

**INFLUENCE OF COPING SKILLS, LEARNING STYLE AND ATTITUDE TOWARDS
TEACHING ON THE ACADEMIC ACHIEVEMENT OF B.ED. STUDENTS IN GUJARAT**

A DISSERTATION SUBMITTED TO
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA IN PARTIAL FULFILMENT
OF THE REQUIREMENT FOR THE DEGREE OF
MASTER OF EDUCATION



Research Supervisor

Prof. Ashutosh Biswal

Researcher

Ms. Anjali Bisht

DEPARTMENT OF EDUCATION [CASE, IASE, IUCTE]
FACULTY OF EDUCATION & PSYCHOLOGY
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
VADODARA-3

May, 2020



Department of Education [CASE & IASE]

Faculty of Education and psychology

\The Maharaja Sayajirao University of Baroda

Vadodara – 390002

Phone no. 0265 2795516

E-mail: head-edu@msubaroda.ac.in

CERTIFICATE

This is to certify that the dissertation titled “Influence of Coping Skills, Learning Style and Attitude towards teaching on the Academic Achievement of B.Ed. Students in Gujarat” which is being submitted by Anjali Bisht towards the partial fulfilment of the requirement for the degree of Masters of Education (M.Ed.) through Department of Education, Faculty of Education and Psychology, the Maharaja Sayajirao University of Baroda, Vadodara is the students own work carried out under my continuous supervision and guidance and has completed it to my satisfaction.

Prof. Ashutosh Biswal

Vadodara

Department of Education

Faculty of Education and Psychology

The Maharaja Sayajirao University of Baroda

Vadodara

ACKNOWLEDGMENT

I would like to express my gratitude to all the people who gave me the possibility to complete this research. I want to thank the Head/Dean of the Faculty of Education and Psychology for giving me the permission to commence this Dissertation.

I would like to acknowledge the consistence guidance and support of Prof. Ashutosh Biswal, my guide. His supervision and enthusiasm inspire me throughout the dissertation work.

I wish to thank all faculty members of the Department of Education, Maharaja Sayajirao University, Baroda for their support.

I wish to register my sincere thanks to all Principals of the college of Education in Gujarat State and Student-Teachers of the colleges who have been in of invaluable help in my pursuit.

I would also like to thank my friends, classmates and all the Ph.D. research scholars for helping me whenever I needed.

I sincerely thank my parents and family for their support, kind co-operation and completion of this dissertation and make it a great success.

Vadodara

(Anjali Bisht)



Department of Education [CASE & IASE]

Faculty of Education and psychology

The Maharaja Sayajirao University of Baroda

Vadodara – 390002

Phone no. 0265 2795516

E-mail: head-edu@msubaroda.ac.in

DECLARATION

I, Anjali Bisht hereby declare that the dissertation entitled “Influence of Coping Skills, Learning Style and Attitude towards teaching on the Academic Achievement of B.Ed. Students in Gujarat” conducted and submitted by me for the partial fulfilment of the Masters of Education Programme at the Department of Education, Faculty of Education and Psychology, the Maharaja Sayajirao University of Baroda, Vadodara. It is my original work and has not been submitted earlier either to The Maharaja Sayajirao University of Baroda or any other institute for any course requirement. I also declare that no chapter of this dissertation in whole or in part is taken from any earlier work done either by me or any other person.

Vadodara

Anjali Bisht

TABLE OF CONTENTS

CONTENT		PAGE NO.
Certificate		<i>I</i>
Acknowledgment		<i>ii</i>
Declaration		<i>iii</i>
Tables of Content		<i>iv-vi</i>
List of Tables		<i>vii</i>
List of figures		<i>viii</i>
List of Appendices		<i>viii</i>
CHAPTER NO.	TITLE	
I	CONCEPTUAL FRAMEWORK	1-21
1.1.0	Introduction	1
1.2.0	Education	2
1.2.1	Definition of Education	3
1.3.0	Teacher Education	3
1.3.1	Aspect of teacher education	5
1.3.2	Objectives of teacher education	5
1.4.0	Academic Achievement	5
1.4.1	Factors affecting academic achievement	6
1.4.2	Determinants of academic achievement	7
1.5.0	Coping Skills	8
1.5.1	Types of coping skills	8
1.5.2	Various coping strategies	9
1.5.3	Coping skills and academic achievement	10
1.6.0	Learning Styles	10
1.6.1	Definition of learning styles	10
1.6.2	Development of learning styles	11
1.6.3	Cognitive approach to learning	12
1.6.4	Neil Fleming's VAK/VARK Model	12

1.6.5	Learning styles and academic achievement	14
1.7.0	Attitude	15
1.7.1	Characteristics of attitude	16
1.7.2	Attitude towards teaching	17
1.7.3	Attitude and academic achievement	17
1.8.0	Rationale of the study	18
1.9.0	Statement of the problem	19
1.10.0	Objectives of the study	19
1.11.0	Hypothesis of the study	19
1.12.0	Variables for the study	20
1.13.0	Explanation of the terms	20
1.14.0	Operational definitions of the terms	21
1.15.0	Delimitation of the study	21
1.16.0	Scheme of chapterization	21
II	REVIEW OF RELATED LITERATURE	22-29
2.1.0	Introduction	22
2.2.0	Studies related to coping skills	22
2.3.0	Studies related to learning skills	24
2.4.0	Studies related to attitude	26
2.5.0	Implication for the study	28
III	PLAN AND PROCEDURE	30-32
3.1.0	Introduction	30
3.2.0	Methodology	30
3.2.1	Population of the study	30
3.2.2	Sample of the study	30
3.2.3	Tools and Techniques	31
(a)	Academic achievement	31
(b)	Coping skills	31
(c)	Learning styles	31
(d)	Attitude towards teaching	32
3.2.4	Procedure of data collection	32
3.3.5	Statistical analysis of data	32

IV	DATA ANALYSIS AND INTERPRETATION	33-46
4.1.0	Introduction	33
4.1.1	Descriptive Analysis	34
4.1.2	Attitude towards teaching of B.Ed. students	34
4.1.3	Learning styles of B.Ed. students along with dimensions	36
4.1.4	Coping skills of B.Ed. students along with dimensions	38
4.1.5	Academic achievement of B.Ed. students	41
4.2.0	Relational Analysis	43
4.3.0	Conclusion	46
V	SUMMARY AND CONCLUSION	47-57
5.1.0	Introduction	47
5.2.0	Review of related literature	48
5.2.0	Rationale of the study	50
5.4.0	Statement of the problem	51
5.5.0	Objectives of the study	51
5.6.0	Hypothesis	51
5.7.0	Explanation of the terms	52
5.8.0	Operational definition of the terms	52
5.9.0	Delimitation of the study	53
5.10.0	Methodology	53
5.11.0	Population of the study	53
5.12.0	Sample of the study	53
5.13.0	Tools for data collection	54
5.14.0	Statistical analysis of data	54
5.15.0	Major findings of the present study	55
5.16.0	Discussion	56
5.17.0	Implication of the present study	57
5.18.0	Suggestion	57
5.19.0	Conclusion	58
REFERENCES		59-61
APPENDICES		62-78

LISTS OF TABLES

TABLE NO.	TITLE	PAGE NO.
Table 4.1	Mean, standard deviation, standard error and maximum possible score wise distribution of attitude toward teaching of 242 (N) B.Ed. Students	34
Table 4.2	Frequency and percentage wise distribution of B.Ed. students in terms of the attitude towards teaching	34
Table 4.3	Mean, standard deviation, standard error and maximum possible score wise distribution of learning styles of 242 (N) B.Ed. Students	36
Table 4.4	Frequency and percentage wise distribution of B.Ed. students in terms of the learning styles	37
Table 4.5	Mean, standard deviation, standard error and maximum possible score wise distribution of coping skills of 242 (N) B.Ed. Students	39
Table 4.6	Frequency and percentage wise distribution of B.Ed. students in terms of the coping skills	40
Table 4.7	Mean, standard deviation, standard error and maximum possible score wise distribution of attitude toward teaching of 242 (N) B.Ed. Students	41
Table 4.8	Frequency and percentage wise distribution of B.Ed. students in terms of the academic achievement	41
Table 4.9	Coefficient of correlation, level of correlation and level of significance of correlation between coping skills and academic achievement of B.Ed. students.	43
Table 4.10	Coefficient of correlation, level of correlation and level of significance of correlation between learning styles and academic achievement of B.Ed. students.	43
Table 4.11	Coefficient of correlation, level of correlation and level of significance of correlation between attitude towards teaching and academic achievement of B.Ed. students.	44
Table 4.12	Summary of multiple correlation of coping skills (CS), learning styles(LS) and attitude towards teaching(AT) on academic achievement(AA) of B.Ed. students with N=242	45

LIST OF FIGURES

FIG.URE NO.	TITLE	PAGE NO.
Figure 4.1	Bar graph showing percentage distribution of B.Ed. students in terms of their level of attitude towards teaching	35
Figure 4.2	Bar graph showing percentage of distribution of B.Ed. students in terms of their level of learning styles	38
Figure 4.3	Bar graph showing percentage of distribution of B.Ed. students in terms of their level of coping skills	40
Figure 4.4	Bar graph showing percentage of distribution of B.Ed. students in terms of their level of academic achievement	42

LIST OF APPENDICES

APPENDIX NO.	TITLE	PAGE NO.
Appendix I	Academic Achievement Test	62
Appendix II	Brief Cope Inventory	70
Appendix III	Learning Style Inventory	73
Appendix IV	Attitude Towards Teaching Scale	76

CHAPTER - I

CONCEPTUAL FRAMEWORK

CHAPTER I

CONCEPTUAL FRAMEWORK

1.1.0 INTRODUCTION

Once, the great Indian educationist Tagore said “The widest road leading to the solution of all our problems is education”. Education helps the individual to lead a better life with a proper life styles and help the individual to acquire needed skills and qualities. Education has become an essential part of human life, by education we try to make the man competent enough to meet the changes of the society.

In today’s era Academic achievement is everything for any student. Academic achievement measures the amount of academic content a student learned in a determined amount of time. In our society, academic achievement is taken as a key criterion to evaluate one’s potentialities and capabilities. It occupies a very important place in teaching and learning process. For every student, who is under the process of acquiring education, academic achievement is very essential because it helps in the successful development of young people in contemporary society.

Academic life is one of the most important aspect of one’s life that has a high influence on other aspects of life. Several factors can influence academic performance. Educational specialists have divided these factors into four category viz. individual, family, society and academic factors those influence the academic achievement of any student. In the present study the researcher has made an attempt to study the influence of few individual component i.e., coping skills, learning styles and attitude towards teaching on the academic achievement of student teachers.

Students differ in respect of their learning style preferences. It has received much of the attention of the educationist now and has acquired an independent status, where much work has to be done. Students learning styles and their achievement besides other factors, affects almost all spheres of students development. It also affects greatly the quality of students achievement.

Butler (1903) said “All our lives long, every day and every hour we are engaged in the process of accommodating our changed and unchanged surroundings; living in fact, is nothing less than this process of accommodation; when we fail in it a little we are stupid, when we fail flagrantly we are mad, when we suspend it temporarily we sleep, when we give up the attempt altogether we die”. The students’ lives are filled with fluctuation of fortune that allow them to experience both the thrill of victory and agony of

defeat in their academics. So because of failure and downfall in academics the students accumulate stress which not only effect their personal but their academic life as well. So to increase the level of performance the students have to learn how to cope with the stress. This is one of the very important skill of life which is also the focuses of the study.

Attitude maybe defined as positive or negative evaluation of anything of one's surrounding or environment. Students having positive attitude toward any situation achieve their goal easily. So development or formation of positive attitude in one's life is helpful in the academics of the student and they can improve their academic achievement. So attitude is one of the important factors which can affect the learning and the performance of the students. In this present study attitude towards teaching has been taken as a factor that may have some influence on the achievement of students particularly student teachers.

In the present system of education, all these factors like learning styles, coping skills and attitude towards teaching were neglected and only emphasis is given on the academic achievement students. The same thing is also there in the teacher education. Hence, the present study is an attempt to measure these components and to also to study the influence of these components on the academic achievement of the students teachers. The proceeding paragraphs will discuss about these components of achievement in teacher education and their environment.

1.2.0 EDUCATION

‘Educare’ is a Latin word and it means ‘to nourish’ ‘to bring up’ ‘to raise’. This means, educating a child means nourishing in or bringing up the child according to certain ends. In the narrow sense, education is confined to school and college education. In its broaden meaning, it is the cumulative effect of varied experiences received by an individual in his home life, out-of-home life, in the school or out of school.

Education is vital for social change. It is living through a continuous reconstruction of experiences with time. There is a phenomenal change in theory, practice and pedagogy considering the research, need and development of technology.

1.2.1 Definition of Education

The following definitions will make this concept of education more comprehensible and clear in its varying aspects.

- According to John Dewey, “Education is the process of living through a continuous reconstruction of experience. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities”.
- Mahatma Gandhi speaks of education as “By education, I mean an all-round drawing out of the best in the child and man body, mind and spirit”.
- According to Socrates, “Education means the bringing out of the ideas of universal validity which are latent in the mind of every man”.
- In the words of Kant “Education is the development in the individual of all the perfection of which he is capable”.
- “Education is the manifestation of divine perfection, already existing in man” says Vivekananda.
- According to Pestalozzi, “Education is a natural, harmonious and progressive development of man’s innate powers”.
- According to Radhakrishnan, “Education must include not only the training of the intellect but also the refinement of heart and discipline of the spirit”.

Education is the most valuable key to success. The power of education is not only in the academic knowledge but also finding your place in the world and acquiring life experience. It takes all necessary steps to facilitate our life and give us skills which will be appreciated.

1.3.0 TEACHER EDUCATION

The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. It is the professional preparation, in pedagogy, of those who want to enter the profession of teaching. It is a professional programme which aims at the development of teachers as a person and as an agent of social change. Bases of education offer the philosophical, psychological, sociological, foundation. It enables the understanding of education and teacher education in its proper perspective.

Practice teaching provides practice in the different techniques, approaches and strategies that would help the teachers to plan and teach better at varying levels. Micro teaching, link practice, preliminary teaching and internship training are the ways of making a trainee to be good at teaching profession. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

Pedagogy provides the methodology of teaching a subject, knowing the different methods of teaching. Without having adequate pedagogical knowledge, one can't teach with conviction. Having knowledge of different methods will help the teacher to handle the class using varying techniques, methods, approaches.

The main focus of teacher education is to assist student-teachers to take decisions regarding application of the basic educational principles to the existing school situations without overlooking the characteristics of the learners. Thus, the professional education of teachers must relate to pedagogy and the way instructional materials can be put to a judicious use. So, the emphasis in the teacher education programme is to help student teachers to acquire necessary insights and skills to enable them to become effective teachers of young learners.

Teacher education is a programme related to the development of teacher proficiency and competence that would enable and empower the teacher to meet requirements of the profession and face the challenges therein.

1.3.1. Aspects of Teacher Education

Teacher education is concerned with the aspects pertaining to teacher educators, student teachers, teaching contents, and teaching strategies. Teacher education is dependent upon the quality of teacher educators. The quality of pedagogical inputs in teacher education programs and their effective utilization for the purpose of preparing prospective teachers depend largely on the professional competence of teacher educators and the ways in which it is utilized for strengthening the teacher education program. Teacher education, thus, first deals with the preparation of effective teacher educators.

Student teachers are the ultimate beneficiaries and so teacher education has to reach out to the student teachers by providing the relevant knowledge, attitude and skills to function effectively in their teaching profession. It serves to equip the student teachers with the conceptual and theoretical framework within which they can understand the intricacies of the profession. It aims at

creating the necessary attitude in student teachers towards the stakeholders of the profession, so that they approach the challenges posed by the environment in a very positive manner. It empowers the student teachers with the skills that would enable them to carry on the functions in the most efficient and effective manner.

1.3.2. Objectives of Teacher Education

Following are the objectives of teacher education programme.

- i. To provide opportunities to observe and engage with children, communicate with and relate to children
- ii. To provide opportunity for self- learning, reflection, assimilation and articulation of new ideas; developing capacities for self-directed learning and the ability to think, be self-critical and to work in groups.
- iii. To provide opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking.
- iv. To provide opportunities to develop professional skills in pedagogy, observation documentation, analysis, drama, craft, story-telling and reflective inquiry.

