



International Journal of

perspectives in education

ISSN 2456 - 3412

VOLUME - 13 ISSUE - 1 JANUARY - 2025

International Journal of Perspectives in Education

Print ISSN 2456-3412, Volume 13, Issue 1, January 2025

MANAGING EDITOR

Mohamed Ali, Secretary, Muslim College of Education, Kanniyakumari District, TamilNadu-INDIA

EXECUTIVE EDITORS

Dr. Radharamanan Pillai, The Arba Minch University, Ethiopia

Dr. Pramod. V. S. Muslim College of Education, Kanniyakumari District, Tamil Nadu -India, The TNTEU University

EDITORIAL BOARD

Dr. C. P. Sreekandan Nair	Formerly Faculty & Dean, Sree Sankaracharya University of Sanskrit Kerala, India
Dr. Geetha. M.S	Formerly Principal, Govt Training College, Trivandrum, Kerala. India
Dr. R. Mukundan	Formerly Principal, NVKSD College of Education Attoor, Kanniyakumari District, Tamil Nadu, India

EDITORIAL BOARD

Dr. Yechale Kebede Bizuneh	Vice -President, Arbaminch University, Ethiopia, Africa
Dr.B.William Dharma Raja	Professor & Head, Department of Education, Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu, India
Dr. Emerson Cabudol	Faculty Member, Business Department, Higher College of Technology, Women's College, Al Ain, UAE
Dr. Zaheer Abbas	Faculty of Management Sciences, International Islamic University, Pakistan
Dr.N.Janardhanan	Head, Centre for Post Graduate Studies and Research in English, Muslim Arts College, Tamil Nadu, India
Prof. Jayaraman	Professor, Centre for Post Graduate Studies and Research in English, Muslim Arts College, Tamil Nadu, India
Dr R. Ramesh Reddy	Professor, Department of Civil Engineer, Arba Minch University, Ethiopia
Dr. Ahmed Mahmud	Lecturer, Department of English Language and Literature, MaddaWalabu University, Ethiopia
Dr. Mohammed Kawo	Lecturer, Department of English Language and

	Literature, MaddaWabalu University, Ethiopia
Dr. Tesfaye Alemelu	Professor, Department of English, Arba Minch University, Ethiopia
Dr. Reji. D. Nair	Faculty Member, Business Department, Higher College of Technology, Women's College, Al Ain, UAE
Dr.K.Reji Kumar	N.S.S.College, Kerala University, Kerala, India
Dr.K.Krishnan Kutty	Professor, N.S.S.College, Kerala University, Kerala, India
Dr.Ajith Prasad	Professor, N.S.S. Rajakumari College, M.G. University, Kottayam,Kerala, India
Dr. P.Subramaniam	Assistant Professor, Department of Educational Planning and Administration, Tamil Nadu Teachers Education University, Chennai, Tamil Nadu, India
Dr.Blessed Singh	Professor, Scott Christian College, Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu, India
Dr. M.R. Harikrishnan	Professor, M.G.College, Kerala University, Kerala, India
Dr. P.H. Adalyn George	Professor, Women's Christian College, Nagercoil Manonmaniam Sundaranar University, Tamil Nadu, India

EDITORIAL ADVISORY BOARD

Dr. A. Sukumaran Nair	Formerly Vice-Chancellor, M.G. University, Kottayam, Kerala, India
Dr.Ramachandran Nair	Formerly Vice Chancellor, Kerala University. Kerala, India
Prof. Dr. S. Sivasubramanian	Formerly Vice Chancellor, Bharathiyar University, Coimbatore, Tamil Nadu, India
Dr. R. Sukumaran Nair	Formerly Faculty & Dean,SreeSankaracharya University of Sanskrit, Kerala, India
Dr. S. Mani	Professor & Head, Dept. of Educational Planning and Administration, Tamil Nadu Teachers Education University, Chennai, Tamil Nadu, India
Dr.N.Ramakrishnan,	Professor & Head, Dept. of Educational Technology, Tamil Nadu Teachers Education University, Chennai, Tamil Nadu, India
Dr. P. Ganesan	Professor and Head, Department of Pedagogical Sciences, Tamil Nadu Teachers Education University, Chennai, Tamil Nadu, India

Dr. Madhavan	Professor of English and Foreign Languages, University Hyderabad, India
Dr. M. Soundararajan	Professor and Head, Department of Value Education, Tamil Nadu Teachers Education University, Chennai, Tamil Nadu, India
Dr.G. Baskaran	Professor & Dean, Faculty of English & Foreign Languages, Gandhigram Rural Institute Deemed University, India
Dr. K.A. Janardhanan	Human Resource Manager, Noorul Islam University, Nagercoil, Tamil Nadu, India
Dr. Omer Al-Buk	Dean of Humanities and Social Science, 7th October University, Libya
Dr. Selvinkumar	Vice Chancellor International Tamil University, USA
Dr. S. Pakiam	Formerly Registrar, Manonmaniam Sundaranar University. Tamil Nadu, India
Dr. James R. Daniel	Formerly Principal, Scott Christian College, Nagercoil. Tamil Nadu, India
Dr. B. Sobhanan	Formerly Professor and Head in History, Kariavottom Campus, University of Kerala, India
Dr. TaregnTedesse	President, Science and Technology, University of Addis Ababa, Ethiopia
Dr. Prem Khattry	Formerly Professor, Tribhuvan University, Federal Democratic Republic of Nepal
Dr. K.Y.Benedict	Principal, Martheophilus Training College, Trivandrum, Kerala University, Kerala, India
Dr.Raveendran Nair	Formerly Director, SCERT, Trivandrum, Kerala, India
Dr. G. Edwin Sheela	Principal. Muslim Ars College, Thiruvithancode, Kanniyakumari District, Tamil Nadu, India

Subscription rates

Institutional: Indian 2500 INR; Foreign 38 USD \$ for single copy.

Individual: Indian 2000 INR; Foreign 30 USD \$ for single copy.

Ordering Information:

The Subscription amount to be sent through Bank Draft drawn in favour of Finance Officer, (+917402735588) payable at IDBI, Thuckalay, Account Number 157910 400 00 30773 and IFS code- IBKL 0001579. Subscriptions purchased at the personal rate are strictly for personal, non-commercial use only. The reselling of personal subscriptions is prohibited. Personal subscriptions must be purchased with a personal cheque or credit card. Proof of personal status may be requested. For more information on our sales packages please visit <http://www.muslimcollegeofeducation.com> Older volumes are held by our official stockists to whom all orders and enquiries should be addressed:

Email: muslimcollegeofeducation@gmail.com or Tel: +91 7402735588, +91 7402735503.

Copyright 2016 General Secretary, Muslim Educational Society, Kanniyakumari District, Tamil Nadu -INDIA. All rights reserved. No part of this publication may be reproduced, stored, transmitted, or disseminated, in any form, or by any means, without prior written permission from Dr. H. Mohamed Ali, to whom all requests to reproduce copyright material should be directed, in writing.

Disclaimer: Muslim College of Education and our publisher Dr. H. Mohamed Ali, make every effort to ensure the accuracy of all the information (the "Content") contained in our publications. However, Muslim College of Education and our publisher Dr. H. Mohamed Ali, our agents, and our licensors make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors, and are not the views of or endorsed by Muslim College of Education and our publisher Dr. H. Mohamed Ali.

The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Muslim College of Education and our publisher Dr. H. Mohamed Ali, shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to or arising out of the use of the Content. Terms & Conditions access and use can be found at <http://www.muslimcollegeofeducation.com> (under the title – Journals). We grant authorization for individuals to photocopy copyright material for private research use, on the sole basis that requests for such use are referred directly to the requestor's local Reproduction Rights Organization (RRO)

Subscription records are maintained at Muslim College of Education (MCA), No.1 New Street, Thiruvithancode, Kanniyakumari District, Tamil Nadu INDIA.

International Journal of Perspectives in Education is published Biannually in January, and July by The Kumari Press, Monday market, Thuckalay, Kanniyakumari District, Tamil Nadu, India. Please note: There are no International Journal of Perspectives in Education issues with ISSN 2456 – 3412.

S. No	Contribution	Article	Page No.
1.	Dr. Abate Demissie Gedamu	English Language Teachers' and Students' Perceptions of Teacher Interpersonal Behavior in Ethiopian Context	1-15
2.	Dr. Dileep. A. S	Customer's Perception on Marketing of MILMA Products with Special Reference to Thiruvananthapuram Regional Co-Operative Milk Producer's Union.	16-26
3.	M. Pradheeba B. William Dharma Raj S.R. Sundaravalli	Suggestopedia: A Friendly Approach to the Inclusive Classroom	26-35
4.	L. Darsana U. V. Ajitha Kumari	A Study of Self-Regulated Learning and Academic Achievement of Secondary School Students in Learning Mathematics	36-43
5.	M. Savitha	Classroom Management	44-49
6.	A. Rabiya T. Mohana Priya	E-Learning: An Effective Way of Teaching for Effective Learners	50-55
7.	R. Sunitha S. VithyaPraba	A Comparative Study on Environmental Awareness and Mental Health of Higher Secondary Students of Kuzhithurai Educational District	56-63
8.	L. Vinila K. Kiruba	A Study on "Violence and Academic Achievement of Higher Secondary Students of Kanyakumari District".	64-73

English Language Teachers' and Students' Perceptions of Teacher Interpersonal Behavior in Ethiopian Context

Dr. ABATE DEMISSIE GEDAMU

*Department of English Language and Literature,
Arba Minch University, Ethiopia*

The purpose of this study is to examine the accords and discords between English language teachers' and students' perceptions of teacher interpersonal behavior in four selected secondary schools in Ethiopia. The samples of the study were 48 English language teachers and their respective 420 students. In order to collect data, questionnaires were administered to both students and teachers. To analyze and interpret the data, a two-tailed independent sample t-test was used. Accordingly, the findings revealed that teachers rated themselves considerably higher than their students' rating of them for helpful/friendly, leadership, and strict behaviors. However, no significant difference was found between the two bodies for understanding interpersonal behavior. Similarly, teachers notably felt they were in control of classroom communications and had more affiliation/ connection with the students in the process of communication than their students' perceptions of them. Hence, there were many discords between English language teachers' and students' perceptions of teacher interpersonal behavior. Following the findings, some recommendations were forwarded.

Keywords: Accord, Discord, Interpersonal Behavior, Perception and Teacher.

Volume 13, Issue 1, January 2025

International Journal of Perspectives in Education (IJPE)

A Multi-disciplinary Biannual Journal

ISSN 2456-3412

English Language Teachers' and Students' Perceptions

Introduction

In order to communicate meaningfully with each other and learn sufficiently, establishing dependable relationship between teachers and students is paramount important. Particularly, in EFL settings where the learning of English language takes place in the classrooms with no much outside environmental support, optimal teacher-student interpersonal communication is not optional. At the onset, good teacher–student interpersonal relationship is believed to provide a favorable classroom environment for students' engagement in learning activities (Wubbels, Creton, & Hooymayers, 1985; Smith, 1998; Brakeman, Slegers & Fraser, 2000; Knapp & Antos, 2009; Opdenakker, Den Brok & Bosker, 2011). Moreover, studies pointed out that the way teachers affiliate with students and control classroom process are linked with the cognitive and affective development of students (Wubbels, Creton, & Hooymayers, 1985; Smith, 1998; Den Brok, Brekelmans & Wubbels, 2004; Lourdusamy & Khine, 2005; Akbari & Allvar, 2010).

It is palpable that classroom interaction is a reciprocal process that the behavior of the teachers and students influence each other mutually (Wubbels, Creton, & Hooymayers, 1985; Wubbels & Levy, 1993). To acquire balanced view and get comprehensive image of teacher interpersonal behavior, both teachers' perception of themselves and students' perception of the teachers appear to be necessary.

Besides, considering the perceptions of both bodies on teacher interpersonal behavior proffer careful and reflective understanding of the teaching-learning situation in the classrooms (Lourdusamy & Khine, 2005). Furthermore, Bell (2005) as in Hidayet (2010) claims that a study that would compare teacher and student belief systems would elucidate effective foreign language teaching behaviors. To this effect, studies have been conducted on teachers' interpersonal behavior in many parts of the world although most of them concentrate either on students' or teachers' perceptions alone.

The communication between teachers and students is determined on how cooperative (proximity) they are with each other and the amount of control (influence) in the interaction. Accordingly, studies on students' and teachers' perceptions of influence and proximity dimensions of teacher interpersonal behavior indicated that students' perception of the two dimensions were found to be lower than teachers' perception of their own behaviors (Brekelmans & Wubbels, 1991; Wubbels & Brekelmans, 1997; Rickards & Fisher, 1998; Den Brok, 2001; Brekelmans, Wubbels, & Den Brok, 2002). Nevertheless, few studies revealed that there were no significant differences between students' and teachers' perceptions

of the two dimensions of teacher interpersonal behavior (Wubbels & Levy, 1991; Fisher & Rickards, 2000; Ben-Chaim & Zoller, 2001).

Specific to the sub-dimensions of the interpersonal behavior, studies depicted that teachers reported higher ratings of their own leadership, helpful/friendly, strict and understanding behaviors as compared to their students. In contrast, the same teachers reported lower perceptions of their own uncertain, dissatisfied, student freedom and admonishing behaviors than their students (Wubbels, Brekelmans & Hooymayers, 1992; Fisher & Rickards, 1999; Rickards & Fisher, 2000). In addition, statistical tests indicated significant differences between teachers' perception of themselves and that of students' (Lourdusamy & Khine, 2005). Accordingly, teachers perceived themselves more helpful/friendly, understanding, admonishing and strict in their interpersonal behavior than their students rating of them.

