the low group it will enhance the abilities of student teachers which will help them to incorporate these strategies in schools at all levels. So, a necessary orientation can be given at NCERT level also, so that awareness can be developed among all levels of school teachers also.

### CONCLUSION

From the analysis, it is observed that there is significant difference exists between the pre-test and post-test scores in the variable abilities of student teachers. Hence, it is evident that the intervention modules of social capital and knowledge sharing are very much effective in enhancing abilities of student teachers.

Considering the gain scores of student teachers, it is interesting to note that there is significant difference between control and experimental group student teachers in their abilities of student teachers. Hence, it is understood that knowledge sharing and social capital plays a vital role in enhancing the abilities of student teachers. Therefore, it is important that curriculum developers and eminent educationists should develop the teacher education curriculum by integrating the techniques of knowledge sharing and social capital components in the syllabus so as to enhance abilities among student teachers which is the need of the hour and that can improve the quality of teacher education as well.

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# Enhancing Socio-Emotional Competence Through Social Capital And Knowledge Sharing Intervention Programme Among Student Teachers

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**Abstract**

The 21st century practices and ethical approaches regarding technological utilization are important and should be added in the teacher education program to prepare preservice teachers. Implantation of differentiated instruction in the classroom helps students acquire these skills. Differentiated instruction accommodates the diverse learning needs of the student teachers by varying the methods and materials used to teach each concept. Social capital and knowledge sharing intervention programme offers different types of teaching and learning style and usage of different technologies. This study is undertaken to check the effect of social capital and knowledge sharing intervention module in enhancing socio-emotional competence among student teachers. Student teachers were selected for the study based on the scores obtained in control variables. They were split into two groups-Experimental group and control group, each having 63 student teachers. Experimental group was exposed to an intervention programme where the module in social capital and knowledge sharing techniques were exposed using different technologies. The results of pre-test and post test data analysis indicated that there is an improvement in



*[Signature]*



*socio-emotional competences such as relationship skills, self-awareness, social awareness and self- management.*

## I. INTRODUCTION

Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, establish and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. Social and emotional learning is critical to developing competencies besides academic content knowledge that are necessary to succeed in college and in careers. Social competence is so important, and apparently so intertwined with aspects of emotional competence, we need to better understand its emotional prerequisites. To maximize socio-emotional competence and abilities, researchers and others must carefully scrutinize how elements of social capital and knowledge sharing work together to allow student teachers to mobilize personal and environmental resources. Emotion knowledge is the key component of student teachers to understand young children's emotional competence. Student teachers who understand emotions also are more prosocially responsive to their peers, and rated as more socially competent by teacher educators, and more likable by their peers.

## 2. OPERATIONAL DEFINITIONS

- **Socio-emotional competence**-Socio - emotional competence refers to the student teachers' ability to experience, regulate and express emotions, to form close and secure interpersonal relationships, and to explore his or her environment to learn all in the context of family, community and culture. The components are,
- **Self Awareness** – The ability to accurately recognize one's emotions and thoughts, their influence on behaviour includes accurately assessing one's strength and limitations, possessing a well grounded sense of confidence and optimism.
- **Self Management** – The ability to regulate one's emotions, thoughts and behaviours effectively in different situations. This includes managing stress, controlling impulses, motivating oneself and, working towards achieving personal and academic goals.
- **Social Awareness** - The ability to take the perspective of and empathizes with others from diverse backgrounds and cultures to understand social and ethical norms for behaviour.
- **Relationship Skills** – The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating, learning, listening, acting, cooperating, resisting inappropriate social pressure, negotiating conflicts, constructivism and seeking and offering help when needed.

It is observed from the above table that there is significant difference between pre-test and post-test scores of experimental group in the dimensions of socio emotional competence namely relationship skills, social awareness, self awareness and self management at 0.01 level. It is found that experimental group student teachers have high relationship skills, social awareness, self awareness, self management and total socio-emotional competence than the control group student teachers. Hence, it is concluded that experimental group (278.3016) student teachers have better socio-emotional competence than the control group student teachers (171.6190). Englund et al., and others (2000) longitudinal investigation on adolescent students supports the present findings emphasizing the effectiveness of intervention programme in improving the socio emotional competencies of students.

Hence the formulated hypothesis that there is significant difference between pre-test and post-test scores of experimental group students in socio emotional competence is accepted.

## 5.2 POST-TEST SCORES OF VARIABLES

**Table 2: Significance of Mean difference between the Control and Experimental group student teachers in the post-test scores of Socio-emotional competence**

Dimensions/Variable		Control Group	Experimental Group	t value	Level of Significance
Relationship Skills	Mean	42.7937	58.9048	13.165	0.01
	S.D	8.82109	4.06684		
Social Awareness	Mean	56.5873	78.3333	15.354	0.01
	S.D	9.89238	5.34005		
Self-Awareness	Mean	46.5556	74.8730	17.638	0.01
	S.D	11.75115	4.93013		
Self-Management	Mean	42.8571	66.1905	14.042	0.01
	S.D	12.05880	5.34264		
Socio-Emotional Competence Total	Mean	188.7937	278.3016	27.360	0.01
	S.D	23.85788	10.24952		

From the above table, it is inferred that there is significant difference between the control and experimental group students in the post-test scores of socio emotional competence and its dimensions namely relationship skills, social awareness, self awareness and self management at 0.01 level. It is found that experimental group student teachers have high socio emotional competence than the control group student teachers.

According to Mavroveli et al. (2009) in their paper on exploring the relationship between traits emotional intelligence and Socio-Emotional outcomes found that Trait emotional intelligence is successfully operationalized through the TEIQue-CF and has important and multifaceted implications for the socialization of primary school children which is found to substantiate the findings of the present study. Further the results of Munroe (2009) conflicts with the common understanding that we must understand ourselves first, before

we understand others portraying the significance of self awareness to develop the social awareness skill among the samples as it is evident in the present study also.

Hence the formulated hypothesis that there will be significant difference between Control and Experimental group students in the post-test scores of socio-emotional competence is accepted.

### 5.3 GAIN SCORES OF VARIABLES

**Table 3: Significance of Mean difference between the control group and experimental group student teachers in the gain score of socio-emotional competence**

Variable with its dimensions	Group	Mean	Standard Deviation	t value	Level of significance
Relationship Skills	Control	5.9365	4.26869	6.365	0.01
	Experimental	15.7778	11.50518		
Social Awareness	Control	8.0635	7.73528	15.567	0.01
	Experimental	34.5238	11.05391		
Self Awareness	Control	6.0476	6.07859	13.201	0.01
	Experimental	29.2063	12.52759		
Self management	Control	4.5873	3.54981	14.962	0.01
	Experimental	27.1746	11.44487		
Overall Socio-Emotional Competence	Control	25.0476	11.91289	20.977	0.01
	Experimental	106.6825	28.49891		

It is observed from the above table that there is significant difference between the control and experimental group student teachers in the dimensions of socio-emotional competence namely relationship skills, social awareness, self awareness and self management at 0.01 level. Similarly it is found that experimental group student teachers have high relationship skills, social awareness, self awareness, self management and socio emotional competence than the control group student teachers. Poulou (2015) indicated that students' social and emotional skills were found to be a determinant of their behaviour than teachers' interpersonal behavior which serve as a base for the present study.