To be good at the profession of teaching, the trainees need to develop related skills like soft skills, counselling skills, interpersonal skills, computer skills, information retrieving and management skills. An integrative effort in teaching skills, pedagogical theory and professional skills will create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

1.4.0 ACADEMIC ACHIEVEMENT

Academic achievement is the outcome of education the extent which a teacher, student or institution has received their educational goal. Academic achievement is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspect are most important.

Good (1959) “Academic achievement refers to the acquired knowledge or competencies development in the academic subjects usually designated by the test result or by the marks awarded by the teacher or by both”.

Dave (1976), reported that hard work, intelligence, memory, good health, availability of books, study methods, financial security and interest in social work and practice affect academic performance. In addition he stresses that intelligence, physical health, socio economic status of family, gender, caste, distance from school to home and leisure activities affect academic performance.

The term achievement is used more generally to describe performance in the subjects of the curriculum. Academic achievement has been criterion for judging the individual, right from the start of formal education. Mainly academic achievement refers to how the students perform in the examination and how much marks he/she gets from the examination. The total marks earned by the students are the academic achievement of the student.

Academic achievement is broadly defined as the accomplishment of proficiency of performance in skills or body of knowledge in school situations.

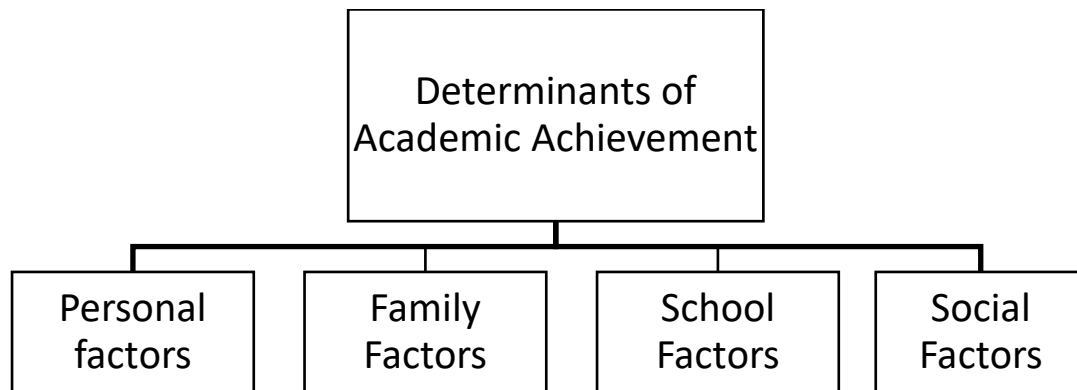
1.4.1 Factors affecting academic achievement

According to Sharma (2011), Academic achievement is a multidimensional phenomenon. Many factors that influence academic achievement such as heredity, family environment, learning, school experience, interest, skills and many other factors influenced academic achievement.

- i. **Individual factor:** these factors are related to individual themselves. The main one's are cognitive(learning ability, cognitive style, intelligence, creativity etc.) and non-cognitive(perception of school, level of aspiration, study habits, personality interest, motivation, self-esteem, etc.)
- ii. **Environmental factors:** they are related to the environment of the individual. They include socio-economic status; educational system, assessment system, family traits and society, etc.
- iii. **Psychological factors:** they are also related to individual himself, e.g. intelligence, learning ability, motivation, self-efficiency, study skill, creativity, aspiration level, concept of self, etc.

1.4.2. Determinants of Academic Achievement

According to Ohja (2013) Academic achievement is the output of learning. It differs from person to person owing to varying factors. Academic achievement is not guaranteed by the teachers teaching alone. Instead it is influenced and determined by multiple factors and a few of them are as follows.



I. Personal factors

- Intelligence
- Attitude towards studies
- Aptitude
- Study habits of the students
- Motivation
- Physical health
- Personality

II. Family factors

- Socio economic conditions
- Education of parents
- Parental relationship
- Siblings
- Parental involvement

III. School factors

- Teachers and teaching methodology
- Teacher behaviour
- Peer group

- Management

- Infrastructure facility

IV. Social factors

- Available facility
- Location
- Educational level
- Culture
- Religion
- Social and moral value

The need to measure academic achievement is due to the individual difference of the time, known as behavioural oscillation, that is, the academic performance of the same individual differs from time to time: from one class to another and from one level of education to the next. Although there are individual differences, individual of the same age group, of the same grade, generally differ from their potential abilities and academic competence.

1.5.0 COPING SKILLS

Coping means to invest own conscious effort, to solve personal and interpersonal problems, in order to try to master, minimize or tolerate stress and conflict. The skills through which one can cope with stress, these coping mechanism are commonly termed as coping skills.

Coping is a diffuse umbrella term. Coping does not represents a homogeneous concept. Coping can be described in terms of strategies, tactics, response, cognition or behaviour. Valliant(1971) Coping was originally defined in terms of psychoanalytical defence mechanism, a practice which conceptualises coping styles or traits which are stable across the lifespan.

Lazarus and Folkman (1984) defined the copying progress as “cognitive and behavioural efforts to manage specific external and internal demands that are appraised as taxing or exceeding the resources of the person”.

1.5.1 Types of coping skills

According to Weiten W. and Lloyd (2008), following are different types of coping skill.

- i. Appraisal focused skill:** It is directed towards challenging one’s own assumption. It could be adaptive but cognitive based. It usually occurs when the individual modifies the way they think. They can distance themselves from problem by altering their goals and values.
- ii. Problem focused skills:** It is directed towards reducing or eliminating a stressor. It could be adaptive but behaviour based. It deals with the cause of their problem. Problem focused coping aimed at changing or eliminating the source of the stress. This skill can be improved by taking control, information seeking and evaluating the pros and cons.
- iii. Emotion focused skills:** it is directed toward changing one’s own emotional reaction. Emotion focused coping is oriented toward managing the emotions that accompany the

perception of stress. It is a mechanism to alleviate distress by minimizing, reducing, or preventing, the emotional components of stressor.

1.5.3 Various coping strategies

1. Emotional focused coping

Emotion-focused coping is oriented toward managing the emotions that accompany the perception of stress.

- Self-distraction
- Denial
- Use of emotional support
- Acceptance
- Religion
- Self-blame
- Venting

2. Problem focused coping

(McLeod, 2009) Problem-focused coping targets the cause of stress in practical ways which tackles the problem or stressful situation that is causing stress, consequently directly reducing the stress.

- Active coping
- Substance use
- Use of instrumental support
- Behavioural disengagement
- Positive framing
- Planning
- Humour

The focus of coping mechanism is to change the meaning of stressor or transfer attention. Coping recognises that individuals are bedded within a social environment, which can be stressful, but also is the source of coping resources. In general problem-focused coping is best, as it removes the stressor, so deals with the root cause of the problem, providing a long term solution. Optimistic people who tends to have positive expectation of the future are most

likely to use problem focused strategies, whereas pessimistic individual are more inclined to use emotional focused strategies.

1.5.3. ACADEMIC ACHIEVEMENT AND COPING SKILLS

The academic achievement of the student is related to the coping skills of the student. The students who are better in coping up their stress are better achiever in academics. Coping skills help the student to not lose their focus from studies which help them achieve high score in academics. The students with better coping skills are relatively more enthusiastic and more active than the students who cannot cope with their difficulties. Better coping skills help the student to have a better environment where he can learn without any obstacles and with fresh mind which help him gain as much knowledge as he can get.

1.6.0 LEARNING STYLES

The meaning of learning style is as follows: it stands for the instinctive behaviour with cognitive, emotional, psychological and sociological plans; these behaviours serve as relatively permanent indicators of the way an individual perceives and deals with information. The way he or she reacts and responds to the learning environment.

1.6.1. Definition of Learning Styles

Learning style, as term has been largely restricted in educational research to narrowly focused aspects of the perceptual modalities. This sensory based preoccupation has had the effect of virtually excluding considerations that focused on other dimension of learning styles. Learning style may be referred specifically to a person's characteristics pattern of behaviour in a particular learning field. According to psychologist, and educationist the term 'learning styles' is defined as "the potential individual difference that might be used by the individual to enhance their learning".

Learning style is an attribute of an individual which interacts with instruction to produce differential learning achievements.

The definition of learning style is a major concern among scholars in the field of education. Dunn and Dunn (1979) define learning style as a term that describes the variation among learners in using one or more senses to understand, organise and retain experience. Claxton and Ralston (1978) defined the term as referring to "learners consistent way of responding and using stimuli in the context of learning". Similarly, for Keefe (1979) learning

styles are “cognitive, affective, psychomotor traits that are relatively stable indicators of how learners perceive, interact with and respond to the learning environment”.

Laycock (1978), described ‘learning style’ as “an individual’s characteristic way of responding to certain variables in the instructional environment”. However, to state it more briefly student’s learning style is the way with which he learns fast.

Many people recognize that each person prefers different learning styles and techniques. Learning style group common ways that people learn. Learning style can help in developing ability in less dominant style, as well as further develop style that have been already use well.

1.6.2. Development of Learning Styles

Now-a-days researchers try to find out successful, cheap and practical ways to practice in classroom. There are various studies of which support the aim and some others may not achieve the expected results. Anyway, achieving their aims or not, all the theories serve the educational system. Learning style theory which has its roots in psychoanalytic community is just one of these enterprises and emphasizes the different ways people think and feel as they solve problems, create products and interact with other people.

The term ‘learning style’ is generally assumed to refer to beliefs, preferences and behaviours used by individuals to aid their learning under the classroom or environmental conditions. Learning styles appear to occur in three areas: cognitive, psychological and affective. Cognitive styles have been defined in terms of the way a person perceives, remembers, thinks and solves problems. Psychological styles are biological and include reactions to the physical environment that may affect learning (e.g., being a “night person” or preferring to study in a warm or a cold room). Affective styles include personality and emotional characteristics such as persistence, preferring to work with others or alone and rejecting or accepting external reinforcement.

There are several other differences in learning styles that educational psychologists have studied. One has to do with field dependence versus field independence. Field-dependent individuals tend to see patterns as a whole and have difficulty separating out specific aspects of a situation or pattern; field-independent people are more able to see the parts that make up a large pattern. Field-dependent people tend to be more oriented towards people and social relationships than are field independent people.

Kolb (1984) thought of the learning styles as a continuum that one in that one moves through over time, usually people come to prefer and rely on, one style above the others. There are four basic learning modes-concrete experience (sample word, feeling), reflective observation (watching), abstract conceptualization (thinking) and active experimentation (doing) – that are closely tied to the learning styles. The convergent learning style relies on the dominant learning abilities of abstract conceptualization and active experimentation. The divergent learning style emphasizes concrete experience and reflective observation. In assimilation, the dominant learning abilities are abstract conceptualization and reflective observation. The accommodative learning style emphasizes concrete experience and active experimentation.

1.6.3. Cognitive Approach to Learning Styles

Antony Grasha and Sherlyn Reichmann (1974) formulated the Grasha-Reichmann Learning Style Scale. It was developed to analyse the attitude of students and how they approach learning. The test was originally designed for college students. Grasha's background is in cognitive process and coping techniques. The concept of various learning styles as follows:

- i. Avoidant
- ii. Participative
- iii. Competitive
- iv. Dependent
- v. Independent
- vi. Collaborative

The conclusion of this model was to provide teachers with insight on how to approach instructional plans.

1.6.4. Neil Fleming's VAK/VARK Model:

Neil Fleming VARK model expanded upon earlier notions of sensory modalities such as the VAK model of Barbe and Colleagues and representational (VAKOG) in neuro-linguistic programming.

One of the most common and widely-used categorisation of the various types of learning styles is Fleming's VARK model (sometimes VAK) which expanded upon earlier Neuro-linguistic programming (VARK) models:

- i. visual learners;
- ii. auditory learners;
- iii. Kinaesthetic learners or tactile learners.

Fleming claimed that visual learners have a preference for seeing (think in pictures; visual aids such as overhead slides, diagrams, handouts, etc.). Auditory learner's best learn through listening (lectures, discussions, tapes, etc.). Tactile/ kinesthetic learners prefer to learn via experience-moving, touching and doing (active exploration of the world; science projects; experiments, etc.). Its use in pedagogy allows teachers to prepare classes that address each of these areas. Students can also use the model to identify their preferred learning style and maximize their educational experience by focusing on what benefits them the most.

The four sensory modalities in Fleming model are:

- i. **Visual learning:** visual learning is in which the learner is partial to seeing and observing things, including pictures, diagrams, written directions and more. This is also referred to as 'spatial' learning style. The neuroimaging research has suggested that visual learners convert words into images in the brain and vice-versa. A VISUAL learner, then by all means be sure that he look at all study materials. Use charts, maps, filmstrips, notes and flashcards. Practice visualising or picturing words/concepts in his head. Write out everything for frequent and quick visual review.

Visual Learning Visual learning style is the way the students learn from seeing words in books and the work books, studying charts and reading the matter on the chalk board. Visual learners prefer seeing what they are learning pictures and images help them understand ideas and information better than explanations. A drawing may help more than a discussion about the same when someone explains something to visual learner, he or she may create a mental picture of what the person talking describes

- ii. **Auditory learning:** auditory learning is in which the learner tends to learn better when the subject matter is reinforced by sounds. These learner would much rather listen to a lecture than read written notes and they often use their voice to re-enforce out loud to themselves, aren't afraid to speak up in the class and are gear at verbally explain things. An AUDITORY learner may wish to use tapes. Tape lectures to help him fill in the gaps in his notes. But do not listen and take notes, reviewing notes frequently. Sit in the lecture hall or classroom where he can hear well. After he has read something summarize it and recite it aloud.

- iii. **Kinaesthetic learning:** kinaesthetic learning is in which learner learn through experiencing or doing things. This is also known as ‘tactile’ learning style. The learner like to get right in thick of things by acting out events or using their hands to touch and handle in order to understand the concept. The learner might struggle to sit still, might be good at sport or like to dance, need to take break when studying and might not have great writing skills. Kinaesthetic / Tactile Learning Kinesthetic style of learning refers to total physical involvement with learning situation. It is the way the students learn best by experience, by being physically involved. Tactile style of learning is the style of the hands on learning such as building models or doing projects, laboratory experiments. A TACTILE learner traces words as he is saying them. Facts that must be learned should be written several times. Keep a supply of scratch paper for this purpose. Taking and keeping lecture notes will be very important. Make study sheets.
- iv. **Reading/Writing learning:** According to VARK Modalities theory developed by Fleming and Mills (1992), reading/writing learner prefer to learn through written words. While there is some overlap with visual learning, these types of learner are drawn to expression through writing, reading articles on internet, writing journals.

There are 8 learning style but present study is focusing on Neil Fleming’s 4 learning styles i.e., VARK model.

Learning styles recurs continuously in living human being. People continuously test their concepts and modify them as a result of their observations. Hence it can be inferred that all learning is re-learned and all education is re-education. Since learning process is directed by the individual needs and goals, learning styles becomes highly individualistic in both direction and process.

1.6.5. ACADEMIC ACHIEVEMENT AND LEARNING STYLE

Learning style refers to the unique ways an individual processes and retain new information and skills. Learning style of a student is related to their academic achievement. There are various types of learning styles with effects the learning of the student. Every individual is different from one another so are their learning capabilities and method of learning. Some student might learn when they are alone and some might prefer collaborative learning or group learning. It depends on the individual and their way understanding a concept. The learning style of an individual help them to gain more knowledge and help the student to understand the concept more effectively. It will in the end result in improving the academic

achievement of the student. So therefore, for better academic performance one should be aware about their learning style.

1.7.0 ATTITUDE

An attitude is the point of view, substantiated or not, true or false, which one holds towards a person, object, task or idea. The point of view can either be positive, negative, hostile or indifferent.

Attitudes are learned predispositions towards aspects of our environment. They may be positively or negatively directed towards certain people, issues or institutions. An attitude may involve a prejudice, in which we prejudge an issue without giving evidence. If one is prejudiced against a person who is accused of a crime, one may regard him as guilty regardless of the evidence. One also can be prejudiced in favour of something. When the word “prejudice” is used without qualification, however, it customarily refers to a negative judgement based on inadequate grounds.

