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## HIGH SCHOOL STUDENT'S PERCEPTION ON ENGLISH LANGUAGE LEARNING IN SALEM DISTRICT

1

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### INTRODUCTION

Education is one of the most important key to open the doors to bring about transformation in the both the people and the individuals. Language plays prominent role in human life. Language helps to convey our thoughts through communication. Nowadays English language occupies a significant place in our educational field. It may be said that English is the be-all and end-all of student's meaningful and prosperous existence in this highly competitive world. Keeping this in view, English is taught in our schools. Hence, the most important aim of teaching English in our country is to make our students use the language appropriately and effectively.

### NEED AND SIGNIFICANCE

English language is the most important part of every student's meaningful and successful transformation in the world today. Students who are

practicing more years in schools, are not able to communicate fluently and confidently. English is the medium of instruction in most of the private schools especially in Tamil Nadu. Language is used for communication and its helps to get others opinion immediately. Most of the students are able to write in English but when they come for communication, they still lack. So it's very much important to find out the difficulties and students perception regarding language learning.

### REVIEW OF RELATED LITERATURE

Shan Barerah (2017) conducted a study on difficulties of students in learning English at elementary level. The result showed that 75.6% students agreed that they felt difficulty while interacting with others in English language, 67.3% students admitted that they face difficulty while reading English, 53.1% accepted they do not know how to speak English. Out of 288 students 60% agreed that

English is very difficult language while comparing to other language.

Anandha Krishnaveni and Maheswari (2018) conducted a study on learning difficulties of high school students in English language learning. The results showed that the students at high school level faced more problems while studying English language and found out that there was significant difference among high school students related to student's attitude, teachers' performance, family background and type of schools.

Amir (2018) investigated difficulties of learning English language at the secondary level students. The findings showed that the teachers and parents expressed different opinions about English language learning. The result stated that students felt difficulty in learning English Grammar, compositions and felt confusions in vocabularies.

Jaelani and Zabidi (2020) investigated junior high school students' difficulties of English language learning in the speaking and listening section. The result showed that most students have some difficulties while reading English and language speaking due to lack of confidence such as pronunciation – has vowel and consonant sounds, vocabulary – has more than one meaning, and grammar – has so many rules. Likewise, the students felt difficulty in listening audios and conversation in English language.

## **OBJECTIVES**

- To find out the high school students' perception on difficulties in English language learning.
- To find out the high school students' perception on difficulties in English language learning with respect to their gender and locality.

## **HYPOTHESES**

- There is no significant difference between the male and female high school students' perception on difficulties in English language learning.
- There is no significant difference between rural and urban high school students' perception on difficulties in English language learning.

## **METHODOLOGY**

The present study is conducted using survey method in which population included all the high school students in Salem district. The sample of the study included two hundred students (94 male students and 106 female students) selected from seven schools by using simple random sampling technique. The investigator has constructed and used self-made questionnaire related to the perception on difficulties in English language learning. In order to establish the validity, the tool has been submitted to English teachers and headmasters in Government schools in Salem district. Based on their suggestion some items are



modified. The researcher used split – half method to establish the reliability of the tool, and the reliability was found to be 0.75. It was found to be highly reliable. The final form of the tool consisted of 70 statements with three-point scale.

The tool was administered among the students and the collected data were analysed using descriptive statistics such as mean, standard deviation and test of significance (‘t’-test).

## ANALYSIS AND INTERPRETATIONS OF DATA

**Table 1: Mean Score Difference in Students’ Perception on Difficulties in English Language Learning based on Gender**

Dimensions	Gender	N	Mean	SD	t-value	Significance
Personal –Psychological Peer and Parental	Male	94	25.70	2.53	0.07	NS
	Female	106	25.73	2.46		
Peer Achievement	Male	94	23.22	2.74	0.79	NS
	Female	106	23.53	2.72		
Teacher Characteristics and Teaching Methods	Male	94	26.62	2.72	3.58	S
	Female	106	27.88	2.20		
Overall	Male	94	75.54	5.86	1.98	S
	Female	106	77.13	5.43		

*NS = Not Significant at 0.05 Level*

*S = Significant at 0.05 level*

Table 1 revealed that t-value for the dimensions like personal – psychological peer and parental and peer achievement are lesser than the table value (1.96) at 5% level of significance. Hence the framed null hypothesis was accepted in the dimension. The dimensions like teacher characteristics and teaching methods is greater than the table value (1.96) at 5% level of significance. Hence the framed null hypothesis rejected in this dimension.

The overall difference between male and female students stated that t-value 1.98 is greater than table value 1.96 at 0.05 level and hence it stated that there is a significant difference existed between male and female students in their perception on difficulties in English language learning.

**Table 2: Mean Score Difference in Students' Perception on Difficulties in English Language Learning based on Locality**

Dimensions	Locality	N	Mean	SD	t-value	Significance
Personal-Psychological Peer and Parental	Urban	151	25.66	2.36	0.54	NS
	Rural	49	25.90	2.85		
Peer Achievement	Urban	151	23.35	2.74	0.31	NS
	Rural	49	23.49	2.70		
Teacher Characteristics and Teaching Methods	Urban	151	27.35	2.58	0.67	NS
	Rural	49	27.08	2.39		
Total	Urban	151	76.36	5.60	0.12	NS
	Rural	49	76.47	5.97		

NS = Not Significant at 0.05 Level

Table 2 revealed that the t-value for the dimensions such as personal – psychological peer and parental, peer achievement, teacher characteristics and teaching methods are lesser than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

#### FINDINGS OF THE STUDY

- There is no significant difference between the male and female students on the perception on difficulties in English language learning based on selected dimensions namely personal –psychological peer and parental, and peer achievement. there is significant difference existed between the groups based on teacher characteristics and teaching methods.
- There is no significant difference between the rural and urban students on the perception on difficulties

in English language learning with regard to its dimensions.

#### CONCLUSION

It is revealed from this study that the high school students who are studying English as second language felt more difficulty in learning English language. They felt difficulty in both oral and written communication. Hence it is recommended that teachers should adopt various remedial measures and strategies to develop English language skills among the students. Similarly, parents should also take proper care and should offer necessary environment to develop English language skills among their children. Teachers and parents should encourage them to participate in various activities like essay completions, elocution, debates and discussions to enhance their language skills.

