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## KEY INDICATOR


### 7.1 INSTITUTIONAL VALUES AND SOCIAL RESPONSIBILITIES

#### METRIC: 7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

**Photo and/ video of institutional performance related to the one area of its distinctiveness**



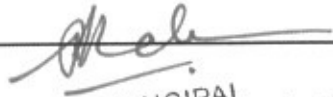
  
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## Publication of Articles

To suit with its vision SNCE encourages Post graduate students to prepare and publish articles in international journals. The following students along with their supervising teacher published articles in IOSR journals, International Organization of Scientific Research.

SI No	Title of the Article	Authors	Year of Publication
1	Attitude of Adolescent School Students towards Online Learning and its Relationship with their Academic Achievement through Online Learning	Dr Usha Parvathy and Vidhya Rajendran	2022
2	Relationship between Attitude of School Teachers Towards Online Teaching and their Educational Management Skills	Dr Usha Parvathy, Anu Jose, Hanna M, Shaji and Lidhy Mohan	2021
3	Perception of Adolescent School Students towards Learning Mathematics and Languages through Online Classes	Dr Usha Parvathy, Anjana Gopi and Naveen Jose	2020
4	Relationship between Stress Management and Leadership Quality among Adolescent School Students	Dr Usha Parvathy, Tinu Kumar and Asha C Yacob	2018
5	Relationship between Stress Management and Teaching Efficacy among Scholl Teachers	Dr Usha Parvathy, Sijoy K, Benya Joy and Rubiyya M M	2017



  
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## Attitude of Adolescent School Students Towards Online Learning And Its Relationship With Their Academic Achievement Through Online Learning

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**Abstract:** The teaching – learning process is shifted to on line mode due to Covid pandemic. This study is conducted to assess the attitude of Adolescent school students towards online learning and its relationship with their academic achievement through online learning. The sample was 100 Adolescent students. The students were selected from class 12 randomly. Online survey using whatsapp was used to collect the data for the study. The tool used was an Attitude Scale prepared by the investigators. The scores of examination conducted online were collected to analyze the Academic achievement of students. Suitable statistics was used to analyze the data. The results indicate that there is a positive correlation between the two variables.

**Key words:** Attitude, Online learning, Academic achievement through online learning

Date of Submission: 09-02-2022

Date of Acceptance: 23-02-2022

### I. INTRODUCTION

Online learning provides a unique way for students to continue, expand or enhance their education. Online learning offers students the ability to engage in learning opportunities they have not accessed before. It allows students to attend classes from home and other locations. A Comparative Analysis of Student Performance in an Online vs. Face-to-Face Environmental Science Course from 2009 to 2016 was done by Paul and Jefferson (2019) and the results show there is gender difference on student performance between online and Face-to-Face students and there is no statistically significant difference between the two groups in terms of performance scores. An experimental study was carried out to study the effectiveness in learning of tenth grade students in Physics, when taught through online and face-to-face by Baig (2011). A high score in achievement among students taught and studied through online tools and online learning environment was found through this research. Zalat, Hamed & Bolbol (2021) conducted a study entitled 'The experiences, challenges, and acceptance of e-learning as a tool for teaching during the COVID-19 pandemic among university medical staff'. This study found that the majority (88%) of the staff members agreed that the technological skills of giving the online courses increase the educational value of the experience of the college staff. The rate of participant agreement on perceived usefulness, perceived ease of use, and acceptance of e-learning was (77.1%, 76.5%, and 80.9% respectively). The highest barriers to e-learning were insufficient/ unstable internet connectivity (40%), inadequate computer labs (36%), lack of computers/ laptops (32%), and technical problems (32%). Younger age, teaching experience less than 10 years, and being a male are the most important indicators affecting e-learning acceptance. Naik, Deshpande, Shivananda, Ajey, & Manjunath (2021) conducted a study entitled 'Online Teaching and Learning of Higher Education in India during COVID-19 Emergency Lockdown'. This study found that more than 60% of the students are not ready (due to lack of technical, infrastructural, and high-speed internet access, and power supply, limited network data per day) for the online classes. Survey indicated that the online sessions of problematic subjects are difficult, but theoretical subjects are easy to understand. Most of the students felt that Morning 8-12 time is effective for conducting the online teaching. Khan, Vivek, Nabi, Khojah, & Tahir (2021) conducted a study entitled 'Students' Perception towards E-Learning during COVID-19 Pandemic in India: An Empirical Study'. The findings of the study reveal students have positive perception towards e-learning and thus there is acceptance among students.

The country is keeping a social distance to prevent the spread of Covid. The stress and strain of being at home during this crisis can lead children astray. The fact that we are able to engage students in online curricular and extra-curricular activities is a great achievement of the Education sector. The success of online learning is due to the fact that in addition to making learning possible, it can also reduce the stress of children to

some extent. Virtual class rooms can help children create the atmosphere of the original classroom and keep them interested in learning.

In this situation this survey was conducted by selecting 100 Adolescent school students. The data was used to study the relationship between their attitude towards online learning and their Academic achievement through on line learning.

## II. METHODOLOGY

2.1: Method - Online survey using whatsapp was used for the study.

2.2: Tools - The tool used for this study was an attitude scale with 22 items prepared by the investigators. Five options were given for each item which was highly positive, positive, neutral, negative and highly negative. Highly positive option carries five marks, positive option carries four marks, neutral option carries three marks, negative option carries two marks and highly negative option carries one mark.

The response was marked in the column provided. Mark lists of online exam were collected to analyze the Academic achievement of students.

2.3: Sample - A sample of 100 Adolescent school students from the state of Kerala in India was selected randomly for the study. Class twelve students were selected for the study.

2.4: Statistics - The statistics used for this study were Mean, Standard deviation, correlation and Chi- square.

The equations used are given below:

(i)  $\bar{X} = \frac{\Sigma X}{N}$  (Koul, 2009)

• Where  $\bar{X}$  is the arithmetic mean,  $\Sigma X$  is the sum of all the scores and N is the number of scores.

(ii)  $\sigma = \sqrt{\frac{\Sigma(X-\bar{X})^2}{N}}$  (Best,2005)

• Where  $\sigma$  is the standard deviation,  $\Sigma(X-\bar{X})^2$  is the sum of squared deviation of the scores from arithmetic mean and N is the number of scores.

(iii)  $r = \frac{\Sigma(x-\bar{x})(y-\bar{y})}{\sqrt{\Sigma(x-\bar{x})^2 \Sigma(y-\bar{y})^2}}$  (Sharma,2012)

• Where r is the product moment correlation coefficient.

(iv) Chi-square Test

$$\chi^2 = \Sigma \left[ \frac{(f_o - f_e)^2}{f_e} \right] \text{ (Koul, 2009)}$$

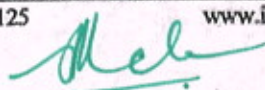
• Where  $\chi^2$  is the chi-square,  $f_o$  is the frequency of occurrence of observed or experimentally determined facts and  $f_e$  is the expected frequency of occurrence.

## III. OBJECTIVES OF THE STUDY

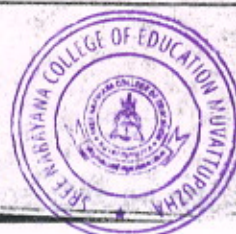
- To find out the Attitude of Adolescent school students towards Online learning
- To find out the Academic achievement of Adolescent school students through online learning
- To find out the relationship between the Attitude of Adolescent school students towards online learning and their Academic achievement through online learning in the total sample and sub sample based on gender.
- To find out the relationship between Adolescent school students belonging to different levels on the basis of attitude towards online learning and their Academic achievement through online learning in the total sample

## IV. HYPOTHESES OF THE STUDY

- There is a significant relationship between the Attitude of Adolescent School students towards online learning and their Academic achievement through online learning in the total sample and sub sample based on gender.
- There is a significant relationship between Adolescent School students belonging to different levels on the basis of Attitude towards online learning and their Academic achievement through online learning in the total sample



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V. ANALYSIS AND INTERPRETATION OF DATA

Table – 1

Relationship between the Attitude of Adolescent School students towards Online learning and their Academic achievement through online learning in the total sample

Variables	No	Mean	SD	r	Level of significance
Attitude towards online learning of Adolescent School students	100	78.17	10.4176	0.702	p < 0.01
Academic achievement through online learning of Adolescent School students.		152.1	38.81336		

Table – 1 show that the correlation values between the attitude of Adolescent school students towards online learning and their academic achievement is 0.7 and it is found to be significant at 0.01 level of significance. This indicates that there is a significant, positive relationship between the attitude of Adolescent school students towards online learning and their academic achievement through online learning.

Table – 2

Relationship between the Attitude of male Adolescent school students towards online learning and their Academic achievement through online learning

Variables	No	Mean	SD	Correlation	Level of significance
Attitude towards online learning of male Adolescent School students	57	75.281	10.267	0.659	p < 0.01
Academic achievement through online learning of male Adolescent School students.		143.368	34.967		

Table – 2 show that the correlation value between the attitude of male Adolescent school students towards online learning and their academic achievement is 0.659 and is found to be significant at 0.01 level of significance. This indicates that there is a significant, positive relationship between the attitude of male Adolescent school students towards online learning and their academic achievement through online learning.

Table – 3

Relationship between the attitude of female Adolescent School students towards online learning and their academic achievement through online learning

Variables	No	Mean	SD	Correlation	Level of significance
Attitude towards online learning of female Adolescent School students	43	82	9.428932	0.71	p < 0.01
Academic Achievement through online learning of female Adolescent School students.		163.6744	36.84893		

Table – 3 show that the correlation values between the attitude of female Adolescent school students towards online learning and their academic achievement is 0.71 and is found to be significant at 0.01 level of

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significance. This indicates that there is a significant, positive relationship between the attitude of female Adolescent school students towards online learning and their academic achievement through online learning.

