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CHAPTER : I
INTRODUCTION

1.1  PREFACE :

English in India is a global language in a multilingual country. A strong and effective school education system is integrated to individual success, social cohesion and progress. It is clear that teachers have to be more and more successful with a wide range of learners in order to prepare future citizens with the sophisticated skill needed to participate in a knowledge based society. Thus a teacher needs to have subject knowledge. A teacher with a sound foundation in his subject matter will be better able to plan for students' learning based on content. Pedagogic knowledge is essential for managing learning. Knowledge about classroom management, teaching preparation, teaching and testing skills and the use of teaching aids are needed. Pedagogical skills such as techniques, methods and material are essential to every teacher.

In the context of increased system accountability, it is imperative that systems provide teachers with opportunities to participate in professional awareness should be based on the notion of teacher as learner and reflective practitioner. Teacher education and professional awareness should be focused on the needs of students in a particular school community. Teacher’s professional awareness should be seen as a collaborative activity as well as an individual activity. The particular needs of individual teachers may be met by professional awareness. Like as knowledge, skills and responsibilities, professional ideal of service, professional values and practice; however, this should take place in the context of collegial support, team building, collaborative planning at school level and interactive action research. The more highly skilled, motivated and effective are English teachers, the more effective learning outcomes will be for students in English classrooms.

Professional awareness is concerned with need to upgrade teacher education to give teaching a professional status and to promote. It also
provides opportunities for teachers to grow. Teachers are able to further themselves either for professional enrichment or professional upgrading.

Thus, to develop professional awareness among English teachers, it is necessary to measure and to study the professional awareness of English teachers. The construction of the tool to measure the professional awareness of English teachers will be the major objectives of the present study.

1.2 STATEMENT OF THE PROBLEM:

"A STUDY OF PROFESSIONAL AWARENESS OF ENGLISH TEACHERS AT SECONDARY SCHOOL LEVEL OF GUJARAT STATE"

1.3 DEFINITION OF THE TERMS:

1.3.1 STUDY:
- According to real dictionary "study" means "To examine something very carefully."
- According to C. V. Good "study" means.
  ➢ Application of the mind to a problem or subject.
  ➢ An investigation of a particular subject or the published findings of such an investigation.

1.3.2 PROFESSIONAL AWARENESS:

Investigator had referred many books to find the definition/quotation of professional awareness was available. According to the explanation given by D. E. S. it is concluded that professional awareness means the depth and breadth of the knowledge, skill and experience particular to the position. It involves knowledge of laws, practices, processes, professional skills, stake holders and the culture specific to the agency environment.

In the present study professional awareness means the score that the English teachers will obtain in professional awareness inventory constructed and standardized by the investigator.
1.3.3 SECONDARY LEVEL:

In Gujarat, education system is divided into three main parts (i) Primary (ii) Secondary and (iii) Higher Secondary. Primary section consists of standard I to VII, Secondary section consists of standard VIII to X and higher secondary section consists of studied XI to XII.

In the present study secondary level means the school of standard VIII to X in different districts of Gujarat State.

1.4 OBJECTIVES OF THE STUDY:

The research study has been undertaken keeping in view the following objectives.

1. To study professional awareness of secondary school English teachers with special reference to gender, area, Experience, qualification and categories.

2. To construct and standardized professional awareness inventory of English teacher.

3. To study the professional awareness of secondary school English teachers.

4. To study the mean scores of professional awareness among male and female.

5. To study the mean scores of professional awareness of urban and rural English teachers of secondary school.

6. To study the mean scores of professional awareness of secondary school English teachers with regard to experience.

7. To study the mean scores of professional awareness of secondary school English teachers with regard to qualification.

8. To study the mean scores of professional awareness of secondary school English teachers with regard to categories.

9. To study the interactive effect of gender and area of secondary school English teachers on professional awareness scores.
10. To study the interactive effect of area and experience of secondary school English teachers on professional awareness scores.

11. To study the interactive effect of area and qualification of secondary school English teachers on professional awareness scores.

12. To study the interactive effect of area and categories of secondary school English teachers on professional awareness scores.

13. To study the interactive effect of gender and experience of secondary school English teachers on professional awareness scores.

14. To study the interactive effect of gender and qualification of secondary school English teachers on professional awareness scores.

15. To study the interactive effect of gender and categories of secondary school English teachers on professional awareness scores.

16. To study the interactive effect of experience and categories of secondary school English teachers on professional awareness scores.

17. To study the interactive effect of experience and qualification of secondary school English teachers on professional awareness scores.

1.5 VARIABLES OF THE STUDY:

The investigator decided to study the following variables.