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## STUDENT TEACHERS' AWARENESS ON RIGHT TO EDUCATION ACT, 2009

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### INTRODUCTION

The importance of learning is to enable the individual to put his potentials to optimal use. Education makes man a right thinker and a correct decision-maker. It achieves this by bringing him knowledge from the external world, teaching him to reason and acquainting him with past history, so that he can be a better judge of the present. A nation is great only in proportion of its advancement in education. Over the years, the demand for children's education has grown by leaps and bounds. The right of children to free and compulsory education act which was passed by the Indian parliament on 4<sup>th</sup> August 2009 describes the modalities of the provision of free and compulsory education for children between 6 and 14 in India under Article 21 A of the Indian Constitution.

### SIGNIFICANCE OF THE STUDY

After independence, the major problem for the Indian policy makers was to remove the illiteracy, and educate the whole nation. Government of India had made a number of policies and constitutional provisions to universalize the elementary education so that all the members of the country become educated citizens. To place this act in action it is essential that all the members of our society especially student teachers should be aware of the Right to Education Act, 2009. The parliament enacted the Right of children to free and compulsory Education Act, 2009 to provide elementary education of satisfactory and equitable quality to all children in a formal school. Only trained teachers have awareness about RTE act. The overall objective of teacher education is to equip the prospective teachers with necessary skills, knowledge and techniques/strategies for the education of the child. For the

effective implementation of the Right to Education Act, a teacher will have to perform diverse roles and responsibilities. For ensuring these, it is necessary that teacher training institutions must provide competency – based teacher education to the teacher trainees. The teacher trainee must be well aware about the relevance and applicability of teacher-training curriculum in their day happenings. Thus an attempt is made to conduct a study on, “Student Teachers’ Awareness on Right to Education Act, 2009”.

### **OBJECTIVES**

- To find out whether there is any significant difference between male and female student teachers in their awareness on Right to Education Act.
- To find out whether there is any significant difference between married and unmarried student teachers in their awareness on Right to Education Act.
- To find out whether there is any significant difference between arts and science student teachers in their awareness on Right to Education Act.
- To find out whether there is any significant difference between rural and urban student teachers in their awareness on Right to Education Act.

### **HYPOTHESES**

- There is no significant difference between male and female student teachers in their awareness on Right to Education Act.

- There is no significant difference between married and unmarried student teachers in their awareness on Right to Education Act.
- There is no significant difference between arts and science student teachers in their awareness on Right to Education Act.
- There is no significant difference between rural and urban student teachers in their awareness on Right to Education Act.

### **METHODOLOGY**

The present study is carried out by using descriptive survey method. The sample consisted of 300 student teachers studying in a teacher education institution in Kanyakumari district. The researcher has constructed ‘Student Teachers’ Awareness on Right to Education Act Scale and established the standardization norms. The tool was administered among the sample and collected data from the sample. In order to analyse the data the researcher has applied descriptive analysis and differential analysis.

### **ANALYSIS AND INTERPRETATIONS OF DATA**

**H<sub>0</sub>:1** There is no significant difference between male and female student teachers in their awareness on right to education act.

**Table 1: Difference between Male and Female Student Teachers in their Awareness on Right to Education Act**

Variable		N	Mean	SD	t-value	Remarks at 5% level
Gender	Male	6	21.50	7.84	0.53	Not Significant
	Female	294	22.44	4.27		

It is inferred from the Table 1 that the calculated t-value 0.53 is lesser than the table value 1.96 at 5% level. It showed that there is no significant difference between male and female student teachers in their

awareness on right to education act. Hence the null hypothesis is accepted.

$H_0:2$  There is no significant difference between married and unmarried student teachers in their awareness on right to education act.

**Table 2: Difference between Married and Unmarried Student Teachers in their Awareness on Right to Education Act**

Variable		N	Mean	SD	t-value	Remarks at 5% level
Marital Status	Married	27	24.07	4.14	2.08	Significant
	Unmarried	273	22.26	4.34		

It is inferred from the Table 2 that the calculated t-value 2.08 is greater than the table value 1.96 at 5% level. It showed that there is a significant difference between married and unmarried student teachers

in their awareness on right to education act. Hence the null hypothesis is rejected.

$H_0:3$  There is no significant difference between arts and science student teachers in their awareness on right to education act.

**Table 3: Difference between Arts and Science Student Teachers in their Awareness on Right to Education Act**

Variable		N	Mean	SD	t-value	Remarks at 5% level
Group	Arts	152	21.84	4.38	2.39	Significant
	Science	148	23.03	4.24		

It is inferred from the Table 3 that the calculated t-value 2.39 is greater than the table value 1.96 at 5% level. It showed that there is a significant difference between

arts and science student teachers in their awareness on right to education act. Hence the null hypothesis is rejected.

$H_0$ :4 There is no significant difference in their awareness on right to education between rural and urban student teachers act.

**Table 4: Difference between Rural and Urban Student Teachers in their Awareness on Right to Education Act**

Variable		N	Mean	SD	t-value	Remarks at 5% level
Locality	Rural	191	21.83	4.409	3.16	Significant
	Urban	109	23.46	4.054		

It is inferred from the Table 4 that the calculated t-value 3.16 is greater than the table value 1.96 at 5% level. It showed that there is a significant difference between rural and urban student teachers in their awareness on right to education act. Hence the null hypothesis is rejected.

#### FINDINGS OF THE STUDY

- There is no significant difference between male and female student teachers in their awareness on Right to Education Act.
- There is a significant difference between married and unmarried student teachers in their awareness on Right to Education Act. The mean score differences stated that married student teachers have higher level of awareness than unmarried student teachers.
- There is a significant difference between arts and science student teachers in their awareness on Right to Education Act. The mean score differences stated that science

student teachers had higher level of awareness than arts student teachers.

- There is a significant difference between rural and urban student teachers in their awareness on Right to Education Act. The mean score differences stated that urban student teachers had higher level of awareness than rural student teachers.

#### CONCLUSION

Right to Education has changed the scenario of our education system. Many changes occurred like the School Management Committee (SMC) plays a key role in elementary education. SMCs have the power to ensure that teachers perform their duties, besides taking proper action and utilization of funds. At present all these powers are vested with either the education department or local bodies. Responsibilities of the government towards education has increased due to the implementation of this act. In a way the provision of this act made the teachers accountable to their stakeholders.