Hence the formulated hypothesis that there will be significant difference between control and experimental group student teachers in the gain scores of socio-emotional competence is accepted.

### 6. CONCLUSION

From the analysis, it is observed that there is significant difference exists between the pre-test and post-test scores in the variable socio emotional competence of student teachers. Hence, it is evident that the intervention modules of social capital and knowledge sharing are very much effective in enhancing socio emotional competence. Considering the gain scores of student teachers, it is interesting to note that there is significant difference between control and experimental group student teachers in socio emotional competence.



### 3. METHODOLOGY

This study is carried out in the following steps:

1. Social capital and knowledge sharing intervention based on 12 modules is used to assess and categorize the dominant and weaker socio-emotional competence and abilities of student teachers.
2. Colleges of education is identified which was willing to introduce social capital and knowledge sharing module in their curriculum.
3. Student teachers were split into two groups as experimental group and control group, each having 63 students.
4. The pre-test data is collected from the selected student teachers based on socio-emotional competence and abilities of student teachers.
5. Social capital knowledge sharing intervention module is designed.
6. Intervention programme is introduced to experimental group.
7. The post-test data is collected from the selected student teachers based on socio-emotional competence and abilities of student teachers.
8. Statistical analysis is carried out in the present study.

### 4. HYPOTHESES OF THE STUDY

1. There will be significant difference between pre-test and post-test scores of Experimental group students in socio-emotional competence
2. There will be significant difference between Control and Experimental group students in the post-test scores of socio-emotional competence
3. There will be significant difference between Control and Experimental group students in the gain scores of socio-emotional competence

### 5. DATA ANALYSIS, FINDINGS AND DISCUSSION

#### 5.1 PRE-TEST AND POST-TEST SCORES OF VARIABLES


Table 1: Significance of Mean difference between the pre-test and post-test scores of experimental group students in socio-emotional competence

Variable with its dimensions	Tests	Mean	Standard Deviation	t value	Level of significance
Relationship Skills	Pre-Test	43.1270	12.70699	10.885	0.01
	Post-Test	58.9048	4.06684		
Social Awareness	Pre-Test	43.8095	9.24899	24.790	0.01
	Post-Test	78.3333	5.34005		
Self Awareness	Pre-Test	45.6667	11.47929	18.505	0.01
	Post-Test	74.8730	4.93013		
Self management	Pre-Test	39.0159	11.11595	18.846	0.01
	Post-Test	66.1905	5.34264		
Total Socio-Emotional Competence	Pre-Test	171.6190	25.23210	29.712	0.01
	Post-Test	278.3016	10.24952		

Hence, it is understood that knowledge sharing and social capital plays a vital role in enhancing the socio-emotional competence. Therefore, it is important that curriculum developers and eminent educationists should develop the teacher education curriculum by integrating the techniques of knowledge sharing and social capital components in the syllabus so as to enhance socio-emotional competence among student teachers which is the need of the hour and that can improve the quality of teacher education as well.

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## SOCIAL CAPITAL AND PSYCHOLOGICAL CAPITAL OF

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### Abstract:

Recent technological advancements have reduced the face to face interactions among the people therefore resulting in poor quality of life. In order to have a better quality of Life it is essential to boost the Psychological and Social Aspects of Student-Teachers. The aim of the present investigation is to find out the relationship between Psychological Capital and Social Capital of B.Ed. Student-Teachers. The investigation tends to explore the relationship between the two variables taken for the present study. 200 B.Ed. Student-Teachers representing Government, Government-aided and Self-financing institutions were chosen as samples for the present study. The collected data were statistically processed finding Correlation, t- test and F-test. It is proved that there is significant relationship between the two variables and significant differences were found gender wise and based on number of friends.

**Key Words:** Psychological Capital, Social Capital, and Student-Teachers.

### Introduction:

Transition is common in all human endeavors. Students today are tech savvy, and largely depend on technology related gadgets or devices for all activities right from Education to Recreation. Technology is so dominant and has its own favorable and adverse effects. This Technology Era has resulted in poor social skill. In fact children of today are not only socially backward and deprived also lost in the ICT related Technology World. As the Children of today are distancing themselves from human touch they are bundled with stress. This quality of not venting out their feelings and emotions in right dose and at right time has resulted in making the individuals timid and psychologically unfit to encounter the realistic issues that they come across during their life time. Student-Teachers in the present condition are added to more technological up gradation which has ultimately resulted in poor social capital. The term stress and depression has become common word irrespective of to which age group does the student-teacher fall. The Student -Teachers of today are also psychologically unfit to face and overcome realistic situation. Therefore their psychological capital is also poorly developed in them.

### Psychological Capital:

Three capitals occupy a pivotal position they are psychological capital, human capital and social capital. Psychological capital though started in organizational set up it has spread its hands through out in all dimensions. Psychological capital focuses on self and possible self. Psychological capital will help healthy people to contribute to the development of the society. The concept of helping healthy people thereby adds on to the output and improving human potential. Developing positive psychological capital will help oneself to go beyond the expectation and turn successful by facing all realistic situations.

### Characteristics of Psychological Capital:

Psychologically healthy person are tend to possess these traits. To become committed and taking effort for success in challenging affairs and tasks (self-efficiency), positive citation for present and future achievements (optimism), the stability in achieving the objective and changing the way to goal to achieve the success (hope) if necessary, the perseverance while facing with difficulties and problems to achieve the success (resiliency).

### Definitions:

"Psychological capital can be defined as a complement of personal and organizational features which can be developed and directed" Luthans F. Psychological capital consists of hope, optimism, self-efficacy, resilience which is essential for success, to remain motivated in a task, with perseverance. (Luthans, Avolio, Avey, & Norman, 2007).

### Social Capital:

Social Capital is well thought-out multidimensional and cannot permanently be viewed as a single component, but relatively requires deliberation from multiple dimensions, levels, forms, types and other interrelated elements. Over the years, a number of attempts have been made to measure an individual's networks and associated resources in the form of strength of relationships, density of relationships, usefulness of relationships, types of resources, and availability of resources. Social capital exists in the form of resources that can be utilized in the accomplishment of expressive actions to maintain well-being, such as in the form of functional support and emotional backing.

