Attitude towards Continuous Internal Assessment and Study Habits of the Student Teachers in Manipur

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Abstract: The study's main purpose is to analyze the attitude towards CIA and study habits of B.Ed. student teachers and their relationship. A randomly drawn group of 600 B.Ed. student teachers enrolled at different teacher education colleges affiliated with Manipur University during the academic year 2023-24 responded to a set of self-administered questionnaires comprising Study Habits developed by Mukhopadhyay and Sansanwal (2015) and Attitude Towards Continuous Internal Assessment (CIA) developed by the researcher. For analysing and interpreting the test scores, percentage and Pearson's Product Moment Coefficient of Correlation to see the relationship between the variables. All the statistical treatments have been done with IBM SPSS Statistics Version 22 software. The results revealed that the maximum number of B.Ed. student teachers fall under the category of moderate level of attitude, with 378 (63.00%). The maximum number of B.Ed. student teachers fall under the category of moderate study habits, with 233 (38.83%). Increases in B.Ed. student teachers' study habit statuses were correlated with increases in their attitude towards continuous internal assessment. In conclusion, future research may investigate the joint and relative contribution of other demographic variables of student teachers to predict their attitudes toward continuous internal assessment practices.

Keywords: Study Habits, Attitude, Continuous Internal Assessment, B.Ed. Student teachers, Manipur University.

1. INTRODUCTION

Teacher education is a program related to developing teacher proficiency and competence that would enable and empower the teacher to meet the profession's requirements and face the challenges therein. In teacher education institutions, novice teachers are trained. Understanding how pre-service teachers' histories, ideas, or conceptions are built upon them, and how knowledge about teaching and learning influences them is a special interest of teacher education research that supports pre-service teachers' professional growth (Furlong, 2013; Kaasila & Lauriala, 2010; Walkington, 2005). Attitude is an index of how we think and feel about people, objects, and environmental issues (Ebele & Olofu, 2017). Continuous Internal Assessment (CIA) could motivate students to work harder and evaluate their learning during the course when given feedback. Continuous Internal Assessment can lead to more effective study behavior (Indira et al., 2018). Cole and Spence (2012) also stated that continuous internal assessment positively affects exam results and passing percentages. Study habits are the learning tendencies in which students engage in regular studying. It is how students plan their private academic reading outside lecture hours to master a particular subject or topic. The influence of attitude towards CIA on study habits of student teachers has been a least study in teacher educational research. It is worth to make an attempt by the authors to study the attitude towards CIA and study habits of B.Ed. student teachers and their relationship.

2. CONTINUOUS INTERNAL ASSESSMENT

Continuous internal assessment refers to the use of one or several assessments during the course period instead of a single final exam in the last weeks of the semester. Frequent assessment is another name for continuous internal

evaluation (e.g., Rezaei, 2015). Continuous assessment, according to Omebe (2014), is a process in which teachers periodically or infrequently determine what the student has learned in terms of knowledge, thinking, reasoning, and character during learning activities by using a variety of instruments, including tests, assignments, projects, observations, interviews, and questionnaires. (Tuunila & Pulkkinen, 2014). Continuous assessment has two main cognitive benefits. First, there is the testing effect, which claims that testing information repeatedly improves retention of that material (Roediger & Karpicke, 2006). The second benefit is the spacing effect (Kornell, 2009), where spreading studying across the study period leads to longer retention than last-minute cramming. Continuous Internal Assessment of learners' progress could also be explained as a mechanism whereby the final grading of learners in the cognitive, affective, and psychomotor domains systematically takes account of all the performances during the given learning period. Evaluation of student teachers at this stage needs to be comprehensive and continuous (Ahmand, 2008). NCFTE 2009 envisages that formative and summative modes of evaluation of the student-teacher relationship are both essential. The semester-end examination should also be accompanied by continuous evaluation, based on which feedback may be provided to the student-teacher. Kaur (2019) states that evaluation in teacher education needs to be objective and comprehensive to cover the entire gamut of developing dimensions in the student-teachers, covering the conceptual, pedagogical aspects, attitudes, dispositions, habits, and capacities in a student-teacher, incorporating both the quantitative and qualitative dimensions of growth.