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## ATTITUDE OF HIGHER SECONDARY SCHOOL STUDENTS TOWARDS ONLINE LEARNING DURING COVID-19 PHASE

3

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### INTRODUCTION

Students learning in education institutions all over the world have undergone tremendous transformation during COVID-19 pandemic, especially since the advent of Information and Communication Technology (ICT). There is a shift from traditional approach of teacher directed to modern methods during COVID-19 pandemic. ICT has promoted learning and made it more meaningful, where students can stay even at their homes or classrooms and receive learning materials. The aspect of ICT that has brought about this revolution in students' learning is e-learning and its practice manages to transform students into more independent and self-sustaining learners (Annika Andersson, 2010). Online learning in its broadest sense refers to any learning that is electronically enabled. In a slightly narrower sense, it is learning that is enabled by the application of digital technologies. Measuring attitudes has

an important role in analyzing students' behaviour. Talking about online learning, a favourable attitude shows a greater probability that learners will accept the new learning system. Factors such as patience, self-discipline, easiness in using software, good technical skills, abilities regarding time management impact on students attitude towards online learning. Thus, the attitude can be positive, if the new form of education fits the students' needs and characteristics, or negative if the student cannot adapt to the new system because he does not have the set of characteristics required. Keeping this in mind the researcher has conducted this study to identify the attitude of higher secondary school students towards online learning during COVID-19 phase.

### SIGNIFICANCE OF THE STUDY

Online learning is now emerging as the advance paradigm for school education. The term online learning covers a broad spectrum of pedagogical

tools and approaches that continues to evolve to meet the needs of students and educators. With the global communication and internet connection speed, web content has grown richer and more interactive for users. Online learning systems provide an additional, more flexible means of communicating that enables students to interact easily with others. Newton (2003) pointed out that Online learning system has three main areas: improving access to education and training; enhancing the quality of teaching and learning; and the need for school education institutions to maintain competitive advantage in a changing society. Online learning presents an opportunity to enhance learning as to create environments where students and teachers can share knowledge. So, it is very important to design an efficient Online learning platform for teaching, learning, resources, and administration for school education.

## **REVIEW OF RELATED LITERATURE**

Majed Alharthi (2019) studied students' attitudes toward the use of technology in online courses. The findings revealed that they have positive attitude and likely to engage in online learning. The most activities used in online courses have largely focused on reading materials and online discussion forums. Liaw and Huang (2017) explored individual's attitudes and behaviours in using e-learning with regard to gender difference, computer related experience,

self-efficacy, and motivation aspects. The results demonstrated male students have more positive e-learning attitudes than female students. Computer related experience is a significant predictor on learners' self-efficacy and motivation toward e-learning. Mehra and Omidian (2017) examined factors that predict students' attitude to adapt e-learning at the Khuzestan province, Iran. The results show that there are five factors that can be used in modelling students' attitude to adapt e-learning. These factors are intention toward e-learning, perceived usefulness of e-learning, perceived ease of e-learning use, pressure to use e-learning and the availability of resources needed to use e-learning. Fedynich and Bradley (2015) studied the graduate students' attitudes towards the use of education technology and distinguishing obstacles and drivers for the development of an e-learning environment.

Adams Reman (2014) conducted a study on analyzing academic staff and students' attitudes towards the adoption of e-learning. He found that the general positive opinion of e-learning and educational technologies, the recognition of difficulties by both groups in the use of e-learning and educational technologies and the expression of the need to be supported by the institution in their effort, the positive disposition of faculty to use educational technologies and the relatively good level of their aptitude in e-learning, the fact the students appear more conservative towards e-learning and educational technologies.

Aixia and Wang (2011) conducted a study to investigate the critical factors affecting learners' satisfaction in e-learning environment. The findings presented that the attitude and perception of e-learning is positively influenced by its flexibility in knowledge management, time management and widening access to information.

### OBJECTIVES

- To identify the level of attitude towards online learning among higher secondary school students.
- To find out the significant difference in the level of attitude towards online learning among the students based on their gender, locality, nature of school and subject.

### HYPOTHESES

- The higher secondary school students have positive attitude towards online learning.
- There is no significant difference in the level of attitude towards online learning among the students based on their gender, locality, nature of school and subject.

### METHODOLOGY

The study is conducted using survey method. The population of the study consisted of all the higher secondary school in Erode district. The sample for the study included 228 students selected by random sampling technique. The investigator constructed an attitude scale on online learning. The validity and reliability of the tool was established by using appropriate methods. The reliability of the scale was found to be 0.71 using split half method. The validated scale was administered among the students to collect the data from the sample. For the analysis of data, the investigator used Descriptive analysis (Mean and Standard Deviation) and Differential analysis (t-test).

### ANALYSIS AND INTERPRETATION OF DATA

#### Hypothesis 1:

The higher secondary school students have positive attitude towards online learning.

**Table 1: Level of Attitude towards Online Learning among the Students**

Level of Attitude towards Online Learning					
Low		Average		High	
N	%	N	%	N	%
-	-	120	52.63	108	47.33

From Table 1, it is observed that out of 228 higher secondary school students 52.63 % of students have average level

of attitude towards online learning and 47.33% students have high level of attitude towards online learning.

### Hypothesis 2:

There is no significant difference their level of attitude towards online Learning between male and female students in Learning.

**Table 2: Mean Score Difference between Male and Female Students in their Level of Attitude towards Online Learning**

Gender	N	Mean	SD	t-value	Significance at 0.05 level
Male	81	127.56	7.20	2.86	Significant
Female	147	130.82	8.77		

Table 2 indicated that the female students had higher mean score than male students in their level of attitude towards online learning. Since the calculated t-value 2.86 is greater than the table value 1.96 at 0.05 level of significance, it is stated that, there is a significant difference between male and female higher secondary school students in their level of attitude towards online Learning. Hence the null hypothesis is rejected.

### Hypothesis 3:

There is no significant difference between rural and urban students in their level of attitude towards online Learning.

**Table 3: Mean Score Difference between rural and urban students in their Level of Attitude towards Online Learning**

Locality	N	Mean	SD	t-value	Significance at 0.05 level
Rural	76	129.53	8.63	0.18	Not Significant
Urban	152	129.73	8.27		

The Table 3 indicated that the calculated t-value 0.18 is lesser than the table value 1.96 at 0.05 level of significance. Hence it is concluded that, there is no significant difference between rural and urban students in their level of attitude towards online Learning. Hence the null hypothesis is accepted.