Sheriff and Sheriff “An individual attitude is the set of categories for evaluating or judging various social-stimuli persons, object, events, etc. Further, that his social attitude are learned and establish through social interaction and that they are matter of degree, rather than being all or none, positive or negative”.

Freeman “An attitude is the dispositional readiness to respond to certain situation, person or object in consistent manner which has been learned and has become one’s typical mode of response. Attitude has a well-defined object of reference. For example, one’s view regarding in a class of food or drink (such as fish and liquor), sports, Maths or Democrats and attitudes”.

According to Alloport (1985), attitude is defined as the mental status of readiness organised through experience upon the individuals response to all objects and situation with which it is related. Attitude are defined as a mental predisposition to act that is expressed by evaluating a particular entity with some degree of favour or disfavour. Attitude may be considered as hypothetical constructs in which a person’s diverse thoughts, feeling and tendencies to act are arranged into a more or less coherent pattern.

According to Morgus (1934), “Attitude is literally mental postures, gender for conduct to which each new experience is referred before is made”. According to Cantrill (1934),

“Attitude is more or less permanent enduring state of readiness of mental organisation which predisposes an individual to react in a characteristic way to any subject or situation with which it is related. Thus attitude may be regarded as a readiness or preparation for response.

In the words of Edwards (1969), “An attitude may be defined as learned emotional response set for or against something”.

According to Anastasi, Anne (1973), “Attitude is defined as a tendency to react favourable or unfavourable towards a designated Class of stimuli such as national or racial group, a custom or an institution”.

According to Woods Worth (1989), “ Attitude are a more or less stable set or disposition of opinion, interest or purpose, involving expectancy of a certain kind of previous experience and readiness is an appropriate response”.

An attitude usually is considered as consisting of three basic components - thinking, feeling and reacting. The first aspect pertains to belief; it involves the thoughts a person has about the topic in question. The second aspect is related to value; here we are talking about whether the person feels attracted, repelled or is neutral regarding the topic in question. The third element is a predisposition to behaviour.

The main aim of education is to modify the behaviour of the child according to the needs and expectancy of the society behaviour is composed of so many attributes. One of these important attribute is attitude.

1.7.1. Characteristics of Attitude

- i. Affective cognitive consistency: The degree of consistency between the affective and cognitive components influences the attitude-behaviour relationship. That is, the greater the consistency between cognition and evaluation, the greater the strength of the attitude-behaviour relation.
- ii. Strength: Attitudes based on direct experience with the object may be held with greater certainty. Certainty is also influenced by whether affect or cognition was involved in the creation of the attitude. Attitudes formed based on affect are more certain than attitudes based on cognition.

- iii. Valence: It refers to the degree or grade of likeliness or unlikeliness towards the entity/incident. If a person is fairly unconcerned towards an object then his attitude has low valence.
- iv. Direct Experience: An attitude is a summary of a persons' pas experience; thus, an attitude is grounded in direct experience predicts future behaviour more accurately. Moreover, direct experience makes more information available about the objects itself.
- v. Multiplicity: It refers to the amount of features creating the attitude. For example, one may show interest in becoming a doctor, but another not only shows interest, but also works hard, in sincere, and serious.
- vi. Relation to Needs: Attitude vary in relative to requirements they serve. Attitudes of an individual towards the pictures serve only entertainment needs, but attitudes of an employee toward task may serve strong needs for security, achievement, recognition, and satisfaction.

1.7.2. Attitude towards teaching

Attitude of teachers plays a crucial role in teaching profession. Teaching is perceived as a difficult job among people. The thinking style itself may cause a negative attitude towards the teaching profession. Negative attitude of a teacher may have a negative impact on teaching. The teaching profession has not attracted the best talents because of the attitude that they have on teaching profession. None can deny that the success of any system of education depends upon the quality of teachers. Therefore, an effort has to be made to properly orient and develop proper attitude towards teaching profession among trainee teachers.

The quality of education depends upon ability and efficiency of teachers. If the teachers are well trained, motivated and committed with their profession, learning will be enhanced. Developing a positive attitude is essential for the success of education and teaching profession.

1.7.3 ACADEMIC ACHIEVEMENT AND ATTITUDE TOWARDS TEACHING

Attitude is the belief that one has towards people and surroundings. Attitude is defined as the way of thinking. Because thinking is automatic, it becomes invisible. Students forget that they are thinking and accept the thoughts as reality. Rather than noticing thought and deciding if they want to respond to them, they usually assume they are absolutely true and react to them. In case of education, student's positive attitude may influence their academic achievement. There is a relationship between academic achievement and attitude. As attitude is individual's

feelings toward education, so if the student teacher are able to develop positive attitude, teaching learning process will be more effective.

1.8.0 RATIONALE OF THE STUDY

The all-round development of a student teacher can only be possible if they know about themselves properly. If an individual knows his/her weakness and strengths then only he/she can become a competent individual.

This study is important as all the previous studies focuses on learning style, coping skills and attitude of B.Ed. students in different aspects. The pre-service teacher education programmes are the programmes for professional preparation of secondary teachers. Time and again the responsibility of teacher education programme in preparing the teacher to face the increasing challenges in the profession has been emphasised. The national curriculum framework (2005) has also emphasised “the need for brining change in teacher education curriculum for developing professional identity of the teacher and for making teacher education more relevant in school education.”

Learning styles are significant because every individual have their different styles of learning. Knowing the influence of learning style and attitude on academic achievement helps in improving the performance of the student. It will be easier for them to follow a particular style to learn and improving their other learning styles as well. Finding the Influence of Learning styles of student teachers’ on their academic achievement not only help them to improve their academics but it will also help in guiding their students in the future.

B.Ed. students experience stress, and how they cope with that stress affects their academic achievement. This study will examine the influence of coping skills on students achievement in academic. It focuses on how the students cope with their stress and how that helps in improving their academic achievement. It also helps them maintain a positive attitude. Nowadays the competition among students is increasing at tremendous rate and the changing society also leads to the high expectations from the students which make them to work under pressure and lead to stress. So with appropriate coping skills student will be able to deal with the pressure and will have high academic achievement rate.

There were many studies(Seyanty,2018 and Om Prakash,1993)conducted on relationship of attitude towards teaching and teaching aptitude on students’ academic achievement in various levels of education, it shows that the new strategies adopted by the student teachers to

teach in classroom are increasing the positive attitude among the teaching of student teachers, but as per researcher's knowledge no study was done showing the influence of attitude toward teaching and academic achievement of B.Ed. students. The positive attitude towards teaching learning will help the student teacher to work on their weaknesses. It will make them versatile, assist them to face the challenges of 21st century, and cater to the needs of students.

The researcher is planning to conduct a study which will focus on student teacher's learning style and coping skills and will help in giving more competent and effective future teacher to the society.

1.9.0 STATEMENT OF THE PROBLEM

Influence of Coping Skills, Learning Style and Attitude towards teaching on the Academic Achievement of B.Ed. Students in Gujarat.

1.10.0 OBJECTIVES OF THE STUDY

- i. To study the academic achievement of B.Ed. students in Gujarat.
- ii. To study the coping skills of B.Ed. students in Gujarat.
- iii. To study the learning style of B.Ed. students in Gujarat.
- iv. To study the attitude towards teaching of B.Ed. students in Gujarat.
- v. To study the relation between coping skills and academic achievement of B.Ed. students in Gujarat.
- vi. To study the relation between learning style and academic achievement of B.Ed. students in Gujarat.
- vii. To study the relation between attitude towards teaching and academic achievement of B.Ed. students in Gujarat.
- viii. To study the influence of coping skills, learning style and attitude towards teaching on the academic achievement of B.Ed. students in Gujarat.

1.11.0 HYPOTHESIS

On the basis of the said objectives following null hypothesis are formulated and will be tested at 0.01 level of Significance.

H₀1: There will be no significance relation between coping skills and academic achievement of B.Ed. students.

H₀2: There will be no significance relation between learning styles and academic achievement of B.Ed. students.

H₀3: There will be no significance relation between attitude and academic achievement of B.Ed. students.

H₀4: There will be no significant influence of coping skill, learning style and attitude towards teaching on Academic achievement of B.Ed. students.

1.12.0 EXPLANATION OF THE TERMS

B.Ed. student: It refers to those individuals after graduation or PG who are in process of obtaining Bachelor's Degree in education.

1.13.0 OPERATIONAL DEFINATION OF TERMS

- i. **Academic achievement:** Academic achievement will be the score secured by a student in the academic achievement test prepared by the investigator.
- ii. **Coping skills:** Coping skills will be the score secured by a student in the brief COPE Inventory developed by Carver(1989).
- iii. **Learning style:** Learning style will be the score secured by a student in the VARK(Visual, Auditory, Kinaesthetic, Reading and Writing) questionnaire developed by Leite, Scinicki and Shi (2010).
- iv. **Attitude towards Teaching:** Attitude toward teaching will be the score secured by a student in the attitude toward teaching scale developed by J. Patchaivazaiammam and S. Krishnamurthy(2010)

1.14.0 DELIMITATION OF THE STUDY

The present study is delimited to the Second Year students of B.Ed. Colleges/ institutes offering instruction in English medium in the state of Gujarat.

1.15.0 SCHEME OF CHAPTERIZATION

The present study follows the listed scheme of chapterization.

Chapter I details the introduction of the present study along with the taken variables. The chapter helps to build the rationale for the present study. The appropriateness of the study and the reason to conduct the study is presented in this chapter. The chapter also presents the details

of the objectives of the study, the hypothesis, operational definition of terms and delimitations of the present study.

Chapter II gives a detail of the reviewed literature in the field of coping skills, attitude towards teaching, learning styles and academic achievement. This helped the researcher to prepare the implications of the review of related literature for the present study. It also helped the researcher to consider methodological aspects for the present study.

Chapter III details with the methodology adopted in the present study. This chapter details about the design of the study, the population and sample, the procedure followed to develop and select the tools used for data collection and procedure of the data analysis adopted.

Chapter IV provides detail of the analysis and interpretation of collected data. The chapter also provides the findings of the present study and implication of the same.

Chapter V presents the whole study in a nutshell along with the major findings of the present study, the discussion on the results arrived at after the analysis, implications drawn from the present study and suggestions. This chapter is followed by the Bibliography and Appendices.

CHAPTER II

REVIEW OF

RELATED

LITERATURE

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1.0 INTRODUCTION

A systematic review of previous literature related to the intended research study is vital in the process of research. It helps in clearing the dark clouds from the mind of researcher and show the silver line. It shows that what have been done already and what to and what not to do in his/her research. Best and Kahn(2001) “A brief summary of previous research and writing of recognised experts provide the researcher familiar with what is already known and with what is still unknown and untested. Since effective research must be based on past knowledge this step helps to eliminate the duplication of what has been done already and provides useful suggestions for significant investigation ”. In the present chapter, the researcher has made an attempt to understand the objectives, sample, data collection tools, data analysis techniques and the findings of the related studies in the areas of the present study. On the basis of the analysis of the review of related literature, the researcher made an attempt to prepare the implication of the related literature for the present study.

2.2.0 STUDIES RELATED TO COPING SKILLS

Poonawala (2005) studied personality type, self-esteem and ways of coping with it. Main objectives were 1. To study the relationship between the personality, self-esteem and ways of coping with stress. Tools used were Rosenberg’s self-esteem scale by Rosenberg (1965); ways of coping questionnaire by Lazarus and Folkman (1984). The conclusion were 1. Five factors of personality are good predictors of ways of coping with stress, 2. Self-esteem is a good predictor of ways of coping with stress.

Tripathi (2013) studied the role stress burnout and coping style of teacher educators. Objectives of the study were, 1. To study the role stress among teacher education, 2. To study the relationship between institutional perception and organisational role stress and coping style, and institutional perception, coping style of teacher educator. Major findings were 1. In the sample institution there seem to be role ambiguity due to different role perceptions which led to stress amongst the teacher educator, 2. It was seen from the mean score (mean value 188.80) that the teacher educators who have got more five years of teaching experience perceived less stress and want the quality work of their ideas in the institution functioning as compare to the teacher educators who have got less than 5 years of experience (196.30).

Reddy (2015) studied emotional intelligence occupational stress and coping resources among high school language and non- language teacher. The main objectives of the study were 1. To study the difference between language and non- language high school teachers with regards to their emotional intelligence, occupational stress and coping resources, 2. To examine the difference between rural and urban high school teachers with regards to their emotional intelligence, occupational stress and coping resources. Major findings were 1. There is no significance difference between rural and urban high school teachers with regard to their occupational stress, 2. There is a significance difference between rural and urban high school teachers with regards to their coping resources.

Purohit (2016) conducted a study on coping skills for 21st century at secondary school level. Some of the objectives of the study were, 1. To explore the coping skill for 21st century expected in students of secondary level. 2. To develop the educational activities to explore coping skills for 21st century among students of secondary level. 3. To develop the tracker on the coping skills for 21st century. The findings of the study were 1. Identification of the educational challenges of the 21st century can be done employing suitable approaches as evident through the study, 2. The study guides the teachers in designing instructional strategy to develop 21st century skills, 3. The tracker on coping skills for 21st century could be utilised directly to study of students on various skills.

Desai (2017) compared aggression and coping skills in relation to emotional intelligence of team, individual and combat game player. The main objective of the study was to find out status of the player in relation to their aggression, coping skills and emotional intelligence. The major findings of this study are that there is significant difference exist among team, individual and combat game players in relation to athletic coping skills.

Flower (2018) conducted study on stress management of B.Ed. trainees in relation to their thinking styles and social maturity. Some objectives of the study were, 1. To find out the level of stress management and its dimension of B.Ed. trainees. 2. To find out the influence of thinking style and social maturity on stress management of B.Ed. trainees. 3. To find out the relation among stress management, thinking styles and social maturity. 4. To find out the significant factor with positive loading of the variable in stress management, thinking style and social maturity of B.Ed. trainees. Sample of the study was randomly selected from 30 colleges of education out of 77 colleges of education at Tirunelveli(27), Thoothukudi(14) and Kanyakumari(36) districts(according to TNTEU 2014-2105). From these colleges of

education, 1050 B.Ed. trainees were selected by simple random sampling technique. Some of the findings were, 1. 24.2% of B.Ed. trainees have high level of personal stress management, 2. 22.5% of B.Ed. trainees have high level social stress management, 3. 21.0% of B.Ed. of trainees have academic stress management, 4. 24.5% of B.Ed. trainees have high level of stress management.

2.3.0 STUDIES RELATED TO LEARNING STYLES

Bottroff (1991) investigated the preferential learning strategies, modality preferences and academic performance among eighth grade students. Two self-reporting assessment instrument were administered to 200 eighth graders to determine learning style and modality preferences: abstract-sequential (AS); concrete-sequential (CS); abstract-random (AR); concrete-random (CR); auditory (A); visual (V); kinesthetics – tactile (KT). It has been reported that the mean score achievement pattern range from highest-lowest; learning style (AS, AR, CS, CR), modalities (A,V,KT).

Li, et.al., (1992) studied about the intellectually gifted senior high school students learning preferences style. The learning preferences Scale was administered to 94 girls and 74 boys were given. The cooperative learning style was not significantly more preferred for any subject matter nor was it significantly more not was it significantly related to higher achievement outcome. In mathematics, boy preferred both the individualistic style.

Ohja(2013) conducted study on motivation learning style and academic achievement of high creative and low creative junior high students. Some of the objectives of the study were, 1. To find out the learning style of high creative students. 2. To find out the learning styles of low creative students. 3. To compare the achievement of high creative and low creative students. The sample of the study were of 400 junior high school student studying in class IX and having a range of 14 o 17 years were drawn from 5 randomly selected schools. Some implications of the study were 1. The teacher should adapt those teaching strategies and follow those teaching styles which may develop flexibility learning styles among students. 2. The teacher should try to match his teaching style with learning style of the students, this will help the students in the acquisition of knowledge and lead to better learning. 3. The teacher should prior to the teaching-learning episodes ensure conducive environmental conditions which do not hinder the learning of the student. For ex, proper light and ventilation etc. should be checked.

