

PROBLEMS AFFECTING THE ENGLISH LANGUAGE ACHIEVEMENT OF STUDENTS IN BARANGAY AND NATIONAL HIGH SCHOOLS

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Abstract

The English language is a basic requirement that should be acquired by a student in a school. It is suggested that the student's learning gap was connected to their socioeconomic background, peers, and the lack of resources in the subject. Due to the declining trend of failed students, this study was conducted to identify and correlate the problems of students that affects their achievement in the English language. the respondent's data was gathered in two types of communities: rural and urban. Descriptive type of research was used to accomplish the study's objective. The study discovered that this urban area has more access on references than those that are in the rural area. The collected data shows that the impact of teachers and peers affect their achievement in English subjects in both communities. The findings also showed that female students in both rural and urban areas tend to perform better than male students, but the great average of these academic performers are seen to more on urban areas. The findings the conducted study led to researchers to conclude that: male students are poor performers in the English subject; instructors should continue to be fair to their students; and schools in rural areas should be given access to English-related references.

Keywords: *Rural and Urban, Accessibility, Peer Factor, Teacher Factor, Academic Standard, Academic Performance*

INTRODUCTION

Transferring information from one location, person, or group to another is the act of communication. Every communication has a sender, a message, and a recipient at a minimum. Although it might seem straightforward, communication is actually a very complicated topic. There are a wide variety of factors that can influence how a message is transmitted from the sender to the recipient. These include our feelings, the surrounding cultural context, the communication method, and even our geographic location. Accurate, effective, and unambiguous communication is actually very difficult, which is why companies all over the world place such a high value on these abilities. For a variety of reasons, being able to communicate clearly with another English speaker one-on-one is crucial! To get there, though, you must have the right communication abilities. There are many different communicative English strategies that can help you stand out in conversations from other language learners and native speakers, making a strong first impression every time. Knowing what Communicative English is now will help you better understand the Communicative Approach and how to enhance your English communication abilities.

According to [Daniel, \(2021\)](#), it can be really difficult to learn to speak English fluently, especially if your first language is completely unrelated to it. You will undoubtedly run across a lot of difficulties when learning English as a second language as a beginner. Due to the variances and nuances that can be found in the language, even native speakers frequently end up making blunders. Therefore, if you believe that the difficulties students encounter when

learning English are unique to them, you are mistaken. In addition to the study conducted [by El-Omari, \(2016\)](#), the majority of these educational systems, the most influential variables impacting diversity in student accomplishment were grade repetition, socioeconomic background, speaking the language of instruction at home, and age. When parents are educated, supportive, and interested, students do better academically and behaviorally, have greater expectations, and exhibit other good school behaviors. It is well acknowledged that parental participation may improve student success in urban schools.

METHODS

Research Design

The researcher used the descriptive method of research in order to satisfy her objectives in the problems affecting the English achievement of students in barangay and national high schools.

Sources of Data

The researcher obtained the enrollment data for all students attending tutorial classes in Reading Clinique Center in Tenejero Road, Pulilan Bulacan. Samples from the population were chosen.

Instrumentation

A questionnaire that was created by the researcher was used as the data collection tool. In the first section of the questionnaire, students are profiled according to their gender, barangay, country of origin, and grade level. In the second section, problems with access to resources, travel time to the learning center from home, peer pressure from classmates, and teacher influence during English class are discussed. There were both closed- and open-ended questions on the survey. A few pupils from Sta. Peregrina High School and Balatong B. Elementary School participated in the questionnaire's validation.

Data Gathering Procedure

The researcher wrote a letter requesting authorization to carry out the study. The owner of the Reading Clinique Center of the barangay in Pulilan, Bulacan, authorized this request that was signed by the teacher and this permission for her to carry out her research. The questionnaire was given out after approval. The outcome was tabulated, examined, and explained.

Statistical Treatment

All of the collected data were totaled and put through statistical analysis. The information was utilized to compare the issues that students in barangay and national high schools face that have an impact on their academic performance.

The following formulas were used in the analysis and interpretation of data.

To determine the profile of the respondents and the percentage of their preferred accent, the researcher used a percentage formula.

$$P = \frac{f}{N} \times 100 \quad P = \frac{f}{N} \times 100$$

Where: **P**-percentage

f –frequency

N- number of respondents

In this study, correlation was utilized to assess whether there was a significant difference between four variables (students in rural and urban secondary schools, problems, gender, and year level).