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Social Capital must be viewed in two perspectives: one from the capacity to procure information, ideas and support of others as a result of maintaining the relationship with other people as supported by sociologist Ronald Burt, Nan Lin, and Alejandro Portes's accessible due to improved relationship. According to Robert Putnam Social Capital is on account of individual's involvement in informal network and formal social network which may help them to solve a number of social problems and thus contribute towards civic health. The third view called linking social Capital (Woolcock 1999, World Bank 2000) can help to link and bridge and contribute to development of individuals both horizontally and vertically.

**Definitions:**

The definition from the Office for Economic Co-operation and Development (OECD) is "networks together with shared norms, values and understandings that facilitate co-operation within or among groups". Social Capital Theory of James Coleman (1990) defines social capital as a function of social structure producing advantage. Various entities consist of some aspects of social structure; and which facilitates certain actions of individuals who are within the structure.

**Literature Review:**

The importance of social capital in supporting students from low socio economic backgrounds and from families that have no higher education family tradition is becoming increasingly apparent. Social capital requires co-operation, trust, reciprocity, civic engagement and collective well-being. Putnam (1993) drew this conclusion from a longitudinal study conducted in Italy over 20 years from 1970. These elements of social capital are often used to explore the strength of a given community.

Melissa, Julia and Takuya (2018) examined differences in social capital between two demographically disparate groups: future education professionals and youth leaders living in urban communities. This is important because there is growing scholarly evidence of a positive relationship between social capital and student achievement. "Social capital," defined as a constellation of privileges, is parallel to "the concepts of financial capital, physical capital, and human capital—but embodied in relations among persons" (Coleman, 1988). The impact of the varying access to social capital and its attendant resources may have profound implications on the interactions within the classroom; thus, this study measured this construct in a sample of students in education preparation programs (n = 145) and a sample of youth leaders living in urban communities (n = 119). There were significant differences between groups in: community participation, value of life, and feelings of trust and safety. Educational and consultative strategies to develop cultural competence and diversity sensitivity are discussed, with a particular focus on training future school professionals.

Ngoma and Peter (2016) investigated the relationship among Psychological Capital, career identity, employability of the graduates with the mediating role of Social Capital in Uganda. From the population of 480 unemployed people undergoing skill development programme 215 respondent was chosen. Regression, Differential analysis was adopted in processing the data collected. It was found that nearly 15 percent of variations, in the employability, of the samples were accounted for the variables Psychological capital, Social Capital, and career identity. Social Capital is found to completely mediate between the other variables of the study. It was suggested to improve on the employees Psychological Capital, social capital and work identity to be successful in employment.

Qiangwei, Yan (2016) explored coping style on interpersonal relationship treating Psychological Capital as mediating variable. 832 college students from Wuhan City were selected. Cluster sampling technique was adopted in this study. Psychological Capital Questionnaire (PCQ) and the Simplified Coping Style Questionnaire (SCSQ) were used. Significant influence was found between the dependent and independent variable.

Moschetti and Hudley (2015) administered a grounded theory approach to study the academic and social adjustment of first-generation, low-income White students. This study verified the research situation with the theoretical notion of being provided with adequate social support, assistance to facilitate first generation degree learners. It was found that better social capital provided the students with better information, guidance and emotional support. It was suggested to provide better social capital to help the white learners to overcome obstacles to reach their academic goals.

Hansen, Buitendach and Kanengoni (2014) examined the relationship between Psychological Capital (Psychological Capital), subjective well-being, burnout and job satisfaction of South African Educators. The study found that by means of enhancing the subjective well-being of teachers is found not only to improve their performance and commitment, but at large it is found to have an impact on the satisfaction of students. The cross-sectional method was adopted. 103 teacher educators served as sample for this study. Psychological Capital was found to reconcile between subjective well-being and burnout. The researcher also suggested, in improving on the components of subjective well-being, and job satisfaction when they are in distress.

Barmola (2013) studied the Psychological Capital of 100 adolescent student's public school in Jaipur. The investigator attempted to study the gender difference in all the four components of Psychological Capital namely Self Efficacy, Hope, Resilience, and optimism. Gender difference was found only in the component of hope and there was no difference in all the other three components of Psychological Capital.



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Luthans et al. (2007) conducted two studies on the dimensions of Psychological Capital as predictor of performance and satisfaction both the studies found the four dimensions to be indicator of performance and also concluded that composite dimension to be better predictor of performance than the individual dimensions.

**Objectives of the Study:**

The objectives of the present study are:

- To investigate the relationship between Psychological capital and Social Capital of B.Ed. Student-teachers.
- To explore the Gender difference in the variables namely Psychological Capital and Social Capital.
- To explore the difference in the variables namely Psychological Capital and Social Capital with respect to Number of friends

**Hypotheses of the Study:**

Based the objectives the following hypotheses were framed

- There exists significant relationship between Psychological Capital and Social Capital of B.Ed. Student- teachers.
- There exists no significant gender difference in the Psychological Capital and Social Capital of B.Ed. Student- teachers.
- There exists no significant difference in Psychological Capital and Social Capital of B.Ed. Student-teachers with respect to number of friends.

**Method of the Study:**

Normative survey method has been adopted to collect sample for the present study.

**Samples for the Study:**

The Present study is intended to explore the Psychological Capital and Social Capital of B.Ed. Student-teacher. The Student-Teachers in Chennai city were selected to be sample from three types of Management namely Government, Government –aided, and Self- financing Institution. Around 200 samples were collected from student- teachers.

**Tools for the Study:**

The tools that were originally prepared by the authors were adapted for the purpose of present with the aim to suit to the present environmental background and culture of the samples groups.

- Psychological Capital Scale - Adapted Psychological Capital tool modified the following tools of Luthans, Luthans, & Jensen, 2012, Michael F. Scheier & Charles S. Carver. (1985). The Herth Hope Index (Hhi) 1992, Siriporn Sapyaprapa, ArunyaTuicomepee, Rewadee Watakakosol, 2013.Modified and validated by A. H. Komala and Dr. S. Vasanthi
- Social Capital Scale - Adapted Classroom Social Capital Scale-Revised (CSCS-R) Student Form developed by May Belle N. Trahan 2013. Modified and Validated by A. H. Komala's and Dr. S. Vasanthi

**Statistical Technique Used:**

The collected data was tabulated and statistically processed and the results are interpreted based on the tables present below.

Table 1: Correlation between Psychological Capital and Social Capital scores of Student-Teachers

Variables	Psychological Capital	Social Capital
Psychological Capital	1	0.683**
Social Capital	0.683**	1

The above table is clearly indicating that there exist significant relationship between the two variables chosen for the present study namely Psychological Capital and Social Capital which is mutually contributing to one another. The theoretical background collected stated that Student-Teachers who are strong in their Social Capital are found to have strong Psychological Capital and inversely Student-Teachers who are psychologically well balanced can move with others calmly without any complexities. Both the variables are positively correlated indicating that increase in the contribution one will have a direct increase in the contribution of the other variable. The result drawn is significant at 0.01 level thus accepting the hypothesis framed.