Table-4  
*Relationship between Adolescent school students belonging to different levels on the basis of Attitude towards online learning and their Academic achievement through online learning in the total sample*

Attitude towards online learning				Total
Academic achievement through online learning	(16) 7	(70) 9	(19)	16
	(16) 9	(70) 51	(19) 10	70
	(16)	(70) 5	(19) 9	14
TOTAL	16	65	19	100

Table - 5  
*Value of X<sup>2</sup> showing the Relationship between Adolescent School students belonging to different levels on the basis of Attitude towards online learning and their Academic achievement through online learning in the total sample*

Value of x <sup>2</sup>	Value of df
32.04	4

Table -5 shows the x<sup>2</sup> value. The critical value for 4 df as given in the chi square table are 9.488 and 13.277 respectively for 0.5 and 0.1 levels of significance and the obtained value 32.04 of x<sup>2</sup> is higher than these values. These indicate that there is a significant relationship between Adolescent school students' attitude towards online learning and their academic achievement through online learning.

## VI. CONCLUSION

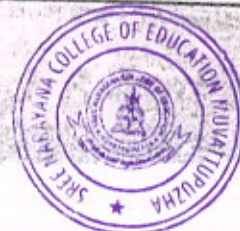
This study reveals that 16%, 65% and 19% of Adolescent school students have above average, average, and below average attitude towards online learning. 16%, 70% and 14% of Adolescent school students are above average, average, and below average in Academic achievement. The results of the study reveal that there is significant relationship between the attitude of Adolescent school students towards online learning and their academic achievement through online learning in the total sample and sub sample based on gender. The study concluded that students having high Attitude towards online learning have high achievement through online learning. This study shows the importance of positive Attitude among Adolescent school students towards online learning for improving their Academic Achievement. Various training programs may be designed to improve the online learning skills and ICT skills of students and training may be given to teachers to improve their ICT skills so that there will be a positive Attitude towards on line learning among Teachers and Students which will definitely increase the Academic Achievement of Adolescent School students through Online learning.

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## Relationship between Attitude of School Teachers Towards Online Teaching And Their Educational Management Skills

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**Abstract:** COVID 19 pandemic has significantly disrupted our education sector. Shift to online methods of teaching creates a rapid change in the job roles and expectations of teachers. This study is conducted to assess the attitude of school teachers towards online teaching and to find its relationship with their educational management skills. The sample taken were 100 school teachers, the data was collected in Google forms, the tools used were Attitude Scale to check the attitude of teachers towards online teaching and Questionnaire to check the educational management skills of teachers. Statistics used were mean, standard deviation, correlation, significance of correlation and chi-square test. The results show that there is a positive correlation between the two variables.

**Key words:** Attitude, Educational management skills, Online Teaching, School teachers

Date of Submission: 20-03-2021

Date of Acceptance: 04-04-2021

The impact of pandemic COVID 19 is observed in all sectors around the world. The education sectors all over the world are badly affected by this. Due to the increase in number of COVID 19 positive cases; Universities, Schools and Colleges are closed. Even though the lockdown destroyed the schedule of students, there is a ray of hope for teachers and students as they could continue their educational activities through online mode. According to Gemma (2020), Online Learning is the Future of Education because it is flexible, it offers a wide selection of programs, it is accessible, it allows customized learning experience and it is more cost effective than traditional Education. Online teaching is a special kind of methodology and not all teachers are good at it. All teachers are not prepared for this sudden transition from face to face teaching to online teaching. According to Lornem (2010), Education is changing fast. It has gone beyond the traditional four walls of the classroom. It is now web based and learners can work at their pace, seek knowledge and change geographic locations without losing ground. The job of those heading educational institutions in this dynamic sector is not an easy one and as such will be faced with more challenges of increasing students, changes in learning methods as well as managing resources. This study is conducted to assess the attitude of school teachers towards online teaching and find its relationship with their educational management skills. Conclusions were drawn by comparing and analyzing the responses of 100 school teachers through online Survey.

### I. METHODOLOGY

Method - Online survey conducted with Google forms.

Tools – The tools used were Attitude Scale to check the attitude of teachers towards online teaching and Questionnaire to check the educational management skills of teachers prepared by the Investigators.

i. Attitude scale with 16 questions to check the attitude of teachers towards online teaching. There were 3 options for Attitude Scale, Always, Sometimes, and Never. The scores were 1, 2 and 3 respectively. For negative statements the scores were given in the reverse order.

ii. Questionnaire with 16 questions to check the educational management skills of teachers, which was prepared on the basis of selected eight components of educational management. The components of Educational Management skills taken for tool construction are Educational Planning, Educational Administration, Educational organization, Educational direction, Educational Co-ordination, Educational supervision, Educational controlling and Educational Evaluation. ([www.yourarticlelibrary.com/educational-management](http://www.yourarticlelibrary.com/educational-management)). Three options were given for each item and the responses were marked in the column provided. Among the three options, there is one positive option, one neutral option and one negative option. The positive option carries three marks, the neutral option carries 2 marks and the negative option carries 1 mark.

DOI: 10.9790/0837-2604012326

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## Relationship Between Attitude Of School Teachers Towards Online Teaching And Their ..

**Sample -** A sample of 100 school teachers from the state of Kerala in India was selected randomly for the study.

**Statistics:** Statistics used was mean, standard deviation, correlation, significance of correlation and chi-square test to find the relationship between the two variables.

The equations used are given below.

$$i. \quad \bar{X} = \frac{\sum X}{N} \quad (\text{Koul, 2014})$$

- $\bar{X}$  is the arithmetic mean, X is the sum of all the scores and N is the number of scores

$$ii. \quad \sigma = \sqrt{\frac{\sum(x-\bar{x})^2}{N}} \quad (\text{Best, 2005})$$

- $\sigma$  is the standard deviation  $\sum(x-\bar{x})$  is the sum of deviation score and N is the number of scores.

$$iii. \quad r = \frac{\sum(x-\bar{x})(y-\bar{y})}{\sqrt{\sum(x-\bar{x})^2 \sum(y-\bar{y})^2}} \quad (\text{Sharma, 2012})$$

r is the product moment correlation coefficient.

$$iv. \quad \chi^2 = \sum \left[ \frac{(f_o - f_e)^2}{f_e} \right] \quad (\text{Koul, 2014})$$

- $\chi^2$  is the chi-square,  $f_o$  is the frequency of occurrence of observed or experimentally determined facts,  $f_e$  is the expected frequency of occurrence

### OBJECTIVES OF THE STUDY

- To find out the relationship between the Attitude of school teachers towards online teaching and their Educational Management skills in the total sample and sub samples based on gender.
- To find out the relationship between school teachers belonging to different levels on the basis of Attitude towards online teaching and Educational Management skills in the total sample.

### HYPOTHESES OF THE STUDY

- H<sub>1</sub>: There is a significant relationship between the attitude of school teachers towards online teaching and their educational management skills in the total sample and sub samples based on gender.
- H<sub>2</sub>: There is a significant relationship between school teachers belonging to different levels on the basis of attitude towards online teaching and educational management skills in the total sample.

### ANALYSIS AND INTERPRETATION OF THE DATA

For this study mean and standard deviation of scores regarding the Attitude of School teachers towards online teaching and their Educational management skills were calculated and these values were used to find out the correlation and chi-square between the variables.

**Table - 1**  
Relationship between the Attitude of school teachers towards online teaching and their Educational Management skills in the total sample sub samples based on gender.

Sample	Variable	Number (N)	Mean (M)	Standard Deviation	r	Level of Significance
Total Sample	Attitude of School teachers towards Online teaching	100	33.1	6.5497	0.8648	p < 0.01
	Educational Management Skills		38.28	6.2701		
	Attitude of School teachers towards Online Teaching		33.3448	6.2535		

Relationship Between Attitude Of School Teachers Towards Online Teaching And Their ..

Female	Educational Management Skills	58	38.2931	6.3301	0.8935	p < 0.01
Male	Attitude of Schoolteachers towards Online teaching	42	32.7619	7.0010	0.8341	p < 0.01
	Educational Management Skills		38.2619	6.2627		

Table 1 shows that the correlation values between the attitude of school teachers towards online teaching and their educational management skills is 0.8648 and is found to be significant at 0.01 level of significance. This indicates that there is a significant, positive relationship between attitude of school teachers towards online teaching and their educational management skills. Table also shows that the correlation values between the attitude of male school teachers towards online teaching and their educational management skills is 0.8341 and is found to be significant at 0.01 level of significance. This indicates that there is a significant, positive relationship between the attitude of male school teachers towards online teaching and their educational management skills, while the correlation values between the attitude of female school teachers towards online teaching and their educational management skills is 0.8935 and it is also found to be significant at 0.01 level of significance. This indicates that there is a significant, positive relationship between the attitude of female school teachers towards online teaching and their educational management skills.

Table - 2  
Relationship between school teachers belonging to different levels on the basis of attitude towards online teaching and educational management skills in the total sample

		Educational Management Skills			Total
		Above Average	Average	Below Average	
Attitude of School Teachers Towards Online Teaching	Above Average	(2.56) 10	(10.88) 6	(2.56) —	16
	Average	(11.52) 6	(48.96) 58	(11.52) 3	72
	Below Average	(1.92) —	(8.16) 4	(1.92) 8	12
Total		16	68	16	100

The computed value of  $X^2$  is 55.05  
df = 4

The  $X^2$  critical values for 4 df as given in the chi square table are 9.488 and 13.277 respectively for 0.5 and 0.1 levels of significance. Table 2 shows that the obtained value 55.05 of  $X^2$  is higher than these values. This



*Relationship Between Attitude Of School Teachers Towards Online Teaching And Their*

indicates that there is a significant relationship between school teachers belonging to different levels on the basis of attitude of towards online teaching and educational management Skills in the total sample.