Few but significant implications can be drawn from studies made above. Consequently, most of the studies on students' and teachers' perceptions with respect to influence and proximity dimensions of teacher interpersonal behavior showed that teachers rated themselves more favorably than their students. In other words, most studies pinpointed discords between these two bodies on teacher interpersonal behavior despite few accords. Specific to the sub-scales, the preceding studies disclosed that teachers largely considered themselves more leaders, helpful/friendly, strict and understanding in their behaviors than their students' perceptions of them.

Nonetheless, these teachers reported lower perceptions of their own uncertain, dissatisfied, student freedom and admonishing behaviors as compared to their students' ratings of them. Thus, teachers inflated their positive interpersonal behaviors while deflate their negative behaviors as compared to their students' ratings. This implies that teachers' perceptions of their own interpersonal behaviors and their students' rating of them are conflicting with each other.

Studies on the correspondence between teachers' and students' perceptions of teacher interpersonal behavior are regarded as important for various reasons. At the onset, the accord between teachers and student's perceptions could be an indicator of the teachers' understanding of their students' perception of them and the consequent changes made on their behavior to optimize the quality of teacher-student relationships (Wubbels et al., 1992). In addition, the accord between students and teacher's belief systems signifies the effectiveness of instruction (Hidayet, 2010).

Moreover, accord between the two bodies on teacher interpersonal behavior has been argued to enhance students' learning outcomes (Adderley, 1987;

English Language Teachers' and Students' Perceptions

Malinsky, 2001; Zhang, 2006). Conversely, discord is regarded as one of the most serious impediments to learning (Brekelmans & Wubbels, 1991; Nunan, 1987 as in Hidayet, 2010). Furthermore, it has also been claimed to influence students' learning outcomes negatively (Adderley, 1987; Malinsky, 2001; Zhang, 2006). Finally, discords in expectations in classroom teaching are thought as real gaps upon which reflection should be made in order to improve teacher-student relationship (Brekelmans & Wubbels, 1991; Brown, 2009 as in Hidayet, 2010).

Despite the fact that many studies have been carried out elsewhere on teacher interpersonal behavior, to the best of the researcher's knowledge, no local study has been carried out on EFL teachers' interpersonal behavior in Ethiopia. Consequently, English language teachers' interpersonal behavior from the perspectives of teachers and students is still unknown. Moreover, the findings made elsewhere may not be applicable to Ethiopian situation as perception and communication are sensitive to the perceivers' cultural background (Grossman, 1995; Levy, Wubbels, Brekelmans, & Morganfield, 1997; Rickards & Fisher, 2000). Therefore, this study compared English language teachers' perceptions of themselves and their students' perceptions of them pertaining to teacher interpersonal behavior at some selected secondary schools in Ethiopia.

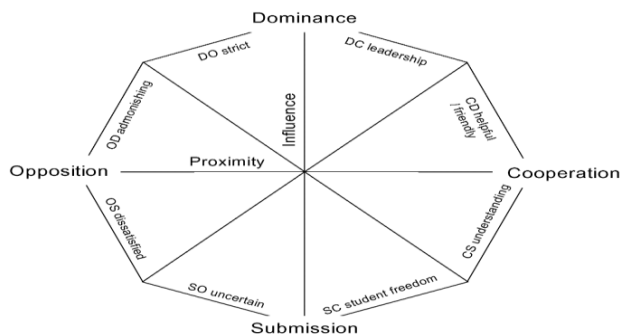
More specifically, the study intended to address the following two specific objectives: (1) to examine the accords and discords between students' and teachers' perceptions of influence and proximity dimensions of teacher interpersonal behavior, and (2) to scrutinize the accords and discords between students' and teachers' perceptions of teacher interpersonal behavior with reference to the eight sub- scales. It is hoped that the results of this study may provide English language teachers with reflective feedback on how they perceived their behavior vis-a-vis their students' perceptions of them with regards to interpersonal behavior.

In other words, the result of the study may let teachers to see themselves critically and reflect on their own behavior and be aware of the discrepancy between their own and their students' perceptions of them on interpersonal behavior. This awareness may provide them with opportunities to improve their interpersonal behaviors which in turn affect their students' cognitive and affective learning. Moreover, the finding may provide teacher education institutions with points to tackle in the preparation of English language teachers on teachers' interpersonal behavior. Furthermore, this study may instigate others who wish to investigate on the same or similar area.

Theoretical Framework

The communication between teachers and students depends on the kinds of relationship between them. To characterize the types of communication between

them, Leary's (1957) communication model which had dominance/submission and cooperation/opposition dimensions was extended to accommodate eight sub-dimensions to map teacher-student interpersonal behaviors better (Wubbels, Creton, Levy & Hooymayers, 1993). Accordingly, the communication between teachers and students is determined on how cooperative (proximity) they are and the level of control (influence) in the interaction. The two dimensions principally constitute every teacher's behavior and can be used to subdivide interpersonal behavior in eight sectors, each describing different aspects of interpersonal behavior (Wubbels, Creton, & Hooymayers, 1985; Wubbels, Creton, Levy & Hooymayers, 1993). The sections are labeled as DC, CD, CS, SC, SO, OS, OD and DO according to their positions in the coordinate system. For instance, the two sectors DC and CD are both characterized by dominance and cooperation. In the DC sector, however, the dominance feature prevails over the cooperation aspect while cooperation takes over the dominance aspect in the adjacent sector CD (Creton, Levy & Hooymayers, 1993). The eight coded sectors are labeled as leadership, helping/friendly, understanding, students' responsibility/freedom, uncertain, admonishing, dissatisfied, and strict behaviors respectively.



*The Wubbels model for teacher interpersonal behavior as in Fisher and Rickards (1998)*Wubbels, Creton, Levy and Hooymayers (1993) provided a description of typical teacher behaviors belonging to each of the eight sectors. Accordingly, teachers with leadership (DC) behavior notice what is happening, lead, organize, give orders and determine procedure, and structure the classroom situation, explain and hold attention.

On the contrary, the uncertain (SO) teachers behave in an uncertain manner and keep a low profile, apologize, wait and see how things go in the classroom. On the other hand, the strict (DO) teachers keep the reins tight, get the class silent, maintain silence, and set rules while teachers who give responsibility/freedom (SC) to their students' offer opportunity for independent

English Language Teachers' and Students' Perceptions

work; give freedom and responsibility to the students. Similarly, teachers characterized with helpful/friendly (CD) behavior show interest, behave in a friendly or considerate manner and inspire confidence and trust their students whilst dissatisfied (OS) teachers express dissatisfaction, look unhappy, criticize, consider pros and cons, look glum, question and wait for silence. By the same token, teachers with understanding (CS) behavior are thought to show confidence and understanding and are open with students. Moreover, the teachers listen with interest, empathize, accept apologies, look for ways to settle differences and be patient. As opposed to this, teachers in admonishing (OD) sector get angry, express irritation and anger, forbid and punish. It has been discussed that classroom interaction is a reciprocal process that the behaviors of the teachers and students influence each other mutually (Wubbels, Creton, & Hooymayers, 1985; Wubbels & Levy, 1993).

Thus, to acquire balanced view and observe the comprehensive image of teacher interpersonal behavior, both teachers' perception of themselves and students' perception of their teachers appear to be necessary. Besides, considering the perceptions of both bodies on teacher interpersonal behavior would provide reflective understanding of the teaching-learning situation in the classrooms (Lourdusamy & Khine, 2005). Furthermore, Bell (2005) as in Hidayet (2010) claims that a study that would compare teachers' and students' belief systems would elucidate effective foreign language teaching behaviors. To this effect, both teachers' and students' perception of teacher interpersonal were considered in the study; and hence teacher interpersonal behavior of Wubbels, Creton and Levy & Hooymayers (1993) model was adopted.

Methodology

The purpose of this study was to compare English language teachers' perceptions of themselves with their students' perceptions of them pertaining to teacher interpersonal behavior in some selected secondary schools in Ethiopia. To this effect, cross-sectional descriptive survey design was adopted as it enables to collect data from large sample, compare and describe groups with regard to their beliefs, opinions, or practices (Creswell, 2002).

Participants

Participants of this study were English language teachers and their students at four Secondary schools in Arba Minch and surrounding districts of south regional state, Ethiopia. The schools selected for the study were found in Arba Minch, Gumayede, Konso and Gidoletowns. All available English language teachers who were teaching in grades 9-12 in the four schools listed above in 2016 academic year were considered in the study due to the fact that survey study requires large sample.

Accordingly, 48 English language teachers took part in the study. Corresponding to the sample teachers, 10% of the students were selected on stratified random sampling technique taking grade as strata. Accordingly, 440 students took part in the study though only 420 responded properly to the questionnaire.

Data Collection Instruments

In order to gather data from both students and teachers on their perceptions of teacher interpersonal behavior, student and teacher versions of Questionnaire on Teacher Interaction QTI (Wubbels et al., 1993) were adopted. This questionnaire consisted of 48 items. The items were divided into two major dimensions - influence and proximity and eight sub-scales that conformed to the sectors of the model. The eight domains were: leadership, understanding, helpful/friendly, dissatisfied, admonishing, strict, uncertain, and student/responsibility/freedom. Each domain had six items to be responded on a five-point scale (1-5) with the extreme alternatives of Never-Always.

The QTI has been shown to be a valid and reliable instrument (Wubbels et al., 1993; Den Brok, 2001; Den Brok, Wubbels & Rodriguez, 2003). These scholars reported that the internal consistency reliabilities for QTI scales range from 0.76 to 0.84. Moreover, it has been proved to be valid for mapping teachers' interpersonal behaviors that are transferable to different cultural settings (Wubbels et al., 1993; Opdenakker, Den Brok & Bosker, 2011).

However, in order to let the students, fill the questionnaires easily, the English version of student questionnaire was translated into Amharic by translation experts. Furthermore, the translation was checked by two Amharic instructors to ensure that each item retained its original meaning. Scale scores were scored on the basis of eight sectors and two summarized dimensions of Influence (DS) and Proximity (CO). The Dominance/Submission (DS) dimension is primarily comprised of behaviors in the sectors closest to the DS axis - strict, leadership, uncertainty and student responsibility/freedom. The sectors that mostly make up the Cooperation/Opposition (CO) dimension are helpful/friendly, understanding, dissatisfied and admonishing.

Data Analysis

The aim of this study was to examine whether there were significant differences in the perceptions of teachers and students on the different aspects of teacher interpersonal behavior. To this effect, data analysis was carried out on the basis of dimension scores using the individual participants' perception mean scores as the unit of analysis. To address each specific objective, independent sample t-test

English Language Teachers' and Students' Perceptions

was employed at ($p < 0.05$) level of significance. However, it should be noted that skewness and kurtosis of data were checked for normality. In addition, unequal variances were assumed throughout the analysis.

Results

This study intended to examine the accords and discords between students' and teachers' perceptions of influence and proximity dimensions of teacher interpersonal behavior. Moreover, it was to scrutinize the accord and discord between the two bodies perceptions of teacher interpersonal behavior with reference to the eight sub-scales. The tables below depict these two issues.

Table 1: Comparison between teachers' perceptions of themselves and students' perceptions of their teachers on teacher interpersonal behavior sub-scales

<i>Teacher Behavior</i>	<i>Group</i>	<i>Mean</i>	<i>Std.</i>	<i>t-value</i>	<i>p</i>
<i>Leadership</i>	Teacher	4.73	0.25	11.54	0.000
	Student	3.97	1.10		
<i>Helpful/Friendly</i>	Teacher	4.25	0.17	14.69	0.000
	Student	3.32	1.18		
<i>Understanding</i>	Teacher	4.53	0.14	0.21	0.83
	Student	4.53	0.53		
<i>Student Freedom</i>	Teacher	2.17	0.159	-9.95	0.000
	Student	2.87	1.36		
<i>Uncertain</i>	Teacher	1.81	0.20	5.07	0.000
	Student	2.20	1.42		
<i>Dissatisfied</i>	Teacher	1.44	0.16	-8.5	0.000
	Student	1.86	0.90		
<i>Strict</i>	Teacher	4.03	0.20	17.83	0.000
	Student	3.04	0.96		
<i>Admonishing</i>	Teacher	2.21	0.16	-5.36	0.000
	Student	2.56	1.25		

Table 1 above shows statistically significant differences between English language teachers' perceptions of themselves and their students' perceptions of them with regards to the sub-scales of teacher interpersonal behavior except for understanding one. Accordingly, teachers rated themselves significantly higher than their students' rating of them for leadership, helpful/friendly and strict behaviors. Divergently, the teachers rated themselves considerably lower than their students' rating of them for uncertain, student freedom, dissatisfied and admonishing sub-scales. Nevertheless, there was no difference between teachers' perceptions of themselves and that of the students' views of the teachers on understanding sub-scale of teacher interpersonal behavior.

Table 2: Comparison between teachers' perceptions of themselves and students' perceptions of their teachers on influence and proximity dimensions

Dimension	Group	Mean	Std.	t-value	p
Influence (DS)	Teacher	1.30	0.11	42.56	0.000
	Student	0.36	0.31		
Proximity (CO)	Teacher	1.54	0.080	9.22	0.000
	Student	1.26	0.57		

The second issue was to examine the accords and discords between students' and teachers' perceptions of influence and proximity dimensions of teacher interpersonal behavior. As shown in table 2 above, significant differences were found between teachers and students with regards to both influence and proximity dimensions of interpersonal behavior. In other words, teachers rated themselves significantly higher in amount of control and affiliation they had with their students than their students' perceptions of them.

Discussions

Concerning the differences between English language teachers' perceptions of themselves and their students' perceptions of the teachers with regards to the sub-scales of teacher interpersonal behavior, the results revealed discords between the two bodies in all sub-scales except for understanding one. Accordingly, teachers rated themselves considerably higher than their students for leadership, helpful/ friendly and strict sub-scales.