Nirmala (2016) conducted a comparative study of Delinquent girls and non-delinquent girls with reference to their learning styles and cognitive styles. Delinquent girls were chosen from the special home for girls which is situated in Kelley, Madras. The delinquent girls were between the age of 13-18 years with a mean average of 15.5 years. The size of sample was 41 girls. The major findings of the study was that delinquent and non-delinquent differ significantly in their style of learning. The delinquents shows active experimentation learning styles.

Manevalan(2018) conducted a study on student teacher's learning style, attitude and perception on information and communication technology. Some objectives of the study were 1. To develop a tool to measure the student teacher's learning style with ICT. 2. To find out student teacher's attitude toward ICT. 3. To find out student teacher learning style with ICT. The present study was conducted with 600 student teacher studying in B.Ed. colleges in Chennai, Kanchipuram, Tiruvallur and Vellore district of Tamil Naidu state. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population. Some of the findings were, the learning style with ICT of entire sample of student teacher is high. The attitude towards ICT of entire sample of student teacher is high. There is no significance difference with ICT among student teacher with respect to their marital status, optional subject of arts and language, educational qualification, computer knowledge, aided and self-financing college, men and co-educational college, women and co-educational college.

2.4.0 STUDIES ON ATTITUDE

Mehrotra (1973) studied the effect of teacher education programmes on the attitude of teachers towards the teaching profession. He found that: attitude of those who completed the course was more favourable than that of those who did not. Attitude of women students was more favourable than of men. The attitude of some age group towards the profession at the end of the course was less than at the beginning.

Patil (1984) conducted a differential study of intelligence, interest and attitude of the B.Ed. college students as contributory factors towards their achievement in the compulsory subjects. The objective of the study was to study the relation between intelligence and achievement, interest and achievement, and attitude and achievement of B.Ed. pupil teachers. The sample consisted of 500 pupil teachers of Nagpur University. The tools used were PSM verbal intelligence test by Dani, Teacher attitude by Ahluwalia, Interest Inventory adopted from

Devon Interest Inventory. The correlation between intelligence and achievement($r=0.31$), interest and achievement($r=0.11$), attitude and achievement ($r=0.16$) were positive and significance at 0.01 and 0.05 level of significance. The correlation between intelligence and achievement and also that between attitude and achievement.

Singh (1993) conducted study on developing a strategy of teacher training and comparing its effectiveness with stimulated skill training on competence, attitude and anxiety of student teacher. Some of objectives of the study were, 1. To find out effect of new strategy of training on attitude of student teacher. 2. To find out the effect of stimulated skill training on attitude of student teacher. 3. To find out the relative effect of new strategies of training and stimulated skill training on attitude of student teacher. The tool used to measure attitude was teacher attitude inventory (Ahluwalia, 1974). Some of the findings of the study are, 1. The new strategy i.e., number of demonstration lesson followed by real classroom practices in specified sequence has positive effect on acquisition of attitude towards teaching among student teacher. 2. The stimulated skill training followed by practice lessons has no effect on attitude teaching among student teacher. 3. The experimental group trained through new strategies and control group trained through stimulated skill training have no differential effect on attitude towards teaching among student teach.

Bhargava and Pathy (2014) studied the attitude of student teacher towards teaching profession. Teachers proficiency depends on the attitude possesses for the profession. The positive attitude helps teacher to develop a conducive learner friendly environment in the classroom. This also casts a fruitful effect on the learning of the student. Attitude being a social construct is influenced by many factors like gender, social strategies, age, stream of education and previous experience of the job. The results shows no significance difference between both groups. The analysis of data of present study depicts that attitude towards teaching profession of non-tribal students of science as well as social science stream do not show significant difference.

Sahayarani and Stanley (2014) identified the attitude towards teaching profession of B.Ed., trainees and significant difference between the sub samples of the students in respect of their attitude toward teaching profession. The investigators have randomly selected 104 students from our different Colleges of Education in Pondicherry as sample. The scale 'Attitude towards teaching profession' developed and standardised by V.V Katti and C.S Banner was used in this study. Results reveal that the B.Ed. trainees having positive Attitude towards teaching

profession. Also results reveal significant difference in Attitude towards teaching profession in the sub category Sex, Subject and Locality.

Rakesh and Kiran (2016) studied the attitude towards teaching profession of pre-service teachers. The study was conducted on 200 pre-service teachers (50 from each college) from four B.Ed. colleges who were randomly selected from data collection. The study revealed that there was no significant differences in the mean teacher attitude scores toward teaching profession in the economic area of male and female pre-service teachers. There was a significant difference in the mean teacher attitude score toward teaching profession in the area of academic aspect of attitude of teachers towards teaching profession. There is no significant difference in mean teacher attitude towards teaching profession scores in the academic and co-curricular areas and total scores of rural and urban pre-service teachers at B.Ed. level.

Banerjee (2016) investigated the attitude of pupil-teachers towards teaching profession in relation to sex and academic qualification variation. It is described study where data was collected through an administration of a scale. The sample of 120 students were collected randomly from 2 B.Ed. colleges, one from district of Bankura and other from Purulia district. The categorization of pupil was made on the basis of sex and academic qualification. For measuring the attitude of pupil teachers towards their profession Mishras' (1991) "Attitude Scale for Teaching Profession" was used for data collection. The study revealed that there is significant difference in the attitude of male and female towards teaching profession.

Jeyanthi(2018) conducted a study on influence of study skill, attitude and self-esteem on Academic Achievement of prospective secondary teacher. Some of the objectives of the study were, 1. To find out the level of attitude of prospective secondary teacher. 2. To find out the level of academic achievement of prospective secondary teacher. 3. To find out the level of study skill of prospective secondary teacher. The investigator use simple random sampling technique for selecting the sample for the study. 665 prospective secondary teachers were selected from the eleven teacher training institutes and district training institute of education and training in Thoothukudi district. Some major findings of the study, 25.0% of prospective secondary teachers have high level of study skill in total. 39.1% of male prospective secondary teacher have high level of study skills in total. 24.5% female prospective secondary teacher have high level of study skill in total. 20.2% teacher have high level of textbook reading; 21.2% of them have high level of note taking; 21.0% of them have high level of memory; 18.2% have high level of time management.

2.5.0 IMPLICATIONS OF STUDIES REVIEWED FOR THE PRESENT STUDY

Review of the literature is the very important part of any research to know about the area of the study. From the review of related literature of various studies conducted in India and abroad on coping skills, learning styles and attitude presented in this chapter. It was observed that these variable played measure role in academic achievement of students (Jeyanthi, 2018; Bottroff, 1991; Ohja, 2013; and Flower, 2018). It also helped to establish relationship between various factors such as coping skills, learning styles and attitude with academic achievement of students. Many studies related to coping skills and learning styles have been conducted in the past. The main aim of understanding coping skills and learning style was to improve the students mental, physical and social development and make the student competent enough to face the challenges in their teaching and learning process. On the basis of the analysis of the previous studies conducted on the variables, learning styles, attitude towards teaching and coping skills, it was found that survey method was followed by the researchers in most of the studies.

The study conducted on learning styles (Manevalan,2018) shows that teachers can help the students to identify various learning styles. It focused more on the area where teachers can work to make the students learn about their individual differences which can help in the academic achievement of the students.

The studies on coping skills (Flower,2018 and Desai 2014) of students showed that coping skills of students affect their various aspects of life. In students life stress management is the big issue, they have stress due to their social environment, their academic achievement, their physical appearance etc. So coping skills are essential for them to lead a healthy life. The studies also showed that the student with better coping skills perform better in all the fields as they can concentrate on the particular task easily.

The studies on attitude (Seyanty,2018 and Om Prakash,1993) concentrated on attitude of both teachers and student and its effect on the academic achievement of the students. The studies pointed out the attitude of the student teachers on the new teaching strategies, the stimulated skills and its effects on competencies of student teachers. The studies also signifies the effect of attitude on academic achievement of the prospective teachers.

The review of related literature helps the investigator to find out the following research gaps.

- The studies related to learning styles were only focused on the secondary students and not on the student teachers.
- The studies related to attitude had shown the teaching attitude and their educational qualification but not with the academic achievement of student teachers.
- The studies conducted related to coping skills were mainly focused on the emotional aspects i.e., stress management or emotional stability. The researches were not focused on the other aspects related to coping skills.
- As well as the studies related to coping skills were more focused on the behavioural outcomes of students rather than their reaction with academic achievement.

Thus, many studies were conducted by the researchers to know about the coping skills, attitude and learning style of student teacher. These studies helped in forming a better understanding about the coping skills and learning style of students and how they keep on changing throughout these years according to the demand of the society. The present study is an attempt in this direction to bridge some of the stated research gaps. The review of related literature also had enabled the investigator to formulate relevant research questions for her study. Further based on review of literature, researcher designed the method of research, description of the variable, sample selection, selection of suitable tools, administration and scoring had been adopted and which is discussed in the succeeding chapter.

CHAPTER III

PLAN AND PROCEDURE

CHAPTER III

PLAN AND PROCEDURE

3.1.0 INTRODUCTION

Research is a systematic investigation to study the nature of a problem and to find a solution. It is a formal process adhering to certain well-established procedures and methods. The spirit of research guides the investigation. “It involves a more systematic structure of investigation usually resulting in some sort of formal record of procedures and a report of results or conclusions” (Best and Kahn, 1992).

This chapter gives a brief description of the methodology used in the present study. It explains the sample selected for study, construction of the tool, other tools used in the study, procedure of data collection and statistical analysis of the data collected to study the influence of coping skills, learning styles attitude towards teaching on academic achievement of B.Ed. students.

3.2.0 METHODOLOGY

The present study is a survey research. Survey research is a method for collecting and analysing data obtained from a large number of respondents, representing a specific population. It is an organized attempt to describe and interpret what exist at present in the form of conditions, practices, process, trends, effects, attitudes and beliefs. It is concerned with phenomena those are typical of the normal conditions. It seeks to find the real facts with regard to existing conditions. The following methodology of the survey research was used in the present study.

3.2.1 Population

The population of the present study comprised of the students studying at 321 B.Ed. colleges affiliate to different universities of Gujarat. Hence, 25,680 students (approximately, 80 students, 40 in both 1st year and 2nd year) studying at these B.Ed. colleges will constitute as the population of the present study. There are 63 English medium B.Ed. colleges running in the state affiliated to different universities.

3.2.2 Sample

For the selection of sample, Seven B.Ed. colleges were randomly selected from the list of 63 English medium B.Ed. colleges affiliated to different universities with the help of random

number. 242 second year students those completed all the data collection tools comprised as the sample for the present study.

3.2.3 Tools For Data Collection

The following tools were used for the purpose of data collection in the present study.

a) Achievement test

An achievement test considering the syllabus of first year B.Ed. was prepared on the basis of common core subjects and common components of method subjects in English language. The achievement tests was then validated by the experts. The items of the scale are of MCQ (Multiple Choice Question) pattern. The minimum score secured by the respondent can be 0 and maximum can be 1 for each items. The test comprised of 50 items. 10 items were taken from the courses like, Childhood and Growing Up, Assessment for Learning and Contemporary India. 7,7 and 6 items were taken from the courses Understanding Discipline, Information and Communication Technology and Language Across the Curriculum respectively. There was no negative marks. One hour and thirty minutes was the time allotted for the administration of this achievement test. The achievement test is given in appendix-1.

b) Coping skills Scale

Coping skills of B.Ed. student were measured with the help of brief COPE scale developed by Carver, Scheier, and Weintraub(1989). The brief COPE scale consist of 2 dimensions i.e., problem-focused coping and emotional-focused coping. There are 14 items for each dimension like, problem-focused and emotional-focused. Hence the scale is total of 28 items given in 2 dimensions. The items of the scale have 4 point response namely I usually don't do this at all, I usually do this a little bit, I usually do this a medium amount, I usually do this a lot ranging from a score of 1 to 4. The minimum score secured by the respondent on the scale can be 28 and maximum score can be 112. The test re-test reliability of the scale was 0.86. Internal validity was established using an oblique rotation to permit correlation among factors. The coping skills scale is given in appendix-2.

c) Learning style Inventory

Learning style of B.Ed. students were measured with the help of VARK (Visual, Auditory, Kinaesthetic, Reading and Writing): Learning Styles Inventory was developed by Leite, Svinicki and Shi (2010). The learning style Inventory consisted of 4 dimensions i.e., Visual,

Kinaesthetic and Reading and Writing. There are 16 items in total. The minimum score secured by a respondent can be 16 and maximum score can be 64. The reliability estimates for the scores of the VARK subscales were 0.85, 0.82, 0.84, and 0.77 for the visual, aural, read/write, and kinaesthetic subscales, respectively. The Learning style Inventory is given in appendix-3.

d) Attitude towards teaching Scale

Attitude towards teaching of B.Ed. student were measured with the help of attitude towards teaching scale constructed and validated by J. Patchaivaziamman and S. Krishnamurthy (2010). The scale consists of 40 items with five alternative responses. Each statement is set against a five point scale of Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. Weightage of 5, 4, 3, 2 and 1 were given in that order for the positive statements. The scoring is reversed for the negative statements. Hence, the maximum possible score for this tool is 200 and the minimum possible score is 40. There were 22 positive statements and 18 negative statements in the scale. The content validity of the scale was established. To establish content validity, the attitude towards teaching scale both in English and Tamil was well scrutinized and checked by the experts of the education field. It was given to teacher educators and their advice to make the tool more qualitative was sought. The suggested modifications were carried out to make the items more refined and relevant in terms of language and content. The test-retest reliability of the attitude towards teaching scale was found to be 0.78. The attitude towards teaching scale is given in appendix- 4.

3.2.4 PROCEDURE OF DATA COLLECTION

The researcher took the permission from the selected B.Ed. colleges. According to the availability of the students, the researcher visited the institutes personally and administered the tools in two days. Hence, data collection procedure was completed during a period of one month.

3.2.5 STATISTICAL ANALYSIS OF DATA

Data were analysed with the help of SPSS. For the purpose of descriptive analysis of data mean, standard deviation, standard error of mean, skewness and kurtosis was used. For the purpose of inferential analysis, product moment correlation and multiple correlation were used as per the requirement of the data.

Detailed analysis and interpretation of data is given in chapter IV.

CHAPTER IV

ANALYSIS

AND

INTERPRETATION

OF DATA

CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE DATA

4.1.0 INTRODUCTION

The analysis and interpretation of data represents the application inductive logic to the research process. Analysis of data includes the comparison of outcomes of various treatments upon the several groups and making of a decision as to the achievement of the objectives of research.

Analysis of data involves studying material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation and testing of hypothesis.

Guilford and Fruchter (1979) summarized the advantages of statistical thinking and operations in research as under:

- Permit the most exact kind of description.
- Focused to be definite and exact in procedures and in thinking.
- Enables to draw general conclusion.
- Enables to predict

The data collected has been subjected to the statistical treatment as there is no guarantee about the outcomes of objectives only through collection of data or selection of tools. Keeping in view the objectives under investigation, accordingly suitable statistical device has been employed.

The investigator is concerned with the attitude towards teaching, coping skills and learning styles of the B.Ed. students in relation to their academic achievement. Taking into consideration the objectives formulated by present study, the data collected was statistically analysed by employing various statistical methods viz., Mean, S.D., coefficient of correlation and multiple correlation.

So, the data of the present study involving 242 B.Ed. students were subjected to

- Descriptive analysis
- Co-relation analysis and
- Multiple correlation analysis.

4.1.1 DESCRIPTIVE ANALYSIS

It involves computing of measures of central tendency such as mean and the measures of variability such as standard deviation. The computed value are used to described the properties of sample.

4.1.2 Attitude towards teaching of B.Ed. students

Attitude towards teaching of B.Ed. students were measured with the help of attitude towards teaching scale constructed and validated by J. Patchaivaziamman and S. Krishnamurthy (2010). Data analysis for attitude towards teaching is done with the help of mean, standard deviation, frequency, percentage and standard error of means which is given in the following tables and figures.