## II. CONCLUSION

The study shows that 16%, 72% and 12% of School teachers have above average, average and below average attitude towards on line teaching. 16%, 68% and 16% of School teachers have above average, average and below average Educational management skills. The conclusions of the study show that there is a high, positive, significant relationship between the attitude of school teachers towards online teaching and their educational management skills in the total sample and also on the basis of gender. While analyzing the responses of teachers, it can be concluded that teachers with high educational management skills have better attitude towards online teaching as there is a significant relationship between school teachers belonging to different levels on the basis of attitude of towards online teaching and educational management in the total sample. The study helps the teachers to improve their teaching methods. The study highlights the importance of Educational Management skills in improving Teaching -Learning methods, especially through Online mode. Various in service programs may be designed to improve the Educational Management skills and ICT skills of teachers to improve online teaching.

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DOI: 10.9790/0837-2604012326



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## Perception of Adolescent School Students towards Learning Mathematics and Languages through On Line Classes

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**Abstract:** Covid – 19 has drastically changed the world. We are now facing one of the worst crises in human history. We could never imagine of an academic year without normal schooling. Teachers, students and parents are compelled to depend on online learning platforms. This study is conducted to know the perception of adolescent school students towards learning mathematics and languages, two common papers in School Education; through on line classes. The sample taken were 100 students who were in their final years of schooling, the data was collected in google forms, the tools used were three point perception scale, the statistics used were percentage analysis, Mean, Standard deviation and test of significance to find the significance of difference between two Means. The results of the study show that students were more positive in learning languages through on line classes than learning Mathematics through on line classes.

**Key Words:** Perception, On line classes, Higher Secondary School Students

Date of Submission: 08-09-2020

Date of Acceptance: 23-09-2020

### I. INTRODUCTION

Covid- 19 pandemic has interrupted and changed the lives of people all over the world. Health and economic sector is getting adversely affected. Education sector is trying to cope with the changed world order. Due to soaring number of covid - 19 positive cases in the world, countries all over the world has decided to shut down universities, schools and colleges. So, the government has decided to initiate and implement alternate steps in this period of uncertainty of which major steps are related to the use of new developments in the field of information technology. To secure the public health, conventional class rooms, teaching methods and mediums were changed. In this situation, online classes were a solution. From primary to university level all Educational Institutions are adopting online classes. But online classes may not be fully compatible with all subjects. In this case, the study is undertaken to identify the possibilities of online learning based on two listed subjects. The perception of Adolescent students on the online classes on Mathematics and languages were analyzed, conclusions were drawn by comparing and analyzing the response of 100 students separately from online survey conducted by the Researchers through Google forms.

The results of the study conducted by Smart & Cappel (2006)<sup>1</sup> suggest that instructors should be selective in integrating online units into traditional, classroom-delivered courses and this integration should be carefully planned based on learner characteristics, course content, and the learning context. Amrithesh & Subramanian (2019)<sup>2</sup> advocate that it is easy to understand the concepts and experiments using virtual learning environment as compared to old way of learning. The study by Carrie, Raile, & Nan Yu (2014)<sup>3</sup> show that students do not see online classes equivalent to face-to-face classes. The findings of this study also suggest that the perception of greater flexibility may be the reason for the demand for online classes.

### II. METHODOLOGY

2.1: Method - Online survey using Google forms was used for this study.

2.2: Tools - The tool used for this study was a Perception Scale with 20 items prepared by the investigators. Three options were given for each item. The response is marked in the column provided. Among the three options, there is one positive option, one neutral option and one negative option. The positive option carries three marks, the neutral option carries two marks and the negative option carries one mark.

2.3: Sample - A sample of 100 higher secondary school students from the state of Kerala in India was selected randomly for the study. Higher Secondary classes are classes eleven and twelve, the last two years of Schooling in India after which students can join Arts and Science or professional colleges.



2.4: Statistics - The statistics used for this study were percentage analysis, Mean, Standard deviation and test of significance (t test) to find the significance of difference between two Means. The t-test is a type of inferential statistics used to determine whether there is a significant difference between the means of two groups which may be related to certain features.

The equations used are given below:

$$(i) \quad \bar{x} = \frac{\sum_{i=1}^n x_i}{N}$$

•  $\bar{x}$  is the arithmetic mean,  $\sum_{i=1}^n x_i$  is the sum of all the scores and N is the number of scores.

$$(ii) \quad \sigma = \frac{\sqrt{\sum_{i=1}^n (x_i - \bar{x})^2}}{N}$$

•  $\sigma$  is the standard deviation,  $\sum_{i=1}^n (x_i - \bar{x})^2$  is the sum of squared deviation of the scores from arithmetic mean and N is the number of scores.

$$(ii) \quad t = \frac{\bar{x} - \mu}{\sigma / \sqrt{n}}$$

• t is the t statistic,  $\bar{x}$  is the arithmetic of sample,  $\mu$  is the comparison mean,  $\sigma$  is the standard deviation and n is the sample size. (Gupta & Kapoor, 2009)<sup>4</sup>

### III. OBJECTIVES OF THE STUDY

- To find out the perception of adolescent school students towards learning mathematics through online classes
- To find out the perception of adolescent school students towards learning languages through online classes
- To compare the perception of adolescent school students towards learning mathematics and languages through online classes
- To compare the perception of male adolescent school students towards learning mathematics and languages through online classes.
- To compare the perception of the female adolescent school students towards learning mathematics and languages through online classes.

### IV. HYPOTHESES OF THE STUDY

H1: There is a significant difference in the perception of adolescent school students towards learning mathematics and languages through online classes in the total sample.

H2: There is a significant difference in the perception of male adolescent school students towards learning mathematics and languages through online classes.

H3: There is a significant difference in the perception of female adolescent school students towards learning mathematics and languages through online classes.

### V. ANALYSIS AND INTERPRETATION OF DATA

For this study, mean perception score of students towards learning mathematics and languages through online classes were calculated and these values were compared using t-test (P value is assumed to be 0.05)

Table - 1

	N	Mean	Variance	t-static	P(T<=t)
Perception of Adolescent school students towards learning mathematics through online classes.	100	46.98	32.605	5.88	1.80
Perception of Adolescent school students towards learning languages through online class	100	51.33	22.122		

Table - 1 show there is significant difference in the perception of adolescent school students towards learning mathematics and languages through online classes and students show much interest in learning languages through online platforms than learning mathematics through the same platform. The scores of Male and Female students were analyzed separately. These values were then compared using t-test on the basis of gender.

Table - 2

	Gender	N	Mean	Variance	t-static	P(T<=t)
Perception of Adolescent school students towards learning mathematic through online classes.	Male	55	96.4	29.8	5.639	1.48
Perception of Adolescent school students towards learning languages through online classes.		55	51.78	20.28		

Table - 3

	Gender	N	Mean	Variance	t-static	P(T<=t)
Perception of Adolescent school students towards learning mathematics through online classes.	Female	45	47.68	35.85	2.67	0.0091
Perception of Adolescent school students towards learning languages through online classes.		45	50.77	24.31		

Table -2 and Table - 3 shows there is significant difference in the perception of adolescent school students towards learning mathematics and languages through online classes and both male and female students have better perception towards languages through online classes compared to learning mathematics through online classes.

#### VI. CONCLUSION

The findings of the study show that 38.36%, 48.91% and 12.72% of the adolescent school students have above average, average and below average scores regarding the perception towards learning mathematics through online classes, while 64.65%, 31.91% and 3.52% of the adolescent school students have above average, average and below average scores regarding the perception towards learning languages through online classes.

The results of the study reveal that there is significant difference in the perception of adolescent school students in learning languages and mathematics through online classes.

The perception of adolescent school student (both female and male) towards learning languages through online classes are better than perception of adolescent school students towards learning mathematics through online classes. Online study of language and literature studies are more acceptable to children than online study of mathematics. (t value is 5.88). Online learning of language and literature is easier than online learning of mathematics for both gender. (For male students t value is 5.63. For female students t value is 2.67)

When the responses of students towards online class of Mathematics and Languages are analyzed, it is realized that learning mathematics is less acceptable for students through online classes than languages and literature. The survey found that vast majority of students; regardless of gender find online classes easier to learn languages. Online classes are available for enjoying linguistic subjects, but for subjects like mathematics, there are difficulties in understanding effectively through online method. Such difficulties are due to differences in the nature and structure of the subjects. Such subjects may be presented in different ways using different types of software to facilitate learning but students' responses reveal that understanding is more possible by learning in the physical presence of the teacher.

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Dr Usha Parvathy, et. al. "Perception of Adolescent School Students towards Learning Mathematics and Languages through On Line Classes." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 25(9), 2020, pp. 01-04.



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## Relationship between Stress Management and Leadership Quality among Adolescent School Students

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**Abstract:** Adolescence Is The Period From The Beginning Of Sexual Maturity To The Completion Of Physical Growth. During This Period Stress Is Very Common. There Is A Relationship Between Stress Management And Various Factors Which Contribute To Success In Life. This Study Analyses The Relationship Between Stress Management And Leadership Quality Among Adolescent School Students. The Results Of The Study Prove That There Is A Positive Relationship Between The Two Variables. The Data Collected Were Analysed Using Statistics Like Correlation, Test Of Significance Of Difference Between Correlations And Chi-Square.

**Key Words:** Leadership Quality, Stress Management

Date of Submission: 23-02-2018

Date of acceptance: 10-03-2018

### I. Introduction

Stress Is Very Common In Adolescents And It May Be Due To Many Factors. Stress Produces Numerous Physical And Mental Symptoms Which May Vary According To Each Student's Situational Factors. The Process Of Stress Management Is One Of The Key Factors For A Happy And Successful Life In A Modern Society. Some Factors Leading To Stress Can Prove Difficult To Handle, But Stress Management Provides A Number Of Ways To Manage Overall Well – Being. Leadership Is An Ability To Get Others To Follow. In School, Students Have The Opportunity To Develop Leadership Quality And Skills Which Will Prepare Them For Success In School Life, College Life And In The Future Life. They Must Have The Qualities Of Planning, Decision Making, Communicating And Working As A Team. A Class Is A Group Of Learners Or A Learning Group. The Basic Objectives Of These Groups Are To Complete The Learning Tasks And Maintain Positive And Effective Relationship Among Group Members.