This is the equation:

$$\chi^2 = \frac{\sum (O-E)^2}{E}$$

Where: χ^2 - Chi-square

E- Expected Frequency

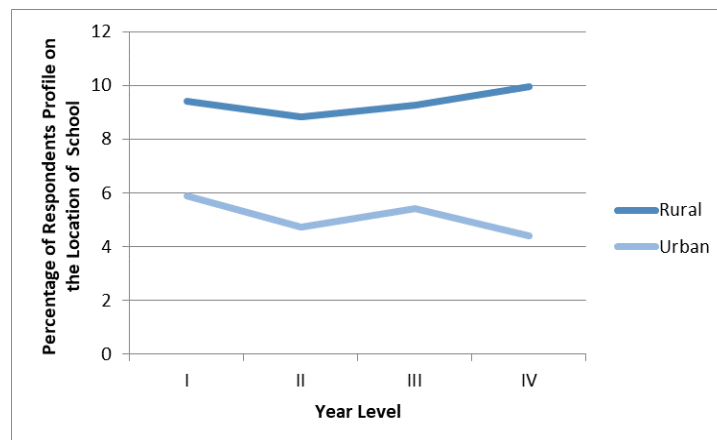
O- Observe Frequency

RESULTS and DISCUSSION

Findings

After gathering data and applying the necessary method and statistical treatment, the following were revealed:

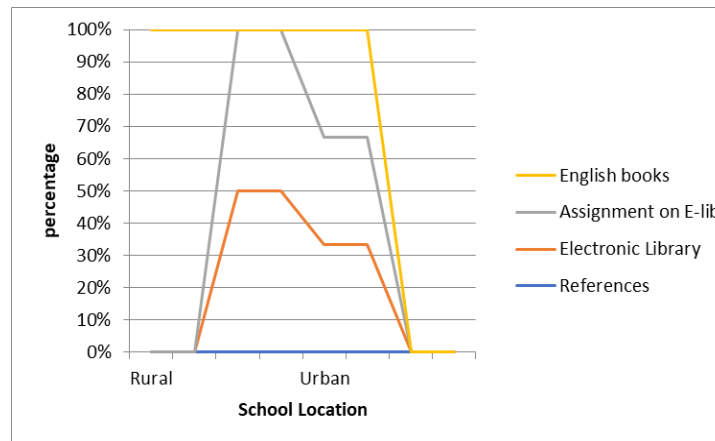
Profile of the Respondents on the Location of School at Different Year Level



The percentage of respondents' profiles on the school's location at various year levels are shown on the plate. Fourth year has the highest population in rural areas (9.96%), while second year has the lowest (8.84%). While in urban areas, the first year has the highest rate (5.87%) and the lowest rate (4.41%).

When it comes to resources and learning environments, rural and urban schools are very similar. However, a variety of factors, some of which are directly related to whether a school is classified as a rural or urban school, influence pupils' academic achievement.

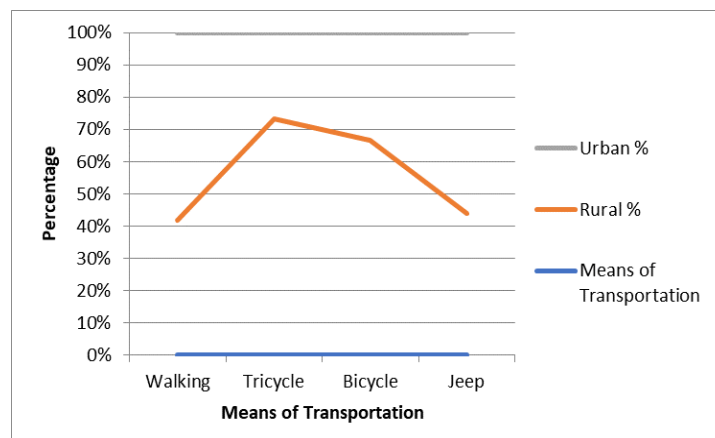
Percentage of Accessibility on References



This graph displays the respondents' references' accessibility. It shows that all respondents in rural areas lack access to electronic libraries and that the only sources of information available to them are books, particularly English-language ones (100%). While 100% of respondents in urban areas had access to both books in libraries and electronic libraries.