Conversely, the study indicated that the teachers rated themselves significantly lower than their students' perceptions of them for uncertain, student

English Language Teachers' and Students' Perceptions

freedom, dissatisfied and admonishing behaviors. Studies disclosed that the earlier sub-scales were positively related to students' achievement while the later sub-scales were negatively related to cognitive development of students (Wubbels & Levy, 1993; Rickards & Fisher, 1996; Smith, 1998; Fraser, Aldridge & Soerjaningsih, 2001). Nevertheless, accord was found between the two bodies for understanding behavior which implies that both bodies agreed that teachers exhibited understanding behavior- confidence, understanding and openness with students. It seems apparent to conclude that there were significant discords in how English language teachers see themselves with the way students viewed them except for understanding behavior.

This implies that teachers viewed themselves favorably high for positive behaviors and low for negative ones as compared to their students' perceptions of them for most of the interpersonal behaviors. This finding is more or less consonant with other works which portrayed teachers' inflated rating of their behavior as compared to their students (Den Brok, Levy, Rodriguez & Wubbels, 2001; Lourdasamy & Khine, 2005).

The second aspect of the study was to see students' and teachers' perceptions of influence and proximity dimensions of teacher interpersonal behavior. Influence (dominance–submission) dimension designates the degree of dominance or control displayed by the teacher or students, while proximity (cooperation–opposition) describes the level of cooperation/connectedness between teachers and students in the process of communication (Wubbels et al., 1992; Den Brok, Levy, Rodriguez & Wubbels, 2001).

Accordingly, the result indicated significant differences between the two bodies with regards to both influence and proximity dimensions of interpersonal behavior. In other words, teachers rated themselves significantly higher in the amount of control and affiliation/connectedness than their student' perceptions of them in the process of communication. This finding is harmonious with some previous studies which indicated teachers' higher rating of themselves than the students' perceptions of them on these two dimensions (Rickards & Fisher, 1998; Den Brok, 2001; Van Oord & Den Brok, 2004).

Though there could be various reasons for differences between the two bodies in the ratings of teacher interpersonal behavior, one possible reason could emanate from teachers' failure to see themselves to reflect accurately on their behaviors (Dunning, Johnson, Erlanger & Kruger, 2003). Furthermore, other potential variables such as gender, ethnic background/culture, age of students and teachers and experiences of teachers could bring differences to the perceptions of teacher interpersonal behavior (Fisher & Rickards, 1997; Levy, Wubbels,

Brekelmans & Morganfield, 1997; Den Brok, Fisher & Rickards, 2004; Den Brok, Bergen & Brekelmans, 2004).

Conclusion

This study found significant discords between how English language teachers perceived themselves and the way students viewed them except for understanding behavior. Therefore, teachers viewed themselves favorably high for some behaviors (leadership, helpful/friendly and strict) and low for other behaviors (uncertain, student freedom, dissatisfied and admonishing) as compared to their students' perceptions of them. This implies that teachers argued they demonstrated leadership, helpful/friendly and strict behaviors while their students claimed their teachers displayed uncertain, student freedom, dissatisfied and admonishing behaviors.

However, the two bodies agreed teachers exhibited understanding behavior. Concerning the two dimensions, teachers notably felt they had high amount of control and affiliation/ connectedness in the process of communication in contrast to their students' perceptions of them. In summing up, it seems evident to conclude that there were discords between the two bodies almost in all behaviors except for understanding one. In addition, teachers felt that they had more affiliation/ connectedness with students and in control of the classes in the process of communication in contrast to their students' perceptions of them.

This implies that teachers did not make critical reflections of themselves on their interpersonal behaviors. Consequently, English language teachers should take the issues of discords as potential impediments of teaching-learning up on which they should see themselves critically to improve their interpersonal behaviors (Brekelmans & Wubbels, 1991; Bergen, 1999; Brown, 2009 as in Hidayet, 2010). By the same token, teacher education institutions should take the interpersonal behavior as essential point and consider it in their curricula.

This study has some limitations to mention. The sample size of this study was small and was limited to English language teachers and students in four secondary and preparatory schools in Ethiopia. To this effect, it is difficult to make generalizations. In addition, only questionnaires to both teachers and students were used to elicit teacher interpersonal behavior. Qualitative data like interviews with teachers and students, which might have come up with in-depth behaviors of teachers, were not used.

Reference

English Language Teachers' and Students' Perceptions

- Akbari, R & Allvar, N (2010). L2 teacher characteristics as predictors of students' academic achievement. *The Electronic Journal for English as a Second Language*, 13(4).
- Aldridge, J., Fraser, B., & Soerjaningsih, W. (2001). *Teacher-student interpersonal behavior and student outcomes among university students in Indonesia*. Paper presented at the annual conference of the Australian Association for Research in Education, Fremantle, Australia.
- Ben-Chaim, D., & Zoller, U. (2001). Self-perceptions versus students' perceptions of teacher interpersonal style in college science and mathematics courses. *Research in Science Education*, 31, 437-454.
- Brekelmans, M., Slegers, P., & Fraser, B. (2000). Teaching for active learning. In P. R. J. Simons, J. L. van der Linden, & T. Duffy (Eds.), *New Learning* (pp. 227-242). Dordrecht: Kluwer.
- Brekelmans, M., & Wubbels, T. (1991). Student and teacher perceptions of interpersonal teacher behavior: a Dutch perspective. *The Study of Learning Environments*, 5, 19-30.
- Brekelmans, M., Wubbels, T., & Den Brok, P. (2002). Teacher experience and the teacher-student relationship in the classroom environment. In S.C. Goh & M.S. Khine (Eds.). *Studies in learning environments: An international perspective*. pp, 73-99. Singapore: World Scientific.
- Creswell, J. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, N.J: Merrill.
- Den Brok, P. (2001). *Teaching and student outcomes. A study on teachers' thoughts and actions from an interpersonal and a learning activities perspective*. Utrecht: W.C.C.
- Den Brok, P., Brekelmans, M., & Wubbels, Th. (2004). Interpersonal teacher behavior and student outcomes. *School Effectiveness and School Improvement*, 15, 407-442.
- Den Brok, P., Levy, J., Wubbels, Th., & Rodriguez, M. (2003). Cultural influences on students' perceptions of videotaped lessons. *International Journal of Intercultural Relations*, 27, 355-374.
- Den Brok, P., Fisher, D., & Rickards, T. (2004). *Predicting Australian Students' Perceptions of Their Teacher Interpersonal Behavior*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

- Den Brok, Bergen, T., Stahl, R., & Brekelmans, M. (2004). Students' perceptions of teacher control behaviors. *Learning and Instruction*, 14 (4), 425-443.
- Fisher, D., Fraser, B., & Rickards, T. (1997). *Gender and cultural differences in teacher-student interpersonal behavior*. Paper presented at the annual meeting of the American Education Research Association, Chicago.
- Fisher, D., & Rickards, T. (1999). *Teacher-student interpersonal behavior as perceived by science teachers and their students*. Paper presented at the second international conference on Science, Mathematics and Technology Education, Taipei, Taiwan.
- Grossman, H. (1995). *Teaching a Diverse Society*. Boston, MA: Allyn and Bacon.
- Hidayet, T. (2010). *Comparing Teachers' and Students' Perceptions of Effective Foreign Language Teaching: A case study in Turkey*. International Conference on New Trends in Education and Their Implications, 11-13 November, 2010 Antalya-Turkey ISBN: 978 605 364 104 9.
- Knapp, K., & Antos, G. (2009). *Handbooks of Applied Linguistics, Communication Competence, Language and Communication*. Berlin, Walter de Gruyter GmbH & Co.
- Levy, J., Wubbels, T., & Brekelmans, M. (1992). Student and teacher characteristics and perceptions of teacher communication style. *Journal of Classroom Interaction*, 27, 23-39.
- Levy, J., Wubbels, T., Brekelmans, M., & Morganfield, B. (1997). Language and cultural factors in students' perceptions of teacher communication style. *International Journal of Intercultural Relations*, 21, 29-56.
- Lourdusamy, A., & Khine, M.S. (2001). *Self-evaluation of interpersonal behavior and classroom interaction by teacher trainees*. A paper presented at the International Educational Research Conference, University of Notre Dame and Fremantle, Western Australia.
- Malinsky, M. (2001). Matched learning styles of teacher and student: A study of its relationship to achievement and self-esteem. *Dissertation Abstracts International, Section A: Humanities and Social Sciences*, 62(3-A), 901.
- Opdenakker, M., Den Brok & Bosker, N. (2011). Teacher-student interpersonal relationships in Indonesia: profiles and importance to student motivation. *Asia Pacific Journal of Education*, 31 (1): 33-49.

English Language Teachers' and Students' Perceptions

- Rickards, T. & Fisher, D. (1996). *Associations between teacher-student interpersonal behavior, gender, cultural background and achievement*. Proceedings of Western Australian Institute for Educational Research Forum.
- Rickards, T., Fisher, D., & Fraser, B. (1996). *Gender and Cultural Differences in Teacher-Student Interpersonal Behavior*. Paper presented at the Conference of the Educational Research Association, Singapore and the Australian Association of Research in Education. Singapore.
- Rickards, T. & Fisher, D. (1998). *Teacher-student interactions in science classes: Differences between the perceptions of teachers and their students*. Proceedings of Western Australian Institute for Educational Research Forum 1998.
- Rickards, T., & Fisher, D. (2000). *Three perspectives on perceptions of teacher-student interaction: A seed for change in science teaching*. The annual meeting of the National Association for Research in Science Teaching, New Orleans, Louisiana.
- Smith, W. (1998). *Student Perceptions of their Biology Teachers' Interpersonal Teaching Behaviors and Students Achievement and Affective Learning Outcomes*. Unpublished Ph.D. dissertation.
- Van Oord, L. & Brok, Den. (2004). The international teacher: students' and teachers' perceptions of preferred teacher-student interpersonal behavior in two United World Colleges. *Journal of Research in International Education*, 3(2): 131-55.
- Wong, K. & Wong, R. (1998). *How to be an effective teacher: The first days in school*. Mountain View, CA: Harry K. Wong Publication Inc.
- Wubbels, T., Creton, H., & Hooymayers, H. (1985). *Discipline problems of beginning teachers: Interactional teacher behavior mapped out*. Paper presented at the Annual Meeting of the American Association Research.
- Wubbels, T., & Levy, J. (1991). A comparison of the interpersonal behavior of Dutch and American teachers. *International Journal of Intercultural Relations*, 15, 1-18.
- Wubbels, T., & Levy, J. (1993). *Do you know what you look like?* London: The Falmer Press. Wubbels, T., & Brekelmans, M. (1997). A comparison of student perceptions of Dutch physics teachers' interpersonal behavior and their

- Abate Demissie*
- educational opinions in 1984 and 1993. *Journal of Research in Science Teaching*, 34, 447-466.
- Wubbels, T., Levy, J. & Brekelmans, M. (1997). Paying Attention to Relationships. *Educational leadership*, 54(7), 82-85.
- Zhang, L. (2006). Does Student-Teacher Thinking Style Match/Mismatch Matter in Students' Achievement? *Educational Psychology*, 26 (3), 395-409.

Customer's Perception on Marketing of MILMA Products with Special Reference to Thiruvananthapuram Regional Co-Operative Milk Producer's Union

Dr. DILEEP. A. S

Assistant Professor. Dept of Commerce, N S S College Nilamel.

India is the world leader in milk production and the Indian dairy industry stands at a mammoth size. The Indian dairy industry presently contributes about 15 % to the total milk production of the world. The laurels of this position emanate from a huge base of around 11 million farmers organized into about 1 lakh Village Dairy Cooperative Societies. The Indian dairy market is currently growing at an annual growth rate of 7% at current prices. In today's context, a demand supply gap has become imminent in the dairy industry because of the dynamic demographic pattern, changing food consumption habits and the rapid urbanization of rural India. In this backdrop it is inevitable one to analyse the customer's perception on marketing of MILMA products. The present study is a humble attempt in this direction.

Keywords: Market, Customer, Concentration, Milk and Union.

Kerala Co-operative Milk Marketing Federation (KCMMF) popularly known as MILMA was established in April 1980, for the successful implementation of operation flood project in Kerala under the control of National Dairy Development Board (NDDB). NDDB launched this operation flood project in 1970 which was based on Anand pattern which lead to a success of Amul Co-operative in Anand,

Volume 13, Issue 1, January 2025

International Journal of Perspectives in Education (IJPE)

A Multi-disciplinary Biannual Journal

ISSN 2456-3412

Customer's Perception on Marketing of MILMA Products

Introduction

Kaira district, Gujarat. The objective of this project was to build Anand pattern model milk co-operative societies (APCOS) in all villages that are capable to produce milk. Anand pattern is a three-tier structure which includes: -

- Primary Milk Co-Operative Societies.
- District Milk Producers Union and
- State Federation

Kerala was included in the second phase of operation flood (1980-1987). NDDB under Dr. Varghese Kurian's guidance setup KCMMF in April, 1980 as a part of operation flood programme II in Kerala and the head office was established in Thiruvananthapuram. KCMMF was registered under the Co-operative Societies Act on 21-02-1980. NDDB has been the funding agent for the operation flood projects in Kerala. The mission of KCMMF is "farmers prosperity through customer satisfaction". Which include the activities of collecting the surplus milk from rural and marketing it in semi urban and urban areas.

TRCMPU

The Thiruvananthapuram Regional Co-operative Milk Producer's Union was established in the year 1985 as part of the implementation of the Flood Programme in the State of Kerala. This union covers the southern region of Kerala. The area of operation of the union covers the districts of Thiruvananthapuram, Kollam, Pathanamthitta, and Alappuzha.

Objectives of the study

The present study is undertaken with the objective of examining the opinion of customer towards marketing of dairy products.

Methodology

The study is mainly based on primary data. However secondary data were also made use of for the purpose of providing background information to the study. The primary data are collected from customers with the help of interview schedule. The secondary data were collected from the records and annual reports of TRCMPU and Articles, Newspapers and books related to the area of study.