Table 2: Gender wise difference in Psychological Capital and Social Capital of B.Ed. Student-Teachers

Variables	N	Mean	SD	t- value	Level of Significance
Psychological Capital	Boys	100	61.03	5.060	0.000**
	Girls	100	63.74		
Social Capital	Boys	100	57.22	5.893	0.000**
	Girls	100	60.10		

It could be inferred from the table that there exists significant gender difference in the Student-Teachers in their Psychological Capital and Social Capital. Both the boys and girls student-teachers are found to be significantly different in their Psychological Capital and Social Capital.



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Though boys and Girls in our system are given equal opportunity in all fields there still exist significant differences. Further it is evident from the mean value that girls are found to have better Psychological Capital of 63.74 than boys with 61.03. Basically girls can handle critical situation in a balanced ways can be due Indian Set-up, as they shoulder more roles and responsibility both at home, place of study or at work place.

Similarly there existed significant difference in the Social capital between Boys and Girls. Socially building ones skill is highly essential in our technologically driven society. Girls are found to have better social skill than boys which is well depicted by mean value. As mention above the social capital is the ability to move with newer people. Girls due to their predominant roles played in their society face more individuals. Mean value of 60.10 is greater than 57.22 indicating the ability of girls to mingle and develop better social skill.

Table 3: One Way ANOVA results of Psychological Capital and Social Capital of B.Ed. Student-Teachers based on number of Friends

Variables	df	Mean Square	F	Significance	Groups Differ Significantly
Psychological Capital	5	259.305	1.220	NS	-
	195	212.506			
Social Capital	5	208.082	2.051	0.039	(3&4), (3&1), (3&5), (2&4), (2&1), (2&5),
	195	101.475			

The One way Analysis carried on establishing the Psychological and Social Capital of B.Ed. Student-Teachers make it evident that there is no difference in the Psychological Capital of these samples based on number of Friends as the p-value is greater than 0.05 indicating that the 200 samples of B.Ed. Student-Teachers are found to have the same level of Psychological Capital irrespective of number of Friends thus accepting the null hypothesis.

Further on analyzing the p-value for Social Capital for the chosen 200 samples it was found to have significant difference thus rejecting the null hypothesis. On administering the post-hoc test the Duncan directional table indicate that there exists significant difference between the groups with 3 friends with that having 1,4,5 friends similarly, difference is found between the group of 2 friends with 1,4,5 friends. This directional table leads to inference that more the number of friends the better their Social Capital. Thus rejecting the null hypothesis and accepting the alternative hypothesis.

#### Findings of the Study:

- The Psychological capital and Social Capital of B.Ed. Student-Teachers are positively correlated.
- There is gender difference in Psychological capital and Social Capital of B.Ed. Student-teachers. Thus rejecting null hypothesis formed and accepting alternative hypothesis. In both the variables girls were found to be better than boys.
- There is no significant difference in Psychological Capital based on number of Friends indicating how many ever friends we have Psychological Capital remains the same.
- There is significant difference in Social Capital based on number of Friends indicating higher the number of friends better the Social Capital and Vice-versa, thus rejecting the null hypothesis.

#### Implications:

Prospective Student-Teachers are the makers of Nation tomorrow thus highlighting the need for well-developed Teachers for better tomorrow. It is indicated that both Psychological Capital and Social Capital are related thus it is the bound duty of Educational Institutions at all levels right from Schooling to The Higher Education or Professional courses to incorporate value- added or Add-on courses to build in the Students both Psychological and SocialCapital and thereby equipping the Prospective Student-Teachers to contribute to the development of good citizens for our Country. Right from day one of any student entering School to get educated must be developed holistically and not only on academics.

#### Conclusion

This present study has clearly thrown light on the need for a student-teacher to be equipped in their Psychological and Social Capitals domains as they are the one who prepare the future citizens of our Nation. Taking this into consideration it is duty of our Educational System to equip students on all aspects so as to develop them holistically. In order to maintain oneself in social order it is essential to be emotionally well balanced. Psychological capital is hypothesized to empower students with the necessary mental strength to cope up with adverse circumstances. Luthans, Avolio et al. (2007), suggest that strategies can be developed to better shape these dispositions among young adults and facilitate their coping with stress exposures. As that of Social Capital is concerned conscious effort is required to reintroduce students to those worlds of joy that can be gathered from real-world caring connotation. To develop both the capitals it is necessary to bring the individuals in touch with the society.

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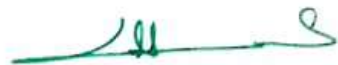
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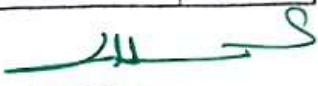
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## Transforming Knowledge Economy to Knowledge Society: Economic Perspective

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### Abstract

Social theory helps to comprehend that knowledge is fundamental growth in all domains of the society, viz. in Politics, economics and culture of modern society. This helps in dissemination of knowledge in the learning society and also develops equality among the citizens of the nation. Economically knowledge is termed as a commodity and investment in education to acquire fundamental knowledge is said to contribute towards economic growth in the long run. Knowledge is created by individuals, communities and society. Peter Drucker viewed knowledge as a key economic resource and coined the term knowledge worker in 1969. Fast forward to the present day, and in this knowledge-intensive environment, knowledge begets knowledge, new competencies develop, and the result is innovation. Knowledge society is said to contribute towards development of holistic development of future generation. This current paper is aimed to throw light on the knowledge society and its contribution to the economic development of a society in the long run.

### Introduction

A knowledge society promotes human rights and offers equal, inclusive, and universal access to all knowledge creation. Develops the future citizens into a holistic whole by preparing him/her to confront the problems they face. Knowledge transmitted or disseminated must not be appalling. The knowledge developed must be transmitted equally to all for development of an equitable knowledge society as mentioned by UNESCO World Report.

The UNESCO establishes four principles that are essential:

- Cultural diversity
- Equal access to education
- Universal access to information
- Freedom of expression

### Barriers in Reaching the Zenith

The digital divide is an obstacle to achievement of genuine knowledge societies. Access to the internet is available to 39 percent of the world's population. This data represents growth as well as a continued gap. Among the many challenges that contribute to a global digital divide are issues regarding economic resources, geography, age, gender, language, education, social and cultural background, fabricates shares and makes available to all members of the society, knowledge that may be used to develop the individual condition. An awareness society differs from an information society in that the former serves to convert information into assets that allow society to take effectual action while the latter only creates and disseminates the raw data. The competence to gather and scrutinize

information has existed all the way through human history. However, the idea of the present-day knowledge society is based on the vast increase in data creation and information dissemination that results from the innovation of information technologies.