Table 4.1 : Mean, standard deviation, standard error and maximum possible score wise distribution of attitude toward teaching of 242 (N) B.Ed. Students

Variable	Maximum score	Mean	Percentage of Mean	S.D	Standard error of Mean
Attitude toward teaching	200	138.1	69.05	15.44	0.99

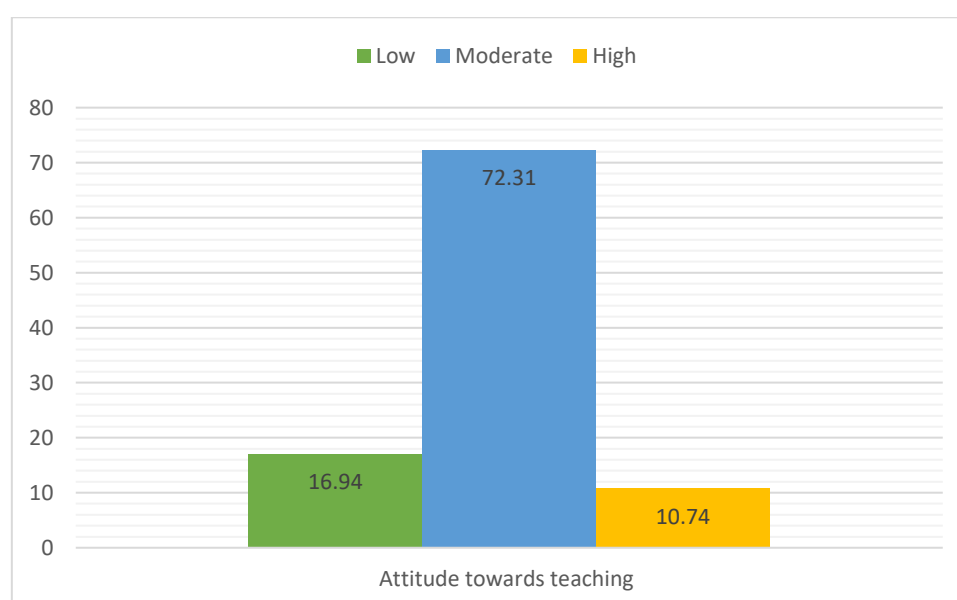
From the table 4.1, it was observed that the mean score of attitude towards teaching of B.Ed. teachers was 138.1 out of the total score of 200 with the standard deviation of 15.44 and the standard error of mean 0.99. From the said mean it can be said that the B.Ed. students were moderate/average in their attitude towards teaching with 69.05% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogeneous with low level of standard error.

Further description of B.Ed. students in terms of attitude towards teaching is given in table 4.2 and figure 4.1.

Table 4.2: Frequency and percentage wise distribution of B.Ed. students in terms of the Level of attitude towards teaching

Variable	Level	Frequency	Percentage
Attitude towards teaching	Low	41	16.94
	Moderate	175	72.31
	High	26	10.74
Total		242	100

Figure 4.1: Bar graph showing the percentage distribution of B.Ed. students in terms of their level attitude towards teaching



B.Ed. students were divided in the low, moderate and high level of attitude towards teaching considering the total score below 122 as low level, considering the total score between 122-153 as moderate level and the total score above 153 as high level.

From the table 4.2 and the figure 4.1, it was found that 16.94% of B.Ed. students had low level of attitude towards teaching, 72.31% of B.Ed. students had moderate level of attitude towards teaching and rest 10.74% of B.Ed. students had high level of attitude towards teaching. It has been observed from the same table that a large number of B.Ed. students are moderate in attitude towards teaching.

4.1.3 Learning styles of B.Ed. students along with dimensions

Learning style of B.Ed. students were measured with the help of VARK (Visual, Auditory, Kinaesthetic, Reading and Writing): Learning Styles Inventory developed by Leite, Svinicki and Shi (2010). Data analysis of learning styles is done with the help of mean, standard deviation, frequency, percentage and standard error of means which is given in the following tables and figure.

Table 4.3: Mean, standard deviation, standard error and maximum possible score wise distribution of learning styles of 242 (N) B.Ed. Students

Variable	Maximum score	Mean	Percentage of Mean	S.D	Standard error of Mean
Learning styles	64	19.51	30.48	6.11	0.39
• Visual	16	4.65	29.06	3.05	0.19
• Auditory	16	5.47	34.19	2.63	0.16
• Reading and Writing	16	3.17	19.81	2.12	0.13
• Kinaesthetic	16	6.23	38.93	3.17	0.20

From the table 4.3, it was observed that the mean score of learning styles of B.Ed. students were 19.51 out of total score of 64 with the standard deviation of 6.11 and the standard error of mean of 0.39. From the said mean it can be said that the B.Ed. students were very low in their learning styles securing only 30.48% in their mean learning style score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be heterogeneous with low standard error of mean.

From the table 4.3, it was also observed that the mean score of Visual dimension of learning style of B.Ed. students were 4.65 out of total score of 16 with the standard deviation of 3.05 and the standard error of mean 0.19. From the said mean it can be said that the B.Ed. students were very low in their visual dimension of learning styles securing only 29.06% of mean learning style score in visual dimension. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be quite heterogeneous with low standard error of mean.

From the same table 4.3, it was observed that the mean score of Auditory dimension of learning style of B.Ed. students were 5.47 out of total score of 16 with the standard deviation of 2.63 and the standard error of mean of 0.16. From the said mean it can be said that the B.Ed. students were low in their auditory dimension of learning styles securing 34.19% of mean learning style score in auditory dimension. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be quite heterogeneous with low standard error of mean.

From the table 4.3, it was also observed that the mean score of Reading and Writing a dimension of learning style of B.Ed. students were 3.17 out of total score of 16 with the standard deviation of 2.12 and the standard error of mean 0.13. From the said mean it can be said that the B.Ed. students were very low in their Reading and Writing learning styles scoring only 19.81% of mean learning style score in Reading and Writing dimension. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be quite heterogeneous with low standard error of mean.

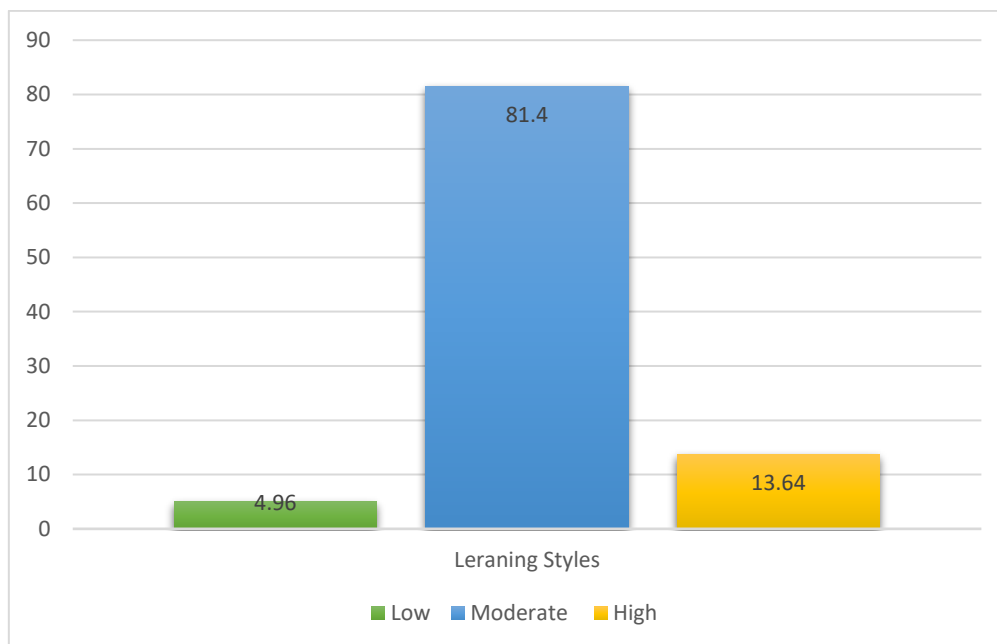
From the same table 4.3, it was observed that the mean score of Kinaesthetic dimension of learning style of B.Ed. students were 6.23 out of total score of 16 with the standard deviation of 3.17 and the standard error of mean of 0.20. From the said mean it can be said that the B.Ed. students were low in their Kinaesthetic learning styles securing 38.93% of mean learning style score in Kinaesthetic dimension. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be quite heterogeneous with low standard error of mean.

Further description of B.Ed. students in terms of the levels of learning styles is given in table 4.4 and figure 4.2.

Table 4.4: Frequency and percentage wise distribution of B.Ed. students in terms of the Level of learning styles

Variable	Level	Frequency	Percentage
Learning styles	Low	12	4.96
	Moderate	197	81.40
	High	33	13.64
Total		242	100

Figure 4.2: Bar graph showing the percentage distribution of B.Ed. students in terms of their learning styles



B.Ed. students were divided in the low, moderate and high level of learning styles considering the total score below 13 as low level, considering the total score between 13-25 as moderate level and the total score above 25 as high level.

From the table 4.2 it was found that 4.96% of B.Ed. students have low level of learning styles, 81.4% of B.Ed. students have moderate level of learning styles and rest 13.64% of B.Ed. students have high level of learning styles. It has been observed from the same table that a large number of B.Ed. students are moderate in learning styles.

4.1.4 Coping skills of B.Ed. students along with dimensions

Coping skills of B.Ed. students were measured with the help of brief COPE scale developed by Carver, Scheier, and Weintraub (1989). Data analysis was done with the help of mean, standard deviation, frequency, percentage and standard error of means which is given in the following tables and figures.

Table 4.5: Mean, standard deviation, standard error and maximum possible score wise distribution of coping skills of 242 (N) B.Ed. Students

Variable	Maximum score	Mean	Percentage of Mean	S.D	Standard error of Mean
Coping Skills	112	65.38	58.37	10.91	0.70
• Problem-focused	56	33.02	58.96	5.81	0.38
• Emotional-focused	56	32.35	57.76	6.27	0.40

From the table 4.5, it was observed that the mean score of coping skills of B.Ed. teachers was 65.38 out of total score of 112 with the standard deviation of 10.91 and the standard error of mean 0.70. From the said mean it can be said that the B.Ed. students were moderate in their coping skills securing 65.38% of mean coping skill score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with low standard error.

From the same table 4.5, it was observed that the mean score of problem-focused dimension of coping skills of B.Ed. teachers was 33.02 out of total score of 56 with the standard deviation of 5.81 and the standard error of mean 0.38. From the said mean it can be said that the B.Ed. students were moderate in problem-focused dimension of coping skills securing 58.96% of mean problem-focused dimension of coping skills score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with low standard error.

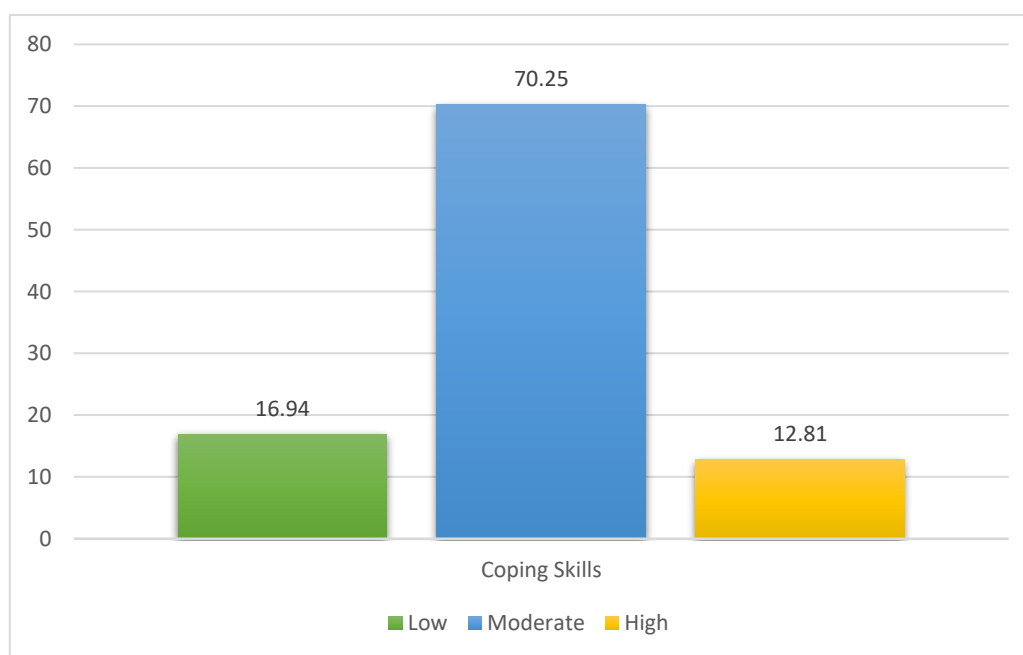
From the table 4.5, it was observed that the mean score of emotional-focused dimension of coping skills of B.Ed. teachers was 32.35 out of total score of 56 with the standard deviation of 6.27 and the standard error of mean 0.40. From the said mean it can be said that the B.Ed. students were moderate in their emotional-focused dimension of coping skills securing 57.76% of mean emotional-focused dimension of coping skills score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with low standard error.

Further description of B.Ed. students in terms of coping skill is given in table 4.6 and figure 4.3.

Table 4.6: Frequency and percentage wise distribution of B.Ed. students in terms of the Level of coping skills

Variable	Level	Frequency	Percentage
Learning styles	Low	41	16.94
	Moderate	170	70.25
	High	31	12.81
Total		242	

Figure 4.3: Bar graph showing the percentage distribution of B.Ed. students in terms of their levels of coping skills



B.Ed. students were divided in the low, moderate and high level of coping skills considering the total score below 54 as low level, considering the total score between 54-76 as moderate level and the total score above 76 as high level.

From the table 4.2 it was found that 16.94% of B.Ed. students had low level coping skills, 70.25% of B.Ed. students had moderate level of coping skills and rest 12.81% of B.Ed. students had high level of coping skills. It has been observed from the same table that a large number of B.Ed. students are moderate in coping skills.

4.1.5 Academic achievement of B.Ed. students

An achievement test considering the syllabus of first year B.Ed. will be prepared on the basis of common core subjects in English language. Data analysis for academic achievement is done with the help of mean, standard deviation, frequency, percentage and standard error of means which is given in the following tables and figure.

Table 4.7: Mean, standard deviation, standard error and maximum possible score wise distribution of academic achievement of 242 (N) B.Ed. Students

Variable	Maximum score	Mean	Percentage of Mean	S.D	Standard error of Mean
Academic achievement	50	24.04	48.08	7.04	0.45

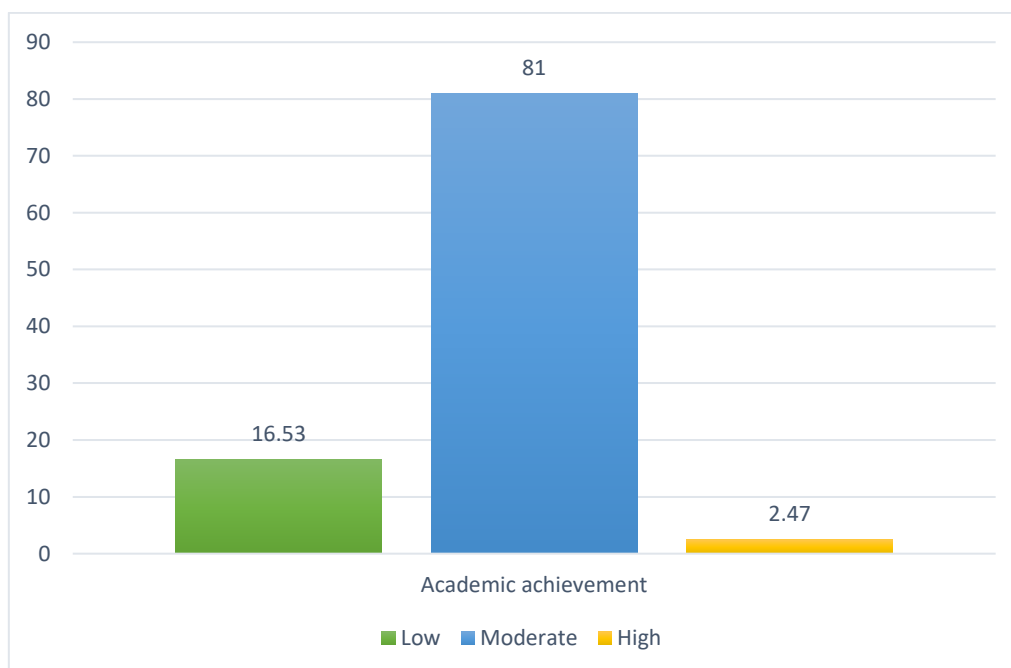
From the table 4.7, it was observed that the mean score of academic achievement of B.Ed. students was 24.04 out of total score of 50 with the standard deviation of 7.04 and the standard error of mean 0.45. From the said mean it can be said that the B.Ed. students were moderate in their academic achievement securing 48.08% of the mean achievement score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with very less standard error.