Sampling Frame

Dileep

Data were collected from Customers, wholesalers and retailers of the TRCMPU. Since the number of Customers of the TRCMPU is not known, the sample sizes of customer have been fixed at 200 and these customers are selected on the basis of convenient sampling method

The respondents opinion was obtained on the usage of MILMA products, the number of since it is being used, awareness of other branded products, reasons for using MILMA products, their level of satisfaction with the brand image of milk, butter, ghee and curd, their level of satisfaction with the factors like quality, concentration, price and flavour with respect to milk, butter, ghee, curd, their opinion about the availability of MILMA products, opinion on their ranking of the products milk, butter, ghee and curd with respect to attributes like taste, flavour, quality, thickness and packing; the important factors considered while buying MILMA products, opinion on the overall performance of MILMA products, source of information about the product, opinion on the effect of advertisement in creating image of the products, their level of importance with respect to the most effective media of advertising and opinion on the service of MILMA staffs.

Data Analysis

The analytical results are presented in the following sections.

1. Number of years usage of MILMA Products

The respondent's opinion was obtained regarding the number of years of usage of MILMA products. In this respect 9 per cent of the respondents have opinioned that they are using MILMA for a period of less than one year; 32 per cent of the respondents are using MILMA products for a period of in between 1-5 years and 59 per cent are using the products for more than 5 years. This clearly shows that majority of the respondents are using the MILMA products more than 5 years. This further indicates that the respondents are using the same brand for the 5 years. The following Table depicts the respondent's opinion regarding the same.

Customer's Perception on Marketing of MILMA Products

Table - 1
Number of years Usage of MILMA Products

Opinion	Frequency	Frequency in %
Less than 1 yr	18	9
1 – 5 yrs	64	32
More than 5 yrs	118	59
Total	200	100

Source: Survey Data

2. Awareness of branded products other than MILMA

Regarding the awareness of the other branded products of MILMA, the respondents' opinion shows that 85 per cent of them are aware about various branded products other than MILMA while 15 per cent of the respondents opined that they are not aware of the other branded products. This shows that majority of the respondents in the sample are aware of other branded products. The following Table 2 shows the awareness of branded products other than MILMA.

Table - 2
Awareness of branded products other than MILMA

Opinion	Frequency	Frequency in %
Yes	170	85
No	30	15
Total	200	100

Source: Survey Data

3. Reasons for using MILMA products

The respondent's opinion was obtained regarding the reasons for using MILMA products. Here the variable selected for evaluating reasons for using MILMA products are good quality, price competitive, good flavour/taste and available everywhere. In this regard, out of 170 respondents (4 per cent) of them are using MILMA products considering its good quality; 30 per cent of them

Dileep

considering the price factor; 8 per cent considers good flavour/taste while rest of them are using MILMA products due to its availability in everywhere. From the above analysis it is clear that majority of the respondents are using MILMA products considering the fact that which is available everywhere. This further pin points that the availability of MILMA products everywhere is the reason behind its preference over the other products. The following Table 3 brings out the views of the respondent's regarding the reasons for using MILMA products.

Table - 3
Reasons for using MILMA products

Reasons	Frequency	Frequency in %
Good quality	7	4
Competitive price	51	30
Good flavour/taste	14	8
Available every where	98	58
Total	170	100

Source: Survey Data

4. Level of satisfaction with the brand image of MILMA products

Brand image of the product is an important criterion for improving sales and for enhancing the satisfaction of consumers. The opinion of customers in this regard is presented in the Table 4 The respondent's level of satisfaction on the brand image of MILMA products – milk, butter, ghee and curd shows that majority of the respondents are partly satisfied (92) with milk; in the case of butter majority of the respondents are satisfied (104); in the case of ghee and curd majority of the of the respondents are partly satisfied (106) and (108). From the above analysis it is clear that the respondents are partly satisfied with the brand image with respect to milk, ghee and curd and they are satisfied with respect to butter. This further indicates that the consumers are satisfied with the brand image of butter and partly satisfied with milk, ghee and curd.

Table - 4
Level of satisfaction with the brand image of MILMA products

Products	HS	S	PS	DS
----------	----	---	----	----

Customer's Perception on Marketing of MILMA Products

Milk	10	88	92	10
Butter	18	104	70	8
Ghee	8	80	106	6
Curd	14	66	108	12

HS – Highly Satisfied; S – Satisfied; PS – Partly Satisfied; DS – Dissatisfied;
Source: Survey Data

5. Level of satisfaction with the quality of MILMA products

The respondent's level of satisfaction on the quality of MILMA products – milk, butter, ghee and curd shows that with respect to milk, butter and ghee majority of the respondents are partly satisfied and in the case of curd majority of the of the respondents are satisfied. From the above analysis it is clear that the consumers are partly satisfied with the quality of milk, butter and ghee and satisfied with the quality of curd.

Table - 5
Level of satisfaction with the quality of MILMA products

<i>Products</i>	<i>HS</i>	<i>S</i>	<i>PS</i>	<i>DS</i>
Milk	4	44	136	16
Butter	20	76	100	4
Ghee	16	78	98	8
Curd	56	116	24	4

HS – Highly Satisfied; S – Satisfied; PS – Partly Satisfied; DS – Dissatisfied;
Source: Survey Data

6. Level of satisfaction with the price of MILMA products

The respondent's level of satisfaction with the price of MILMA products is depicted in the Table 6. The opinion of consumers in this regard shows that in respect of milk, majority of the respondents are partly satisfied with price; in the case of butter, ghee and curd majority of the respondents are satisfied. From the above analysis it is clear that the respondents are partly satisfied with price of milk and are satisfied with the price of butter, ghee and curd.

Table - 6

Level of satisfaction with the price of MILMA products

<i>Products</i>	<i>HS</i>	<i>S</i>	<i>PS</i>	<i>DS</i>
Milk	12	60	118	10
Butter	22	116	56	6
Ghee	28	122	42	8
Curd	32	128	36	4

HS – Highly Satisfied; S – Satisfied; PS – Partly Satisfied; DS – Dissatisfied
Source: Survey Data

7. Opinion on the overall performance of the MILMA products

The respondent's opinion was obtained about the overall performance of the MILMA products. In this respect, 7 per cent of the respondents have the opinion that the overall performance of MILMA products are very good; 38 per cent have the opinion that the performance is good; 26 per cent of respondents opinioned that the overall performance is average; 12 per cent of respondents opinioned that the overall performance is poor and 3 per cent of them have the view that the overall performance is very poor. This clearly shows that majority of the respondents in the sample have the opinion that the overall performance of MILMA products are average only. This further indicates that the consumers are just satisfied with the overall performance of MILMA products. The following Table 7 depicts the respondent's opinion on the overall performance of MILMA products.

Customer's Perception on Marketing of MILMA Products

Table - 7

Opinion on the overall performance of the MILMA products

Opinion	Frequency	Frequency in %
Very good	14	7
Good	52	26
Average	104	52
Poor	24	12
Very Poor	6	3
Total	200	100

Source: -Survey Data

Statistical Tests

Annova Table Test

To find the relationship between the level of satisfaction and the quality of MILMA products using ANOVA Table.

Table - 8

Level of satisfaction with the quality of MILMA products

<i>Products</i>	<i>HS</i>	<i>S</i>	<i>PS</i>	<i>DS</i>	<i>Total</i>
Milk	4	44	136	16	200
Butter	20	76	100	4	200
Ghee	16	78	98	8	200
Curd	56	116	24	4	200

HS – Highly Satisfied; S – Satisfied; PS – Partly Satisfied; DS – Dissatisfied

Null Hypothesis: The consumers' level of satisfaction remains the same with the quality of MILMA products

Table - 9
ANOVA Results

<i>Sources of Variation</i>	<i>Sum of squares</i>	<i>Degrees of Freedom</i>	<i>Mean square S</i>
Between the samples	19,565	3	6,522 (S_1) ²
Within the samples	10523	12	877 (S_2) ²
Total	30,088	15	

Table - 10
ANOVA Results

Degree of freedom	Significance level	Calculated value	Table value
15	5	7.44	3.49

Here the Table value of 'F' at 5% level of significance at Degrees of Freedom (3; 12) is 3.49. Thus, the calculated value of 'F' is greater than the Table value, therefore the null hypothesis is rejected. Hence the consumers' level of satisfaction changes with the quality of different products of MILMA like Milk, Butter, Ghee and Curd.

Likert's Score

$$\begin{aligned}
 \text{Likert's Score} &= \frac{\text{Total weighted score}}{\text{Total number of respondents}} \\
 &= \frac{644}{200} \\
 &= 3.22
 \end{aligned}$$

Customer's Perception on Marketing of MILMA Products

Table - 11
Opinion on the overall performance of the MILMA products

Opinion	No. of Respondents	Weightage given	Weighted Score
Very good	14	05	70
Good	52	04	208
Average	104	03	312
Poor	24	02	48
Very Poor	6	01	06
Total	200	15	644

Source: Survey Data

The Likert's score of 3.22 is above the weighted average score of 3, which indicates that, the overall performance of the MILMA products are average; i.e. the products are satisfactory.

Findings

The major findings of the present study are presented in the following sections.

- Majority of the respondents are using the MILMA products for more than 5 years.
- The majority of the respondents are aware of other branded products other than MILMA. Most of the Respondents are using MILMA products considering the fact that it is available everywhere.
- Majority of the consumers are opined that they are satisfied with the brand image of butter and partly satisfied with milk, ghee and curd
- Most of the consumers are partly satisfied with the quality of milk, butter and ghee and satisfied with the quality of curd. The ANNOVA Table Test

Dileep

shows that the consumers' level of satisfaction changes with the quality different products of MILMA like Milk, Butter, Ghee and Curd

- With respect to price, the majorities of the consumers are partly satisfied with milk and satisfied with butter, ghee and curd.
- Majority of the consumers are just satisfied with the overall performance of MILMA products and this is also confirmed by Likert's Score.

Conclusion

The objective of the company is to transform the dreams of the consumers into reality. This necessitates a sound product strategy, which simplifies the process of generating the impulse for buying. The various product offered to target market should satisfy the consumer in the mounting competition in and around, it is essential that the company should adopt a product strategy which suit the need, preference, habit, attitude, taste and flavour of the potential consumers. At the outset it is essential that the product management process should be managed properly, so that the pruning and adding operations can be optimised.

Reference

Donald, W. Cowell. *Marketing Management*. CAM foundation. Heinemann, London, 1999.

Hoyer Macinnis. *Consumer Behaviour*. Willey Eastern Limited, New Delhi. 2004.

Kotari, E.J. *Marketing Planning and Competitive Strategy*. Prentice Hall, New Jersey. 2000.

Metaha Subash. *Indian Consumer Behaviour- Studies and cases for marketing Divisions*.

Philip Kotler and Grey Armstrong. *Principles of Marketing*. Prentice Hall of India Limited. 2000.

Sarah Cook. *Customer Care Excellence*. Kogan Page India Limited, New Delhi. 2004.

Suggestopedia: A Friendly Approach to the Inclusive Classroom

M. PRADHEEBA

*Research Scholar, Department of Education,
Manonmaniam Sundaranar University, Tirunelveli.*

B. WILLIAM DHARMA RAJ

*Professor and Head, Department of Education,
Manonmaniam Sundaranar University, Tirunelveli.*

S. R. SUNDARAVALLI

*Assistant Professor, Department of Education,
Manonmaniam Sundaranar University, Tirunelveli.*

Everything comes to us that belong to us if we create the capacity to receive it. -Rabindranath Tagore. In the present scenario, bringing joy to learning process is indeed essential for creating an active community of student, through which it's easier to improve learning process successfully and also achieve a much higher order of school satisfaction and societal happiness. Joyful learning is possible when it depends and related with pleasing life situation. It boosts up with the student's level of confidence, creating interest, meaning, love, value, creativity, appreciation, fun etc. These are altogether developing the student's pursuit of excellence. A joyful classroom is an active, bright, and cheerful place of learning. UNICEF has collaborated with central and state governments and NGOs to support joyful learning. Suggestopedia, the suitable methods of "humanistic approaches" developed in 1970 by Bulgarian educator Lozanow. This paper focuses on how to deal with the relation between mental potential and learning effectively through suggestopedia, especially in the language teaching of inclusive and exclusive classrooms situation.

Keywords: Suggestopedia, Joyful Learning, Inclusive and Exclusive Classrooms.

Volume 13, Issue 1, January 2025

International Journal of Perspectives in Education (IJPE)

A Multi-disciplinary Biannual Journal

ISSN 2456-3412

A Friendly Approach to the Inclusive Classroom

Introduction

Suggestopedia is a teaching method which focuses on how to deal with the relationship and between mental potential and teaching efficacy. The particular features and special theories implicated in this practice in language teaching area deeply. Suggestopedia is a more favourable method of teaching not only in the general classroom but also the inclusive classroom situation. In this technique of teaching that awakes or alerts the state of mind through some useful suggestions and unusual presentation styles to boost up learning. Suggestopedia and its application to the education of students with learning disabilities are highly admired. Suggestopedia enhances children with learning disability become aware of the fact or situation that they can learn. For learning need not to be frustrating or need not be worrying or causing annoyance by excessive difficulty. They can be aided to develop their full potential.

Suggestopedia is based on the premise that many students do not learn effectively because of variety of psychological barriers. These include previous unsuccessful learning experiences, fear of failure, and feeling of inadequacy, tension and inferiority complex. As a result of such causes, they do not use full mental power that they have and the amount of capacity that they use is not more than five to ten percent of full capacity.

In order to make better use of mental reserves, the limitations, there it needs to be desuggested. The aim of the method therefore is to promote positive emotions in the learners to stimulate the imaginations and to create optimum conditions for learning different techniques such as relaxations, visualization and the use of poetry, art work, song etc. The more consecrates may think that it is a little far-fetch, but similar learner centered and multisensory techniques are already used in the treatment of dyslexia and management causes. Suggestopedia method of teaching is friendlier and more suitable to the inclusive situation. It can be helpful to the slow learners too.