Many Studies Have Been Conducted On Leadership Style And Stress In Working Places. Hoi Mui Fong (2015)<sup>1</sup> Did A Study To Determine The Relationship Between Leadership Style And Employee Stress Level At Workplace. The Finding Shows That There Is A Relationship Between Autocratic Leadership Style And Employee Stress Level At Workplace. Hsi-Ying Hsieh (2015)<sup>2</sup> Explored The Influence Of Manager's Leadership Style On Intern's Job Stress And Job Satisfaction And Analysed The Data On The Basis Of Gender, Age, Duties And Unit's Staff In Leadership Style, Job Stress, And Job Satisfaction. The Results Show That Leadership Style Has A Significant Influence On Job Stress. Shobhana (2010)<sup>3</sup> Did A Study On Stress Management And Leadership Style Of Executives. The Major Outcome Of The Study Is That Executives Should Resort To Individual Coping Strategies Of Stress Rather Than Allowing Stress To Overrule Them And Wait For Stress Management Interventions At The Organisation Level. Abdul Wahab, Et Al. (2011)<sup>4</sup> Examined The Role Of Leadership Practices And Job Stress Among Malay Academic Staff. N. Panchanatham, N.Kumarasamy And Vanitha (2006)<sup>5</sup> Did A Study To Analyse The Stress Pattern Of Coercive And Non-Coercive Leaders. The Findings Proved The Hypothesis That Coercive Leaders Are More Stressful Than Non-Coercive Leaders. The Aim Of The Study Conducted By Gerry Larsson, Et Al. (1998)<sup>6</sup> Was To Develop A Theoretical Understanding Of Leadership Under Severe Stress, Using A Grounded Theory Approach Among Military Officers. Ramdane Djebarni (1996)<sup>7</sup> Reports On The Findings Of A Research Work Aimed At Investigating And Analysing The Impact Of Stress On The Effectiveness Of Site Managers As Leaders. It Was Revealed, Among Other Findings, That The Impact Of Stress On Site Managers Followed To A Great Extent The Typical Inverted U-Shaped Pattern.

Even Though Many Studies Have Been Conducted On Leadership, Leadership Style, Stress And Stress Management In Working Places, Only Few Studies Were Done On Leadership Quality Of School Students. Leadership Can Be Described As The Ability Of An Individual To Influence Motivate And Enable Others To Contribute Towards The Effectiveness And Success Of An Organisation Or Group Of Which They Are

DOI: 10.9790/0837-2303020306

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appraisal in the Context of Bangladesh

## Relationship Between Stress Management And Leadership Quality Among Adolescent School Students

Members. A Person Who Can Bring About Change Therefore, Is One Who Has This Ability To Become A Leader. Stress Management Include Different Coping Strategies Adopted By A Person To Reduce Stress. The Main Objective Of The Paper Is To Find Out The Relationship Between Stress Management And Leadership Quality Among School Children.

### II. Methodology

2.1 Method- Survey Method Was Used In This Study.

2.2 Sample - A Sample Of 100 Adolescent School Students Was Taken From The State School Of Kerala, India.

2.3 Sampling Technique -A Random Sample Was Taken From Different Schools Giving Due Consideration To The Sub-Sections Of The Population.

2.4 Tools Used -

- Rating Scale To Measure Leadership Quality Prepared By Dr. Usha Parvathy And Saritha R.P. And Modified By The Researchers.
- Rating Scale To Measure Stress Management Prepared By Dr. Usha Parvathy And Saritha R.P. And Modified By The Researchers

Both The Tools Were Three Point Rating Scales With 24 Items. Each Tool Had 11 Negative Statements. The Scoring Pattern Was 3, 2 And 1 For Positive Statements And 1, 2 And 3 For Negative Statements.

2.5 Statistics - The Statistical Technique Used Were Mean, Standard Deviation And Correlation [Karl Pearson's Co-Efficient Correlation], T Test To Measure The Significance Of Difference Between Two Correlations And Chi-Square.

Mean, 
$$\bar{x} = \frac{\sum x}{n}$$

Standard Deviation, 
$$\sigma = \sqrt{\frac{\sum x^2}{n} - \left(\frac{\sum x}{n}\right)^2}$$

Correlation, R = 
$$\frac{n\sum xy - \sum x \sum y}{\sqrt{n\sum x^2 - (\sum x)^2} \sqrt{n\sum y^2 - (\sum y)^2}}$$

Standard Error,  $SE_d$  = 
$$\sqrt{\frac{1}{N_1-3} + \frac{1}{N_2-3}}$$

T Score, 
$$T = \frac{Z_1 - Z_2}{SE_D}$$

Chi Square, 
$$\chi^2 = \sum \left( \frac{(f_o - f_e)^2}{f_e} \right)$$

(Garrett, 1981)<sup>8</sup>

#### Hypotheses Of The Study

- There Is A Significant Relationship Between Stress Management And Leadership Quality Among Adolescent School Students In The Total Sample.
- There Is A Significant Relationship Between Stress Management And The Leadership Quality Among Female Adolescent School Students.
- There Is A Significant Relationship Between Stress Management And The Leadership Quality Among Male Adolescent School Students.
- There Is A Significant Difference In The Relationship Between Stress Management And The Leadership Quality Among Male And Female Adolescent School Students.
- There Is A Significant Relationship Between Different Levels Of Stress Management And Different Levels Of Leadership Quality Among Adolescent School Students In The Total Sample.

#### Objectives Of The Study

- To Find Out The Relationship Between Stress Management And Leadership Quality Among Adolescent School Students In The Total Sample.
- To Find Out The Relationship Between Stress Management And Leadership Quality Among Female Adolescent School Students.

DOI: 10.9790/0837-2303020306



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## Relationship Between Stress Management And Leadership Quality Among Adolescent School Students

- To Find Out The Relationship Between Stress Management And Leadership Quality Among Male Adolescent School Students.
- To Find Out Whether There Is A Significant Difference In The Relationship Between Stress Management And Leadership Quality Among Male And Female Adolescent School Students.
- To Find Out Whether There Is A Significant Relationship Between Different Levels Of Stress Management And Different Levels Of Leadership Quality Among Adolescent School Students In The Total Sample.

### III. Analysis And Interpretation Of The Data

**Table- 1: Relationship Between The Values Regarding Stress Management And Leadership Quality Among Adolescent School Students In The Total Sample And Sub Samples Based On Gender**

Groups	Number	Variables				R	Level Of Significance
		Stress Management		Leadership Quality			
		Mean	Sd	Mean	Sd		
Total	100	53	5	51	5	0.44	0.01
Male	63	53	5	50	5	0.45	0.01
Female	37	52	5	52	4	0.54	0.01

The Table Above Shows That There Is A Significant Positive Correlation Between The Values Regarding Stress Management And Leadership Quality Among Adolescent School Students In The Total Sample And Sub Samples Based On Gender. The Correlation Values Denote Substantial Or Marked Relationship (Garrett, 1981, P. 176)<sup>9</sup> Between The Variables.

**Table – 2: Data And Results Of The Test Of Significance Of The Difference Between The Correlations Of The Values Regarding Stress Management And Leadership Quality In Adolescent School Students Based On Gender**

Gender	Number	Variables				R	T - Value	Level Of Significance
		Stress Management		Leadership Quality				
		Mean	Sd	Mean	Sd			
Male	63	53	5	50	5	0.45	0.55	Not Significant
Female	37	52	5	52	4	0.54		

The Table Value (T -0.55) Shows That There Is No Significant Difference Between The Correlations Of The Values Regarding Stress Management And Leadership Quality In Adolescent School Students Based On Gender. So It Can Be Interpreted That The Correlation Values Related To Stress Management And Leadership Quality Is Same In Male And Female Adolescent School Students.

**Table – 3: Relationship Between Adolescent School Students Belonging To Different Levels Of Stress Management And Different Levels Of Leadership Quality**

Levels Of Stress Management	Levels Of Leadership Quality				Df (R-1)(C-1)	X <sup>2</sup>	Level Of Significance
	Above Average	Average	Below Average	Totals			
Above Average	9	5	0	14	4	27.50628	0.01
Average	7	45	13	65			
Below Average	1	14	6	21			
Totals	17	64	19	100			

Adolescent School Students Were Grouped Into Three On The Basis Of Scores Of Stress Management. The Students Having Score Above M+1  $\Sigma$  Was Considered As Above Average And Students Having Score Below M-1  $\Sigma$  Was Considered As Below Average. Students Having Scores Between M+1  $\Sigma$  And M-1  $\Sigma$  Were Considered As Average. Students Were Grouped Into Three On The Basis Of Scores Of Leadership Quality. The Table Above Shows That There Is A Significant Relationship Between The Number Of Adolescent School Students Belonging To Different Levels Of Stress Management And Different Levels Of Leadership Quality As The Obtained X<sup>2</sup> Value, 27.50628 Is Significant At 0.01 Level.

## Relationship Between Stress Management And Leadership Quality Among Adolescent School Students

### Conclusions Of The Study

- There Is A Significant, Substantial/Marked, Positive Relationship Between The Stress Management And Leadership Quality Among Adolescent School Students In The Total Sample.(R = 0.44.Significant At 0.01 Level)
- There Is A Significant, Substantial/Marked, Positive Relationship Between The Stress Management And Leadership Quality Among Female Adolescent School Students In The Total Sample.(R = 0.4=54.Significant At 0.01 Level)
- There Is A Significant, Substantial/Marked, Positive Relationship Between The Stress Management And Leadership Quality Among Male Adolescent School Students In The Total Sample.(R = 0.4=45.Significant At 0.01 Level)
- There Is No Significant Difference In The Relationship Between Stress Management And The Leadership Quality Among Male And Female Adolescent School Students.(T =0.55,Not Significant)
- There Is A Significant Relationship Between Different Levels Of Stress Management And Different Levels Of Leadership Quality Among Adolescent School Students In The Total Sample.(X<sup>2</sup>=27.50628,Significant At 0.01 Level)

Stress And Depression Are Serious Problems Faced By Many Teenagers. According To Stanley Hall Adolescence Is A Period That Is Characterized By Storm And Stresses. The Greatest Health Obstacles Of Students Of This Age Group Are Academic Performance And Academic Stress. Academic Stress May Result In Increase In The Number Of Drop Outs. Achievement Anxiety Is Also One Of The Most Common Cause Of Stress In Adolescent School Students .To Reduce Stress, Schools Should Provide Co-Curricular Activities Like Group Discussion, Seminar, Tour Programmes Etc. Which Will Also Help To Develop Leadership Quality Among Children. The Results Of This Study Have Shown Positive Relationship Between Stress Management And Leadership Quality Among Adolescent School Students.