Further description of B.Ed. students in terms of academic achievement is given in table 4.8 and figure 4.4.

Table 4.8: Frequency and percentage wise distribution of B.Ed. students in terms of the Level of academic achievement

Variable	Level	Frequency	Percentage
Academic achievement	Low	40	16.53
	Moderate	196	81
	High	6	2.47
Total		242	100

Figure 4.4: Bar graph showing the percentage distribution of B.Ed. students in terms of their Level of academic achievement



B.Ed. students were divided in the low, moderate and high level of academic achievement considering the total score below 17 as low level, considering the total score between 17-31 as moderate level and the total score above 31 as high level.

From the table 4.8 and figure 4.4, it was found that 16.53% of B.Ed. students had low level of academic achievement, 81% of B.Ed. students had moderate level of academic achievement and rest 2.47% of B.Ed. students had high level of academic achievement. It has been observed from the same table that a large number of B.Ed. students were moderate in academic achievement.

4.2.0 RELATIONAL ANALYSIS OF DATA

The relationship between attitude towards teaching, learning styles, coping skills and academic achievement of B.Ed. students were found out using the statistical measures like Pearson's correlation and the multiple correlation which are given in the following tables. It also helps the researcher to test the formulated null hypothesis related to these four variables.

To find the correlation between coping skills and academic achievement of B.Ed. students and to test the H_{01} i.e., "There will be no significance relation between coping skills and academic achievement of B.Ed. students", analysed data is presented in table 4.9 followed by the interpretation.

Table 4.9: Coefficient of correlation, level of correlation and level of significance of correlation between coping skills and academic achievement of B.Ed. students.

Variables	'r' value	Relationship	L.O.S
Coping skills And Academic achievement	-0.041	Negligible, negative correlation	Not Significant at 0.01 level

It has been observe from table 4.9 that the calculate r-value of the correlation between coping skills and academic achievement was found to be -0.041 which was negative, negligible and not statistically significant at 0.01 level (page 176) of (Garrett, 2008). Further referring the table 15 (page 210) of (Garrett, 2008) for the degree of freedom (df) 241 at the significance level of 0.01, the calculated value was found to be less than the table value i.e. 0.181. Hence, the H_{01} i.e., "There will be no significance relation between coping skills and academic achievement of B.Ed. students" is retained. So it can be said that the correlation between coping skills and academic achievement of B.Ed. students was found to be negative, and negligible.

To find the correlation between learning styles and academic achievement of B.Ed. students and to test the H_{02} i.e., "There will be no significance relation between learning styles and academic achievement of B.Ed. students", analysed data is presented in table 4.9 followed by the interpretation.

Table 4.10: Coefficient of correlation, level of correlation and level of significance of correlation between learning styles and academic achievement of B.Ed. students.

Variables	'r' value	Relationship	L.O.S
Learning styles And Academic achievement	0.171	Negligible correlation	Not Significant at 0.01 level

It has been observe from table 4.10 that the calculate r-value of the correlation between learning styles and academic achievement was found to be 0.171 which is negative, negligible and not

statistically significant at 0.01 level (page 176) of (Garrett, 2008) between the variables. Further referring the table 15 (page 210) of (Garrett, 2008) for the degree of freedom (df) 241 at the significance level of 0.01, the calculated value was found to be less than the table value 0.181. Hence, the H_{02} i.e., “There will be no significance relation between learning styles and academic achievement of B.Ed. students” is retained. So it can be said that the correlation between learning styles and academic achievement of B.Ed. students was found to be negative and negligible.

To find the correlation between attitude towards teaching and academic achievement of B.Ed. students and to test the H_{03} i.e., “There will be no significance relation between attitude towards teaching and academic achievement of B.Ed. students”, analysed data is presented in table 4.11 followed by the interpretation.

Table 4.11: Coefficient of correlation, level of correlation and level of significance of correlation between attitude towards teaching and academic achievement of B.Ed. students.

Variables	‘r’ value	Relationship	L.O.S
Attitude towards teaching And Academic achievement	0.223	Low Correlation	Significant at 0.01 level

It has been observe from table 4.11 that the calculate r-value of the correlation between attitude towards teaching and academic achievement was found to be 0.223 which was positive, low and statistically significant at 0.01 level (page 176) of (Garrett, 2008). Further referring the table 15 (page 210) of (Garrett, 2008) for the degree of freedom (df) 241 at the significance level of 0.01, the calculated value was found to be greater than the table value (0.181). Hence, the H_{03} i.e., “There will be no significance relation between attitude towards teaching and academic achievement of B.Ed. students” is rejected . So it can be said that the correlation between attitude towards teaching and academic achievement of B.Ed. students was found to be positive, low and statistically significant.

To find the multiple correlation of coping skills, learning styles and attitude towards teaching with academic achievement of B.Ed. students and to test the H_{04} i.e., “There will be no significant influence of coping skill, learning style and attitude towards teaching on Academic achievement of B.Ed. students”, the summary of multiple correlation is given is given in table 4.12.

Table 4.12: Summary of multiple correlation of coping skills (CS), learning styles(LS) and attitude towards teaching(AT) on academic achievement(AA) of B.Ed. students with N=242

Between variables	“r” Value	Multiple correlation (R)	F value and DF	Level of significance	SE of R	0.99 confidence interval	Degree of R
CS & AA	-0.041	0.263	5.912	0.01	0.06	0.108 to 0.418	Low
LS & AA	0.171		DF=				
AT & AA	0.223		3/238				

From the table 4.12, the correlation of -0.041, 0.171, 0.223 were found between the variable coping skills and academic achievement ; learning styles and academic achievement ; attitude towards teaching and academic achievement respectively. The multiple correlation consider academic achievement as dependent variable and coping skills, learning style and attitude towards teaching as independent variable was found to be 0.263. The F-value of ANOVA for regression-residual model was found to be 5.912. The F-value of ANOVA was found to be significant at 0.01 level of significance with degree of freedom (DF) of 3 and 238. Hence, the multiple correlation between these variables was found to be significant at our decided level of significance i.e., 0.01. Further analysis, from the same table the standard error of multiple correlation was found to be 0.06. From the said multiple correlation and standard error of multiple correlation, the 0.99 confidence interval for the population R is from 0.108 to 0.418 . The said confidence interval of correlation can be considered as low correlation. (page. 176)of (Garrett, 2008). So, on the basis of this analysis the calculated R can be considered low and significant. Hence, the H_{04} i.e., “There will be no significant influence of coping skill, learning style and attitude towards teaching on Academic achievement of B.Ed. students” is rejected

and it can be said that coping skills, learning styles and attitude towards teaching had low and significant influence on the academic achievement of B.Ed. students.

4.3.0 CONCLUSION

This chapter described in detail the descriptive and relational analysis of data related to coping skills, learning styles, attitude towards teaching and academic achievement of B.Ed. students. The major findings and discussion thus obtained from the analysis have been summarised and presented along with a brief report of the research study in the next chapter.

CHAPTER - V

SUMMARY

AND

CONCLUSION

CHAPTER – V

SUMMARY AND CONCLUSION

5.1.0 INTRODUCTION

Once, the great Indian educationist Tagore said “The widest road leading to the solution of all our problems is education”. Education helps the individual to lead a better life with a proper life styles and help the individual to acquire needed skills and qualities. Education has become an essential part of human life, by education we try to make the man competent enough to meet the changes of the society.

Our former president, Dr. A.P.J. Abdul Kalam and Rajan (1998), in their book: “*India 2020: A Vision for the New Millennium*” stated that “If you are a teacher in whatever capacity you have a very special role to play because more than anybody else you are shaping a generation”. This statement is quite true for our education system. The progress of any country is dependent on their education system and education system will be discharged its set functions only when accomplished by right kind of teaching staff.

In today’s reform era, students achievement is the king. Student achievement measures the amount of academic content a student in a determined amount of time. In our society, academic achievement is taken as a key criterion to evaluate ones total potentialities and capabilities. It occupies a very important place in teaching and learning process. For every student, who is under the process of acquiring education, academic achievement is very essential because it helps in the successful development of young people in contemporary society.

Academic life is one of the most important aspect of ones lives that have a high influence on other aspects of life. Several factors can influence academic performance in that education specialist have divided these factors into four category: individual, family, society and academic factors. Hence in the present study the researcher has taken few individual component i.e., coping skills, learning styles and attitude.

Students differ in respect of their learning style preferences. It has received much of the attention of the educationist now and has acquired an independent status, where much work has to be done. Students learning styles and his achievement besides other factors, affects almost all spheres of students development. It also affects greatly the quality of students achievement. Information from various sources indicates that much creative talents goes

unrecognised. Therefore it is felt by researcher that the learning styles of the student must be identified, developed and utilised.

Butler(1903) “All our lives long, every day and every hour we are engaged in the process of accommodating our changed and unchanged surroundings; living in fact, is nothing less than this process of accommodation; when we fail in it a little we are stupid, when we fail fragrantly we are mad, when we suspend it temporarily we sleep, when we give up the attempt altogether we die”. The students’ lives are filled with fluctuation of fortune that allow them to experience both the thrill of victory and agony of defeat in their academics. So because of failure and downfall in academics the students accumulate stress which not only effect their personal but their academic life as well. So to increase the level of performance the students have to learn how to cope with the stress. Therefore researcher focuses on identifying the coping skills among students.

Attitude maybe defined as positive or negative evaluation of anything of ones’ surrounding or environment. The students having positive attitude toward any situation achieve their goal easily. So development or formation of positive attitude in one’s life is helpful in the academics of the student and they can improve their academic achievement. So attitude is one of the important factors which can affect the learning of the students and the performance of the students.

In education, where learning styles, coping skills and attitude of students in relation to academic achievement have been neglected too much, it is desired to assess each individual’s academic achievement and their learning style, coping skill and attitude in order to determine how these factors can be used in improving academic achievement of the student.

The ultimate goal of the teacher is to improve the ability level of the student. With changing time the teacher education has also become a vital part of education. It deals with the training prospective teacher through proper and well-designed programmes to prepare them for becoming an educational worker who can engage in educational profession.

5.2.0 REVIEW OF RELATED LITERATURE

The reviewed literature was categories into the following three categories: studies on attitude towards teaching, studies on coping skills and studies on learning styles. The implications of the reviewed literature for the present study are as follow.

Review of the literature is the very important part of any research to know about the area of the study. Many studies related to coping skills and learning styles have been conducted in the past. The main aim of understanding coping skills and learning style is to improve the students mental, physical and social development and make the student competent enough to face the challenges in their teaching and learning process. On the basis of the analysis of the previous studies conducted on the variables, learning styles, attitude towards teaching and coping skills, it was found that survey method was followed by the researchers in most of the studies.

The study conducted on learning styles (Manevalan,2018) shows that how teachers can help the students to identify various learning styles. It focuses more on the area where teachers can work to make the students learn about their individual differences which can help in the academic achievement of the students. The learning styles are also co-related with the use of Information and Communication, Technology so that students can learn using different technological methods according to their learning styles or know about their learning style through ICT.

The study on coping skills(Flower,2018) of students shows that how coping skills of students affect their various aspects of life. in students life stress management is the big issue, they have stress due to their social environment, their academic achievement, their physical appearance etc. so coping skills are essential for them to lead a healthy life. The studies also show that the student with better coping skills perform better in all the fields as they can concentrate on the particular task easily.

The studies on attitude(Seyanty,2018 and Om Prakash,1993) concentrate on attitude of both teachers and student and its effect on the academic achievement of the students. The studies point out the attitude of the student teachers on the new teaching strategies, the stimulated skills and its effects on competencies of student teacher. The studies also signifies the effect of attitude on academic achievement of the prospective teachers. Majority of the studies result have shown the academic achievement has a positive relationship with other variables.

Thus, many studies were conducted by the researchers to know about the coping skills, attitude and learning style of student teacher. These studies help in forming a better understanding about the coping skills and learning style of students and how they keep on changing throughout these years according to the demand of the society. This would help the

researcher to conduct the study in better way. The review of related literature gave the researcher an in depth knowledge on the history and background of various coping skills and learning styles, attitude. This will help the researcher to conduct a fruitful study.

5.3.0 RATIONALE OF THE STUDY

The all-round development of a student teacher can only be possible if they know about themselves properly. If an individual knows his/her weakness and strengths then only he/she can become a competent individual.

This study is important as all the previous studies focuses on learning style, coping skills and attitude of B.Ed. students in different aspects. The pre-service teacher education programmes are the programmes for professional preparation of secondary teachers. Time and again the responsibility of teacher education programme in preparing the teacher to face the increasing challenges in the profession has been emphasised. The national curriculum framework (2005) has also emphasised “the need for brining change in teacher education curriculum for developing professional identity of the teacher and for making teacher education more relevant in school education.”

Learning styles are significant because every individual have their different styles of learning. Knowing the influence of learning style and attitude on academic achievement helps in improving the performance of the student. It will be easier for them to follow a particular style to learn and improving their other learning styles as well. Finding the Influence of Learning styles of student teachers’ on their academic achievement not only help them to improve their academics but it will also help in guiding their students in the future.

B.Ed. students experience stress, and how they cope with that stress affects their academic achievement. This study will examine the influence of coping skills on students achievement in academic. It focuses on how the students cope with their stress and how that helps in improving their academic achievement. It also helps them maintain a positive attitude. Nowadays the competition among students is increasing at tremendous rate and the changing society also leads to the high expectations from the students which make them to work under pressure and lead to stress. So with appropriate coping skills student will be able to deal with the pressure and will have high academic achievement rate.

There were many studies(Seyanty,2018 and Om Prakash,1993)conducted on relationship of attitude towards teaching and teaching aptitude on students’ academic achievement in various

levels of education, it shows that the new strategies adopted by the student teachers to teach in classroom are increasing the positive attitude among the teaching of student teachers, but as per researcher's knowledge no study was done showing the influence of attitude toward teaching and academic achievement of B.Ed. students. The positive attitude towards teaching learning will help the student teacher to work on their weaknesses. It will make them versatile, assist them to face the challenges of 21st century, and cater to the needs of students.

The researcher is made an attempt to study which will focus on student teacher's learning style and coping skills and will help in giving more competent and effective future teacher to the society.

5.4.0 STATEMENT OF THE PROBLEM

Influence of Coping Skills, Learning Style and Attitude towards teaching on the Academic Achievement of B.Ed. Students in Gujarat.

5.5.0 OBJECTIVES OF THE STUDY

- ix. To study the academic achievement of B.Ed. students in Gujarat.
- x. To study the coping skills of B.Ed. students in Gujarat.
- xi. To study the learning style of B.Ed. students in Gujarat.
- xii. To study the attitude towards teaching of B.Ed. students in Gujarat.
- xiii. To study the relation between coping skills and academic achievement of B.Ed. students in Gujarat.
- xiv. To study the relation between learning style and academic achievement of B.Ed. students in Gujarat.
- xv. To study the relation between attitude towards teaching and academic achievement of B.Ed. students in Gujarat.
- xvi. To study the influence of coping skills, learning style and attitude towards teaching on the academic achievement of B.Ed. students in Gujarat.

5.6.0 HYPOTHESIS

On the basis of the said objectives following null hypothesis are formulated and will be tested at 0.01 level of Significance.

H₀₁: There will be no significance relation between coping skills and academic achievement of B.Ed. students.

H₀₂: There will be no significance relation between learning styles and academic achievement of B.Ed. students.

H₀₃: There will be no significance relation between attitude and academic achievement of B.Ed. students.

H₀₄: There will be no significant influence of coping skill, learning style and attitude towards teaching on Academic achievement of B.Ed. students.