### Hypothesis 4:

There is no significant difference between students studying in government and private schools in their level of attitude towards online learning.

**Table 4: Mean Score Difference between Government and Private School Students in their Level of Attitude towards Online Learning**

Nature of School	N	Mean	S.D	t-value	Significance at 0.05 level
Private School	170	129.67	7.89	5.74	Significant
Government	58	122.64	8.11		

Table 4 stated that mean vale of students studying in private schools have higher level of positive attitude towards online learning than students in private schools. Since the calculated t-value 5.74 is greater than the table value 1.96 at 0.05 level of significance, it is stated that, there is significant difference existed between Government and Private school students

in their level of attitude towards online learning. Hence the null hypothesis is rejected.

**Hypothesis 5:**

There is no significant difference between arts and science subject students in their level of attitude towards online learning.

**Table 5: Mean Score Difference between Arts and Science Subject Students in their Level of Attitude towards Online Learning**

Group	N	Mean	SD	t-value	Significance at 0.05 level
Arts	77	130.86	8.07	1.54	Not Significant
Science	151	129.05	8.49		

Table 5 indicated that the calculated t-value 1.54 is lesser than the table value 1.96 at 0.05 level of significance. Hence it is stated that there is no significant difference between arts group and science subject students in their attitude towards online Learning. Hence the null hypothesis is accepted.

in their level of attitude towards online learning. There is a significant difference between male and female higher secondary school students in their level of attitude towards online learning.

**FINDINGS OF THE STUDY**

- It is revealed from the results that students have positive attitude towards online learning.
- Gender wise analysis stated that female students had higher level of mean score than male students

- Locality wise analysis revealed that there is no significant difference between rural and urban students in their level of attitude towards online learning.
- Analysis based on the nature of school stated that mean vale of students studying in private schools had higher level of positive attitude towards online learning than

students in private schools. There is significant difference existed between government and private school students in their level of attitude towards online learning.

- Analysis based on the subject stated that there is no significant difference between students in arts and science subject in their attitude towards online learning.

## CONCLUSION

The results from the study showed that students had positive attitude towards online learning. Though significant differences existed among the students based on demographic characters, their level of attitude is high. Based on the results it is proved that Covid-19 pandemic had made drastic change in teaching learning process from traditional method of learning to online learning.

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## STRESS AND ACADEMIC PERFORMANCE AMONG PROSPECTIVE TEACHERS

4

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### INTRODUCTION

Stress is considered as a normal human reaction and it is occurring in everyone's life. It was triggered by many factors such as personal factors, academic factors, social factors, environmental factors, etc. It can be a positive or negative. Stress reaction become dangerous when it is severe. Excessive stress affects with the individual's ability and it interrupts them to function effectively.

American Psychological Association defined Stress as "the physiological or psychological response to internal or external stressors". American Institute of Stress defined Stress as "physical, mental, or emotional strain or tension".

Bachelor of Education program is a professional degree course which needs an active involvement of Prospective Teachers. This program involves theory, internship period (teaching practice period), preparing teaching materials, record work, practical work, etc. This program provides practical and

theoretical knowledge of their profession (Vijayalakshmi, 2018). Prospective Teachers face a lot of stress while carrying out their academic related work. This affects their academic and non-academic performance. The stress of Prospective Teachers affects teacher behaviour, pupil/teacher rapport, pupil achievement and increases pupil's anxiety level. So, there is a need to respond to the problem of Prospective Teachers stress (Solanki, 2018). Therefore, it is essential for every Prospective Teachers to aware about the various stressors and its consequences and best coping strategies to overcome from it and strive to attain excellence in Academic Performance.

The present study attempts to find out the Stress level of Prospective Teachers and their Academic Performance.

### REVIEW OF RELATED LITERATURE

Stewart et. al. (1999) conducted a study on learned resourcefulness

moderates the relationship between academic stress and academic performance. The study revealed that academic stress was negatively associated with academic performance and also indicated that high academic stress adversely impacted the grades of low resourceful students but had no effect on high resourceful students.

Elias, Ping and Abdullah (2011) conducted a study on stress and academic achievement among undergraduate students in Universiti Putra Malaysia. The results of the study showed that the undergraduate students showed moderate levels of stress. Also, the outcomes showed that the first-year students had a low stress level and also found that there is a significant but weak negative relationship between undergraduate students' stress level and their academic achievement.

Sohail (2013) conducted a study on Stress and academic performance among medical students. The results indicated a diversity of stress sources and a high level of stress among medical students and also showed higher levels of stress is associated with poor academic performance.

Oketch-Oboto and Okunya (2018) conducted a study on the relationship between levels of stress and academic performance among University of Nairobi students. Findings showed that most of the students (64.4%) experienced moderate to high levels of stress while just over a third (35.6%) experienced low stress levels. Regression analysis indicated that the higher the

stress level, the poorer is the academic performance.

Lin et. al. (2020) conducted a study on stress and its association with academic performance among dental undergraduate students in Fujian, China: a cross-sectional online questionnaire survey. The findings of the study revealed that the dental undergraduate students in Fujian, China experienced moderate levels of stress. Stress scores and sex were found to be negatively correlated with the academic performance.

### **NEED OF THE STUDY**

In this pandemic period, Prospective Teachers are facing a lot of stressful situations. Factors like personal problems, academic related issues, lack of digital facilities to learn and teach, financial demands, lack of emotional support (face-to-face) from teachers, lack of peer support, anxieties regarding the future job scenario, etc contributes stress among Prospective Teachers. It is the need of the hour to find out the Stress level of Prospective Teachers, to help them to prevent it and to achieve excellence in their academic Performance. So, the present study was undertaken.

### **OBJECTIVES**

- To measure the stress level of prospective teachers.
- To find out whether there is a significant difference between the stress level of prospective teachers and their academic performance with respect to



- Gender (Male / Female)
  - Locality (Rural / Urban)
  - Type of Family (Joint Family / Nuclear Family)
  - Parents Monthly Income (Below Rs.25000 / Rs.25000-50000 / Above 50000)
- To find out the significant relationship between the stress level of prospective teachers and their academic performance

### **HYPOTHESES**

- The stress level of prospective teachers is moderate.
- There is no significant difference between the stress level of prospective teachers and their academic performance with respect to
  - Gender (Male / Female)
  - Locality (Rural / Urban)
  - Type of Family (Joint Family / Nuclear Family)
  - Parents Monthly Income (Below Rs.25000 / Rs.25000-50000 / Above 50000)
- There is no significant relationship between the stress level of prospective teachers and their academic performance.