Inclusive Classroom and Suggestopedia Method

An inclusive class room is a general education class room in which students with and without disabilities learns together. It is essentially the opposite of special education classroom, where students with disabilities learning with only other students with disabilities. Inclusion secures opportunities to learn alongside their non-disabled peers in general education classroom. UNESCO (2017), rules a guide for ensuring inclusion and equity in educational system. Inclusive pedagogy is focused on including all students together and build a class room community where every child is valued (e-learning.tki.org.nz>teaching.)

Inclusive teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, learning styles, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel equally valued. "Even though some of us might wish to conceptualize our classrooms as culturally neutral or might choose to ignore the cultural dimensions, students cannot check their sociocultural identities at the door, nor can they instantly transcend their current level of development. Therefore, it is important that the pedagogical strategies, we employ in the classroom reflect an understanding of social identity and development, so that we can anticipate the tensions that might occur in the classroom and be proactive about them" (Ambrose et. al., 2010).

Children with dyslexia, the reading disability find difficulties for existing in the present-day classroom situation. Most particularly suggestopedia method enhances the students of learning disabilities like dyslexia and can improve their language learning through the features of suggestopedia as yoga relaxation, imagery, background music etc. These all work as psychotherapy. There is a greater number of students that is one in 10 students affected by these reading difficulty problems. Dyslexia is a type of specific learning disabilities. It is a neuron developmental disorder that affects the brains ability to receive process, store and respond to information (Peterson@pennington.2012). The severity varies with each individual (Pennington, 2012). Children with dyslexia have problems in recognizing alphabets, reading accurately and fluently as well as spelling despite adequate instruction, normal intelligence and intact sensory abilities (Shaywitz, 2003).

The Nature of the Disability

The most common definition for dyslexia used today comes from The Research Group on Developmental Dyslexia of the World Federation of Neurology. Their definition, written in 1996, states that dyslexia is, "a disorder manifested by difficulty in learning to read despite conventional instruction, adequate intelligence and sociocultural opportunity. It depends on fundamental cognitive disabilities, which are frequently constitutional in origin" (Ott, 1997). In the same year as the above-mentioned definition was published, the British Dyslexia Association released the following definition of dyslexia. It includes many of the main ideas mentioned in the earlier definition but has more specifically detailed the difficulties dyslexics may have. For the purposes of this study, dyslexia will be defined as: complex neurological condition which is constitutional in origin. The symptoms may affect many areas of learning and function, and may be described as a specific difficulty in reading, spelling and written language. One or more of

A Friendly Approach to the Inclusive Classroom

these areas may be affected. Numeracy, notational skills, motor function and organizational skills may also be involved. However, it is particularly related to mastering written language, although oral language may be affected to some degree. (Ott,1997).

As discussed earlier, dyslexia are a language processing disability, that is to say those who have dyslexia have a weakness in one or more areas of language such as decoding, encoding, phonological awareness, word retrieval and syntax. To be successful within a FL it, “requires the use of precisely those language skills in which dyslexics are weak in their first language” (Arries 1999). Dr. Kenneth Dinklage, researcher within the field of learning disabilities and second language learning, believes that dyslexics, due to their disability can only, “make stumbling attempts at gaining proficiency with a second language” (Ott, 1997).

This being much due to the language processing problems they had within their first or native language. Professor Peter Skehan and Dr. Bernard Spolsky, along with studies by Dinklage, have found that there is a connection between foreign language difficulties and difficulties within one’s native language. “Skehan believes that second or foreign language learning is the equivalent for the first language learning faculty and children who develop faster in their first language also score higher on foreign language aptitude tests” (Nijakowska, 20100). It can then be said that those children who develop slower within their first language, as found with dyslexic students, will have problems when learning a foreign language.

Other studies within the field of foreign language learning and learning disabilities have shown that if one has language problems in their native language, these problems will be carried over to the foreign language leading to an inability to learn a new language fully. This phenomenon is called the Linguistic Coding Differences Hypothesis (LCDH) by Sparks and Ganschow. LCDH has also shown that poor phonological awareness or phonological-orthographic processing, the ability to see the connection between how letters sound and how they are written, is often times the reason behind a dyslexic’s inability to learn a foreign language. According to the hypothesis, even subtle language processing difficulties will, “resurface when learning a foreign language”. This can explain why even students who have “overcome” (Schneider 2009), their dyslexia through the use of learning strategies may have to re-learn these skills as they embark on learning a foreign language.

Necessity for Prowess of Reading

Reading skills are like building blocks. To learn to read well, children need the block of knowing the sounds of letters and the blocks of knowing the meaning of words (vocabulary) and group of words. To build the foundation of reading, children need effective reading instruction. For children, with language-based

learning disabilities, learning to read is especially difficult because they have harder time with sounds of letters and words than peers. These, slowly grow as the inferiority complex in them through which the children fail to cope up with non-disabled students; most importantly it affects the academic achievements of the students.

The students acquired with psychological barriers like fear of failure, feeling of inadequacy, tension, and so on. To make the students come out from all such mental reserves or blocks, Desuggestopedia works on. Thus, the aim of the suggestopedia method is to promote positive emotions to the learner; to simulate the imagination and create the optimum condition for learning run through relaxation, visualization and the use of poetry, art work and back ground music etc. Jonathan F. Arries, from the Department of Modern Languages and Literatures College of William and Mary Williamsburg, outlines in his article "Learning Disabilities and Foreign Languages:

A Curriculum Approach to the Design of Inclusive Courses" some commonly known theories and methods used when working with dyslexic students. The theories are many and just which one is the most successful is difficult to say. Some believe that dyslexic students work best by combining language studies with physical movement, music or art as seen in the Suggestopedia approach or the Total Physical Response (TPR) as approach by Dr. James J. Asher. Others feel that by using a "whole language" approach with dyslexic students, they are not given the needed instruction explaining the phonetics and grammar of the FL. A. Mabbott, professor within second language acquisition, felt it was imperative to not focus so much attention on the grammar of a language but to instead use a, "communicative approach" (Arries, 1999), where the dyslexic student was asked to practice for speaking more than writing or reading. This theory is based on Krashen and Terrell's earlier studies on language acquisition where it is believed that, "an ambitious grammar-based syllabus may actually impede acquisition" (Aries 1999). Acquisition in this case being distinct from learning since it is based more on the subconscious acquiring of language than the conscious process of learning grammatical rules.

Principles of Suggestopedia

Being one of the humanistic approaches, Suggestopedia is a specific learning method derived from, which Lozanov describes as a "...science...concerned with the systematic study of the non-rational and/or no conscious influences" that human beings are constantly responding to (Stevick, 1976). Concerning the effect of Suggestopedia, Lozanov declares that memorization in learning through Suggestopedia would be accelerated by up to 25 times over that in conventional learning methods. In Lozanov's view, the reason for pupil's inefficiency is due to some psychological barriers of learning such as the

A Friendly Approach to the Inclusive Classroom

fear of being unable to perform, the feeling of inadequacy, or stress should be removed, or it would be the reason for the student's failure, as a result of the fact that the students do not use the full mental power that they have and the amount of capacity that they are using is not more than five to ten percent of their full capacity. In order to make better use of our mental reserves, the limitations are needed to be "desuggested" (Lasen, 1986).

According to Krashen, in second language acquisition, the only way to acquire is to provide comprehensible input. However, "language acquirers may have a mental block that prevents input from reaching the Language Acquisition Device. An important part of language teaching involves lowering or weakening this block, termed the" (Krashen, 1989s). In this sense, Suggestopedia is just such a teaching method that intends to lower Affective Filter to help learners obtain comprehensible input. Psychologically speaking, Suggestopedia relates a range of theories that intend to describe how attentiveness is manipulated to optimize learning and recall.

Within different mental states from sleeping state to anxious state of mind, Lozanov believes that most learning takes place in a relaxed but focused state. This state might be called aware-alert state, and it is claimed that this will lead to "super learning" (Brown 1994). Lozanov acknowledges ties in tradition to yoga and Soviet psychology. From raja-yoga, Lozanov has borrowed and modified techniques for altering stages of consciousness and concentration, and the use of rhythmic breathing. From Soviet psychology, he has taken the notion that all students can be taught a given subject matter at the same level of skill (Richards & Rogers, 1998).

How does Suggestopedia Classroom Differ more from the Traditional Classroom?

As a particular teaching method, Suggestopedia provides some valuable insights in teaching practice, which are also the advantages of it:

- Suggestopedia classes take place in an informal setting with the students sitting in easy chairs around their teacher.
- On the walls of the classroom are travel posters, and list of vocabulary items or grammatical structures.
- It intended to promote positive feeling towards the students and to encourage peripheral or (unconscious) learning.

- For the new students one of the first activities will be assume a new identity for the duration of the course. The intension here is for students to forget their own persona (and the negative emotions which may accompany it) and become someone else. This may make them feel less in habited.
- Students are then introduced to a lengthy dialogue which is presented in both written and spoken form. Students typically follow the dialogue in the target language with the translation, while learning to their teacher. She/ he modules his /her voice according to the rhythm and pitch of the back-ground music. This first reading flowed by the second concert, where it listens again to the eyes closed and the classical music played again in the back ground. Students are encouraged to become positive and relaxed. Later in the evening and early next day, learner will re-read the dialogue to themselves in preparation for the follow-up activities. These take the form of dramatic reading, role play and reputation work. Students are encouraged to use the new language creatively by games and songs.

Suggestopedia: Total Physical Response (TPR method)

Memorization is easily possible in this method. It is. It is a good tool for building vocabulary. It can facilitate students with meaning in real context. It does not require a great deal of preparation, so it helps the students immediately understand the target language. TPR works well in the inclusive classroom of mixed ability and tends to help the learners and achieve fluency faster in learning language. It benefits the struggling students and creates positive thinking. Arm chairs or easy chairs to be provided for the student are comfortable seating. Comfortable light for everything is bright and colorful; a poster, music etc., and also the teachers speaks confidently; the teacher leads the class in various activities involving he dialogue for example, question and answer, repletion and formulations. The teacher should integrate indirect positive suggestion.

A Friendly Approach to the Inclusive Classroom

Conclusion

Suggestopedia is a pedagogical learning system that combines knowledge of medicine, psychology and pedagogy. Suggestopedia is a system for efficient learning that stimulates simultaneously intellectual activity emotions and physical activity emotions and physical conditions of the person in a positive and spontaneous way, without stress, strain or fatigue, through mental relaxation and by using art. The law of harmony in the universe, which every suggestopedia process must be subjected to harmony, is a major in teaching and learning this is a great tutorial for short period of time.

The relationship between parts and the whole are in the golden proportion in the suggestopedia communication process. Learning ability is improved when process of learning cleverly finds the right balance between rhythms, intonations and emotional stimuli etc. Classical art and aesthetics are used in suggestopedia as particularly effective mediators of non-manipulative communicative suggestion; the reason lies in their ability to limit countless non-specific stimuli that nature the abundance of peripheral perceptions, imperceptible to consciousness. Thus, suggestopedia paved the way for joyful learning atmosphere for the inclusive classroom and as being helpful for dyslexic, the reading disabled students friendly for acquiring a maximized input, and be used for student's support must be consist of simple and positive that all learning process is joyful and pleasurable.

Reference

- Arries, J.F. (1999). Learning Disabilities and Foreign Languages: A Curriculum Approach to the Design of Inclusive Courses. *Modern Language Journal*, v83 n1 p98-110. Virginia: Department of Modern Languages and Literatures.
- Alexander, L. (1982). Some preliminary experiments with SALT techniques: music and exercise, paired-words and narrative word-types and meaning checks. *Journal of the Society for Accelerated Learning & Teaching*, 7(1), 41-47.
- Ambrose, S. A., Bridges, M.W., DiPietro, M. & Lovett, M.C. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: Jossey Bass.
- Bancroft, W. J. (1976). Suggestology and suggestopedia: the theory of the Lozanov Method. *Journal of Suggestive-Accelerative Learning & Teaching*, 1(3), 187-216.
- Mel Gill. *Suggestology: The Love of Learning: A Biography of Dr. Georgi Lozanov* (2013).

- Krashen, S. D. (1987). Principles and practice in second language acquisition. UK: Prentice-Hall International English Language Teaching.
- Krashen, S. D., & Terrel, T. (1983). The Natural approach: Language acquisition in the classroom. Oxford: Pergamon.
- Larsen-Freeman, D. (1986). Techniques and principles in language teaching. Oxford: Oxford University Press.
- Larsen-Freeman, D. (2000). Techniques and principles in language teaching (2nd. ed.). Oxford: Oxford University Press.
- Lozanov, G. (1978). Suggestology and suggestopedy. Retrieved Jan. 25, 2006.
- Nijakowska, J. (2010). Dyslexia in the foreign language classroom: Second Language Acquisition article: dyslexia and foreign language learning. Multilingual Matters. Available online:
- Ott, Philomena. (1997). How to Detect and Manage Dyslexia – A Reference and Resource Manual. Portsmouth: Oxford Blantyre.
- Racle, G. (1976). The key principles of suggestopedia. Journal of Suggestive-Accelerative Learning & Teaching, 1(3), 149-160.
- Richards, J. C., & Rodgers, T. S. (2001). Approaches and methods in language teaching (2nd. ed.). Cambridge: Cambridge University Press.
- Schneider, E. (2009). Dyslexia and foreign language learning. The Routledge Companion to Dyslexia. NY: Routledge
- http://books.google.com/booksid=XP4AisbhYeoC&pg=PR10&dq=Dyslexia+in+the+foreign+language+classroom:+Second+Language+Acquisition+article:+dyslexia+and+foreign+language+learning&hl=en&ei=ormITv7pMqj54QS8v7nQBA&sa=X&oi=book_result&ct=result&resnum=1&ved=0CC0Q6AEwAA#v=onepage&q&f=falsebooks.google.com (15.10.2011)
- <http://lozanov.hit.bg/>
- <http://suggestology.org>
- <http://dr.lozanov.con/bg/dg.1.htm>

A Study of Self-Regulated Learning and Academic Achievement of Secondary School Students in Learning Mathematics

L. DARSANA

*M.Ed Scholar, Immanuel Arasar College of Education,
Nattalam, Marthandam, Kanyakumri District.*

U. V. AJITHA KUMARI

*Assistant Professor, Immanuel Arasar College of Education,
Nattalam, Marthandam, Kanyakumri District.*

The current study aimed to identify the self-regulated learning and academic achievement of secondary school students in learning mathematics. The sample of the study consisted of 250 students studying in secondary level. Self-Regulated Learning scale (SRL) was developed and standardized by the investigator was used to collect data. The marks obtained by the students in Term II Mathematics Examination were used as an indicator of academic achievement. Data were analyzed by using product moment correlation, t-test and ANOVA test. The results of the study revealed that no significant difference is revealed between the male and female in their self-regulated learning and academic achievement in learning mathematics. Self-regulated learning and academic achievement are significantly correlated to each other. Significant difference was found between mean scores of academic achievements of boys and girls of secondary schools.