3. STUDY HABITS

Study habits are the learning tendencies in which students engage in regular studying. It is how students plan their private academic reading outside lecture hours to master a particular subject or topic (Ahmed, Hossain, & Rana, 2018). According to previous studies, studying in a peaceful environment, doing so every day, avoiding distractions like TV and phones, making notes on crucial material, taking frequent pauses, listening to soothing music, prioritizing tough material, and taking regular rests and breaks are all examples of healthy study habits (Ebele, & Olofu, 2017). Some of the worst study habits include procrastination, evading the study, studying in inappropriate conditions, and loud sound of music and television during studying (Siahi & Maiyo, 2015). Study skills and learning approaches include, for example, time management, using information resources, taking class notes, communicating with teachers, preparing for and taking examinations, and several other learning strategies (Soares et al., 2009). Study habits can include various behaviors, from the time students' study to the strategies they use to the environment in which they study (Elise, Shaina, & Regina, 2021). Developing a good study habit is crucial for every student, irrespective of his/her level of education. It boosts students' ability to be self-disciplined, self-directed, and ultimately successful in their degree programs (Mark & Howard, 2009). Proper study habits and skills entail proficiency and high-quality learning (Dehghani & Soltanalgharaei, 2014). Students who develop good study habits and discipline will perform remarkably well academically (Ebele & Olofu, 2017). Students who have difficulty in college frequently do not have adequate study habits, which affect they are academics (Siahi & Maiyo, 2015). The student teachers should be aware of good study habits and internalize them to guide the students to develop proper study habits (Bhadawka, 2017). Students' academic progress can be improved and consistent by using a deep and strategic learning strategy.

4. RESEARCH QUESTIONS

i) What would be the level of attitude of B.Ed. student-teachers toward Continuous Internal Assessment?

ii) What would be the Study Habits status of B.Ed. student-teachers?

iii) Would the attitude of B.Ed. student-teachers toward Continuous Internal Assessment predict their study habits statuses?

5. OBJECTIVES OF THE STUDY

I. To find out the attitude of the B.Ed. student-teachers toward Continuous Internal Assessment of the Colleges of Teacher Education in Manipur.

II. To find out the Study Habits status of the B.Ed. student-teachers of the Colleges of Teacher Education in Manipur.

III. To determine the relationship between attitude toward Continuous Internal Assessment and Study Habits of the B.Ed. student-teachers of the Colleges of Teacher Education in Manipur.

6. HYPOTHESES

i. The level of attitude of the B.Ed. student-teachers toward Continuous Internal Assessment of the Colleges of Teacher Education in Manipur would be high.

ii. The status of the Study Habit of the B.Ed. student-teachers of the Colleges of Teacher Education in Manipur would be high.

iii. There is no significant relationship between the attitude toward Continuous Internal Assessment and Study Habits of the B.Ed. student-teachers of the Colleges of Teacher Education in Manipur.

7. METHODOLOGY

The present study was descriptive survey. A randomly drawn group of 600 B.Ed. student teachers enrolled at different teacher education colleges affiliated with Manipur University during the academic year 2023-24 responded to a set of self-administered questionnaires comprising the Study Habits Inventory developed by Mukhopadhyay and Sansanwal (2015) and a self-constructed Attitude Towards Continuous Internal Assessment (CIA), for analyzing and interpreting the test scores, percentages, and Pearson's Product Moment Coefficient of Correlation to see the relationship between the variables. All the statistical treatments have been done with IBM SPSS Statistics Version 22 software.

8. ANALYSIS AND INTERPRETATION

Objective No.1:

The levels of B.Ed. student teachers' attitude towards Continuous Internal Assessment: The levels of B.Ed. student teachers' attitude towards Continuous Internal Assessment in frequency and percentages have been given in Table I:

Table 2. The level of attitude towards continuous internal assessment in frequencies and percentages

Level of Attitude (CIA)	*Frequencies*	*Percentages*
Excellent	17	2.83%
High	87	14.50%
Moderate	378	63.00%
low	114	19.00%
Very Low	4	0.67%
Grand Total	**600**	**100%**

Source: computed from field survey data

Level of Attitude: Table 2 shows that out of the 600 study samples, 4 (0.67%) had a very low level of attitude, 114 (19.00%) had a low level of attitude, 378 (63.00%) had a moderate level of attitude, 87 (14.50%) had a high level of attitude, and 17 (2.83%) had an excellent level of attitude. The maximum number of B.Ed. student teachers fall under the category of moderate level of attitude, with 378 (63.00%).