### **METHOD**

The investigator adopted Normative Survey Method for this study.

### **POPULATION AND SAMPLE**

The population for the present study is confined to B.Ed. students in Coimbatore District. 300 data samples were collected from the students who are pursuing 2<sup>nd</sup> year B.Ed. currently in Coimbatore district. Thus, the sampling technique used in the present study is Stratified Sampling Technique. The data were collected through online mode.

### **TOOLS USED**

The investigator used modified Medical Student Stressor Questionnaire (MSSQ) for the present study. MSSQ was developed by Muhamad Saiful Bahri Yusoff and Ahmad Fuad Abdul Rahim in 2010. It was modified according to the present study by the investigator.

### **DESCRIPTION OF THE TOOL**

The modified MSSQ consists of 34 statements portraying various circumstances of one's life. Items are constructed on the basis of four dimensions, namely Academic Related Stressor (ARS-12), Intrapersonal and interpersonal Related Stressor (IRS-7), Teaching and Learning Related Stressor (TLRS-11) and Social Related Stressor (SRS-4). Each item consists of five responses and scored as follows: '0' for causing no stress at all, '1' for causing mild stress, '2' for causing moderate stress, '3' for causing high stress and '4' for causing severe stress.

## Scoring Pattern

No of Items	Maximum Score	Minimum Score
34	136	0

The reliability of the tool was established using the Cronbach's Alpha Reliability and the score was found to be 0.913.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
0.913	0.912	34

## STATISTICAL ANALYSIS

Mean, Standard Deviation, Cronbach's Alpha Reliability, t-test and F – ratio was used for analysing the collected data. The statistical analysis was done by using IBM SPSS Statistics 22.

## ANALYSIS, INTERPRETATION AND DISCUSSION OF THE DATA

**Table 1: Frequency and Percentage of Prospective Teachers for Stress Level**

Variable	Range	Category	Frequency	Percentage
Stress Level	0 - 34	Mild Stress	22	7.3%
	35 - 68	Moderate Stress	146	48.7%
	69 - 102	High Stress	126	42.0%
	103 - 136	Severe Stress	6	2.0%

Table 1 revealed that the number of student teachers who have moderate stress is found to be high (146) and it is followed by high stress level category (126). The findings of the present study were on par with the findings of Elias, Ping and Abdullah (2011), who inferred that the undergraduate students experienced a moderate level of stress.

So, the hypothesis, “the stress level of prospective teachers is moderate” is accepted.

**Table 2: Mean, Standard Deviation and t-values for the scores of Stress and Academic Performance with respect to Gender**

Dimensions	Gender	N	Mean	SD	t-value	Result at 0.05% Level
<b>Stress</b>						
ARS	Male	82	21.02	8.224	2.020	Significant
	Female	218	23.17	8.072		
IRS	Male	82	15.63	5.076	0.083	Not Significant
	Female	218	15.58	5.659		
TLRS	Male	82	19.24	6.486	0.603	Not Significant
	Female	218	19.74	6.137		
SRS	Male	82	7.00	2.749	0.372	Not Significant
	Female	218	7.14	3.130		
Total Stress	Male	82	62.90	19.005	1.095	Not Significant
	Female	218	65.62	19.652		
<b>Academic Performance</b>						
% of Marks	Male	82	2.22	0.609	0.009	Not Significant
	Female	218	2.22	0.597		

In Table 2, it is observed that the total mean stress level of female prospective teachers (65.62) was found to be higher than the male prospective teachers (62.90). The findings of the present study fall in line with the findings of Mehfooz and Sonia (2017), who indicated that the female undergraduate students showed higher levels of stress than male undergraduate students before and after exams.

The t-value obtained for the Academic Related Stressor (2.020) showed that the male and female prospective teachers

differed significantly at 0.05 level. The t-values calculated for the Total Stress (1.095) and Academic Performance (0.009) indicated that male and female Prospective Teachers did not differ significantly at 0.05 level.

Therefore, the null hypotheses, “there is no significant difference between the stress level of male and female prospective teachers” and “there is no significant difference between the academic performance of male and female prospective teachers” are accepted.

**Table 3: Mean, Standard Deviation and t-values for the scores of Stress and Academic Performance with respect to Locality**

Dimensions	Locality	N	Mean	SD	t-value	Result at 0.05% Level
<b>Stress</b>						
ARS	Rural	204	22.00	8.159	1.811	Not Significant
	Urban	96	23.81	8.054		
IRS	Rural	204	15.22	5.753	1.851	Not Significant
	Urban	96	16.40	4.842		
TLRS	Rural	204	19.30	6.597	1.325	Not Significant
	Urban	96	20.25	5.333		
SRS	Rural	204	7.05	3.272	0.471	Not Significant
	Urban	96	7.21	2.436		
Total Stress	Rural	204	63.57	20.391	1.813	Not Significant
	Urban	96	67.67	17.167		
<b>Academic Performance</b>						
% of Marks	Rural	204	2.20	0.562	0.945	Not Significant
	Urban	96	2.27	0.672		

Table 3 showed that the total mean stress level of urban prospective teachers (67.67) was found to be higher than the rural prospective teachers (63.57).

The t-value obtained for the Total Stress (1.813) and Academic Performance (0.945) revealed that the rural and urban prospective teachers did not differ significantly at 0.05 level. The rural and urban prospective teachers did not differ significantly in the dimensions of variable - Stress namely Academic Related Stressor (1.811), Intrapersonal

and Interpersonal Related Stressor (1.851), Teaching and Learning-Related Stressor (1.325) and Social Related Stressor (0.471) at 0.05 level.

Therefore, the null hypotheses, “there is no significant difference between the stress level of rural and urban prospective teachers” and “there is no significant difference between the academic performance of rural and urban prospective teachers” are accepted.