Knowledge has been at the heart of economic growth and the steady rise in levels of societal well-being since time immemorial. The ability to invent and innovate, that is, to create new knowledge and new ideas that are then embodied in products, processes and organizations, has always served to fuel development. And there have always been organizations and institutions capable of creating and disseminating knowledge: from the medieval guilds through to the large business corporations of the early twentieth century. 'Knowledge-based economy', however, is a recently coined term. As such, its use is meant to signify a change from the economies of earlier periods, more a 'sea change' than a sharp discontinuity.

#### **Economical Insight of Knowledge**

Knowledge is considered to be an investment in the economic domain. Investment is opined to produce a multiplier effect and contribute towards economic growth and enable the young population of the country to meet with the demands of the world market. This investment in knowledge is estimated not only to augment the present situation and also empower the citizens in developing better social, psychological and human capital.

#### **Role of Intangible Investment in Developing a Knowledge Society**

Intangible capital has largely fallen into two main categories: on the one hand, investment geared to the production and dissemination of knowledge (i.e. in training, education, research and development [R & D], information and coordination); on the other, investment geared to sustaining the physical state of human capital (health care expenditures). Any economy for its development should concentrate equally in both intangible and physical capital. The Development, public education and software, can witness that annual Investment rates have grown strongly these developments are reflected in an ever-increasing proliferation of jobs in the production, processing and transfer of knowledge and information. This trend is not just confined to the high technology and information and communication service sectors, as it has gradually spread across the entire economy.

#### **Exploring the Black Box of 'Knowledge'**

##### **Knowledge and Information**

A basic distinction should be drawn between knowledge and information. Knowledge – in whatever field – empowers its possessors with the capacity for intellectual or physical action. So what we mean by knowledge is fundamentally a matter of cognitive capability. Information, on the other hand, takes the shape of structured and formatted data that remain passive and inert until used by those with the knowledge needed to interpret and process them.

### **Codification of Tacit Knowledge**

On the other hand, knowledge may be codified: so articulate and clarified that it can be expressed in a particular language and recorded on a particular medium. Codification involves the exteriorization of memory (Favereau, 1998). As such, knowledge is detached from the individual and the memory, and communication capacity created. The emergence of codification, 'the problem of memory ceases to dominate intellectual life' (Goody, 1977). Codification consists in translating knowledge into symbolic representations so that it can be stored on a particular medium. This creates new cognitive potentialities that remain inconceivable, so long as the knowledge is attached to individual human beings.

### **Fundamentals of the Knowledge Society in Economic Perspective**

**The Acceleration of Knowledge Production** The crux of the issue lies in the accelerating (and unprecedented) speed, at which knowledge is created, accumulated and, most probably, depreciates in terms of economic relevance and value. This trend reflects, inter alia, an intensified pace of scientific and technological progress.

In the early twentieth century onwards, is the growing relative importance of intangible capital in total productive wealth, and the rising relative share of gross domestic product (GDP) attributable to intangible capital. Intangible capital has largely fallen into two main categories: on the one hand, investment geared to the production and dissemination of knowledge (i.e. in

training, education, research and development [R & D], information and coordination); on the other, investment geared to sustaining the physical state of human capital (health care expenditures).

### **Knowledge-based Communities as Agents of Economic Change**

Knowledge-based activities emerge when people, supported by information and communication technologies, interact with concerted efforts to co-produce (i.e. Create and exchange) new knowledge. Attitudes that obstructed the widespread disclosure of 'Nature's secrets' were perhaps more important than limitations of community technology in impeding effective cooperation in the pursuit of knowledge

### **Knowledge-intensive Communities and their 'Virtues'**

Communities of programmers engaged in creating and improving so called 'open source' software resemble 'open science' research communities in many of these aspects, and, like them, are not able to extract economic. Revenues directly from the sale of the new knowledge and information goods add to that pool of information, thus enhancing the advance of evidence-based research. Communities characterized by all three of the aforementioned components tend to be fundamentally geared to knowledge driven production.

Knowledge enhancement is boosted by a host of opportunities for recombination, transposition and synergy; A large share of the knowledge base is codified, which leads to greater storage and communication capacity and

makes it possible to develop new cognitive approaches;

Quality control is guaranteed because members can each reproduce, test and criticize new knowledge;

Static efficiency is, as a rule, reinforced, meaning that because everyone has access to the knowledge produced, the same items will not end up being reinvented (while new knowledge can benefit from a strong collective focus, collaborative experimentation and enhancement efforts);

Learning productivity is made greater by the fact that an individual can 'learn to learn' through reproducing the knowledge of others;

Opportunities have emerged for the spatial reorganization of activities and the creation of virtual communities as it has become less expensive to move knowledge than people.

#### **Knowledge Communities as Agents of Economic Change**

Most knowledge communities cut across the boundaries of conventional organizations and members of the former are at the same time employed by the latter. In every such situation, however, there is always a danger of problems arising due to conflicts between private sector companies that regard new knowledge as their exclusive property, and knowledge communities to whom sharing knowledge is their *raison d'être*. The knowledge community is a fragile structure in that it is based on informal rules (reciprocity, disclosure).

#### **Fallacies in creating a knowledge Society**

'Knowledge-based activities' still leaves a good many quite basic questions to be answered concerning the workings of the evolving knowledge based economy.

#### **Does the Knowledge-based Economy Demand Specific Skills and Abilities?**

Beyond the levels of proficiency needed for the use of information technologies, there do appear to be a number of set requirements: teamwork, communication and learning skills. But these sorts of 'soft skills' can hardly be described as new. Many experts underscore the importance of generic learning abilities (learning to learn, knowing what we do not know, being aware of the main forms of heuristic bias that can distort the power of reasoning..

#### **Access to Information and to Knowledge Bases**

Telecommunications access undoubtedly is a relevant consideration, given that more than two-thirds of the world's people today do not have the advantage of simple telephone connections, let alone computers and links to Internet service providers. Yet, the more difficult and in a sense more fundamental problems are not simply those of providing greater technological access to information streams.

#### **Uneven Development of Knowledge from One Sector to the Next**

Unequal access to pertinent knowledge bases may well constitute an important condition underlying

distinguish between absolute novelties ('under the sun') and innovations that are new only to the companies that adopt them, or more complex adaptations of existing products or ideas to a new market. Thus the economies should contribute towards the development of the knowledge society.