According to [Foradian \(2013\)](#), these are just a handful of the major issues preventing rural education from catching up to the educational system in metropolitan educational centers. The quality of education provided in rural centers is lacking, so it is imperative that proper attention be given to these institutions and that a platform be established where students from rural areas can receive a proper education and the proper encouragement to pursue further education and employment. There should be appropriate access to basic amenities including hygienic restrooms, clean drinking water, enough classroom amenities, timely teacher motivational activities, etc. The development of rural education in India can undoubtedly be improved with the appropriate reformation.

Percentage on the Distance of School from Home

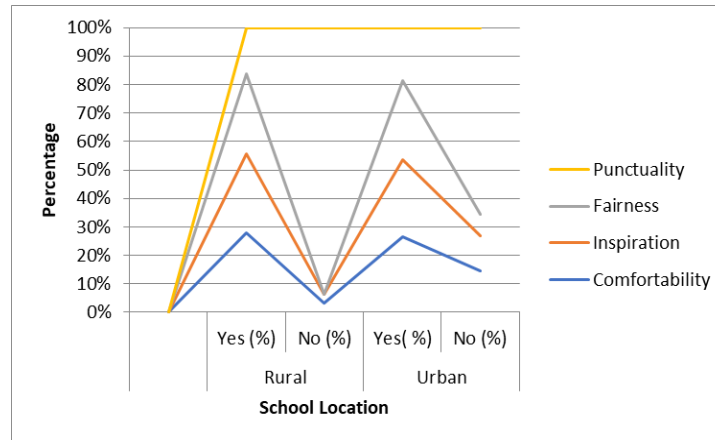


The diagram above demonstrates the various modes of transportation used by the respondents to get to school. Both rural and urban respondents, with percentage values of 56.25% (rural) and 78.57% (urban), prefer

walking when going to school (urban). The respondents' least preferred method of transportation is a jeep (4.78%) in rural areas and a bicycle (3.67%) in urban areas. The majority of respondents, regardless of their school, prefer to walk (70.60%) when they commute to work, with bicycle rides coming in last (4.99%).

As stated by [Baliyan & Khama, \(2020\)](#), it was advised that parents and decision-makers make sure their children live near to their schools in order to save time on transportation and give them more time to study, especially after school. The additional hours are required to improve academic achievement.

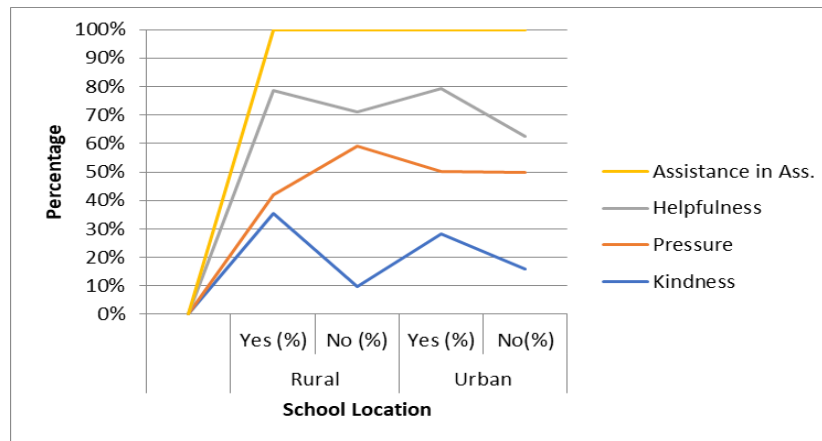
Percentage of the Perception of the Respondents on Teacher Factor to Attend English Class



This template lists the various qualities of an English teacher. Respondents from rural and urban areas agree that their teachers treat their students fairly and provide grades consistently, with percentage distributions of 100% (rural) and 95.92%, respectively (urban). Rural respondents hold their teachers in the same regard for their comfortability (98.52%) and for continuing to motivate them (98.52%) in their studies. Rural respondents had different views; they place a higher priority on being an inspiration (93.26%) than on feeling at ease with their teacher (92.24%). With 57.35% and 64.90% of respondents from rural and urban areas, respectively, believing that their professors are prompt in showing up to class.