**Table 4: Mean, Standard Deviation and t-values for the scores of Stress and Academic Performance with respect to Type of Family**

Dimensions	Type of Family	N	Mean	SD	t-value	Result at 0.05% Level
<b>Stress</b>						
ARS	Joint Family	70	18.14	6.261	6.270	Significant
	Nuclear Family	230	23.93	8.197		
IRS	Joint Family	70	12.14	4.894	6.624	Significant
	Nuclear Family	230	16.64	5.244		
TLRS	Joint Family	70	17.14	5.616	4.085	Significant
	Nuclear Family	230	20.36	6.222		
SRS	Joint Family	70	6.14	3.047	3.020	Significant
	Nuclear Family	230	7.39	2.966		
Total Stress	Joint Family	70	53.57	15.272	6.623	Significant
	Nuclear Family	230	68.32	19.349		
<b>Academic Performance</b>						
% of Marks	Joint Family	70	2.23	0.543	0.146	Not Significant
	Nuclear Family	230	2.22	0.617		

Table 4 showed that the total mean stress level of nuclear family prospective teachers (68.32) was found to be higher than the joint family prospective teachers (53.57).

The t-value obtained for the Total Stress (6.623) revealed that the joint family and nuclear family prospective teachers differed significantly at 0.05 level. The joint family and nuclear family prospective teachers differed significantly in the dimensions of variable - Stress namely Academic Related Stressor (6.270), Intrapersonal and Interpersonal Related Stressor (6.624), Teaching

and Learning-Related Stressor (4.085) and Social Related Stressor (3.020) at 0.05 level. The t-value obtained for the academic performance (0.146) revealed that the joint family and nuclear family prospective teachers did not differ significantly at 0.05 level.

Therefore, the null hypotheses, "There is no significant difference between the stress level of joint family and nuclear family prospective teachers" is rejected and "there is no significant difference between the academic performance of joint family and nuclear family prospective teachers" is accepted.

**Table 5: Mean, Standard Deviation and F-ratio for the scores of Stress and Academic Performance with respect to Parents Monthly Income**

Dimensions		Sum of Squares	df	Mean Square	F-ratio	Result at 0.05% Level
<b>Stress</b>						
ARS	Between Groups	231.501	2	115.750	1.749	Not Significant
	Within Groups	19657.579	297	66.187		
	Total	19889.080	299			
IRS	Between Groups	560.288	2	280.144	9.816	Significant
	Within Groups	8476.099	297	28.539		
	Total	9036.387	299			
TLRS	Between Groups	552.853	2	276.427	7.435	Significant
	Within Groups	11042.733	297	37.181		
	Total	11595.587	299			
SRS	Between Groups	160.805	2	80.403	9.262	Significant
	Within Groups	2578.195	297	8.681		
	Total	2739.000	299			
Total Stress	Between Groups	5411.381	2	2705.691	7.434	Significant
	Within Groups	108092.299	297	363.947		
	Total	113503.680	299			
<b>Academic Performance</b>						
% of Marks	Between Groups	2.151	2	1.075	3.032	Not Significant
	Within Groups	105.329	297	0.355		
	Total	107.480	299			

Table 4 showed that the F-ratios obtained for the Total Stress (7.434) and the dimensions of variable - Stress namely Intrapersonal and Interpersonal Related Stressor (9.816), Teaching and Learning-Related Stressor (7.435) and Social Related Stressor (9.262) stated that significant differences existed among the

groups. The F-ratio of Academic Related Stressor (1.749) stated that there is no significant difference existed among the groups based on parents monthly income.

The F-ratio calculated for the Academic Performance (3.032) of prospective teachers with respect

to parents monthly income (Below Rs.25000 / Rs.25000-50000 / Above 50000) revealed that they did not differ significantly at 0.05 level.

Therefore, the null hypotheses, “there is no significant difference among the stress level of three different categories of

parents monthly income of prospective teachers” is rejected and “there is no significant difference among the academic performance of three different categories of parents monthly income of prospective teachers” is accepted.

**Table 6: Correlation Analysis for Stress and Academic Performance of Prospective Teachers**

Dimensions	ARS	IRS	TLRS	SRS	Total Stress	% of Marks
ARS	1	0.630**	0.721**	0.464**	0.899**	0.061
IRS		1	0.623**	0.545**	0.829**	-0.011
TLRS			1	0.571**	0.886**	-0.002
SRS				1	0.686**	-0.053
Total Stress					1	0.014
% of Marks						1

\*Correlation is significant at the 0.05 level.

From the Table 6, it is observed that, the correlation between the Total Stress and Academic Performance is negligible and has Positive Correlation. The findings of the present study are contrary to the findings of Sohail (2013) and Elias, Ping and Abdullah (2011), who concluded that there is negative and significant correlation between levels of Stress and Academic Performance.

Correlation between the dimension of Stress variable such as Academic Related Stressor and Academic Performance, (0.061) is negligible and has Positive Correlation. The findings of the present study are not on par with the findings of Akgun and Ciarrochi (2003) who revealed that the Academic Stress

was negatively associated with Academic Performance.

Correlation between the dimensions of Stress such as Intrapersonal and Interpersonal Related Stressor and Academic Performance (-0.011), Teaching and Learning Related Stressor and Academic Performance (-0.002) and Social Related Stressor and Academic Performance (-0.053) are negligible and has Negative Correlation. The findings of the present study are similar to the findings of the Stewart et.al. (1999) who stated that the Academic Performance before and during medical school was negatively related to reported stress levels.

Therefore, the null hypothesis, “there is no significant relationship between the

stress level of prospective teachers and their academic performance” is accepted.

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

- Results of the research showed that the stress level is seen higher for female prospective teachers than male prospective teachers. So, there is a need in reducing the stress level of female prospective teachers and help to strive for excellence towards their academic performance.
- The findings of the present study showed that the stress level is seen higher for urban prospective teachers than rural prospective teachers. Therefore, it may be recommended that the Principals and Teacher Educators of Teacher Education Colleges should make an attempt to reduce the stress level of prospective teachers and must give proper motivation and coaching to improve their academic performance.
- The results of the present study showed that the stress level is seen higher for prospective teachers belonging tonuclear family than prospective teachers belonging to joint family. Hence, the study recommends the academicians and the parents of prospective teachers may jointly chart-out the plan of actions and practices that may reduce the stress level of prospective teachers belonging tonuclear family.

- The stress level of prospective teachers belonging to above Rs.50,000 parents monthly income is seen higher than the prospective teachers belonging to below Rs.25,000 parents monthly income and Rs.25,000 – Rs.50,000 parents monthly income. Hence, the study recommends the parents of prospective teachers to help their children to minimize the stress level and to give emotional and financial support to them and pave way to attain excellence in their academic performance.