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## Use of Social Media for Library Services

**Mrs.S.Dhanalakshmi**

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### **Abstract**

*Just a decade ago, social media was seen by many as having little relevance for use in a professional context by librarians. In recent years there has been a sea change in Web technology. Social media is one among the web technology is now widely used by librarians to fulfill a variety of objectives. This paper provides an overview of how social media is currently used by librarians, purpose of using it and to what effect. Academic libraries are increasingly engaged on social media in order to connect with diverse community groups and move beyond the traditional bounds of the library.*

**Keywords:** Social Media, Library Services

### **Introduction**

Academic libraries are increasingly engaged on social media in order to connect with diverse community groups and move beyond the traditional bounds of the library. Social media postings included ten different codes: archives; collections; events; exhibits; facility; library community; sentiments; services; site management; and university community. These codes were tied to three different themes: libraries create a sense of outreach and advocacy with the goal of establishing community connection, providing an inviting environment, and access to content as needed or desired. Social media has the potential to facilitate much closer relationships between libraries and their patrons. Current usage of social media by the library community generally remains ad hoc and somewhat experimental, but the uptake of these tools is accelerating, and they will likely play an increasingly important role in library service provision and outreach in the future. This paper explains how librarians are currently

using social media in their roles, the most useful social media tools and best applications for these tools in a library setting.

### **Social media objectives**

Libraries use social media to fulfill a range of objectives, with most focused on promotion (visibility for and usage of the library service and resources). However, broadcast/ informational communications are increasingly being supplemented with two-way communications designed to solicit feedback (e.g. for collection development), offer real-time customer service and build engagement with users. Social media is also increasingly being seen as a collection management tool, offering flexible ways to present resources (e.g. YouTube for video delivery) and categorize them (e.g. folksonomies). Outreach is also seen as important – for example, helping librarians increase their visibility and connections within the broader library community; also, for assisting in the promotion of the work of their faculty. Use of Social media for enhancing

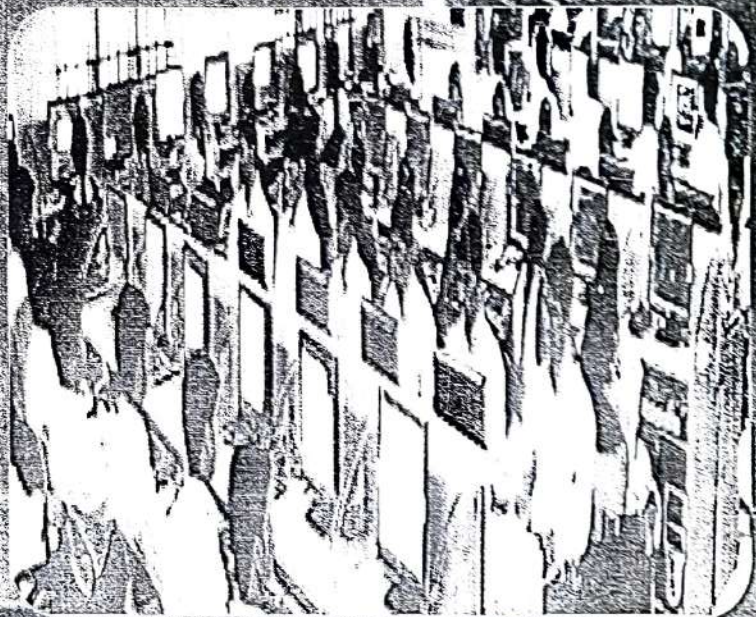
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# REVIEW OF RESEARCH



## ATTITUDE AND AWARENESS TOWARDS TECHNOLOGY APPLICATIONS AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS: A CORRELATIVE STUDY



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## ATTITUDE TOWARDS COMPUTER TECHNOLOGY APPLICATIONS AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS: A CORRELATIVE STUDY

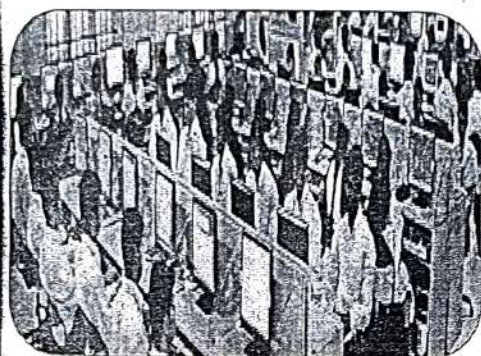
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### ABSTRACT:

The present study was explored to find out the relationship between attitude towards computer technology applications and academic achievement of higher secondary students. For this purpose, an experimental method of research was conducted on a sample of 30 XI standard computer science group students from N.K.T. Higher

Secondary School, Triplicane, Chennai. Computer Technology Applications Scale was developed by the investigator and academic marks obtained by the students in the half-yearly examination were taken. The data was analyzed using *r*-value. The result indicated that there is a negative relationship between computer technology applications and academic achievement of higher secondary students.

**KEYWORDS:** Attitude towards Computer Technology Applications, Academic Achievement, Higher Secondary Students.

### INTRODUCTION

Technology is a term that is habitually utilized in the business world. It is a term routinely identified with science. Be that as it may, there is a significant difference between the two. Science comprises of outcomes of basic academic studies though technology surmises to the relevant application of science. This difference is critical when it is to be comprehended about the manner in which business accomplish new technologies.

The importance of technology to an organization is situated in the reality that having of technology can give a competitive advantage. Therefore technology can be considered as a benefit of vital significance. Furthermore it tends to be said that an organization's ability to deal with and exploit technology can symbolize a core competence.

### NEED AND SIGNIFICANCE OF THE STUDY

Blending is a combination of on-campus and off-campus activity, where traditional teaching approaches are utilized more extensively with students who are physically present, and virtual learning is utilized different times to connect the

separation between student, tutor and other students. The success of endeavours to integrate technology with design education is great extent influenced by the attitudes of students toward technology. The purpose of this study is to determine the attitude towards computer (computer attitudes) of higher secondary school students. E-learning has become one of the most progressive tools of the educational system, which has been found to supplant the traditional paper-pen approach, making the educational exploration a commendable and energetic experience. One of the most impressive highlights of E-learning is that it offers remote learning and a better graphic

detail on differentiation to traditional diagrams. E-learning empowers students who are physically handicapped or are situated at remote places to a quality education rarely in a while at the span for them. The internet has become the best aid to teachers recently, as it gives an organized detail of the information required. Confidence and hard work have consistently been the stepping stones for excellence. In spite of the fact that science is a required and basic subject at different levels of education, a majority of the students have no special enthusiasm towards it, and preferably trudge to score a mark over investigating new things. This attitude has crashed the motive of making the science subject mandatory. To fuel it, science teachers have bolstered a real-time approach where students build scientific knowledge by solving real-life issues scientifically, supplanting micro-computer approach. It is realistic to perceive that the opportunities for off-campus students to connect with the course network are often necessarily limited, so their motivation to use technology is likely to be more grounded.