According to [\(Rakesh Ranjan, 2013\)](#), a crucial step toward becoming a teacher is practice teaching. It gives future instructors exposure to the real teaching and learning environment. Before entering the real world of the teaching profession, a student-teacher has the chance to practice the art of teaching during teaching practice. Since it serves as the actual transition point between being a student and being a member of the profession, student-teachers are also aware of the importance of teaching practice and consider it to be an essential component of their preparation for the teaching profession

Percentage of the Perception of the Respondents on Peer Factor to Attend English Class



The impact of peers on the respondent's decision to attend school is shown on this plate. 83.03% and 87.14%, respectively, of respondents in rural and urban areas said they value the assistance provided by their peers. This was followed by the compassion they felt from their peers, whether urban and rural (83.09%) and (83.67%). Rural respondents reported that peer pressure was least felt (15.44%) and that they felt their peers' assistance (50%) in completing their assignments. While respondents in remote areas experienced peer pressure (65.10%) in their daily schoolwork, they saw the least amount of peer help (61.43%) while completing assignments.

According to Yee (2013), in the past, it was normal practice for elementary school teachers to group their students' classrooms according to ability, putting the greatest achievers in one cluster and the lowest achievers in another. But in the late 1980s and 1990s, critics claimed that ability grouping and its close relative, tracking, which assigns children to different classes depending on their proficiency levels, perpetuated inequality by placing underprivileged and minority kids in low-level groups. Grouping can lower students' self-esteem by placing them in lower-level groups, according to some studies. However, other studies contend that grouping has the opposite effect by preventing more advanced students from making their less advanced peers feel inadequate. Some studies find that grouping children according to ability increases test scores, while others find that it helps.

Mean Academic Standard in English of Students in Urban

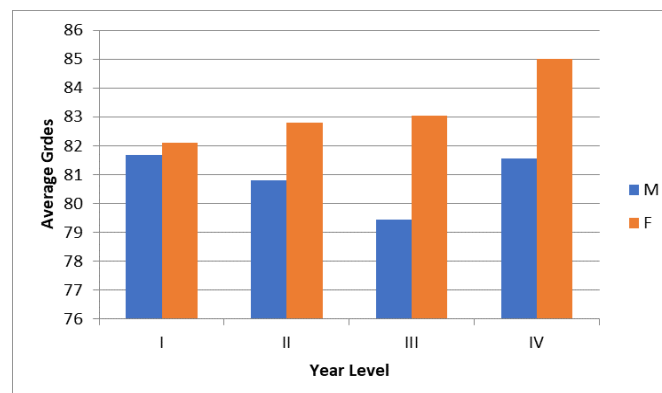
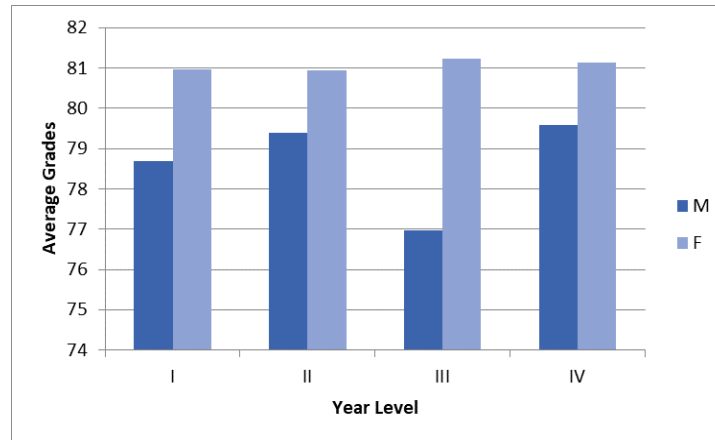


Plate 7 displays the mean academic standard for urban pupils in English. Females consistently score higher than males at every school level. Male first-year students have 81.69% while females have 82.11%. Female sophomores scored 82.80%, while males scored 80.80%. In junior, males have 79.45% of the vote while females have 83.13%. Male seniors had 81.55% and female seniors had 85.10%. The average grade for female students in urban areas is 83.26%, compared to 80.87% for male students.

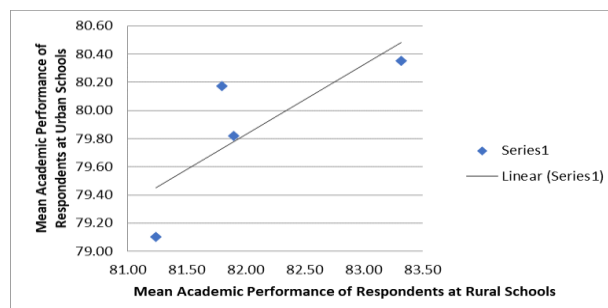
Mean Academic Standard in English of Students in Rural



The average academic standard for students in rural areas is shown on the plate. Females consistently score higher than males at every school level. Male first-year students have 78.68% while females have 80.96%. Females made up 80.95% of the sophomore section, while men made up 79.40%. Male has 76.98% and female has 81.23% in junior. Male seniors had 79.59% and female seniors had 81.12%. The average grade for female students in urban areas is 81.07%, compared to 78.66% for male students.