### Acknowledgements

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IOSR Journal Of Humanities And Social Science (IOSR-JHSS) is UGC approved Journal with SI. No. 5070, Journal no. 49323.

Dr Usha Parvathy "Relationship between Stress Management and Leadership Quality among Adolescent School Students "IOSR Journal Of Humanities And Social Science (IOSR-JHSS) vol. 23 no. 3, 2018, pp. 03-06

## Relationship between Stress Management and Teaching Efficacy Among School Teachers

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**Abstract:** Stress is a state of mental tension and worry caused by problems in one's life, work, etc. Among school teachers stress is manifested as growing number of teacher absences per year as well as an increase in early retirement as they have lost their love for the job. The concept of stress cannot be ignored in any profession as well as in the teaching profession. A proper strategy for stress management will help to reduce the stressful situation and enhance the output of an individual in any profession. This study is an attempt to study by a survey, the relationship between stress management and teaching efficacy among school teachers of India. The results of the study prove that there is a significant positive relationship between stress management and teaching efficacy among school teachers in India.

**Key words:** Stress management, Teaching efficacy

### I. INTRODUCTION

Stress is a general term applied to various psychological (mental) and physiological (bodily) pressures experienced or felt by people throughout their lives. The word 'Stress' is defined by the Oxford dictionary as 'state of affair involving demand on physical or mental energy'. Individual affected by stress may experience feelings of fatigue, loss of sleep, anxiousness and even burnout. In serious cases hypertension and ulcers may also occur. The stress which teacher experience while performing different roles are regular attendance on time irrespective of their health problem, arranging various educational and development programs, handling children from different socio economic and cultural background, teaching children at different academic levels, pressure from management, parents and other higher officials, updating themselves with latest teaching technologies, keep informed in this era of knowledge explosion, managing children with special needs etc. which interfere in the time given to family and children and other responsibilities related to profession.

Stress is an unavoidable part of life due to increasing workload and complexities in daily life. Stress is anywhere and everywhere, whether it is in family, friends, business, institute or society. Right from birth to death, each and every individual is exposed to stress. Each profession causes a specific level of stress. Teaching is also one of the stressful professions like many other professions. Shahin Vaezi & Nasser Fallah, 2011[1] investigated the relationship between self-efficacy and stress among 108 EFL teachers in Iran. The participants were administered self-efficacy and stress questionnaires. Pearson Product-Moment Correlation and Multiple Regression analyses were used. The results indicated significant negative correlation between self-efficacy and stress. Ahmet Cezmi Savaş, Yunus Bozgeyik and Ismail Eser, 2015[2] did a study to examine the relationship between teacher self-efficacy and burnout. The results of the data analysis put forward that there was significant, medium and negative correlation between teacher self-efficacy and burnout levels of the participants. Hierarchical multiple regression analysis results, which were used to assess the relationship between the two variables better, indicated that teacher self-efficacy predicted burnout negatively. Rekha B. R. & Manikandan K., 2012[3] did a meta-analysis of studies related to self-efficacy and job stress. The investigators concluded that stress is the basic reason for the burn out of teachers. Teachers with self-efficacy can deal with their stress which in turn results in positive mental health. The stress level of teachers can be lowered by adopting strategies to empower self-efficacy of teachers.

The issue of stress among teachers is becoming as one of the serious problems where adequate attention is needed. Stress management refers to various interventions to reduce stress including a range of techniques and psychotherapies. In the context of this study, stress management refers to the techniques adopted by school teachers in India, to control their level of stress. Teaching Efficacy is the extent to which a teacher believes he or she can influence students' behavior and their academic achievement, especially of pupils with difficulties or those with particularly low learning motivation (Ashton & Webb, 1986; Guskey & Passaro,



1994). [4]. In this study teaching efficacy refers to the ability of school teachers in India, to influence the student's behavior and their academic achievement.

The main objective of this paper is to work out the relationship between stress management and teaching efficacy among school teachers in India. The paper also studies the level of stress management and the level of teaching efficacy among school teachers in India. This study also analyses the difference in the scores regarding Teaching Efficacy of school teachers belonging to Above Average & Average, Average & Below Average and Below Average & Above Average levels of Stress Management.

## II. METHODOLOGY

2.1 Method: Normal survey method was used in the study.

2.2 Sample: A random sample of 40 school teachers were taken from the state of Kerala, India.

2.3 Tools used:

- Rating Scale for stress management prepared by Dr Usha Parvathy and Saritha R. P. and modified by the researchers. The rating scale had 22 statements which include 8 negative statements and 14 positive statements based on the strategies adopted by teachers in different possible stress situations related to teaching profession.
- Rating Scale for teaching efficacy prepared by Dr Usha Parvathy and Jecna Thomas and modified by the researchers. The rating scale used to rate teaching efficacy had 32 statements related to different aspects of teaching profession.

Both the rating scales used were three point scales with three alternatives positive, neutral and negative. The marks awarded were 1, 2 and 3 respectively. For negative statements marks were awarded in the reverse order. The validity and reliability of the tools were established.

2.4 Statistics: The statistical techniques used were Mean, Standard Deviation, Correlation (Karl Pearson's Coefficient of Correlation Method) and t test.

Mean, 
$$\bar{x} = \frac{\sum x}{n}$$

Standard Deviation, 
$$\sigma = \sqrt{\frac{\sum x^2}{n} - \left(\frac{\sum x}{n}\right)^2}$$

Correlation, r 
$$= \frac{n\sum xy - \sum x \sum y}{\sqrt{n\sum x^2 - (\sum x)^2} \sqrt{n\sum y^2 - (\sum y)^2}}$$

Standard Error,  $SE_D$  
$$= SD \sqrt{\frac{N_1 + N_2}{N_1 N_2}}$$

t Score, t 
$$= \frac{M_1 - M_2}{\sigma_D}$$
 Garrett, 2005[5]

## III. OBJECTIVES OF THE STUDY

1. To find out the level of stress management among school teachers in India.
2. To find out the level of teaching efficacy among school teachers in India.
3. To find out the relationship between stress management and teaching efficacy among school teachers in India.
4. To compare the scores regarding Teaching Efficacy of school teachers in India belonging to Above Average and Average levels of Stress Management.
5. To compare the scores regarding Teaching Efficacy of school teachers in India belonging to Average and Below Average levels of Stress Management.
6. To compare the scores regarding Teaching Efficacy of school teachers in India belonging to Below Average and Above Average levels of Stress Management.



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#### IV. HYPOTHESES OF THE STUDY

1. There is a significant relationship between stress management and teaching efficacy among school teachers in India.
2. There is a significant difference in the scores regarding Teaching Efficacy of school teachers in India belonging to Above Average and Average levels of Stress Management.
3. There is a significant difference in the scores regarding Teaching Efficacy of school teachers in India belonging to Average and Below Average levels of Stress Management.
4. There is a significant difference in the scores regarding Teaching Efficacy of school teachers in India belonging to Below Average and Above Average levels of Stress Management.

#### V. ANALYSIS AND INTERPRETATION OF THE DATA

The following tables show the analysis of the data.

Table 1: Relationship between stress management and teaching efficacy among school teachers in India.

Variables	Mean	Standard deviation	r
Stress management	58.65	6.37	0.84
Teaching efficacy	87.75	6.56	

Table 1 shows that the Mean and Standard deviation of scores regarding stress management of school teachers were 58.65 and 6.37 respectively while the Mean and Standard deviation of scores regarding teaching efficacy of school teachers were 87.75 and 6.56 respectively for the total sample. The coefficient of correlation was 0.84 which proves that there is a significant, high, positive correlation between the two variables.

Table 2: Comparison of scores regarding Teaching Efficacy of school teachers in India belonging to Above Average and Average levels of Stress Management

Levels of Stress Management	Number	Mean score of Teaching efficacy	Standard Deviation	Standard Error	t - value	Level of Significance
Above Average	10	93	3.09	1.19	2.52	0.05
Average	20	90				

Table 3: Comparison of scores regarding Teaching Efficacy of school teachers in India belonging to Average and Below Average levels of Stress Management

Levels of Stress Management	Number	Mean score of Teaching efficacy	Standard Deviation	Standard Error	t - value	Level of Significance
Average	20	90	4.23	1.64	6.71	0.01
Below Average	10	79				

Table 4: Comparison of scores regarding Teaching Efficacy of school teachers in India belonging to Below Average and Above Average levels of Stress Management

Levels of Stress Management	Number	Mean score of Teaching efficacy	Standard Deviation	Standard Error	t - value	Level of Significance
Below Average	10	79	4.02	1.79	7.82	0.01
Above Average	10	93				

Table 2,3 and 4 shows that there is a significant difference in the scores regarding Teaching Efficacy of school teachers belonging to Above Average and Average, Average and Below Average, Below Average and Above Average levels of Stress Management. All the t values are significant.