5.7.0 EXPLANATION OF THE TERMS

B.Ed. student: It refers to those individuals after graduation or PG who are in process of obtaining Bachelor's Degree in education.

5.8.0 OPERATIONAL DEFINATION OF TERMS

- v. **Academic achievement:** Academic achievement will be the score secured by a student in the academic achievement test prepared by the investigator.
- vi. **Coping skills:** Coping skills will be the score secured by a student in the brief COPE Inventory developed by Carver(1989).
- vii. **Learning style:** Learning style will be the score secured by a student in the VARK(Visual, Auditory, Kinaesthetic, Reading and Writing) questionnaire developed by Leite, Scinicki and Shi (2010).
- viii. **Attitude towards Teaching:** Attitude toward teaching will be the score secured by a student in the attitude toward teaching scale developed by J. Patchaivazaiaammam and S. Krishnamurthy(2010)

5.9.0 DELIMITATION OF THE STUDY

The present study is delimited to the Second Year students of B.Ed. Colleges/ institutes offering instruction in English medium in the state of Gujarat.

5.10.0 METHODOLOGY

The present study is a survey research. Survey research is a method for collecting and analysing data obtained from a large number of respondents, representing a specific population. It is an organized attempt to describe and interpret what exist at present in the form of conditions, practices, process, trends, effects, attitudes and beliefs. It is concerned with phenomena those are typical of the normal conditions. It seeks to find the real facts with regard

to existing conditions. The following methodology of the survey research was used in the present study.

5.10.1 Population

The population of the present study comprised of the students studying at 321 B.Ed. colleges affiliate to different universities of Gujarat. Hence, 25,680 students (approximately, 80 students, 40 in both 1st year and 2nd year) studying at these B.Ed. colleges will constitute as the population of the present study. There are 63 English medium B.Ed. colleges running in the state affiliated to different universities.

5.10.2 Sample

For the selection of sample, Seven B.Ed. colleges were randomly selected from the list of 63 English medium B.Ed. colleges affiliated to different universities with the help of random number. 242 second year students those completed all the data collection tools comprised as the sample for the present study.

5.10.3 Tools For Data Collection

The following tools were used for the purpose of data collection in the present study.

a) Achievement test

An achievement test considering the syllabus of first year B.Ed. was prepared on the basis of common core subjects in English language. The achievement tests was then validated by the experts. The test comprised of 50 MCQ items.

b) Coping skills Scale

Coping skills of B.Ed. students were measured with the help of brief COPE scale developed by Carver, Scheier, and Weintraub(1989). The brief COPE scale consist of 2 dimensions i.e., problem-focused coping and emotional-focused coping. There are 14 items for each dimension. Hence the scale is total of 28 items. The test re-test reliability of the scale was 0.86. Internal validity was established using an oblique rotation to permit correlation among factors.

c) Learning style Inventory

Learning style of B.Ed. students were measured with the help of VARK (Visual, Auditory, Kinaesthetic, Reading and Writing): Learning Styles Inventory was developed by Leite,

Svinicki and Shi (2010). The learning style Inventory consisted of 4 dimensions i.e., Visual, Kinaesthetic and Reading and Writing. There are 16 items in total. The reliability estimates for the scores of the VARK subscales were 0.85, 0.82, 0.84, and 0.77 for the visual, aural, read/write, and kinaesthetic subscales, respectively.

d) Attitude towards teaching Scale

Attitude towards teaching of B.Ed. student were measured with the help of attitude towards teaching scale constructed and validated by J. Patchaivaziamman and S. Krishnamurthy (2010). The scale consists of 40 items with five alternative responses like, Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. There were 22 positive statements and 18 negative statements in the scale. The content validity of the scale was established. The test-retest reliability of the attitude towards teaching scale was found to be 0.78.

5.10.4 Procedure of Data Collection

The researcher took the permission from the selected B.Ed. colleges. According to the availability of the students, the researcher visited the institutes personally and administered the tools in two days. Hence, data collection procedure was completed during a period of one month.

5.10.5 Statistical Analysis Of Data

Data were analysed with the help of SPSS. For the purpose of descriptive analysis of data mean, standard deviation, standard error of mean, skewness and kurtosis was used. For the purpose of inferential analysis, product moment correlation and multiple correlation were used as per the requirement of the data.

5.8.0 5.11.0 MAJOR FINDINGS OF THE STUDY

Following major findings were drawn from the analysis and interpretation of data.

- i. B.Ed. students were found moderate/average in their attitude towards teaching with 69.05% of mean score. The group was found to be homogeneous in terms of their mean attitude towards teaching score. Out of these B.Ed. students 72.31% were found moderate, 16.94% were found low and rest 10.74% were found high in their attitude towards teaching.

- ii. B.Ed. students were found very low in their learning styles securing only 30.48% in their mean learning style score. The group was found to be heterogeneous in terms of their mean learning styles score. B.Ed. students were also found with similar mean score ranging from 38.93% to 19.81% in all the 4 components of learning style. Out of these B.Ed. students, 81.4% were found moderate, 4.96% were found low and rest 13.64% were found high in their learning styles.
- iii. B.Ed. students were found moderate in their coping skills securing 58.37% in their mean coping skills score. The group was found to be heterogeneous in terms of their mean learning styles score. B.Ed. students were also found with very similar mean scores in both the components of coping skills. Out of these B.Ed. students, 70.25% were found moderate, 16.94% were found low and rest 12.81% were found high in their coping skills.
- iv. B.Ed. students were found moderate in their academic achievement securing 48.08% in their mean academic achievement score. The group was found to be heterogeneous in terms of their mean academic achievement score. Out of these B.Ed. students, 81% were found moderate, 16.53% were found low and rest 2.47% were found high in their academic achievement.
- v. The correlation between academic achievement and coping skills of B.Ed. students was found to be negative, negligible and not statistically significant at 0.01 level.
- vi. The correlation between academic achievement and learning styles of B.Ed. students was also found to be positive, negligible and not statistically significant at 0.01 level.
- vii. The correlation between academic achievement and attitude towards teaching of B.Ed. students was also found to be positive, low and statistically significant at 0.01 level.
- viii. The coping skills, learning styles and attitude towards teaching had low and significant influence on the academic achievement of B.Ed. students.

5.16.0 DISCUSSION

The major findings are further discussed here. In pursuance of the objective of the present study, the data were organised to accomplish the objectives. After the analysis of the data, the major findings were arrived at, which are discussed in brief as follow.

The findings of the present study reveals that the attitude towards teaching of the B.Ed. students were moderate with 69.05% of the mean score. The mean, standard deviation and standard error of mean was 138.1 , 15.44 and 0.99 respectively that explains that the score distribution is clustered more in the centre of the graph. The findings were supported by the study conducted by Mehrotra (1973) and while the research studies conducted by Patil (1984) Singh (1993)revealed the attitude towards teaching is important for the development of B.Ed. students and a B.Ed. student with high level of attitude towards teaching will have better conduct in future. The findings relayed to the relational analysis of the data revealed that there is low and significant relationship between the attitude towards teaching and academic achievement of the B.Ed. students.

The findings of the present study reveals that the coping skills of the B.Ed. students were moderate with 58.37% of the mean score. The mean, standard deviation and standard error of mean was 65.38, 10.91 and 0.70 respectively explains that the score distribution is clustered more in the centre of the graph. The findings were supported by the study conducted by Reddy (2016) and while the research studies conducted by Triptahi (2013), Poonawala (2005) and Chaudahari (2017) revealed the coping skills is helpful for reducing the stress level among B.Ed. students and a B.Ed. student with high level of coping skills will have better emotional stability. The findings relayed to the relational analysis of the data revealed that there is negative, low and non-significant relationship between the coping skills and academic achievement of the B.Ed. students.

The findings of the present study reveals that the learning styles of the B.Ed. students were low with 30.48% of the mean score. The mean, standard deviation and standard error of mean was 19.51, 6.11 and 0.39 respectively explains that the score distribution is clustered more in the centre of the graph. The findings were supported by the study conducted by Manevalan (2018) while the research studies conducted by Bottroff (1991), Nirmala (1996) revealed the learning styles is helpful for the mental development and a B.Ed. student with high level of learning styles will be more versatile and are more stable. The findings relayed to the relational

analysis of the data revealed that there is negligible and non-significant relationship between the learning styles and academic achievement of the B.Ed. students.

The findings of the present study reveals that the academic achievement of the B.Ed. students were moderate with 48.08% of the mean score. The mean, standard deviation and standard error of mean of academic achievement were 23.04, 7.04 and 0.45 respectively that explains that the score distribution is clustered more in the centre of the graph.

The findings disclosed that all the variables i.e., coping skills, attitude towards teaching and learning styles are interrelated and affect academic achievement of B.Ed. students. Bringing improvement in one aspect will bring improvement in other also therefore the focus of teacher training institutions should be on these aspects to produce effective teachers.

5.17.0 IMPLICATION OF THE PRESENT STUDY

The following implications were drawn from the major findings of the present study.

The findings can give suggestions to the teacher training institutions to frame a suitable curriculum required for student-teachers so that favourable attitude towards teaching, coping skills and varied learning styles can be developed among them.

The findings also suggest that B.Ed. students should focus on different types of learning style and try to improve that. Teachers need to take care of different learning styles of students.

The findings also suggest that the teacher training institution should focus on the stress management skills of the students which will benefit them in future.

5.18.0 SUGGESTION FOR FURTHER STUDIES

The present research was limited to English medium B.Ed. colleges/institutions in Gujarat. The researcher would like to suggest some more area and issues for the further studies which are as below.

- Similar study can be conducted taking vernacular medium institutes as sample as their number is more than those of English Medium colleges.
- The studies could be conducted with a little bigger sample taking in a stratified manner.
- Apart from attitude towards teaching, Learning style and coping skills, some other variables like technological awareness, EQ, SQ etc. could be taken for the research.

- Academic achievement of B.Ed. students could be studied along with few personal, social and academic variables.

5.19.0 CONCLUSION

This study on influence of coping skills, learning styles and attitude towards teaching on academic achievement of B.Ed. students make way to strengthen the Teacher Training with psychological base. Further, by concentrating on psychological factors affecting achievement of B.Ed. students can help in making a group of efficient teachers and preparing them for the future education system.

REFERENCES

REFERENCES

- Anastasi, A. (1973). *Common fallacies about heredity, environment, and human behaviour*.
- Argyle, M. (2013). *Advances in the psychology of religion*. Elsevier.
- Banerjee, S. (2016). The attitude of pupil-teachers towards teaching profession in relation to sex and academic qualification variation. *International journal of Innovative Research & Development*, 5(1), 65-67. Retrieved from <http://ijird.com/index.php/ijird/article/view/86437/66134>
- Bhargava, A., & Pathy, M. (2014). Attitude of student teacher towards teaching profession. *Turkish Online Journal of Distance Education*, 15(3), 27-36. Retrieved from <http://tojde.anadolu.edu.tr/yonetim/icerik/makaleler/981-published.pdf>
- Butler, S. (1903). *The way of all flesh*. London, United Kingdom: Grant Richards.
- Dave, R. (1976). Introduction. *Foundations of Lifelong Education*, 11-14. doi:10.1016/b978-0-08-021192-3.50006-x
- Desai, D. B. (2017). *Comparative study of aggression and coping skills in relation to emotional intelligence of team, individual and combat game player* (Unpublished doctoral dissertation). Gujarat University, Ahemdabad, India.
- Dunn, R. (1983). Learning Style: State of the scene, theory into practice.
- Fleming, N. D. (2001). *Teaching and learning styles: VARK strategies*. IGI Global.
- Fleming, N. D., & Mills, C. (1992). undefined. *To Improve the Academy*, 11(1), 137-155. doi:10.1002/j.2334-4822.1992.tb00213.x
- Flower, L. V. (2018). *Stress management of B.Ed. trainees in relation to their thinking styles and social maturity* (Unpublished doctoral dissertation). Tamil Nadu teacher Education University, Tamil Nadu, India.
- Jeyanthi, A. D. (2018). *Influence of study skills, attitude and self-esteem on academic achievement of prospective secondary teachers* (Unpublished doctoral dissertation). Manonmaniam Sundaranar University, Tirunveli, India.
- Kalam, A. P., & Rajan, Y. S. (2014). *India 2020: A vision for the new millennium*. Penguin UK.
- Keefe, F. J. (1979). Psychology and medicine—Psychobiological dimensions of health and illness. *Psychosomatic Medicine*, 41(7), 574. doi:10.1097/00006842-197911000-00011

- Kolb, D. A. (1984). *Experimental learning: Experiences as the source of Learning and Development*. Englewood Cliffs: N.J. Prentice - Hall, 1984.
- Laycock, D. (1978). Reviews. *Oceania*, 48(4), 308-309. doi:10.1002/j.1834-4461.1978.tb01359.x
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. New York: Springer Publishing Company.
- Manealan, I. (2018). *Student teacher's learning style, attitude and perception on information and communicative technology* (Unpublished doctoral dissertation). Manomaniam Sundararanan University, Tirunveli, India.
- McLeod, S. (2009). Emotional focused coping. Retrieved from simply psychology: <https://www.simplypsychology.org/stressmanagement.html#em>
- Mehrotra, R. N. (1973). *Effect of teacher education programme on the attitude of teachers towards the teaching profession* (Unpublished doctoral dissertation). Central Institute of Education, Delhi.
- National curriculum framework 2005*. (2005).
- NCTE. (2007). *National Curriculum Framework for Teacher Education*. New Delhi.
- Nirmala, M. L. (1996). *Comparative study of Delinquent girls and non-delinquent girls with reference to their learning styles and cognitive styles* (Unpublished doctoral dissertation). University of Madras, Madras, India.
- Ohja, P. K. (2013). *Motivation, learning style and academic achievement of high creative and low creative junior high school students* (Unpublished doctoral dissertation). V.B.S. Purvanchal University, Purvanchal, India.
- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles. *Psychological Science in the Public Interest*, 9(3), 105-119. doi:10.1111/j.1539-6053.2009.01038.x
- Patil, G. G. (1984). *A differential study of intelligence, interest and attitude of B.Ed. college students as con tributary factors towards their achievement in the compulsory subjects* (Unpublished doctoral dissertation). India.
- Poonawala, N. (2005). *Personality type self-esteem and ways of coping with it* (Unpublished doctoral dissertation). Savitri Phule Pune University, Pune, India.
- Purohit, A. R. (2016). *A study of coping skills of 21st century at secondary school level* (Unpublished doctoral dissertation). The Maharaja Sayajirao University, Baroda, Vadodara.

- Rakesh&Kiran. (2016). Attitude towards teaching profession among pre-service teachers in Shivamogga city. *International Journal of Multidisciplinary Research and Modern Education*, 2(2), 120-126. doi:10.5281/zenodo.61824
- Reddy, S. M. (2015). *Emotional intelligence occupational stress and coping resources among high school language and non- language teacher* (Unpublished doctoral dissertation). Sri Venkateswara University, Venkateshwar, India.
- Reid, J. (1987). the learning style preferences of students. *TESOL Quartely*, 21(7), 87-110.
- Riechmann, S. W., & Grasha, T. (1974). Grasha-riechmann student learning style scales. *PsycTESTS Dataset*. doi:10.1037/t08335-000
- Sahayarani, S., & Stanley, L. (2014). Attitude towards teaching profession of B.Ed. trainees in Pondicherry. *Indian Journal of Applied Research*, 4(11), 158-159.
- Sarvenaz, H. (2013). Learning Style. *ELT Journal*, 67(7), 488-490.
- Singh, A. (2018). *A comparative study of secondary teacher education programmes* (Unpublished doctoral dissertation). Maharaja Sayajirao University, Baroda, Vadodara, India.
- Singh, O. P. (1933). *Developing a strategy of teacher training and comparing its effectiveness with stimulated skill training on competence attitude and anxiety of student teacher* (Unpublished doctoral dissertation). Puruvanchal University, Bihar, Bihar, India.
- Tripathi, V. (2013). *The role stress burnout and coping style of teacher educators* (Unpublished doctoral dissertation). Maharaja Sayajirao University of Baroda , Vadodara, India.
- Vaillant, G. E. (1971). Involuntary Coping Mechanism. *PMC*, 366-370.
- Weiten, W., & Lloyd, M. (2005). *Psychology applied to modern life: Adjustment in the 21st century*. Chicago: Cengage Learning.