## LITERATURE REVIEW

**Mir and Paray (2018)** investigated internet usage and academic performance: an empirical study of secondary school students in Kashmir. A sample of 240 secondary school students was selected from Anantnag and Kupwara districts of Kashmir (J&K), India. For the present study, Information Blank was constructed by the investigator to locate the Internet user and academic marks obtained by secondary school students in their previous final examination conducted by JKBOSE. The data was analyzed using t-test. Results found that there is a significant difference on academic performance of internet users in terms of gender and type of school.

**Bikram Maiti (2017)** studied internet usage and academic achievement of adolescents of West Bengal: an exploratory study. Survey method was conducted on a purposive sample of 138 XI standard students from different schools under WBCHSE. For the present study, a paper and pencil type questionnaire developed by the investigator was used to collect the data to know the internet usage habit of the adolescents and for academic achievement, percentage of marks secured by the students in their previous Madhyamik Examination (Class X) conducted by West Bengal Board of Secondary Education (WBBSE). The data was subjected to statistical analysis by applying r-value and t-test. Results found that educational usage and communicational usage of internet had no effect on their academic achievement, but there was negative effect of recreational internet usage on their academic achievement. Finding also indicated that boys and girls differed significantly with respect to their different internet usage.

**Suresan Kokkot and Tamilselvi (2016)** conducted a study on access of ICT among secondary school students in relation to their academic achievement. The stratified random sample consisted of 500 secondary school students from 6 districts viz., Trivandrum, Trissur, Malappuram, Calicut, Kannur and Kasargod Revenue Districts of Kerala. A check list for ICT Access of Secondary School Students was developed and standardised by the investigator. Descriptive Analysis (Mean, Median, Mode, SD, Skewness, and Kurtosis), Differential Analysis (Independent Sample t-test, One-way ANOVA, Two-way ANOVA with 3x3 Factorial design), Correction Analysis (r-value), and Regression Analysis were used for data analysis. Major finding showed that the ICT Access of secondary school students is found to be positively related with their academic achievement.

**Juan-Carlos Torres-Díaz et al. (2016)** studied internet use and academic success in university students. A random sample of 4,697 (48.5% men & 51.5% women) students attending 5 Universities in Ecuador between February and May 2015 people was got up and categorized in two groups: the use of Internet in academic activities and entertainment, using factor analysis and cluster analysis; the resulting categories were used as independent variables in multinomial logistic regression model which are seeking to determine if the use of Internet has impacted on academic success. The results indicated that people who perform interactive activities with peers and teachers or use in a balanced way the different internet tools tend to have more academic success than those who only seeks information.

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## OBJECTIVES OF THE STUDY

- To examine the relationship between basic operating features of computer technology applications and academic achievement of higher secondary students.
- To study the relationship between technical resources of computer technology applications and academic achievement of higher secondary students.
- To find out the relationship between MsOffice of computer technology applications and academic achievement of higher secondary students.
- To assess the relationship between internet of computer technology applications and academic achievement of higher secondary students.
- To study the relationship between overall computer technology applications and academic achievement of higher secondary students.

## HYPOTHESES

1. There would be no significant relationship between basic operating features of computer technology applications and academic achievement of higher secondary students.
2. There would be no significant relationship between technical resources of computer technology applications and academic achievement of higher secondary students.
3. There would be no significant relationship between MsOffice of computer technology applications and academic achievement of higher secondary students.
4. There would be no significant relationship between internet of computer technology applications and academic achievement of higher secondary students.
5. There would be no significant relationship between overall computer technology applications and academic achievement of higher secondary students.

## RESEARCH METHODOLOGY

Experimental method was used in the study. A sample of 30 X standard students studying in N.K.T. Higher Secondary School, Triplicane, Chennai from computer science group was drawn for the present study. Computer Technology Applications Scale was constructed by the researcher which consists of 35 items with 4 dimensions viz., Basic Operating Features, Technical Resources, MsOffice, and Internet. The reliability of the scale was found to be 0.26. For Academic Achievement, marks obtained in the half yearly examination were taken. 'r' value was used for data analysis.

## RESULTS AND DISCUSSIONS

**Table 1: Relationship between Attitude towards Computer Technology Applications and Academic Achievement of Higher Secondary Students**

Variables	Basics of Features	Technical Resources	MsOffice	Internet	Overall Computer Technology Applications	Academic Achievement
Basics of Features	1	0.655	0.526	0.791	0.868	-0.154
Technical Resources	-	1	0.743	0.759	0.860	-0.082
MsOffice	-	-	1	0.743	0.672	-0.035
Internet	-	-	-	1	0.894	-0.197
Overall Computer	-	-	-	-	1	-0.125

Technology Applications						
Academic Achievement	-	-	-	-	-	1

From Table-1, it is inferred that

The calculated r-value -0.154 is significant at 0.05 level. This indicates that basic operating features and academic achievement are negatively correlated. Hence, the hypothesis-1 is rejected.

The calculated r-value -0.082 is significant at 0.05 level. This shows that technical resources and academic achievement are negatively correlated. Hence, the hypothesis-2 is rejected.

The calculated r-value -0.035 is significant at 0.05 level. This indicates that MsOffice and academic achievement are negatively correlated. Hence, the hypothesis-3 is rejected.

The calculated r-value -0.197 is significant at 0.05 level. This shows that internet and academic achievement are negatively correlated. Hence, the hypothesis-4 is rejected.

The calculated r-value -0.125 is significant at 0.05 level. It can be concluded that there is a negative relationship between computer technology applications and academic achievement of higher secondary students. Hence, the hypothesis-5 is rejected.

### MAJOR FINDING OF THE STUDY

- ❖ Computer technology applications and academic achievement of higher secondary students are negatively correlated at 0.05 level ( $r=-0.125$ ).

### EDUCATIONAL IMPLICATIONS

Effective technology programs offer students the opportunity to experience technology incorporated within their curriculum and the change to observe and collaborate with infield educators that use technology students at the schools and colleges are being exposed to a variety of technology tools and applications in their content courses and field experiences. The main sources of technology integration in content courses are word processing, multimedia presentation, the Internet and the World Wide Web. The future of virtual learning has many innovative and exciting possibilities. Simultaneously adventures in learning call for inventive and strong environments where individuals share meaningful knowledge and experiences in developing new information and thoughts. These adventures foster mutual collaboration that allows learners to apply newly acquired learning in the design if insightful. A prudent blend of each traditional and virtual learning environment with special attention needs and satisfaction will build productive and creative students, teaching and learned society.