Similarly, to [Parajuli & Thapa \(2017\)](#) indicate that students' academic performance might be affected by their gender. It would seem that the female pupils are doing better than their male colleagues. Additionally, males are more likely to participate in a wide range of after-school activities than girls do, meaning that female students have more time to devote to completing homework assignments, studying at home, and preparing for tests.

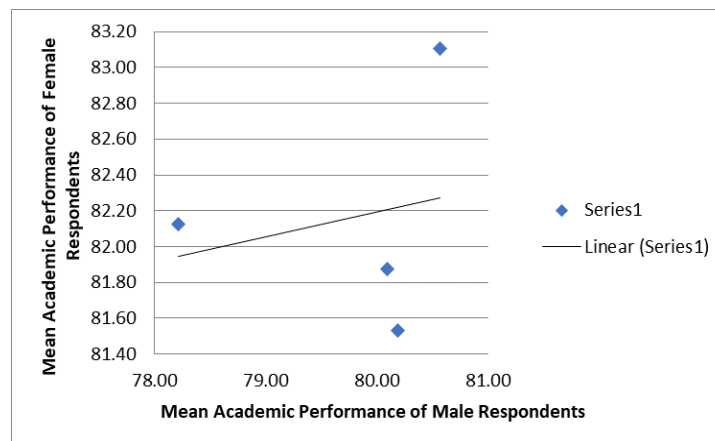
Correlation of Mean Academic Performance of Respondents at Different School Location



The correlation linear regression line between the respondents' academic achievement at rural and urban schools is shown on this plate. The result of the calculation is a $r=0.79$ value, which denotes a strong positive association between the variables. Additional analyses of the scholarly means revealed a computed t-value of 1.822. This is less significant than the tabular values at the 0.05 (4.303) and 0.01 (9.925) levels. It shows that there is no significant difference between the means. As a result, there is no difference between male and female academic performance.

Rashid and Javanmardi (2012) investigated the Relationship between Iranian EFL students' Achievement Goal Orientations and Their Gender with a sample of 182 B.A. students, both males and females, majoring in English Literature at Shiraz University. They reported that mastery goal was the dominant goal held by students followed by performance approach, work avoidant, and performance avoidant goal orientations. The results also revealed no significant effect of gender on students' goal orientations in English Language. While performance-approach and performance-avoidance objectives do not attenuate the impact of gender on academic performances in English Languages and overall academic performance, adoption of learning goals by students does. ([Musa, Dauda, & Umar, 2016](#))

Correlation of Mean Academic Performance of Respondents and Gender



The plate on top displays the correlation between respondents' mean academic performance by gender. The correlation score is 0.21, indicating that there is only a somewhat positive relationship between male and female academic success. It signifies that a respondent received the appropriate evaluation regardless of their gender and that academic performance is unrelated to gender.

Schools in urban areas, especially in developing economies, tend to be larger, serve a more affluent student body, have more control over school budgets, have fewer staffing issues, a higher percentage of their teaching force is credentialed, and have higher student-teacher ratios than their rural and town counterparts. (["What Makes Urban Schools Different," 2013](#))

CONCLUSIONS

After gathering data, the following conclusions were drawn:

Male respondents are outnumbered by female respondents. Compared to rural high schools, national high schools had more respondents. The majority of respondents are in their first year, while the minority are in their fourth. While urban schools have all of these resources, barangay schools only have English books and no access to electronic libraries. Respondents from both barangay and national high schools chose walking over riding in a jeep. Both barangay and national schools hold that the respondents only attended English class as a result of their teacher's reputation for offering fair grades. Both respondents from barangay and national high schools value the aid provided by their classmates, although less was seen when it came to the peer's help with the task. English test scores are greater in national high schools than in rural ones. The average academic standing of respondents from barangays and respondents from national high schools do not significantly correlate. The average academic performance of men and women do not significantly differ. The following recommendations were made based on the findings: An electronic library should be available at both barangay and national high schools. Male students ought to work more to learn English. The instructor should continue to treat the pupils fairly and be on time.