## VI. CONCLUSIONS OF THE STUDY

- 25% of the teachers were above average in stress management, while 50% were average and 25% were below average in stress management.
- Only 10% of the teachers were above average in teaching efficacy, while 72.5% were average and 17.5% were below average in stress management.
- There is a significant, high, positive correlation between stress management and teaching efficacy among school teachers in India ( $r = 0.84$ ).
- There is a significant difference in the scores regarding Teaching Efficacy of school teachers in India belonging to Above Average and Average levels of Stress Management ( $t = 2.52$ , significant at 0.05 level). The scores regarding Teaching Efficacy of school teachers in India belonging to Above Average level of stress management was significantly higher than the scores regarding Teaching Efficacy of school teachers in India belonging to Average level of Stress Management.
- There is a significant difference in the scores regarding Teaching Efficacy of school teachers in India belonging to Average and Below Average levels of Stress Management ( $t = 6.71$ , significant at 0.01 level). The scores regarding Teaching Efficacy of school teachers in India belonging to Average level of stress management was significantly higher than the scores regarding Teaching Efficacy of school teachers in India belonging to Below level of Stress Management.
- There is a significant difference in the scores regarding Teaching Efficacy of school teachers in India belonging to Below Average and Above Average levels of Stress Management ( $t = 7.82$ , significant at 0.01 level). The scores regarding Teaching Efficacy of school teachers in India belonging to Above Average level of stress management was significantly higher than the scores regarding Teaching Efficacy of school teachers in India belonging to Below Average level of Stress Management.

A teacher is usually burdened with multiple roles and responsibilities. Teachers are more vulnerable to stress as stress is caused by many factors including poor working conditions, scarcity of resources, heavy workloads and lack of administrative and family support system. As a result of these stressful aspects of teaching, stress can have negative effects on teacher's physical, emotional, behavioral and mental well-being and finally to their teaching efficacy which will affect the all-round development of a generation. Teachers are blindly criticized if they fail to provide knowledge and services to society according to expectations. The study proves that there is a significant positive relationship between stress management and teaching efficacy among school teachers in India. The study also shows that the scores related to teaching efficacy are significantly higher for teachers having higher levels of stress management. So authorities/individuals should take steps to implement proper strategies for stress management to increase the teaching efficacy.

## ACKNOWLEDGEMENTS

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IOSR Journal Of Humanities And Social Science (IOSR-JHSS) is UGC approved Journal with SI. No. 5070, Journal no. 49323.

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Author's Name :	Dr Usha Parvathy, Vidya Rajendran
Journal Name :	IOSR Journal of Humanities and Social Science
ISSN :	2278-0837
Publisher Name :	International Organization of Scientific Research
Journal URL :	www.iosrjournals.org
Publishing Model :	Open Access Publishing
Review Type :	Blind Peer Review Process
Journal Type :	Indexed Refereed Journal
Volume No. :	27
Issue No. :	08
Article DOI :	10.57990/2278-2708/220225

  
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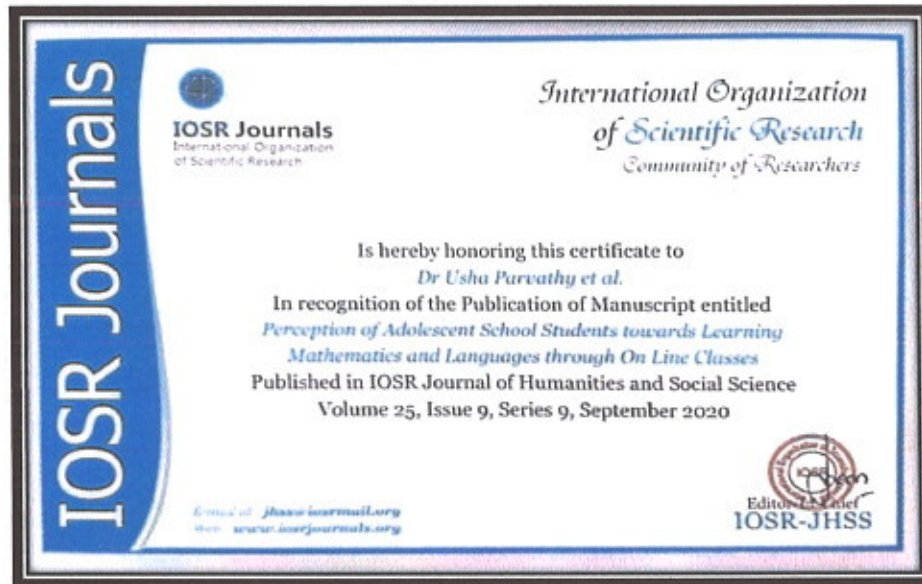


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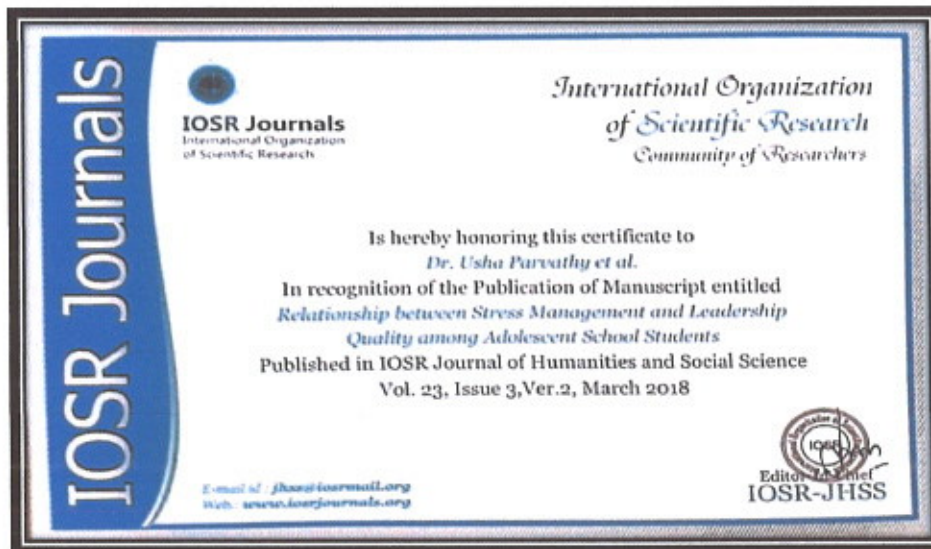
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## External Research Colloquium

M Ed department annually conducts External research colloquiums to provide expert's advice in the topic selection for M Ed dissertation. This leads to integrate Post Graduate students to their new phase of learning. Research experts provide an insight into the justification of the topic and its relevance. The finalization of topic selection procedure ends with the thorough scrutiny and approval of external colloquiums.

### Objectives

1. To help the post graduate students in the problem selection for their dissertation.
2. To provide an insight in to the research study.
3. To facilitate expert's guidelines in the topic selection.
4. To help them to anticipate the challenges in tool making, data collection, interpretation etc.

### External Research Colloquium on 09.04.2023

Dr Smitha S, Assistant Professor was headed the research colloquium conducted on 09.04.2023. The meeting was conducted on Google Meet. The expert analyzed the viability of each topic and corrected the variable selection of M Ed batch 2022-24.



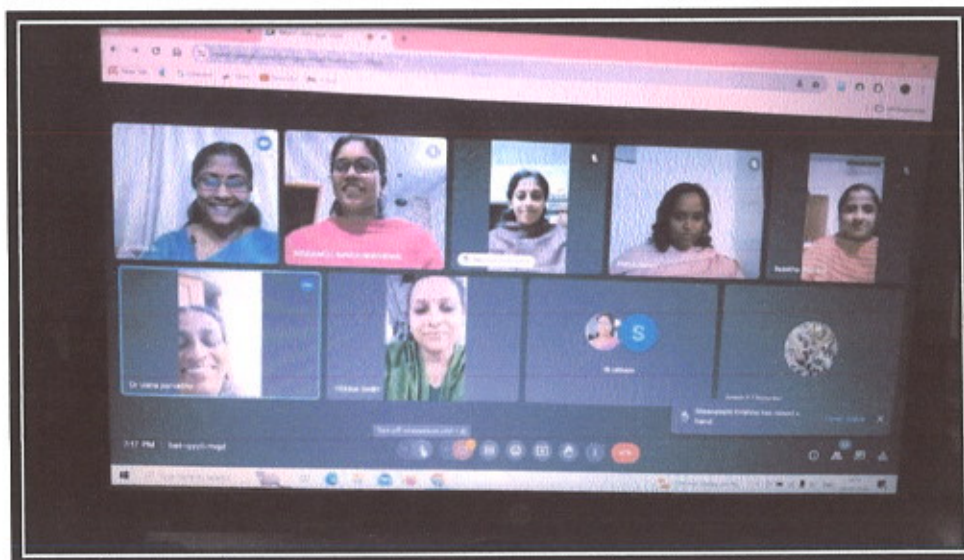
**Dr Smitha S, the Research Expert in External Research Colloquium on 09.04.2023**



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### **External Research Colloquium in 17.09.2022**

External research colloquium for the M Ed batch of 2021-23 was held on 17.09.2022. Dr Smitha S, Assistant Professor, School of Pedagogical Sciences, M G University, Kottayam, attended the queries of the students and lend a hand in the finalisation of topics for their dissertation. The meeting was arranged in Google meet agreeing with the convenience of the research expert.




**Dr Smitha S, the Research Expert in External Research Colloquium on 17.09.2022**

### **External Research Colloquium held on 21.12.2021**

Dr T V Thulasidharan, Professor, School of Pedagogical Sciences. M G University, Kottayam rendered help in the finalization of research problems for the dissertation of M Ed batch 2020-2022. The session was arranged on 21.12.2021. After the topic finalization the research expert took a seminar on research designs



  
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**Dr T V Thulasidharan in External Research Colloquium on 21.12.2021**

**Brochure of External Research Colloquium**

**External Research Colloquium held on 12.10.2020**

External Research Colloquium 2020 was conducted on 12.10.2020 amidst the COVID 19 lockdown period. Prof (Dr) T V Thulasidharan finalized the research problems for the M Ed batch 2019-21.