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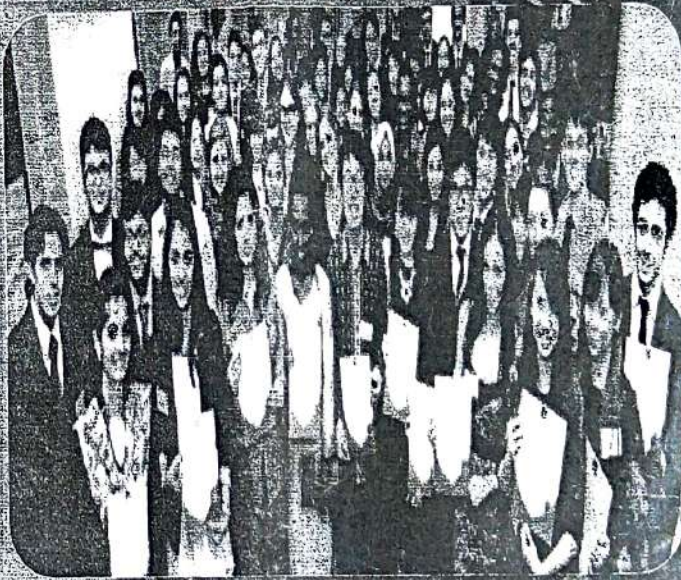
# REVIEW OF RESEARCH



International Online Multidisciplinary Journal

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## A STUDY CORRELATE BETWEEN PERSONAL EFFECTIVENESS AND ACADEMIC ACHIEVEMENT OF ADOLESCENT STUDENTS



**V. Sridevi<sup>1</sup> and Dr. V. Rajeswari<sup>2</sup>**

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A handwritten signature in dark ink, appearing to be 'S. S. S.', written over a horizontal line.

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**ABSTRACT:**

The main objective of the present study was to find out the relationship between personal effectiveness and academic achievement of adolescent students. Survey method was conducted on a random sample of 100 adolescent school students. Data was analyzed by t-test, F-ratio and r-value. Major finding showed that there is positive relationship between personal effectiveness and academic achievement of adolescent students.

**KEYWORDS:** Personal Effectiveness, Academic Achievement, Adolescent Students.

**INTRODUCTION:**

Achievement encompasses student ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in school and work life (Steinberger, 1993). Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track, and encourage the progress of students in schools. Quality of performance has become the key factor for

personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools, and in general the education system itself. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavors.

**PERSONAL EFFECTIVENESS**

Personal effectiveness contributes to the overall effectiveness of an individual both in social and professional life. Personal Effectiveness of a person is dependent on his/her

understanding of himself/herself and others. The extent to which one shares his/her ideas, feelings, experiences, impressions, perceptions and personal information with others shows the degree of one's openness. Openness contributes considerably to one's effectiveness as a person. Increased awareness of "self" will result in understanding our strengths and competencies, our weaknesses and faults. Finding the keys to personal strength, inner drive, understanding emotions and moods and how they affect others will benefit each individual, their efficiency and their relationships with others (Goleman, 2004). These benefits to individual team members will then lead to greater success in the learning process. While in groups/teams where each individual valued personal growth, had a clear

understanding of his/her strengths, the manner in which they preferred to make decisions and an accurate perception of themselves, including how others perceived them. When individuals with other students together in teams value the uniqueness of others, are open to change and willing to take risks to strive for something better undoubtedly, they would lead to a productive team and a sense of leadership that would exist at all levels (Fullan, 2001; Goleman, 2004; Kouzes & Posner, 2002; Senge, 1999).

Personal effectiveness of an individual (adolescent) depends up on emotional, social and psychological well being. Specifically, they view optimal functioning as the combination of emotional well-being (as the refer to subjective well-being: defined as the presence of positive affect and satisfaction with life and the absence of negative affect), social well-being (incorporating acceptance, actualization, contribution, coherence and integration) and psychological well-being (combining self-acceptance, personal growth, purpose in life, environmental mastery, autonomy, positive relations with others). For boosting effectiveness in the adolescents some specific domains has to be suggested for a happier life (David Mayer's, 1993).

### PURPOSE OF THE STUDY

Academic achievement occupies a very important place in education as well as in the learning process. Academic achievement also helps to shape the minds of students. While the lessons learned in the class make the adolescents students to acquire specific skills, the process by which they learn from the material and the original ideas they are asked to consider have an effect on many aspects of their lives as well. Confident individuals approach difficult tasks as challenges to be mastered rather than as threats to be avoided. They more quickly recover their confidence after failures or setbacks, and attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. Not surprisingly, personal effectiveness of the students in one's academic capability is a critical component of school success. Hence, it is a highly importance to study on personal effectiveness which enhance the academic achievement of the school students.

### OBJECTIVES OF THE STUDY

- To investigate whether there is significant difference between male and female adolescent students with respect to personal effectiveness and academic achievement.
- To investigate whether there is significant difference among father's education level of adolescent students with respect to personal effectiveness and academic achievement.
- To investigate whether there is significant difference among mother's education level of adolescent students with respect to personal effectiveness and academic achievement.
- To investigate whether there is significant difference among monthly income of the family of adolescent students with respect to personal effectiveness and academic achievement.
- To investigate whether there is significant relationship between personal effectiveness and academic achievement.

### METHODOLOGY

Survey method is adopted for the present study. The random sample consists of 100 (50 male and 50 female) adolescent students.



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**Table 4: Mean Difference among Monthly Income of Adolescent Students**

Variables	Monthly Income						F	P
	Below 20000 (53)		20000-40000 (33)		Above 40000 (14)			
	Mean	SD	Mean	SD	Mean	SD		
Personal Effectiveness	31.68	5.48	33.55	4.33	37.86	2.11	9.405	0.001**
Academic Achievement	59.98	8.65	65.80	6.88	76.70	10.28	22.977	0.001**

**\*\*Significant at 1% level**

Table-4 depicts that there is significant mean difference among monthly income of the family namely, below 20000, 20000-40000 and above 40000 with respect to personal effectiveness and academic achievement which is significant at 0.01 level. The adolescent students family monthly income above 40000 is better which is followed by 20000-40000 and then by below 20000 monthly income of adolescent students.

**Table 5: Correlation between Personal Effectiveness and Academic Achievement**

	Personal Effectiveness	Academic Achievement
Personal Effectiveness	1	0.567**
Academic Achievement	X	1

Table-5 indicates that there is significant relationship between personal effectiveness and academic achievement of adolescent students. There exists positive correlation which is significant at 0.01 level.

**CONCLUSION**

Just by understanding our "self" we do not immediately become effective. Adolescent students have to make use of this understanding. They should use their strengths and competencies to change a situation for the better. Students should try to overcome their weaknesses and correct the faults. Adolescent students should change their behaviour in such a way as to have a positive effect on people they interact with. Only by doing these they can become effective and achieve in their academic achievement.

To improve the personal effectiveness of the adolescent students the following key criteria has to be practiced:

- Rewarding bonding
- Promoting social, emotional, cognitive, behavioural and moral competencies
- Encouraging self-determination
- Fostering spirituality
- Nurturing a clear and positive identity
- Building beliefs in the future
- Recognizing positive behaviour
- Providing opportunities for pro-social development
- Establishing pro-social norms

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