Objective No.2:

The statuses of B.Ed. student teachers' study habits: The statuses of B.Ed. student teachers' Study Habits in frequency and percentages have been given in Table III:

Table III. The statuses of B.Ed. student teachers' study habits in frequencies and percentages

Level of study habits statuses	*Frequencies*	*Percentages*
Excellent Study Habits	0	0.00%
Above-Average Study Habits	17	2.83%
Below Average Study Habits	174	29.00%

Level of study habits statuses	***Frequencies***	***Percentages***
High Study Habits	16	2.67%
Moderate Study Habits	233	38.83%
Poor Study Habits	160	26.67%
Very Poor Study Habits	0	00.00%
Grand Total	***600***	***100%***

Source: computed from field survey data

The statuses of Study habits: Table III shows that out of the study samples, 0 (0.00%) had an Excellent Study Habits, 17 (2.83%) had an Above Average Study Habits, 174 (29.00%) had a Below Average Study Habits, 16 (2.67%) had a High Study Habits, 233 (38.83%) had a Moderate Study Habits, 160 (26.67%) had a Poor Study Habits, 160 (26.67%), 0 (00.00%) had a Very Poor Study Habits. The maximum number of B.Ed. student teachers fall under moderate study habits, with 233 (38.83%).

Objective No. 3:

The relationship between study habits and attitude: In order to study the relationship between student teachers' attitude towards continuous internal assessment and their study habits, the researcher tests the null hypothesis that –

H_0: There is no relationship between study habits of B.Ed. student teachers and their attitudes toward continuous internal assessment.

Table No. IV. Correlation Between attitude towards CIA and Study Habits

Variable	*N*	*Mean*	*Std. dev.*	*r*	*Sig. (2-tailed)*
SHI	600	188.963	19.979	0.286**	0.000
CIA	600	141.627	15.909		

**Correlation is significant at the 0.01 level (2-tailed).

Source: computed from field survey data

A Pearson product-moment correlation coefficient was computed to assess the relationship between B.Ed. student teachers' study habits and attitude toward continuous internal assessment (See Table no. IV). Results indicate that study habits and attitudes were moderately correlated, $r_{(598)} = 0.286$, $p = 0.000$. Therefore, the null hypothesis was rejected. Increases in B.Ed. student teachers' study habit statuses were correlated with increases in their attitude towards continuous internal assessment.

9. DISCUSSION

This article focused on three research questions. The first ascertained the level of attitude towards continuous internal assessment of student teachers, the second also ascertained the statuses of their study habits, and the third investigated the relationship between attitude and study habits. Our results indicated the maximum number of B.Ed for the first research question. student teachers fall under the category of moderate level of attitude, with 378 (63.00%). our results align with prior research (e.g., Awofala & Babajide, 2013). Regarding the second research question, our study's results indicated the maximum number of B.Ed. student teachers fall under moderate study habits, with 233 (38.83%). Our study's results conformed to the findings of previous studies (Tus et al., 2020; Jafari et al., 2019). However, other studies revealed the study habits of students from weak to desirable levels (Hashemian & Hashemian, 2014; Siahi & Maiyo, 2015; Rezaie et al., 2017). Results from the current study indicate that attitude influences study habits. Increases in B.Ed. student teachers' study habit statuses were correlated with increases in their attitude towards continuous internal assessment. Our study's results are consistent with previous research (e.g., Day, Blankenstein, Westenberg, & Admiraal, 2018). Continuous assessment can lead to more effective study behavior (Day, Blankenstein, Westenberg, & Admiraal, 2018).

10. CONCLUSION

Based on the above discussion, it is suggested that training for student teachers on continuous assessment practices should be based on the predetermined attitudes of student teachers toward continuous internal assessment; where such attitudes tend to be negative or neutral, efforts should be made to direct the training program in the teacher preparation institutions towards effecting changes in the observed negative or neutral attitudes in such a way that the student teachers, on completion of the training, would display positive attitudes that would conform to effective implementation of continuous internal assessment. In conclusion, future research may investigate the joint and relative contribution of other demographic variables of student teachers to predict their attitudes toward continuous internal assessment practices.

Conflict of Interest

The authors declared that there is no conflict of interest.

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