### **CONCLUSION**

The stress found among the prospective teachers are due to several problems that may be associated with personal, family, financial, academic, intrapersonal-interpersonal, teaching-learning and social related stressors. Policymakers, Administrators, Teachers and Parents must provide a healthy and happy environment for the prospective teachers. This helps to produce psychologically healthy prospective teachers to the society. Hence there is a need to include stress management programs, meditation and relaxation therapy in the B.Ed., program curricula. Proper guidance and care of the teacher educators will provide a stress-free lifestyle for prospective teachers. This paves a way to the prospective teachers to achieve excellence in their field and to be a productive member of the society.



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## ATTITUDE OF SECONDARY TEACHER EDUCATION STUDENTS TOWARDS INTERNAL ASSESSMENT

5

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### INTRODUCTION

The main aim of education is to modify the behaviour of the learner. Behaviour is composed of so many attributes and one of these important attributes is attitude. A person's behaviour depends upon his or her attitude towards things which may include persons or objects. Attitudes are powerful sources of motivation and are capable of arousing and aiming towards concentration efforts. An attitude is dispositional readiness to respond to certain situations. Education is vitally concerned with the development of healthy attitudes, for it is our attitudes which determine our favourable or unfavourable reaction.

Assessment is the systematic basis for making inferences about the learning and development of students. It involves proficient judgement based upon the manifestation formed by the assortment of information about student performance. Internal assessment means assessing an individual by the teachers teaching in

the school or college. By having internal assessment one can improve the system of examination. It makes the students work regularly for the whole session.

### SIGNIFICANCE OF THE STUDY

Assessment has different purposes. Internal assessment is a continuous, periodic and internal process. The system of internal assessment is an innovation. It is one where the learner and the teacher are directly involved in assessing the progress of student learning. Assignments, practical, project work, dissertations, etc., are the means through which internal assessment is made. It involves generating and collecting evidence of a learners' attainment of knowledge and skills and judging that evidence against defined standards. The mode of the assessment is said to be internal when a person who is related with the actual process of teaching makes judgment of the learner's ability.

Assessment in teacher education needs to be objective and comprehensive to cover the entire gamut of teacher education which includes the conceptual and pedagogical aspects as well as attitudes, dispositions, habits and capacities in a student-teacher incorporating both the quantitative and qualitative dimensions of growth. The internal assessment compels the student-teachers to be regular in their studies and all academic activities. It also makes the student-teachers to work hard by bringing certain changes in their study habits. It reduces their examination fear, diagnoses their learning deficiencies and also provides remedy for them. The internal assessment evaluates the students' actual performance and it is done on the basis of students' overall performance. It provides continuous and systematic evaluation as well as motivates the students to study systematically. It improves the students' performance through different types of assessment criteria such as internal tests, seminars, assignments and practical activities. Hence the investigator attempts to measure the attitude of secondary teacher education students towards internal assessment.

## **REVIEW OF RELATED LITERATURE**

Hasan (2013) made an attempt to compare the attitude of B.Ed. regular students of government aided and self-financed colleges of VBS Poorvanchal University, Jaunpur towards internal evaluation and the findings of the study revealed that B.Ed., students in general

are in favour of internal evaluation. A study conducted by Rathna and Daniel (2016) on attitude of college students towards internal assessment revealed that the level of attitude of college students towards internal assessment is average and there was significant difference between the male and female students in their attitude towards internal assessment. Donna Lalnunfeli, et al (2018) conducted a study on attitude towards continuous and comprehensive evaluation among secondary school teachers of Mizoram and the findings indicated that there is significant difference in the attitude towards continuous and comprehensive evaluation between graduate and post-graduate teachers, and rural and urban teachers. Anshu Bala Singh (2019) conducted a study on attitude of senior secondary school students towards continuous and comprehensive evaluation. The findings revealed that there is significant difference between attitude towards CCE of students of rural and urban areas. Archana Desai (2019) conducted a study on the attitude of B.Ed., teacher trainees towards internal assessment and the findings revealed that there is significant difference in attitude between science and arts group teacher trainees towards internal assessment. Kaur (2019) conducted a study on attitude of pupil teachers towards internal evaluation in relation to demographic variables and the results revealed that there exists significant difference in attitude of urban and rural pupil teachers towards internal evaluation.

From the studies reviewed, it is inferred that attitude of secondary teacher education students towards internal assessment has not been studied so far so deeply. So the investigator selected the topic entitled “Attitude of secondary teacher education students towards internal assessment”.

## **OBJECTIVES**

- To find out the level of attitude of secondary teacher education students towards internal assessment.
- To find out whether there is any significant difference between arts group and science group, under graduate and post graduate, rural and urban secondary teacher education students in their attitude towards internal assessment.
- To find out whether there is any significant difference among secondary teacher education students of Tamil, English, Mathematics, Physical Science, Biological Science and History optional subjects in their attitude towards internal assessment.

## **HYPOTHESES**

- There is no significant difference between arts group and science group secondary teacher education students in their attitude towards internal assessment.
- There is no significant difference between under graduate and

post graduate secondary teacher education students in their attitude towards internal assessment.

- There is no significant difference between secondary teacher education students from rural and urban area in their attitude towards internal assessment.
- There is no significant difference among secondary teacher education students of Tamil, English, Mathematics, Physical Science, Biological Science and History optional subjects in their attitude towards internal assessment.

## **METHODOLOGY**

The investigator adopted survey method. The population for the study is secondary teacher education students in Kanyakumari district, Tamil Nadu. The investigator has used simple random sampling technique for collecting the data. The sample consists of 80 secondary teacher education students. Measurement of Attitude towards Internal Evaluations Scale (1978) constructed and standardised by B.A. Parikh was used for collecting the data. The investigator established content validity of the tool. The data were analysed by percentage analysis t-test and F-test.

## ANALYSIS OF DATA AND INTERPRETATION

**Table 1: Level of Attitude of Secondary Teacher Education Students towards Internal Assessment**

Dimensions of Internal Assessment	Unfavourable		Neutral		Favourable	
	No.	%	No.	%	No.	%
Internal Examination	12	15.0	56	70.0	12	15.0
Internal Evaluation	15	18.8	54	67.5	11	13.8
Internal Assessment	15	18.8	53	66.3	12	15.0

It is inferred from the above Table 1 that, 15.0% of secondary teacher education students have unfavourable, 70.0% of them have neutral and 15.0% of them have favourable attitude towards internal examination. It is understood from the table that 18.8% of secondary teacher education students have unfavourable, 67.5% of them have neutral and 13.8% of them have favourable attitude towards internal evaluation. The table shows that 18.8% of secondary teacher education

students have unfavourable, 66.3% of them have neutral and 15.0% of them have favourable attitude towards internal assessment.