No.	Name of the student / PIN	Title of the M Ed dissertation
1	Asha Thiruvallur / 2019A0017	EFFECTIVENESS OF A QUALITY BASED DEVELOPMENT MODEL THROUGH ONLINE MODELS ON ETHICAL THINKING AND ACHIEVEMENT IN PROCESS OF SECONDARY SCHOOL STUDENTS
2	Usha Babu / 2019A0018	RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACHIEVEMENT AMONG HIGHER SECONDARY SCHOOL STUDENTS
3	Madhavi Mathan / 2019A0019	PRO ENVIRONMENTAL BEHAVIOUR AND SOCIAL RESPONSIBILITY AMONG STUDENT TEACHERS AT SECONDARY LEVEL
4	Shruthi Padma L P / 2019A0020	RELATIONSHIP BETWEEN SELF CONCEPT AND ACHIEVEMENT AMONG HIGHER SECONDARY SCHOOL STUDENTS
5	Usha Babu / 2019A0021	RELATIONSHIP BETWEEN SOCIAL RESPONSIBILITY AND PRO ENVIRONMENTAL BEHAVIOUR AMONG SECONDARY SCHOOL TEACHERS
6	Sudha Rajan / 2019A0022	RELATIONSHIP BETWEEN PRO SOCIAL BEHAVIOUR AND LEADERSHIP ABILITY AMONG HIGHER SECONDARY SCHOOL STUDENTS
7	Abhishek / 2019A0023	EFFECTIVENESS OF SELF INSTRUCTIVE DESIGN MODEL THROUGH ONLINE MODELS ON MATHEMATICAL REASONING ABILITY AND ACHIEVEMENT IN MATHEMATICS OF HIGHER SECONDARY SCHOOL STUDENTS
8	Aradhana / 2019A0024	RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SOCIAL RESPONSIBILITY OF STUDENT TEACHERS AT SECONDARY LEVEL
9	Anu Jose / 2019A0025	RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SOCIAL RESPONSIBILITY OF STUDENT TEACHERS AT SECONDARY LEVEL
10	Usha M / 2019A0026	RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACHIEVEMENT MOTIVATION OF STUDENT TEACHERS AT SECONDARY LEVEL
11	Neeraj / 2019A0027	EFFECTIVENESS OF MIND MAPPING AND SOCIAL STRATEGY THROUGH ONLINE MODELS ON SELF CONFIDENCE AND ACHIEVEMENT IN MATHEMATICS OF HIGHER SECONDARY SCHOOL STUDENTS
12	Shruthi Rajan / 2019A0028	RELATIONSHIP BETWEEN STUDENT TOLERANCE AND SELF EFFICACY OF STUDENT TEACHERS AT SECONDARY LEVEL
13	Madhu M. Shaji / 2019A0029	RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS

**List of confirmed titles of research studies of M Ed Students of batch 2019-20 sanctioned by Dr T V Thulasidharan on 12.10.2020**



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## External Research Colloquium held on 16.09.2019

External Research Colloquium 2019 was conducted on 16.09.2019. Dr Varghese K Cherian, Principal, St Joseph's Training College, Mannanam, was rendered help in the finalization of topics for dissertation of M Ed batch 2018-20. After the finalization of research problems he give fourth a seminar on research processes.



Dr Varghese K Cherian in External Research Colloquium on 16.09.2019

## Internal Research Colloquiums

Internal research colloquiums are conducting for each batch of post graduate students to provide guidelines in selecting topics for their dissertation. The scaffolding is given by the faculties of the institution. It is a faculty initiated research activity.

### Objectives of Internal Colloquium

1. To provide guidance for choosing research problem
2. To provide guidance in conducting research
3. To provide guidelines to use academic resources effectively
4. To help them in research related decision making



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**Internal Research Colloquium on 25.08.2022 for M Ed batch  
2021-23**



**Internal Research Colloquium 18.10.2021 for M Ed batch  
2020-21**



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**Internal Research Colloquium 08.08.2020 for M Ed batch  
2019-2021**



**Internal Research Colloquium on 03.09.2019 for M Ed batch  
2018-20**



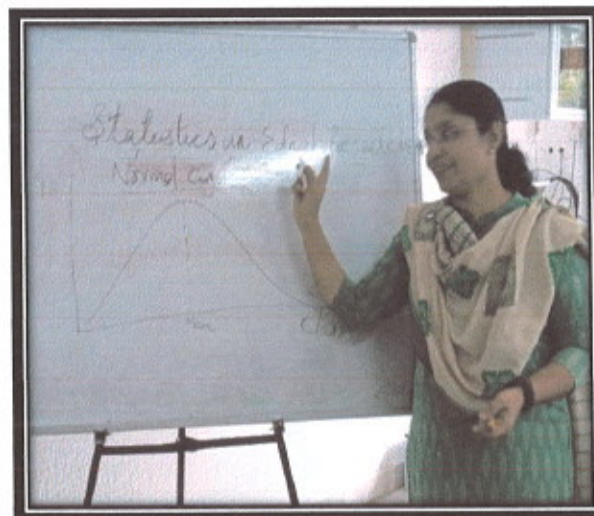
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**Internal Research Colloquium on 26.09.2018 for M Ed Batch 2017-19**

### **Research Circle Seminars**

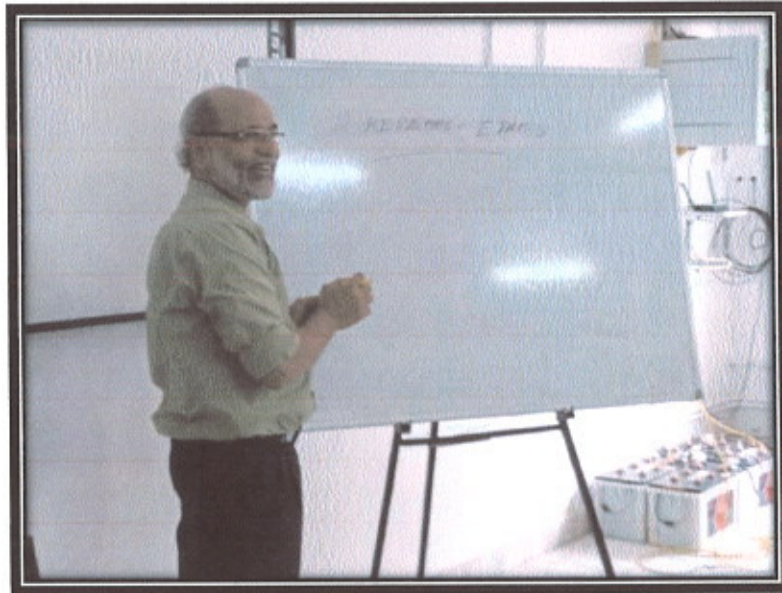
For the soundness of the 'Research Aide' culture of SNCE Research Circle Seminars are arranged periodically for students to equip the students with better research skills. Topics of Research Circle Seminars are related to research design, research methodology, review of related literature, qualitative and quantitative data, tool construction, statistical analysis and interpretation etc.



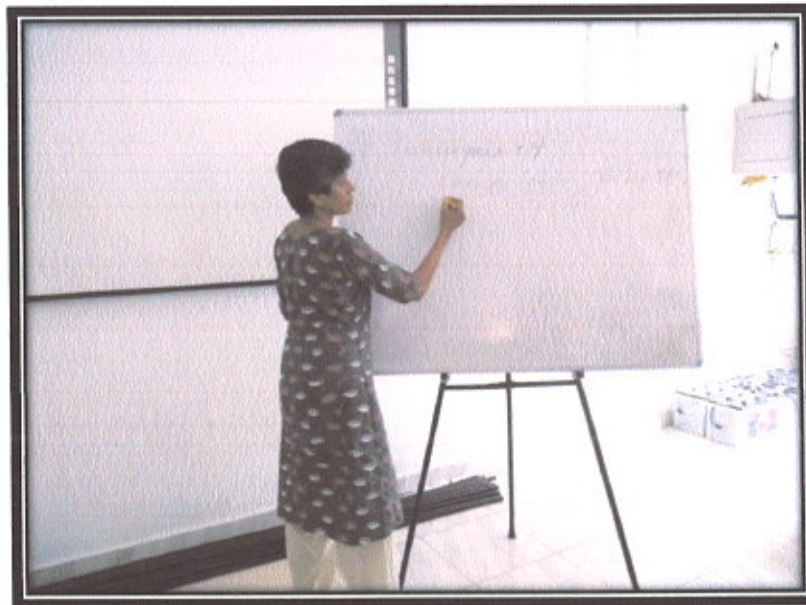
**Research Circle Seminar on Statistical analysis dated 25.06.2020**



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**Research Circle Seminar on Research Ethics dated 20.02.2020**



**Research Circle Seminar on Tool Construction dated 14.09.2019**



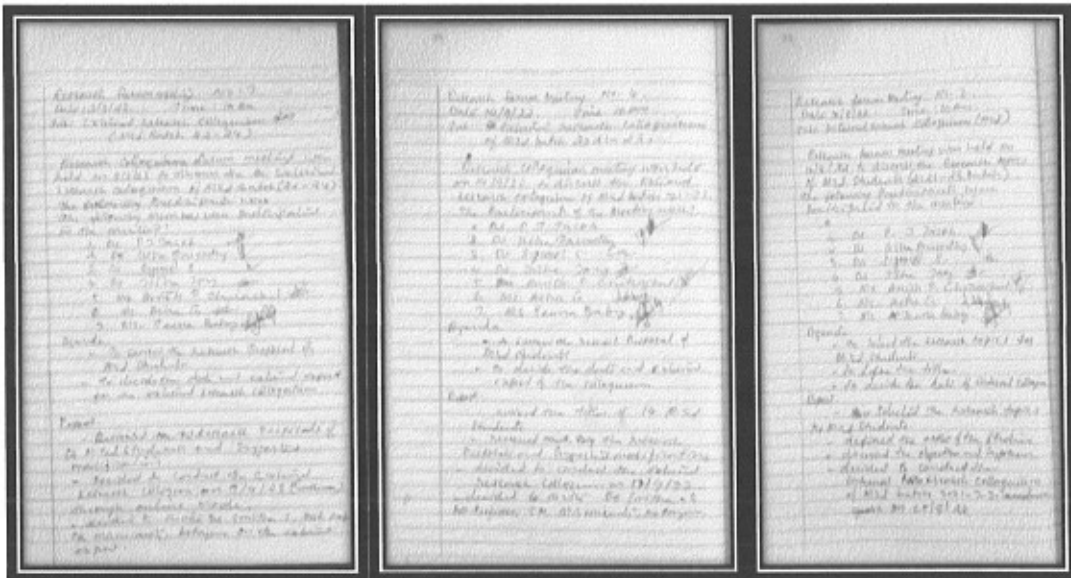
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**Research Circle Seminar on Experimental Designs dated 10.07.2019**

**Research Forum**

The formal responsibility of the cultivation of a research culture is laid upon the Research Forum of the college. To encourage, promote and advocate research practices in the institution research forum puts their heads together and takes decisions on Internal and external research colloquiums, publication of articles, Research Circle seminars, research problem discussion of faculties etc.