APPENDIX

QUESTIONNAIRE

"Problems Affecting the English Achievement of Students in Barangay and National High Schools."

Part I: Profile of the respondents in terms of name, year level, gender and area of the school.

Name: _____

Gender: _____

Year & section: _____

Is your school located in:

____ barangay

____ national high school?

Part II: Problems encountered in the course of studying English.

Direction: Kindly check the provided space that is according with your answer.

A. Accessibility on References

1. Do you have Electronic Library in your school?

____yes ____no

2. Are you doing your assignment with the help of Electronic Library?

____yes ____no

3. Do English books available in your school library?

____yes ____no

B. Distance of school from home

1. How do you commute to and from your school?

___by walk ___by bicycle

___by tricycle ___others:

Please specify: _____

C. Teacher

1. Are you comfortable with your English teacher?

___yes ___no

2. Does your English teacher inspire you in taking various activities?

___yes ___no

3. Does your English teacher gives fair reports and treats in every student equally?

___yes ___no

4. Does your English teacher come late in your class?

___yes ___no

D. Peer Influence

1. Do you feel the kindness of your classmate?

___yes

2. Is there any instance where you feel pressured, ashamed and being embarrassed / harassed by your classmates?

___yes ___no

3. Do your classmates encourage you to do your assignments and projects in English?

___yes ___no

4. Do your classmates assist you in doing assignments?

___yes ___no

Signature of the respondent

APPENDIX I

Respondent's Profile

Year Level	Male (%)	Female (%)	TOTAL
I	14.80	12.68	27.48
II	9.25	14	23.25
III	12.81	13.08	25.89
IV	10.70	12.68	23.38

APPENDIX II

School Location at Different Year Level

Year level	Rural	Urban	Percentage (%)	
			Rural	Urban
I	25.09	28.78	9.40	5.87
II	23.60	23.06	8.84	4.71
III	24.70	26.53	9.26	5.41
IV	26.59	21.63	9.96	4.41
TOTAL	100.00	100.00	37.45	20.41

APPENDIX III

Percentage of Accessibility References

	Rural				Urban			
	Yes	%	No	%	Yes	%	No	%
Electronic Library	0	0	272	100	490	100	0	0
Ass. On E-Lib	0	0	272	100	490	100	0	0
English books	272	100	0	0	490	100	0	0

APPENDIX IV

Percentage on the Distance of School from Home

Means of Transportation	Rural		Urban		Total	
	F	%	F	%	F	%
Walking	153	56.25	385	78.57	538	70.6

Tricycle	86	31.63	57	11.63	143	18.77
Bicycle	20	7.34	18	3.67	38	4.99
Jeep	13	4.78	30	6.12	43	5.64
TOTAL	272	100	490	100	762	100

APPENDIX V

Percentage of the Perception of the Respondents on Teacher Factor to Attend English Class

Teacher	Rural				Urban			
Factor	Yes	%	No	%	Yes	%	No	%
Comfortability	268	98.52	4	1.47	452	92.24	38	7.76
Inspiration	268	98.52	4	1.47	457	93.26	33	6.73
Fairness	272	100	0	0	470	95.92	20	4.08
Punctuality	156	57.35	116	42.64	318	64.9	172	35.1

APPENDIX VI

Percentage of the Perception of the Respondents on Peer Factor to Attend English Class

Peer	Rural				Urban			
Factor	Yes	%	No	%	Yes	%	No	%
Kindness	226	83.09	46	16.91	410	83.67	80	16.33
Pressure	42	15.44	230	84.56	319	65.1	171	34.9
Helpfulness	234	86.03	56	20.59	427	87.14	63	12.86
Assistance in Ass.	136	50	136	50	301	61.43	189	38.57

APPENDIX VII

Mean Academic Standard in English of Students in Urban

Year Level	M	F	Total	Mean Average Grade
I	81.69	82.11	163.8	81.9
II	80.8	82.8	163.6	81.8
III	79.45	83.03	162.48	81.24

IV	81.55	85.01	166.65	83.33
TOTAL	80.87	83.26	656.53	82.06

APPENDIX VIII

Mean Academic Standard in English of Students in Rural

Year Level	M	F	Total	Mean Average Grade
I	78.68	80.96	159.64	79.82
II	79.4	80.95	160.35	80.18
III	76.98	81.23	158.21	79.11
IV	79.59	81.12	160.71	80.36
TOTAL	78.66	81.07	638.91	79.87