1.5.1 DEPENDENT VARIABLES:

In this study the professional awareness is studied as a Dependent variable.

1.5.2 INDEPENDENT VARIABLES:

The independent variables for the present study are:
1.6 HYPOTHESIS OF THE STUDY:

The hypotheses of the study are as follows:

1. There will be no significant difference between the mean score of professional awareness of male and female English teachers of secondary school.

2. There will be no significant difference between the mean score of professional awareness of urban and rural English teachers of secondary school.

3. There will be no significant difference between the mean score of professional awareness of above and below five years experience English teachers of secondary school.

4. There will be no significant difference between the mean score of professional awareness of graduate and post-graduate English teachers of secondary school.
There will be no significant difference between the mean score of professional awareness of general and reserve categories English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of urban and rural male English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of urban and rural female English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of urban male and female English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of rural male and female English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of above and below five years experience male English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of above and below five years experience female English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of above five years experience male-female English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of below five years experience male and female English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of graduate and post-graduate male English teachers of secondary school.
There will be no significant difference between the mean score of professional awareness of graduate and post-graduate female English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of graduate male and female English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of post-graduate male and female English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of general and reserve categories male English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of general and reserve categories female English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of general categories male and female English teachers of secondary school.

There will be no significant difference between the mean score of professional awareness of reserve categories male and female English teachers of secondary school.

There will be no significant interaction effect between area and gender on professional awareness.

There will be no significant interaction effect between area and experience on professional awareness.

There will be no significant interaction effect between area and qualification on professional awareness.

There will be no significant interaction effect between area and categories on professional awareness.

There will be no significant interaction effect between gender and experience on professional awareness.
There will be no significant interaction effect between gender and qualification on professional awareness.

There will be no significant interaction effect between gender and categories on professional awareness.

There will be no significant interaction effect between experience and categories on professional awareness.

There will be no significant interaction effect between experience and qualification on professional awareness.

1.7 IMPORTANCE OF THE STUDY:

Quality English teaching requires the provision of continuing opportunities for professional awareness. For the improvement in profession of teaching. Professional awareness is very useful for the teachers.

Importance of the present study is as follows:

- To access to new research and knowledge in the teaching of literacy, language development and an integrated curriculum.
- To appropriate, up to date qualifications in both the content area of the subject and in teaching methodology:
- To opportunities to share expertise with other experienced teachers and educators leading to reflection on practice.
- To opportunities for discipline renewal for teachers whose teacher education took place some years ago.
- To commitment at all levels to time release to attend professional awareness activities.
- To recognition at all levels of the professional awareness.
- To improve learning outcomes for students.
- To take a more active role in curriculum planning, including building on and refining existing practices.
- To constantly develop excellent teaching practices.
- To actively participate in the evaluation of teaching practices and programmes.
1.8 LIMITATIONS OF THE STUDY:
The present study has certain limitations too. They are as follows:
> The present study will be confined of Gujarat state.
> To present study is limited to the English teachers teaching in Gujarati medium secondary school of Gujarat state.

1.9 SCHEME OF CHAPTERIZATION:
The entire work of construction and standardization of professional awareness inventory has been reported in the chapterization like.

Chapter-1 : Introduction
The first chapter deals with the introductory aspect of the study, statement of the problem, definition of terms, objectives of the study, importance of the study, variables of the study, Hypothesis of the study, limitations of the study and the chapterization.

Chapter-2 : Theoretical Orientation
The second chapter deals with the theoretical orientation. The details of theoretical orientation include the definitions concept and components of professional awareness.

Chapter-3 : Review of the Related Literatures
The third chapter deals with the review of the work done in professional awareness.

Chapter-4 : Plan and procedure
The fourth chapter describes the plan and procedure, which include the design of development of professional awareness inventory, population and sample, sampling technique, techniques of data collection and method of data analysis.

Chapter-5 : Development of the professional Awareness Inventory
The fifth chapter described about the construction of the tools, selection of the sample for the pilot study, administration of the tools, scoring of the pilot study, item analysis, final selection of the tools,
computing reliability and validity by different methods for establishing of the tools.

Chapter-6 : Analysis of data and interpretation

The sixth chapter described about the analyses of the data and interpretation. The data collected by the tools was analyzed according to the objectives and hypothesis.

Chapter-7 : Summary, Major findings and Suggestions

The last chapter describes the summary, major findings and conclusions about the result of the inventory. In this chapter the main attempt is made to give suggestions and area of further research in the field of professional awareness were also discussed.

The next chapter described about the theoretical orientation of professional awareness.
REFERENCES