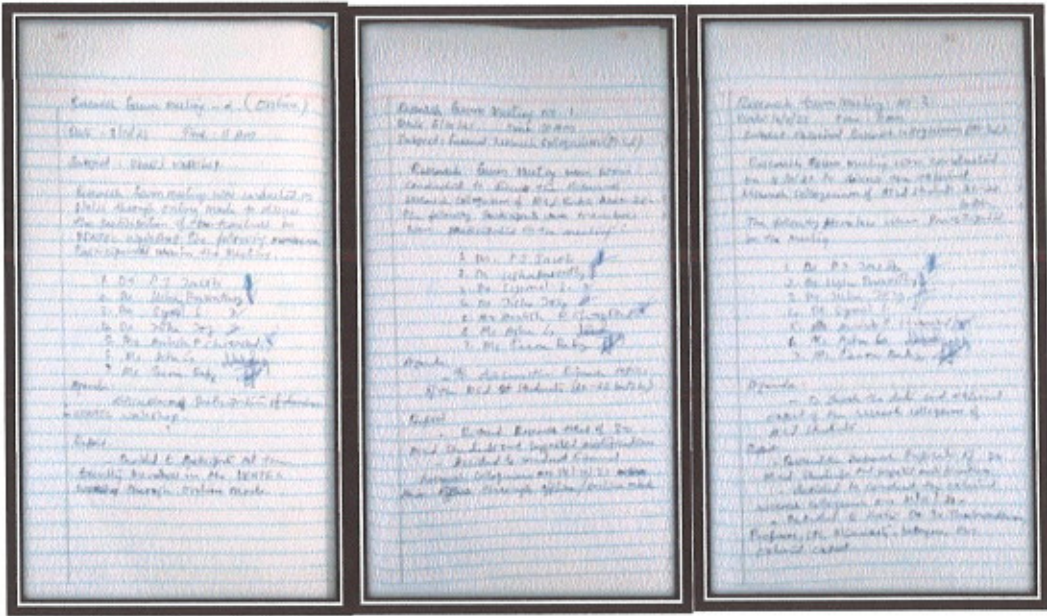


**Minutes of the Research Forum Meetings held on the Year 2022-23**

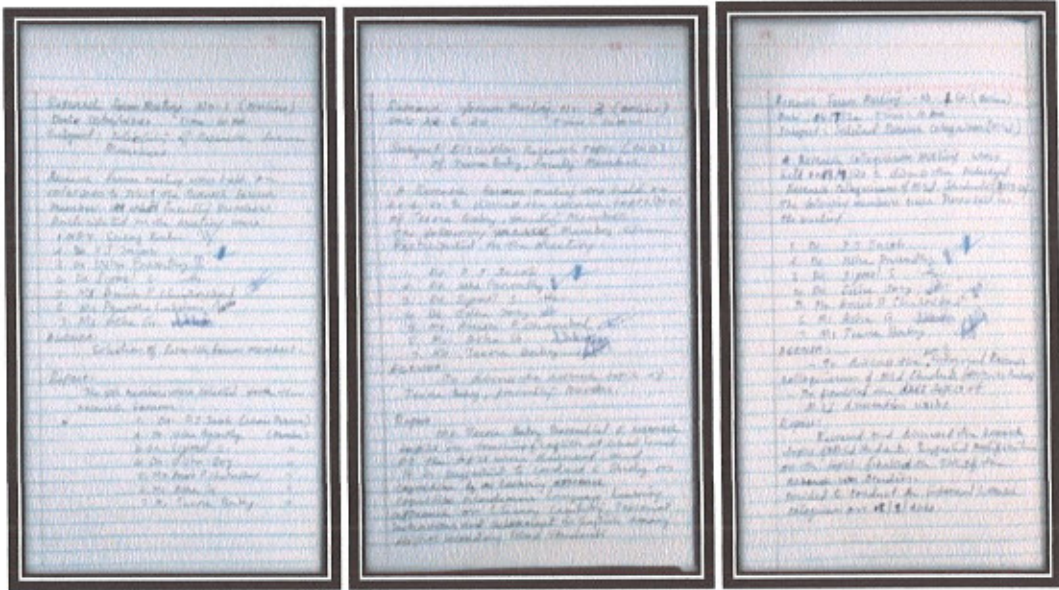


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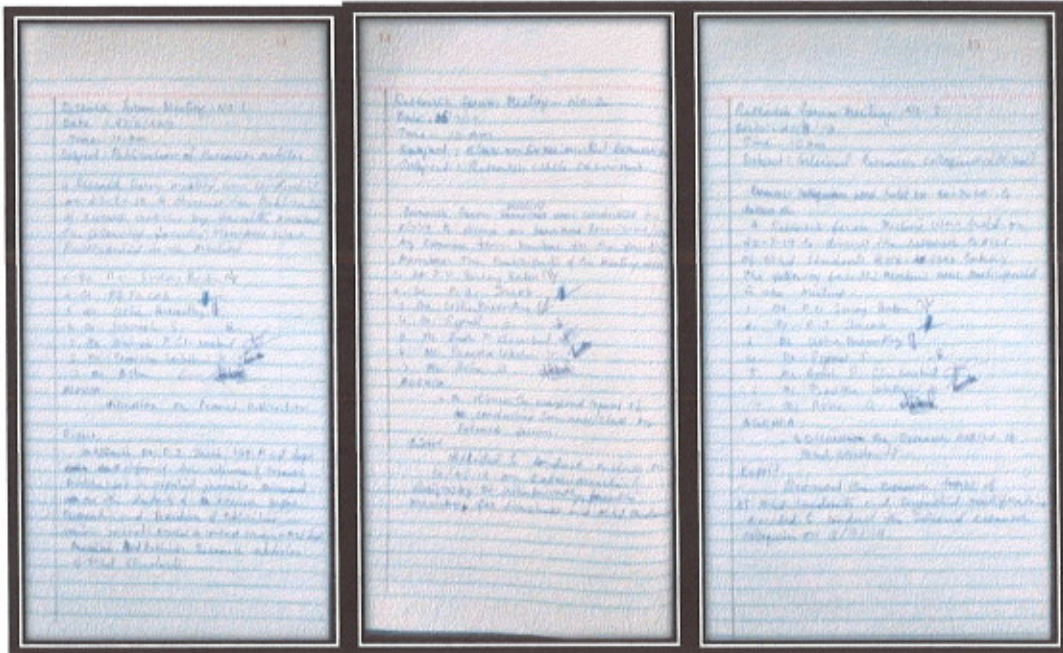


**Minutes of Research Forum Meetings Held on the year 2020-21**

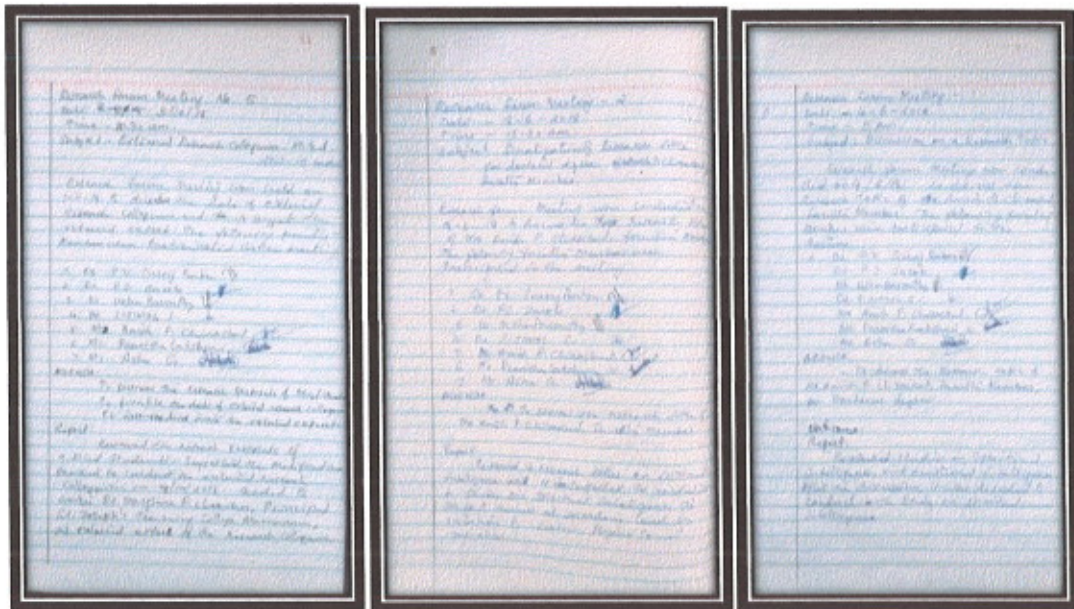


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**Minutes of the Research Forum Meetings held on the Year 2019-20**



**Minutes of the Research Forum Meetings held on the Year 2018-19**



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