Keywords: Academic, Acquisition, Mathematics and Expanding Expertise.

Volume 13, Issue 1, January 2025

International Journal of Perspectives in Education (IJPE)

A Multi-disciplinary Biannual Journal

ISSN 2456-3412

Introduction

In recent years, the concept of SRL has become the focus of applied educational studies as an important variable in boosting academic achievement and bringing about success.

About three decades back the excellence in academic performance was viewed in terms of scores alone irrespective of the basic potential.

An under achiever is one whose academic performance falls below the normative range in his potential by under achievement we refer to that level of attainment, which does not measure up to the potential capabilities of the individual. There is a huge concern among the Heads of the institutions, teachers and parents that the academic achievement is deteriorating now-a-days. Academic achievement is defined as successful completion, through effort, of the acquisition of academic content and skills. Achievement is defined as measurable behaviour in a standardized series of tests. The tests are usually constructed and standardized to measure proficiency in school subjects. The most highly valued method of determining whether a successful completion has taken place for a learner is quantitative in nature.

Need and Significance of the Study

Self-regulated learning (SLR) is recognized as an important predictor of student academic achievement and self-regulated learning emphasizes autonomy and control by the individual who monitors, directs and regulates actions toward goals, information acquisition, expanding expertise and self-improvement. Self-regulated learners are successful because they control their learning environment. They exert this control by directing and regulating their own actions towards their learning goals. The present investigation is to find out the self-regulated learning of secondary school students in mathematics and also find out whether there is any significant relationship between the self-regulated learning and academic achievement of secondary school students in learning mathematics. Hence, the investigator plans to study under this topic.

Objectives of the Study

- To study the level of Self-Regulated Learning of Secondary School Students in Learning Mathematics with respect to Gender.
- To study the level of Academic Achievement of Secondary School Students in Learning Mathematics with respect to Gender.

A Study of Self-Regulated Learning

- To find the significant difference in Self-Regulated Learning of Secondary School Students in Learning Mathematics with respect to Gender.
- To find the significant difference in Academic Achievement of Secondary School Students in Learning Mathematics with respect to Gender.
- To find the significant relationship between Self-Regulated Learning and Academic Achievement of Secondary School Students in Learning Mathematics.

Hypotheses of the Study

- The level of Self-Regulated Learning of Secondary School Students in Learning Mathematics with respect to Gender is average.
- The level of Academic Achievement of Secondary School Students in Learning Mathematics with respect to Gender is average.
- There is no significant difference between the Self-Regulated Learning of Secondary School Students in Learning Mathematics with respect to Gender.
- There is no significant difference between the Academic Achievement of Secondary School Students in Learning Mathematics with respect to Gender.
- There is no significant relationship between Self-Regulated Learning and Academic Achievement of Secondary School Students in Learning Mathematics.

Method used for the Present Study

Descriptive survey method was used in order to fulfill the objectives.

Population and Sample

A sample of 250 students from 11 Secondary Schools of Kanyakumari District was selected by using simple random sampling technique.

Tools used

The following tools are used for the present study

- Self-Regulated Learning scale developed and standardized by Mrs. Ajitha Kumari was used to study the self-regulated learning of secondary school students.
- The marks obtained by the students in Term II Mathematics Examination were used as an indicator of academic achievement.

Analysis of Data

H₀1: Level of Self-Regulated Learning of Secondary School Students in Learning Mathematics with regard to Gender

Table-1

Level of Self-Regulated Learning of Secondary School Students in Learning Mathematics with regard to Gender

Gender	Low		Average		High	
	N	%	N	%	N	%
Male	29	26.61	66	60.55	14	12.84
Female	27	19.15	109	77.30	5	3.55

Table-1 reveals that 26.61% Male and 19.15% Female Secondary School Students have low level, 60.55% Male and 77.30% Female Secondary School Students have average level and 12.84% Male and 3.55% Female Secondary School Students have high level of Self-Regulated Learning with respect to Gender. Hence the level of Self-Regulated Learning of Secondary School Students in Learning Mathematics with regard to Gender is Average.

H₀2: Level of Academic Achievement of Secondary School Students in Learning Mathematics with regard to Gender

Table-2

Level of Academic Achievement of Secondary School Students in Learning Mathematics with regard to Gender

Gender	Low		Average		High	
	N	%	N	%	N	%
Male	28	25.69	67	61.47	14	12.84
Female	17	12.06	97	68.79	27	19.15

Table-2 reveals that 25.69% Male and 12.06% Female Secondary School Students have low level, 61.47% Male and 68.79% Female Secondary School Students have average level and 12.84% Male and 19.15% Female Secondary School Students have high level of Academic Achievement with respect to Gender. Hence the level of Academic Achievement of Secondary School Students in Learning Mathematics with regard to Gender is Average.

H₀₃: There is no significant difference between the Self-Regulated Learning of Secondary School Students in Learning Mathematics with respect to Gender.

Table-3

t – Value of Self-Regulated Learning of Secondary School Students in Learning Mathematics with respect to Gender

Gender	N	Mean	Std. Deviation	't' - value	Remarks at 5% level
Male	109	81.65	9.408	0.515	NS
Female	141	81.05	8.967		

(The table value of 't' at 5% level of significance is 0.953)

Table-3 reveals that the calculated value of 't' is greater than the value at 5% level of significance. Hence there is no significant difference between the self-regulated learning of secondary school students in learning mathematics with respect to Gender.

H₀4: There is no significant difference between the Academic Achievement of Secondary School Students in Learning Mathematics with respect to Gender.

Table- 4

t – Value of Academic Achievement of Secondary School Students in Learning Mathematics with respect to Gender

Gender	N	Mean	Std. Deviation	't' - value	Remarks at 5% level
Male	109	66.16	14.841	3.401	NS
Female	141	72.36	13.877		

(The table value of 't' at 5% level of significance is 0.368)

Table-4 reveals that the calculated value of 't' is greater than the value at 5% level of significance. Hence there is no significant difference between the Academic Achievement of Secondary School Students in Learning Mathematics with respect to Gender.

H₀5: There is no significant relationship between Self-Regulated Learning and Academic Achievement of Secondary School Students in Learning Mathematics.

Table - 5

Significance of Correlation between Self-Regulated Learning and Academic Achievement of Secondary School Students in Learning Mathematics

Variables	N	Calculated 'r' value	Remarks at 5% level
Self-Regulated Learning	250	0.142	S
Academic Achievement	250		

(The table value of 'F' at 5% level of significance is 0.025)

Table-5 reveals that the calculated value of 'F' is less than the value at 5% level of significance. Hence there is significant relationship between the Self-

A Study of Self-Regulated Learning

Regulated Learning and Academic Achievement of Secondary School Students in Learning Mathematics.

Findings and Interpretations

- The level of Self-Regulated Learning and Academic Achievement of Secondary School Students in Learning Mathematics with regard to Gender is Average. This may be due to the fact that most of the students in the secondary level are not highly motivated towards Self-Regulated Learning. The students are not given more importance to Self-Regulated Learning to increase the level of Academic Achievement.
- There is no significant difference between the Self-Regulated Learning and Academic Achievement of Secondary School Students in Learning Mathematics with respect to Gender. From the earlier studies we found that there is a significant difference exists between males and females. But in the present study no significant difference is revealed between the males and females in their Self-Regulated Learning and Academic Achievement in Learning Mathematics.
- There is an indifferent or negligible correlation between Self-Regulated Learning and the Academic Achievement of Secondary School Students in Learning Mathematics. This may be due to the fact that student perceptions of academic tasks are filtered through a system of self-structures composed of self-beliefs, self-goals and self-evaluations. When a student is aware of self as agent, a sense of self-efficacy, internalized goals for learning and an experience of competency are produced. This leads to the Academic Achievement of the student.

Educational Implications

The findings reported in this study justify the importance of self-regulated learning to academic performance. The findings have implications for the teachers of mathematics that they should try as much as they could motivate their students during the course of instruction.

Conclusion

The significant difference between high achiever students in comparison with the low and average academic achievement emphasizes the importance of self-regulated learning strategies in the process of learning. The child who is trained to think himself not only finds himself as a better acquirer of knowledge but also as a better user and producer of new knowledge. Therefore, the teacher should be very careful in selecting and giving the teaching learning process. His success as a teacher depends upon the suitability of learning process, which he selects to give to the students.

Reference

- Archana, K. & Chamundeshwari (2015), Parental Involvement, Self-Learning and Academic Achievement of Students. *EPRA International Journal of Economic and Business Review*, 3(2), 153-160.
- Arul Lawrence, A. S. and Vimala, A. (2012). School Environment and Academic Achievement of Standard IX Students. *Journal of Educational and Instructional Studies in The World*, 2(3), Article 22.
- Banarjee, P. and Kumar, K. (2014). Self-Regulated Learning and Academic Achievement among the Science Graduate Students. 1(6), 329-342.
- Brajesh.K.S., Subramaniam. B & Narayana. K.B., (2006). Relationship between Self-concept, Achievement Motivation and Achievement in Mathematics - A Gender comparison, *Edutracks*, 23(22).
- Vijayalakshmi, A & Nirmala, J. M. (2014). Need for achievement of X class students in relation to achievement in mathematics. *Journal of Educational Research and Extension*, 51(3), 64 -71.

Classroom Management

M. SAVITHA

Assistant Professor in History, N.M.S.S.V.N College of Education,
Nagamalai, Madurai.

Classroom management is aim to achieve desired goals for teaching and learning in the classroom. In is more dependent on the progress and outcomes of the various activities of the class, which lead the group of pupils to develop excellence in their performance. Today, we know more about teaching than we ever have before. Research has shown us that teachers' actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement. We also know that one of the classroom teacher's most important jobs is managing the classroom effectively. Classroom management is closely linked to issues of motivation, discipline and respect. Methodologies remain a matter of passionate debate amongst teachers; approaches vary depending on the beliefs a teacher holds regarding educational psychology. A large part of traditional classroom management involves behavior modification, although many teachers see using behavioral approaches alone as overly simplistic.

Keywords: Responsive Teaching, Good Behaviour, Classroom and Learning.

Introduction

Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to enhance prosocially behavior and increase student academic engagement.

Volume 13, Issue 1, January 2025

International Journal of Perspectives in Education (IJE)

A Multi-disciplinary Biannual Journal

ISSN 2456-3412

Classroom Management

Effective classroom management principles work across almost all subject areas and grade levels. When using a tiered model in which school-wide support is provided at the universal level, classroom behavior management programs have shown to be effective for 80-85 percent of all students. More intensive programs may be needed for some students. Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. It is possibly the most difficult aspect of teaching for many teachers; indeed, experiencing problems in this area causes some to leave teaching altogether.

The Approaches of Class Room Management

Culturally Responsive Classroom Management

Culturally Responsive Classroom Management is an approach to running classrooms with all children, in a culturally responsive way. More than a set of strategies or practices, CRCM is a pedagogical approach that guides the management decisions that teachers make. It is a natural extension of culturally responsive teaching which uses students' backgrounds, rendering of social experiences, prior knowledge, and learning styles in daily lessons. Teachers, as culturally responsive classroom managers, recognize their biases and values and reflect on how these influences their expectations for behaviour and their interactions with students as well as what learning looks like.

The Good Behaviour Game

The Good Behaviour Game can be used to increase desired behaviours (e.g., question asking) or to decrease undesired behaviours (e.g., out of seat behaviour). The GBG has been used with preschoolers as well as adolescents; however, most applications have been used with typically developing students (i.e., those without developmental disabilities). In addition, the Game "is usually popular with and acceptable to students and teachers.

Don't leave relationships to chance

Teacher-student relationships provide an essential foundation for effective classroom management—and classroom management is a key to high student achievement. Teacher-student relationships should not be left to chance or dictated by the personalities of those involved. Instead, by using strategies

supported by research, teachers can influence the dynamics of their classrooms and build strong teacher-student relationships that will support student learning.

Discipline with Dignity

Discipline with Dignity provides an in-depth flexible approach for effective school and classroom management. With a strong focus on developing responsibility, it is a comprehensive, practical program that leads to improved student behavior through establishing the shared values of a classroom/school then developing a clear set of expectations, and teaching responsible thinking, cooperation, mutual respect, and shared decision-making.

Discipline without Stress, Punishments or Rewards

The approach is designed to educate young people about the value of internal motivation. The intention is to prompt and develop within youth a desire to become responsible and self-disciplined and to put forth effort to learn. The most significant characteristics of DWS are that it is totally non-coercive and takes the opposite approach to Skinnerian behaviourism that relies on external sources for reinforcement.