### Hypothesis :1

There is no significant difference between arts group and science group secondary teacher education students in their attitude towards internal assessment.

**Table 2: Difference between Arts Group and Science Group Secondary Teacher Education Students in their Attitude towards Internal Assessment**

Dimensions of Internal Assessment	Arts (N=38)		Science (N=42)		t-value	Remarks at 5% Level
	Mean	SD	Mean	SD		
Internal Examination	6.71	2.301	7.55	2.501	1.559	Not Significant
Internal Evaluation	13.92	3.105	13.36	3.824	0.727	Not Significant
Internal Assessment	20.39	4.402	20.90	5.784	0.446	Not Significant

(At 5% level of significance, the table value of t is 1.99)

It is inferred from the above Table 2 that, there is no significant difference between arts group and science group secondary teacher education students in their attitude towards internal assessment and its dimensions. Hence the null hypothesis is accepted.

### Hypothesis :2

There is no significant difference between under graduate and post graduate secondary teacher education students in their attitude towards internal assessment.

**Table 3: Difference between Under Graduate and Post Graduate Secondary Teacher Education Students in their Attitude towards Internal Assessment**

Dimensions of Internal Assessment	UG (N=74)		PG (N=06)		t-value	Remarks at 5% Level
	Mean	SD	Mean	SD		
Internal Examination	7.11	2.458	7.67	2.160	0.603	Not Significant
Internal Evaluation	13.70	3.399	12.67	4.761	0.522	Not Significant
Internal Assessment	20.69	5.066	20.33	6.623	0.129	Not Significant

(At 5% level of significance, the table value of t is 1.99)

It is inferred from the above Table 3 that, there is no significant difference between under graduate and post graduate secondary teacher education students in their attitude towards internal assessment and its dimensions. Hence the null hypothesis is accepted.

**Hypothesis 3:**

There is no significant difference between secondary teacher education students from rural and urban area in their attitude towards internal assessment.

**Table 4: Difference between Secondary Teacher Education Students from Rural and Urban Area in their Attitude towards Internal Assessment**

Dimensions of Internal Assessment	Rural (N=57)		Urban (N=23)		t-value	Remarks at 5% Level
	Mean	SD	Mean	SD		
Internal Examination	7.18	2.361	7.09	2.644	0.140	Not Significant
Internal Evaluation	13.53	3.495	13.87	3.546	0.393	Not Significant
Internal Assessment	20.54	5.025	20.96	5.547	0.309	Not Significant

(At 5% level of significance, the table value of t is 1.99)

It is inferred from the above Table 4 that, there is no significant difference between secondary teacher education students from rural and urban area in their attitude towards internal assessment and its dimensions. Hence the null hypothesis is accepted.

**Hypothesis 4:**

There is no significant difference among secondary teacher education students of Tamil, English, Mathematics, Physical Science, Biological Science and History optional subjects in their attitude towards internal assessment.

**Table 5: Difference among Secondary Teacher Education Students of Various Optional Subjects in their Attitude towards Internal Assessment**

Dimensions of Internal Assessment	Sources of Variation	Sum of Squares	Mean Square Variation	F-ratio	Remarks at 5% Level
Internal Examination	Between	72.965	14.593	2.746	Significant
	Within	393.235	5.314		
Internal Evaluation	Between	72.813	14.563	1.211	Not Significant
	Within	889.937	12.026		
Internal Assessment	Between	278.272	55.654	2.268	Not Significant
	Within	1815.616	24.535		

(At 5% level of significance for 5, 74 df, the table value of F is 2.33)

It is inferred from the above Table 5 that, there is no significant difference among secondary teacher education students of Tamil, English, Mathematics, Physical Science, Biological Science and History optional subjects in their attitude towards internal evaluation and internal assessment. But there is significant difference among secondary teacher education students of Tamil, English, Mathematics, Physical Science, Biological Science and History optional subjects in their attitude towards internal examination. While comparing the mean scores of Tamil (6.00), English (6.88), Mathematics (6.84), Physical Science (7.38), Biological Science (9.67) and History (5.50) optional subject secondary teacher education students, the Biological Science optional subject secondary teacher education students are better in their attitude towards internal examination.

## FINDINGS

- 15.0% of secondary teacher education students have favourable attitude towards internal examination, 13.8% of them have favourable attitude towards internal evaluation and 15.0% of them have favourable attitude towards internal assessment.
- There is no significant difference between arts group and science group secondary teacher education students in their attitude towards internal assessment and its dimensions.
- There is no significant difference between under graduate and post graduate secondary teacher education students in their attitude towards internal assessment and its dimensions.
- There is no significant difference between secondary teacher education students from rural and urban area in their attitude towards internal assessment and its dimensions.

- There is no significant difference among secondary teacher education students of Tamil, English, Mathematics, Physical Science, Biological Science and History optional subjects in their attitude towards internal evaluation and internal assessment. But there is significant difference among secondary teacher education students of Tamil, English, Mathematics, Physical Science, Biological Science and History optional subjects in their attitude towards internal examination. While comparing the mean scores of Tamil, English, Mathematics, Physical Science, Biological Science and History optional subject secondary teacher education students, the Biological Science optional subject secondary teacher education students are better in their attitude towards internal examination.

### INTERPRETATIONS

The 'F'-test result reveals that the secondary teacher education students who have opted for Biological Science are better in their attitude towards internal examination than the secondary teacher education students having opted Tamil,

English, Mathematics, Physical Science and History as their optional subjects. This may be due to the fact that the Biological Science students may have better learning experiences who study by verifiable knowledge including the practical knowledge which leads to them to have good attitude towards internal examination than their counterparts. Moreover, they have the curiosity and sharpness in mind to gain good marks in the internal examination. So they may be better than their counterparts.

### RECOMMENDATIONS

The following are the recommendations of the study.

- Teachers should provide the knowledge and importance of internal assessment from the beginning of the course.
- Teacher should create positive attitude about internal assessment and encourage the students to score good marks in the internal examinations.
- Teacher should motivate the students to utilize the resources and facilities in their institutions for writing assignments, preparing for seminars, projects etc.

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