APPENDICES

Appendix – I**ACADEMIC ACHIEVEMENT TEST**

Dear friends,

Given below are several incomplete statements. Under each incomplete statement you will find four alternatives with the help of which you can complete that statement. In some cases you will observe that more than one alternative can complete the statement, in such cases you have to choose that alternative which is most appropriate and which completes the statement in the best way. Indicate your choices by encircling the alphabetic serial number of the alternative selected.

1. Development is
 - a. Maturation
 - b. Learning
 - c. Synthesis of ability
 - d. All of the above
2. Learning is a
 - a. Process
 - b. Product
 - c. Both
 - d. Neither process nor product
3. Development implies an increase in
 - a. Age only
 - b. Size only
 - c. Ability of the child to function properly
 - d. None of these
4. Concept of Id, ego and super ego was given by
 - a. Vygotsky
 - b. Jean Piaget
 - c. Sigmund Freud
 - d. None of the above
5. To a hungry person, which of the following has the greatest value as a reinforcer
 - a. Water
 - b. Praise

- c. Food
 - d. Smile
6. Adjustment is
- a. Process
 - b. Product
 - c. Both process and product
 - d. Neither process nor product
7. The single most important source of reinforcement in the social development of most children
- a. The family
 - b. The teacher
 - c. The peer group
 - d. Elders
8. When something new in the environment evokes an already learned behaviour on part of the child, we call this process as
- a. Accommodation
 - b. Assimilation
 - c. Adaptation
 - d. Adjustment
9. Which of the following people has the best motor coordinator
- a. A six month infant
 - b. A bright nursery school student
 - c. A kindergartener
 - d. A high school student
10. Objectives in the domain concern feelings and attitude that students are expected to develop as a result of instruction, is known as
- a. Affective domain
 - b. Psychomotor Domain
 - c. Cognitive domain
 - d. None of these
11. Language is not
- a. Arbitrary
 - b. Symbolic
 - c. Instinctive

- d. Creative
- 12. Language is used by
 - a. Human beings
 - b. Animals
 - c. Birds
 - d. All of the above
- 13. Language is related to
 - a. Displacement
 - b. Fixed modality
 - c. Stimulus independence
 - d. None of the above
- 14. Oral communication contains
 - a. Exchanging information
 - b. Shared ideas
 - c. Gives orders
 - d. All of the above
- 15. Language acquisition begins
 - a. Adolescent
 - b. Infancy
 - c. Early childhood
 - d. Adult
- 16. Receptive skills are
 - a. Listening and writing
 - b. Writing and reading
 - c. Listening and reading
 - d. Speaking and listening
- 17. ICT stands for
 - a. Information common technology
 - b. Information and communication technology
 - c. Information and computer technology
 - d. Information concerned technology
- 18. Projection is a
 - a. Visual aid
 - b. Audio/visual aid

- c. Audio aid
 - d. None of the above
19. Instructional technology means
- a. To gives lectures
 - b. To give training
 - c. Communication of information
 - d. None of them
20. The following comes in audio visual aid
- a. Moving pictures
 - b. Radio and tape recorder
 - c. Graph and charts
 - d. None of them
21. The correct meaning of CAI is
- a. Characteristics of assistant instruction
 - b. Computer aided instruction
 - c. Computer assisted instruction
 - d. None of the above
22. In pedagogy, computer is used to
- a. Motivate the learner
 - b. Provide feedback
 - c. Interact with the learner
 - d. For all of the above
23. How education technology is integrated in teaching learning process
- a. Ignore it
 - b. Introduce, reinforce, supplement and extend skills
 - c. Playing computer games
 - d. Visiting Facebook or Instagram
24. Evaluation is useful to the students as it ____ them towards further learning
- a. Bring
 - b. Helps
 - c. Force
 - d. Motivate
25. Education evaluation is a ____ process
- a. Progressive

- b. Continuous
 - c. Regular
 - d. Discontinuous
26. Testing is
- a. A measurement of learning outcome
 - b. An evaluation technique
 - c. The process of evaluation
 - d. A technique of teaching
27. Through measurement we obtain a ____ description of the learning
- a. Qualitative
 - b. Detailed
 - c. Short
 - d. Quantitative
28. The lowest and highest scores represented in a class interval are called as
- a. Class interval
 - b. Class sizes
 - c. Limit scores
 - d. The limits of class intervals
29. In a good question paper there should not be choices between different content area because,
- a. It reduces the objectivity
 - b. It reduces the specificity
 - c. It reduces the validity
 - d. It reduces the usability
30. Normal probability curve is also known as
- a. Bowl shaped curve
 - b. Straight line curve
 - c. Bell shaped curve
 - d. Dotted curve
31. ____ is not one of the measures of central tendency
- a. Mean
 - b. Standard deviation
 - c. Median
 - d. Mode

32. Aptitude test are used
- To measure learning in school subjects
 - To diagnose learning difficulties
 - To predict the area of success
 - To measure the intelligence
33. Methods adopted in determine social relationship among different groups of students are called as
- Social relationship technique
 - Social intelligence test
 - Social status test
 - Socio-metric techniques
34. The evaluation carried out throughout the teaching learning process is called
- Formative evaluation
 - Summative evaluation
 - Comprehensive evaluation
 - None of these
35. Which of the following is the main objective of teaching
- To give information related to the syllabus
 - To develop thinking power of the students
 - To dictate notes to students
 - To prepare students to pass the examination
36. Teacher use teaching aids for
- Making teaching interesting
 - Making teaching within understanding level of the students
 - Making students attentive
 - For sake of its use
37. Which of the following is a good method of teaching
- Lecture and dictation
 - Seminar and projects
 - Seminar and dictation
 - Dictation and assignments
38. _____ is considered as sign of motivated teaching
- Questioning by students
 - Pin drop silence in class

- c. Maximum attendance in class
 - d. Remedial work given by the teachers
39. Name the autocratic teaching strategy
- a. Discussion
 - b. project
 - c. demonstration
 - d. discovery
40. project method is used in
- a. child centred curriculum
 - b. content centred curriculum
 - c. integrated curriculum
 - d. aim centred curriculum
41. 10+2+3 year structure was given by
- a. Education commission, 1969
 - b. Ramamurti committee, 1990
 - c. Secondary education commission, 1952
 - d. University education commission, 1948
42. Expand NCF, 2005
- a. National class framework, 2005
 - b. National curriculum framework, 2005
 - c. National common framework, 2005
 - d. None of the above
43. National policy on education, 1986 was reviewed by
- a. Adersehier committee
 - b. Iswar Bhai Patel committee
 - c. Ramamurti committee
 - d. Sampuranand committee
44. The RMSA aims at ensuring universal access to secondary level education by
- a. 2017
 - b. 2019
 - c. 2021
 - d. 2020
45. Equality of opportunity in education implies that each student
- a. Passes examination with first division

- b. Gets equal number of books and stationaries
 - c. Gets facilitate according to his abilities and interest
 - d. Gets facilitate according to his potentials and level in the society
46. Sarva Siksha Abhiyan (SSA) started in
- a. 1998
 - b. 2000
 - c. 2001
 - d. 2005
47. Programme Of Action (POA) comes under
- a. National Policy of Education, 1986
 - b. Secondary Education Commission, 1952-53
 - c. Indian Education commission, 1964-66
 - d. None of the above
48. The process of adapting something to modern needs or habits is
- a. Globalisation
 - b. Privatisation
 - c. Modernisation
 - d. None of the above
49. Three language formula promotes
- a. National harmony
 - b. Multilingualism
 - c. Cultural diversion
 - d. All of the above
50. The existence of a variety of culture or ethnic groups within a society is
- a. ethnic inclusiveness
 - b. Cultural diversity
 - c. cross-culturalism
 - d. all of the above

Appendix – II

BRIEF COPE INVENTORY

INSTRUCTION

Read each statement carefully and give your answer according to your feeling.

Your answer should be in 4 point scale from I haven't been doing this to I've been doing this a lot according to your statement of agreement with that particular statement.

Sr. No.	Statements	I haven't been doing this at all	I've been doing this a little bit	I've been doing a medium amount	I've been doing this a lot
1.	I've been turning to work or other activities to take my mind off things				
2.	I've been concentrating my efforts on doing something about the situation I'm in				
3.	I've been saying to myself "this isn't real"				
4.	I've been using alcohol or other drugs to myself feel better.				
5.	I've been getting emotional support from others.				
6.	I've been giving up trying to deal with it.				
7.	I've been taking action to try to make the situation better.				
8.	I've been refusing to believe that it has happened.				
9.	I've been saying things to let my unpleasant feeling escape.				

10.	I've been getting help and advice from other people.				
11.	I've been using alcohol or other drugs to help me get through it.				
12.	I've been trying to see it in a different light, to make it seem more positive.				
13.	I've been criticizing myself.				
14.	I've been trying to come up with a strategy about what to do.				
15.	I've been getting comfort and understanding from someone.				
16.	I've been giving up the attempt to cope.				
17.	I've been looking for something good in what is happening.				
18.	I've been making jokes about it.				
19.	I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.				
20.	I've been accepting the reality of the fact that it has happened.				
21.	I've been expressing my negative feelings.				
22.	I've been trying to find comfort in my religion or spiritual beliefs.				
23.	I've been trying to get advice or help from other people about what to do.				

24.	I've been learning to live with it.				
25.	I've been thinking hard about what steps to take.				
26.	I've been blaming myself for things that happened.				
27.	I've been praying or meditating.				
28.	I've been making fun of the situation.				

Appendix – III

LEARNING STYLE INVENTORY

VARK QUESTIONNAIRE

Choose the answer which best explains your preference and circle the letter(s) next to it.

Please **circle more than one** if a single answer does not match your perception. Leave blank any question that does not apply.

1. I need to find the way to a shop that a friend has recommended. I would:
 - a. find out where the shop is in relation to somewhere I know.
 - b. ask my friend to tell me the directions.
 - c. write down the street directions I need to remember.
 - d. use a map.
2. A website has a video showing how to make a special graph or chart. There is a person speaking, some lists and words describing what to do and some diagrams. I would learn most from:
 - a. seeing the diagrams.
 - b. listening.
 - c. reading the words.
 - d. watching the actions.
3. I want to find out more about a tour that I am going on. I would:
 - a. look at details about the highlights and activities on the tour.
 - b. use a map and see where the places are.
 - c. read about the tour on the itinerary.
 - d. talk with the person who planned the tour or others who are going on the tour.
4. When choosing a career or area of study, these are important for me:
 - a. Applying my knowledge in real situations.
 - b. Communicating with others through discussion.
 - c. Working with designs, maps or charts.
 - d. Using words well in written communications.

5. When I am learning I:
 - a. like to talk things through.
 - b. see patterns in things.
 - c. use examples and applications.
 - d. read books, articles and handouts.
6. I want to save more money and to decide between a range of options. I would:
 - a. consider examples of each option using my financial information.
 - b. read a print brochure that describes the options in detail.
 - c. use graphs showing different options for different time periods.
 - d. talk with an expert about the options.
7. I want to learn how to play a new board game or card game. I would:
 - a. watch others play the game before joining in.
 - b. listen to somebody explaining it and ask questions.
 - c. use the diagrams that explain the various stages, moves and strategies in the game.
 - d. read the instructions.
8. I have a problem with my heart. I would prefer that the doctor:
 - a. gave me something to read to explain what was wrong.
 - b. used a plastic model to show me what was wrong.
 - c. described what was wrong.
 - d. showed me a diagram of what was wrong.
9. I want to learn to do something new on a computer. I would:
 - a. read the written instructions that came with the program.
 - b. talk with people who know about the program.
 - c. start using it and learn by trial and error.
 - d. follow the diagrams in a book.
10. When learning from the Internet I like:
 - a. videos showing how to do or make things.
 - b. interesting design and visual features.
 - c. interesting written descriptions, lists and explanations.
 - d. audio channels where I can listen to podcasts or interviews.

11. I want to learn about a new project. I would ask for:
 - a. diagrams to show the project stages with charts of benefits and costs.
 - b. a written report describing the main features of the project.
 - c. an opportunity to discuss the project.
 - d. examples where the project has been used successfully.
12. I want to learn how to take better photos. I would:
 - a. ask questions and talk about the camera and its features.
 - b. use the written instructions about what to do.
 - c. use diagrams showing the camera and what each part does.
 - d. use examples of good and poor photos showing how to improve them.
13. I prefer a presenter or a teacher who uses:
 - a. demonstrations, models or practical sessions.
 - b. question and answer, talk, group discussion, or guest speakers.
 - c. handouts, books, or readings.
 - d. diagrams, charts, maps or graphs.
14. I have finished a competition or test and I would like some feedback. I would like to have feedback:
 - a. using examples from what I have done.
 - b. using a written description of my results.
 - c. from somebody who talks it through with me.
 - d. using graphs showing what I achieved.
15. I want to find out about a house or an apartment. Before visiting it I would want:
 - a. to view a video of the property.
 - b. a discussion with the owner.
 - c. a printed description of the rooms and features.
 - d. a plan showing the rooms and a map of the area.
16. I want to assemble a wooden table that came in parts (kitset). I would learn best from:
 - a. diagrams showing each stage of the assembly.
 - b. advice from someone who has done it before.
 - c. written instructions that came with the parts for the table.
 - d. watching a video of a person assembling a similar table.

Appendix – IV

ATTITUDE TOWARDS TEACHING SCALE

J.Patchaivaziammam and S.Krishnamurthy (2010)

Instructions

Statements related to your attitude towards teaching are given in this table.

Read each statement carefully and give your answer according to your feeling.

Your answer should be in 5 point scale from strongly agree to strongly disagree according to your statement of agreement with that particular statement.

The options are : SA - Strongly agree A - Agree UD - undecided

DA - Disagree

SDA - Strongly Disagree

SL. NO.	STATEMENTS	SA	A	UD	DA	SDA
01.	Classroom teaching is a joyful activity					
02.	Teaching offers more power and authority than other jobs.					
03.	Content taught in schools are relevant to students needs					
04.	Students self-discipline is always better than enforced discipline					
05.	Teaching profession gives me self-fulfilment					
06.	I have chosen teaching as my career because of good number of holidays available in teaching profession					
07.	I feel that I am gifted to be in the midst of teaching community					
08.	Visual aids are time consuming and shortening lecture part					

09.	Teaching profession always has good scope for enhancing one's personality					
10.	Appreciating students has no effect on their progress					
11.	Continuous association with the students makes me to forget my worries					
12.	The best way of correcting a mischievous student is to punish him severely in front of others					
13.	Students rarely create problems					
14.	Students should be given responsibility as they don't have prior experience					
15.	Each student has specific ability in a particular subject					
16.	I feel that classroom teaching period are too long					
17.	The principle of learning by doing can be implemented in the classroom teaching					
18.	Classroom teaching should be teacher centred					
19.	Classroom teaching enables the student to develop reasoning ability					
20.	There is no need to refer many books related to my subject for handling the classes					
21.	Classroom teaching strengthens the desire to learn					
22.	Most of the teachers do not give recognition to their students views					

23.	I like to continue in teaching profession, even if it becomes stress and strain					
24.	The use of ICT(Information and Communication Technology) in the present day teaching-learning process is a mere waste of time					
25.	Classroom teaching do not fail to inculcate moral values among students					
26.	Teachers are very objective when dealing with students					
27.	Teachers gives opportunities for student's self – improvement					
28.	Classroom teaching now-a-days is like working in a business shop					
29.	I have the tendency to avoid routine in classroom teaching					
30.	A good teacher is the one who ask and answer his own questions					
31.	Teachers often read the journals or the magazines related to their subjects					
32.	Teachers do not save students from feeling depressed					
33.	Classroom teaching helps students to be well organised					
34.	Teaching career is meant for average students only					
35.	There are many advantages in selecting the teaching profession					
36.	Teaching through interdisciplinary approach confuses the students to great extent					
37.	Teachers do not fail to motivate the students					

38.	I dislike being questioned while delivering the lecture because it may lead us away from the teaching goals					
39	Students should be given chance to evaluate their teachers					
40.	Classroom teaching relies more on instruction rather than construction					