Use Equitable and Positive Classroom Behaviors

Teachers should, for example,

- Make eye contact with each student. Teachers can make eye contact by scanning the entire room as they speak and by freely moving about all sections of the room.
- Deliberately move toward and stand close to each student during the class period. Make sure that the seating arrangement allows the teacher and students clear and easy ways to move around the room.
- Attribute the ownership of ideas to the students who initiated them. For instance, in a discussion a teacher might say, "Cecilia just added to Aida's idea by saying that . . ."

Classroom Management

- Allow and encourage all students to participate in class discussions and interactions. Make sure to call on students who do not commonly participate, not just those who respond most frequently.
- Provide appropriate wait time for all students to respond to questions, regardless of their past performance or your perception of their abilities.

Take a Personal Interest in Students

Probably the most obvious way to communicate appropriate levels of cooperation is to take a personal interest in each student in the class. Although busy teachers—particularly those at the secondary level—do not have the time for extensive interaction with all students, some teacher actions can communicate personal interest and concern without taking up much time. Teachers can

- Talk informally with students before, during, and after class about their interests.
- Greet students outside of school—for instance, at extracurricular events or at the store.
- Single out a few students each day in the lunchroom and talk with them.
- Be aware of and comment on important events in students' lives, such as participation in sports, drama, or other extracurricular activities.
- Compliment students on important achievements in and outside of school.
- Meet students at the door as they come into class; greet each one by name.

Classroom management as a process

Teachers must

- Develop caring, supportive relationships with and among students.
- Organize and implement instruction in ways that optimize students' access to learning.

- Use group management methods that encourage students' engagement in academic tasks.
- Promote the development of students' social skills and self-regulation.
- Use appropriate interventions to assist students with behavior problems.

Many of them describes classroom management as a process consisting of key tasks that teachers must attend to in order to develop an environment conducive to learning. These tasks include: organizing the physical environment, establishing rules and routines, developing caring relationships, implementing engaging instruction and preventing and responding to discipline problems.

The Teacher and the Classroom Management

This implies the creation of an environment in the class as it allows for the best display of the student's abilities in the teaching- learning process. There is the maximum involvement of the students in the classroom activities. The teacher and the students are full of enthusiasm. The classroom environment based on the mutual goodwill and faith. The teacher gives due regard to the individuality of the students and the students in turn show spontaneous respect for their teacher. Pupils with widely different backgrounds different abilities and interests attend school today. Broadly speaking an effective classroom management include:

- Curriculum Development and implementation
- Adjustment to individual differences and development
- Dynamic techniques of instruction
- Use of technology of teaching
- Maintaining class Discipline
- Evaluating and discussing pupil's performance

Some characteristics of having good teacher-student relationships in the classroom involve the appropriate levels of dominance, cooperation, and awareness of high-needs students. Dominance is defined as the teacher's ability to give clear purpose and guidance concerning student behavior and their academics.

By creating and giving clear expectations and consequences for student behavior, this builds effective relationships. Such expectations may cover

Classroom Management

classroom etiquette and behavior, group work, seating arrangements, the use of equipment and materials, and also classroom disruptions. Assertive teacher behavior also reassures that thoughts and messages are being passed on to the student in an effective way. Assertive behavior can be achieved by using erect posture, appropriate tone of voice depending on the current situation, and taking care not to ignore inappropriate behavior by taking action.

Conclusion

Finally, "ignoring and approving" is an effective classroom management strategy. This involves ignoring students when they behave undesirably and approving their behavior when it is desirable. When students are praised for their good behavior but ignored for their bad behavior, this may increase the frequency of good behavior and decrease bad behavior. Student behavior may be maintained by attention; if students have a history of getting attention after misbehavior, they may continue this behavior as long as it continues to get attention.

Effective teacher-student relationships have nothing to do with the teacher's personality or even with whether the students view the teacher as a friend. The most effective teacher-student relationships are characterized by specific teacher behaviors are exhibiting appropriate levels of dominance and exhibiting appropriate levels of cooperation. Effective classroom management involves clear communication of behavioral and academic expectations as well as a cooperative learning environment.

Reference

- Digumaruti Bhaskara Rao., & Sheik Abdul Khadar., "School education in India." *Discovery publishing house.*, New Delhi., 2004
- Dr. Sachdeva. M.S., "A new approach to school management", *Bharat Book Centre.*, Ludhiana., 2004.
- Dr. Arulsamy. S., "Educational Innovations and management.", *Neelkamal publications pvt. Ltd.*, New Delhi., 2010.

E-Learning: An Effective Way of Teaching for Effective Learners

A. RABIYA

*M.Phil. Research Scholars, Department of English and Foreign Languages,
Bharathiyar University, Coimbatore.*

T. MOHANA PRIYA

*M.Phil. Research Scholars, Department of English and Foreign Languages,
Bharathiyar University, Coimbatore.*

E-learning is one of the most effective techniques in teaching methods. In the present context E-learning is equipped by the students in minimal amount of time. There are many technological tools that can be used in the e-learning and teaching situations in classroom. It makes learning more interesting, interactive, meaningful and stimulating for the learners. Internet, Facebook, Twitter, Smart boards, Blogs, chat rooms, user net and podcasting are some of the successful tools that have revolutionized the way of language teaching and information sharing. E-learning is technological oriented and the learners best learn under technological conditions. This paper aims at focusing on the idea of how e-learning can be enhanced in a classroom.

Keywords: E-learning, Technology Oriented, Classroom and Teaching.

Volume 13, Issue 1, January 2025

International Journal of Perspectives in Education (IJPE)

A Multi-disciplinary Biannual Journal

ISSN 2456-3412

An Effective way of Teaching for Effective Learners

Introduction

E-learning is a learning which uses electronic technologies to access educational curriculum outside the traditional classroom. In most of the cases, it refers to a course, program or a degree delivered completely through online. There are many terms involved in describing learning through online, via internet, ranging from distance education to computerized electronic learning, online learning, internet learning and many others.

We define e-learning as courses that are specifically delivered via internet to somewhere other than the classroom. It is not a course delivering via DVD or CD-ROM, video type or over a television channel. It is interactive and can be used for communicating with the teacher, professors or other students in your class. There is always a teacher or professor interacting, grading the learner's participation, assignments and tests. E-learning has been proved to be a successful method of teaching and education has become a way of life through E-learning. Education is one of the fastest growing economic and social sectors of the world. Nowadays many technologies are available for learning sources in e-learning. It's very useful to the students to learn more and more advanced level of learning through E-learning.

Internet has become the main source for students to surf information. Internet is not merely a source of authentic material in English but also a source of information in the form of articles, courses, conferences and many more. The teacher sends assignments to the students through e-mails and asks them to take up online exams. Parents can view their children's work online at any time. Students do not miss their lessons as they can see a webcam version online and get worksheets and notes from electronic online whiteboards. Schools are linked to a network and work on a project together and prepare materials online. Every school has got its own website. Many software is available on Internet that students can use free of cost. Spelling Bee is one of those internet resources which help the students to spell English words. The teacher can also choose the level of difficulty when they train their students.

YouTube videos can be used in an ELT classroom for various aspects of English as to enhance vocabulary, accents, pronunciations, voice modulation and many more. The real advantage of using YouTube in teaching English is that it offers authentic examples of everyday English used by everyday people. The

Rabiya and Mohana

teacher can use it as a tool for improving their Listening, Speaking, Reading and Writing skills. The teacher can select a part of the movie appropriate to the level of the students and she can show those movie clippings to the students. For the first time, she can mute the volume and ask the students to watch the movie attentively. Later she/he can ask the students to watch the movie once again and this time she/he can ask the students to frame the dialogues of the movie clippings simultaneously. This will improve their speaking skills.

Movies is one of the essential parts in e-learning, it is useful for students to grasp the themes and content, many movie clippings are available in YouTube sources, many of them are related to learning sources. Using Skype provides unlimited possibilities for the teachers and students to interact with each other anywhere in the world. It provides immense opportunities for the students in a foreign language class to connect with classes in other countries to practice their language skills. Through Skype the teachers can provide monitoring or homework help to the learners. The students can read, present, or perform for other students and also can interact with other students for writing research projects.

Twitter is a social networking application that helps in improving students to speak English. As an online education technology tool, twitter's impact on engaging students in learning concepts is unlimited. The teacher can use a dozen of activities for using an online education technology tool to engage students in classroom activities to develop a better understanding of concepts. This involves editing, story structure, creative writing, and proper use of grammar.

The teacher can ask the students to select a word of the week and tweet it around the network requesting synonyms, homonyms, and antonyms of the word. Once all responses are received, the teacher can check them for accuracy and develop a link of the difficult words for strengthening the vocabulary of the students. The teacher can also conduct Online Debates through Twitter. It can be done with the students of the same classroom or the students of the different classrooms on the class twitter network.

Smart boards also can help teachers to create a student-centered approach to teach language arts. Language teachers can use smart boards to improve reading and comprehension, and teach grammar and writing. With a smart board, teachers can combine video, audio, Web browsing and word processing to teach

An Effective way of Teaching for Effective Learners

students interactively. Younger learners' spelling races are very popular. The teacher can use different colors when writing.

For example, while teaching grammar the teacher can use different color of board marker for nouns, verbs, etc. To teach writing skills the teacher can also use a story starter and ask the students to write a class story or chain story or peer story. They can also write sentences based on photographs as it will teach them the usage and functions of a language. She/he can further use photographs of persons. For example, the teacher shows the pictures to the students and find out who's that. These are all the things to be followed when using Smart-Boards.

Mobile phones are more in use these days and advanced models of mobile phones are available. Students play an important role in using mobile phones. The uses of mobile phones as a learning tool have a wide variety of applications like Dictionary, Phonetics transcription, Pronunciation. The teacher can ask the students to make a photo documentary using the camera function on their mobile phones.

The teacher can assign a theme for the documentary to the students. After taking sufficient number of photos, the students can upload the documentaries prepared by them to websites such as Flickr and type narrative descriptions for each picture and share it with their teachers, classmates, family and friends. Instead of taking out a dictionary, the students can simply use their translator, and instead of travelling through books for a piece of literature, they can find online books and be directed to a specific word.

It is an innovative method of learning. Today the students listen to news clips, music, and video clips via the Web. They are no longer watching movies at the theatre or on the TV, they are watching via computers and hand-held DVD players. The teacher can reach to these students in one new way i.e. through broadcasts. A broadcast is a series of digital-media files which are distributed over the Internet using syndication feeds for playback on portable media players and computers. Utilizing broadcasts in the classroom is very easy.

The teacher can download many videos clips through the Internet to use in the class. The teacher can also assign a music broadcast that introduces students to the culture as well as how the language is often used creatively or the news

Rabiya and Mohana

channels through which the student can also learn the use of intonation and stress. One of the finest channels BBC is very useful for the students to improve language skills and pronunciation and also to learn the today's world.

Blogging has become increasingly popular, especially in the realm of education as they are a great way to share information and generate discussion. Instead of text books and traditional methods, many educators prefer using these new techniques to help the students and gain experience with various forms of social media. Educators can use a free platform such as BlogSpot, Word press, or Tumblr to host the blog. Nowadays, blogs can also display photos and some people using audio and video, the teacher can motivate the students to visit blog frequently.

Teacher should respond to student posts quickly, writing a short comment related to the content. The teacher should also ask questions about what the learner had written to create stimulus for writing. Writing a blog could be required, and it may form part of the class assessment. Students should be encouraged to post their writing homework on the blog instead of only giving it to the teacher.

E-learning has to be flexible. As learning can be done on laptops, tablets and phones. Learning can be done anywhere. Teaching also can be done in an online process. E-learning attendance is not necessary. A successful completing online course builds self-knowledge and self-confidence and encourages students to take responsibility for their learning. E-learning is a lot less expensive to maintain when compared to what is required to pay for teacher in a classroom style. E-learning lets the user learn the subject at his own pace. One can go through the learning materials following his own preferred sequence. Learning materials can be updated easily and quickly. E-learning leads to increased retention and stronger grasp of the subject as the learning materials presented are rich in quality having animation, video, text, virtual environments and three-dimensional pictures.

Demerits of E-Learning

In book we can easily mark it and read whereas in e learning it is not possible. In E-learning there will be lots of problem like internet server connection,

An Effective way of Teaching for Effective Learners

power, weak signal leads to improper connection between sender and receiver, and some effects on body like eye. Some of the students might not be too comfortable using computers. Online learning cannot offer teacher and students interaction. Only in a small group a person can develop properly. This type of teaching needs huge amount of money particularly at the beginning as it needs modern and developed tools and devices.

E-learning is one of the most innovative teaching techniques in ELT. In ELT, many of the skills can be trained by using E-learning. Students improve a lot in this method of learning. Well known teachers are taught E-learning sources. In school level, it creates the knowing level of ability. Sometimes it will not work out among the school students because, many of them are not aware of the technologies. In the college level, it works out more because here the students expect only the short way of teaching. So, it is very much useful for students. E-learning teaching consumes less work to the teachers.

Reference

"E-learning" New Trends and Innovations written by P.P.Singh Sandhir Sharma.
Deep and Deep publications PVT LTD.

"Englishlanguage teaching@ World Wide Web" written by Dr. Ashok K.Saini.
AUTHORS PRESS publishers of scholarly books New Delhi (India).

"English language teaching" written by Subash Chandra Pathak. ANMOL
publications PVT LTD.

"The emerging contribution of online resources and tools to classroom learning and teaching". Bracewell, R., Breuleux, A., Laferriere, T., Benoit, J. & Abdous M.
(1998)

"Innovation in the teaching of English", written by Dr. Evangelin Arulselvi

<http://www.teachingenglish.org.uk/articles/b>

A Comparative Study on Environmental Awareness and Mental Health of Higher Secondary Students of Kuzhithurai Educational District

R. SUNITHA

Assistant Professor, Immanuel Arasar College of Education,
Nattalam, Marthandam.