APPENDIX IX

Correlation of Mean Academic Performance of Respondents at Different School Location and at Different Year Level

Yr Level	Rural	Urban	R x U	R x R	U x U
I	81.90	79.82	6537.26	6707.61	6371.23
II	81.80	80.17	6557.91	6691.24	6427.23
III	81.24	79.10	6426.08	6599.94	6256.81
IV	83.32	80.35	6694.76	6942.22	6456.12
TOTAL	328.26	319.44	26216.01	26941.01	25511.39

$$n \left(\sum xy \right) - \left(\sum x \right) \left(\sum y \right) = 4(26216.01) - (328.26)(319.44) = 4.6656$$

$$n \left(\sum x^2 \right) - \left(\sum x \right)^2 = 4(26941.01) - (328.26)^2 = 9.4124$$

$$n \left(\sum y^2 \right) - \left(\sum y \right)^2 = 4(25511.39) - (319.44)^2 = 3.6616$$

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{n(\sum x^2) - (\sum x)^2} \sqrt{n(\sum y^2) - (\sum y)^2}} = \frac{4.6656}{\sqrt{9.4124} \sqrt{3.6616}} = 0.79$$

There is a strong positive association between variables, which means that there was a significant between the variables whereas the school location has relation with its academic performance of the students.

APPENDIX X

To further test the significance of the correlation the testing of correlation coefficient was used

YR.	Male	Female	r	Computed	Tabular Value	
LEVELS				t	0.05	0.01
I	81.90	79.82	0.79	1.822	4.303	9.925
II	81.80	80.17				
III	81.24	79.10				
IV	83.32	80.35				

not significant, since the computed t (1.822) is lower than the tabular value of 4.303 and 9.925 both at 0.05 and 0.01 levels of significance.

$$t = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}} = \frac{0.79 \sqrt{4-2}}{\sqrt{1-(0.79)^2}} = \frac{1.117229}{0.613107} = 1.822$$

APPENDIX XI

Mean Academic Performance of Respondents at Rural and Urban School

YEAR	RURAL					URBAN				
	Cometa-Annex		QCI	MEAN		PSL		Cometa-Main		MEAN
LEVEL	male	female	male	female		male	female	male	female	
I	81.65	84.11	81.72	80.10	81.90	76.66	77.67	80.70	84.25	79.82
II	82.72	83.44	78.87	82.15	81.80	78.03	80.27	80.76	81.63	80.17
III	77.81	82.63	81.09	83.42	81.24	76.46	80.49	77.49	81.96	79.10

IV	79.11	83.20	83.98	87.00	83.32	78.37	84.01	80.81	78.22	80.35
TOTAL	321.29	333.38	325.66	332.67	328.25	309.52	322.44	319.76	326.06	319.45
MEAN	80.32	83.35	81.42	83.17	82.06	77.38	80.61	79.94	81.52	79.86
	81.83		82.29			79.00		80.73		
	82.0625					79.86125				

APPENDIX XII

Correlation on the Mean Academic Performance of Respondent's Gender

YEAR	Male	Female	M x F	M x M	F x F
LEVEL					
I	80.18	81.53	6537.48	6429.23	6647.55
II	80.10	81.87	6557.58	6415.21	6703.11
III	78.21	82.13	6423.20	6117.20	6744.52
IV	80.57	83.11	6695.76	6491.12	6906.86
TOTAL	319.06	328.64	26214.02	25452.76	27002.03
MEAN	79.76	82.16			

$$n(\sum xy) - (\sum x)(\sum y) = 4(26214.02) - (319.06)(328.64) = 1.831394$$

$$n(\sum x^2) - (\sum x)^2 = 4(25452.76) - (319.06)^2 = 3.653747$$

$$n(\sum y^2) - (\sum y)^2 = 4(27002.03) - (328.64)^2 = 2.345542$$

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{n(\sum x^2) - (\sum x)^2} \sqrt{n(\sum y^2) - (\sum y)^2}} = \frac{1.831394}{\sqrt{3.653747} \sqrt{2.345542}} = 0.21$$

There is a weak positive association between variables, which means that there was no significant relation between the variables. They are depending with each other.

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