S. VITHYA PRABA

M.Ed. Scholar, Immanuel Arasar College of Education,
Nattalam, Marthandam.

The present study aims to compare the Mental Health and Environmental Awareness of higher secondary students of Kuzhithurai Educational District. A sample of 250 students was drawn adopting simple random sampling technique from Government, Aided and Unaided higher secondary schools of Kuzhithurai Educational district of Kanyakumari district of TamilNadu. Descriptive survey method was employed to collect the data. The 't'- test and F – test and percentage were used for finding the significance of means and significance of relationship between dependent and independent variables. The study revealed that there were no significance differences in mental health of rural and urban students. The study also explored that there was a positive relationship between mental health and Environmental Awareness.

Keywords: Mental Health, Environmental, Rural and Urban Students.

Introduction

Mental health is a pretty broad term. Some use it as a simple synonym to describe our brain's health. Mental health describes our social, emotional,

Volume 13, Issue 1, January 2025

International Journal of Perspectives in Education (IJE)

A Multi-disciplinary Biannual Journal

ISSN 2456-3412

“good” mental health, therefore, has found a balance in his or her social and psychological states, all wrapped up into one. Someone who experiences emotional and psychological areas of life. Generally a person with balance is satisfied and happy with how these areas are performing in their lives, even if it appears to someone else they are not in balance. Bhatia (1982) considers mental health as the ability to balance feelings, desires, ambitions and ideals in one's daily living. It means the ability to face and accept the realities of life.

One should remember that this earth has everything to satisfy the needs of animals and human beings but not greed of the living beings. Today's environmental awareness is such in which the harmony and balance between the organism and environment is totally disturbed. Deforestation, pollution, construction of building and use of dynamite to make roads and tunnels disturbed the ecological in balance everywhere which has lead to a great disaster.

It can be saved when awareness is brought in school campus as well as in our children and students. Teachers can only motivate and educate. Meinhold and Malkus (2005) emphasized the importance of environmental awareness to individuals about ecology and ecological balance and to combine the knowledge with values leading to action. The main objective of this study was to compare the environmental awareness and mental health with regards to gender and locality.

Need and Significance

Over recent decades, global problems relating to degradation of natural resources and pollution have increased dramatically. Natural resources are depleted by excessive use. Fresh water scarcity on a global scale, deforestation, degradation of river areas, soil depletion and loss of biodiversity are some of the problems that have become a major concern. Air and water pollution have reached such levels that have already resulted in serious health problems, as well as negative impact on the environment.

Awareness is essential to solve these problems. So without environmental awareness, our higher secondary school students will not be able to motivate our future generation to take environment related problems as challenge.

Mental health is the measure of a person's ability to shape his environment to adjust to life as he has to face it, and to do so with a reasonable and happiness. The aim of mental health is to prepare the individual to be happy, productive and useful to his fellow human being by contributing to a changing and challenging society. Mental health which today is recognized as an important aspect of one's total health status. It is a basic factor that contributes to the maintenance of

A Comparative Study on Environmental Awareness

physical health as well as social effectiveness. Modern age is the age of competition which results in tension and mental illness. So mental health is of particular importance in learning and increase scientific knowledge.

Objectives of the Study

- To find out the significant difference if any, in the environmental awareness of the higher secondary students with respect to their gender.
- To find out the significant difference if any, in the environmental awareness of the higher secondary students with respect to their age
- To find out the significant difference if any, in the mental health of the higher secondary students with respect to their gender
- To find out the significant difference if any, in the mental health of the higher secondary students with respect to their age.
- To compare the environmental awareness and mental health of the higher secondary students.

Hypotheses of the Study

Following hypotheses have been framed for testing the present study.

H₀1: There is no significant difference between Higher Secondary school students on environmental awareness with regard to gender

H₀2: There is no significant difference between Higher Secondary school students on environmental awareness with regard to age

H₀3: There is no significant difference between Higher Secondary school students on mental health with regard to gender

H₀4: There is no significant difference between Higher Secondary school students on mental health with regard to age.

Method Used for The Present Study

The investigator has used survey method to study the relationship between the environmental awareness and mental health of higher secondary school students of Kuzhithurai Educational District.

Population & Sample

Population for the present study comprises of higher secondary school students from various schools in Kuzhithurai Educational District. The sample of the present study consists of 250 higher secondary school students from ten higher secondary schools.

Description of the Tool & Data Collection

A personal data sheet has been used to collect data of background variables. Environmental Awareness questionnaire consists of 38 statements and Mental Health Inventory consists of 55 statements with five point scale namely Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. For the purpose of collecting data, the investigator has selected 10 higher secondary schools in Kuzhithurai Educational District.

Analysis of Data

H₀1: There is no significant difference between Higher Secondary school students on environmental awareness with regard to gender.

Table – 1

Significance difference between higher secondary school students in their environmental awareness with regard to Gender

Environmental Awareness						
Male		Female		t- Value	P - Value	Remarks (5% level)
Mean	S. D	Mean	S. D			
112.286	18.707	107.159	20.466	2.026	0.044	S

S – Significant

From the table - 2 it is clear that the P – value is less than 0.05 at 5% level of significance. Hence the null hypothesis is not accepted. It shows that there is significant difference between higher secondary school students in their environmental awareness with regard to gender.

A Comparative Study on Environmental Awareness

H₀2: There is no significant difference between Higher Secondary school students on environmental awareness with regard to age.

Table – 2

Significance difference between higher secondary school students in their environmental awareness with regard to age

Environmental Awareness						
16		17		t-Value	P - Value	Remarks (5% level)
Mean	S. D	Mean	S. D			
109.145	20.165	109.980	18.823	- 0.265	0.791	N S

S – Not Significant

From the table - 3 it is clear that the P – value is greater than 0.05 at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between higher secondary school students in their environmental awareness with regard to age.

H₀3: There is no significant difference between Higher Secondary school students on mental health with regard to gender.

Table - 3

Significance difference between higher secondary school students in the mental health with regard to gender

Mental Health						
Male		Female		t-Value	P Value	Remarks (5% level)
Mean	S. D	Mean	S. D			
143.448	23.850	144.200	27.402	-2.226	0.821	N S

N S – Not Significant

From the table - 4 it is clear that the P – value is greater than 0.05 at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between higher secondary school students in their mental health with regard to gender.

H₀4: There is no significant difference between Higher Secondary school students on mental health with regard to age.

Table - 5
Significance difference between higher secondary school students in the mental health with regard to age

Mental Health						
16		17		t-Value	P Value	Remarks (5% level)
Mean	S. D	Mean	S. D			
141.860	24.891	151.980	28.545	-2.495	0.013	S

S – Significant

From the table - 5 it is clear that the P – value is less than 0.05 at 5% level of significance. Hence the null hypothesis is not accepted. It shows that there is significant difference between higher secondary school students in their mental health with regard to age.

Finding

- There is significant difference between the Higher Secondary School Students in their Environmental Awareness based on gender.
- There is no significant difference between the Higher Secondary School Students in their Environmental Awareness based on age.
- There is no significant difference between the Higher Secondary School Students in their mental health based on gender.
- There is significant difference between the Higher Secondary School Students in their mental health based on age.

A Comparative Study on Environmental Awareness

Interpretation of the Study

On comparing the level of environmental awareness of higher secondary school students based on gender, it is found that there is average level of environmental awareness. There is significant difference between the higher secondary school students in their environmental awareness based on their gender.

On comparing the level of environmental awareness of higher secondary school students based on age, it is found that there is average level of environmental awareness. There is no significant difference between the higher secondary school students in their environmental awareness based on their age.

On comparing the level of mental health of higher secondary school students based on gender, it is found that there is average level of mental health. There is no significant difference between the higher secondary school students in their mental health based on their gender.

On comparing the level of mental health of higher secondary school students based on age, it is found that there is average level of mental health. There is significant difference between the higher secondary school students in their mental health based on their age.

Comparison of Environmental Awareness and Mental Health

Female higher secondary school students have more environmental awareness and good mental health than male higher secondary school students.

Sixteen years old higher secondary school students have better environmental awareness and mental health than seventeen years old higher secondary school students.

Educational Implication

From the analysis of the present study the investigator wishes to recommend the following.

- To enhance the chances of creating more awareness about the environment, the education process has to play more a practical role.
- The subject of environmental education should be included as compulsory subject in curriculum.
- Special emphasis should be given on students at lower school level because they are tomorrow's citizens and educating them means educating a generation.

- Making simple exercises such as walking and jogging in outside of home is a great boost to your mental health, going for a walk or run outside has even more vital health benefits.
- Students should get balanced diet which includes vitamin B12 which keep them from getting depression, anxiety, paranoia and more harmful problems. This vitamin can be get from eating foods such as eggs, poultry and dairy products like milk.
- Students should write simple goals in a book let and try to achieve it.

Conclusion

The investigator found that, rural and urban higher secondary school students have average level of environmental awareness and mental health. There was significant difference between rural and urban higher secondary school students in environmental awareness and mental health. Higher secondary school students arriving from rural area have more awareness on their environment and mental health than those higher secondary school students arriving from urban area.

Reference

- Bhan, R.N. (1972), "Deterioration in Interest as a function of Insecure Mental Health during and after the period of certain academic specialization". *Ph.D. Psychology Kurukshetra University. In Third Survey of Educational Research. (1978-83). New Delhi, N.C.E.R.T.*
- Veereshwar, P. (1979), "Mental Health and Adjustment Problems of College going Girls, Urban and Rural Department of psychology". *Meerut University (ICSSR financed). In Fourth Survey of Educational Research. (1983-88). New Delhi, N.C.E.R.T.*
- Patel, D.G. and Patwal, Naynaben A. 1995, "An investigation into the environmental awareness and its enhancement in the secondary school teachers". *The Progress of Education, Vol. LXIX (12), 256-259& 268.*
- Pillai K. P (2012), "A Study of Environmental Awareness of Higher Secondary School Students in Cuddalore District," *Research Expo International Multidisciplinary Research Journal Volume - 2 , Issue - 2*

A Study on “Violence and Academic Achievement of Higher Secondary Students of Kanyakumari District”

L. VINILA

*Assistant Professor, Immanuel Arasar College of Education,
Nattalam, Marthandam.*

K. KIRUBA

*M. Ed Scholar, Immanuel Arasar College of Education,
Nattalam, Marthandam.*

This study investigated the student willingness to seek help for bullying and threats of violence in a sample of 300 higher secondary students from 10 higher secondary schools. Violence in many forms is preventable. There is a strong relationship between levels of violence and modifiable factors such as concentrated poverty, income and gender inequality. The teachers and parents should give individual attention to the higher secondary students. If any higher secondary students face violence, proper guidance and counseling can be provided at home. The use of internet and television viewing should be restricted to some extent by the parents at home.

Keywords: Violence, Achievement, Relationship, Teachers and Parents.

Introduction

Education in its wider sense it is a process that goes on throughout life and is promoted by almost every experience in life education means to draw out to faster growth and to develop the modern concept education seeks to develop the inherent capacities of a child in the social environment. Education

Volume 13, Issue 1, January 2025

International Journal of Perspectives in Education (IJPE)

A Multi-disciplinary Biannual Journal

ISSN 2456-3412

can neither be categorized as a science nor as an art. It is both a science and an art. It is as proper to use the term art of education as it is to use the term science of education. Education is that process of development in which consists the passage of human being from infancy to maturity. Education is the knowledge of putting one potentials to maximum use. One can safely say that a human being is not in the proper since till he is not in the proper sense till he is educated.

Violence is defined by the world health organization as the “intentional use of physical force or power, threatened or actual against oneself, another person or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation”. Although the group acknowledges that the inclusion of “the use of power ” in its definition expands on the conventional meaning of the word. This definition involves intentionality with the committing of the act itself, irrespective of the outcome it produces. However generally anything that is excited in an injurious or damaging way may be described as violent even if not meant to be violence.

Need and Significance of the Study

Violence is a form of aggressive behavior that has a debilitating effect on the optimal growth and development of our youth. Violence pervades the lives of a significant proportion of all higher secondary students in the world. But has a particularly devastating impact on male and minority youth. Higher school males are more likely to be victimizers and victims of violence and aggression except in cases of sexual victimizers and suicide attempts. For all higher school exposure to violence at home, school, or in the community is associated with aggression later in life, the development of supportive attitudes towards aggression and violence, psychological distress, school absenteeism, academic dysfunction and subsequent injury.

Violence has historical, cultural and societal roots in our world and unless we begin to understand where violence fits on the continuum of aggressive behavior and until we address the politics of violence we will remain conflicted and paralyzed by the danger of our youth face.

Objectives of the Study

- To study the violence on higher secondary school students.
- Specific Objectives

The specific objectives of the study are the following

To find if there exists any significant difference between the violence on

A Study on "Violence and Academic Achievement"

- Male and Female Higher Secondary school students
- Rural and Urban Higher Secondary school students

To find if there exists any significant difference among the violence on

- Higher Secondary Students with number of siblings.
- Higher Secondary students of Government, Aided and Private Schools
- Higher Secondary student's religion of Hindu, Christian and Muslim
- Higher secondary students of BC, MBC, OC, and SC communities.
- Higher Secondary students whose father's occupation is Government Private, Business and Coolie.
- Higher Secondary students Mother's occupation is Government, Private, Coolie and House wife.
- Higher Secondary students with regard to their family income.

To find if there exists any significant difference between the academic achievement on

- Male and Female Higher Secondary school students
- Rural and Urban higher Secondary school students

To find if there exists any significant difference among the academic achievement on

- Higher Secondary Students with number of siblings.
- Higher Secondary students of Government, Aided and Private Schools
- Higher Secondary students religion of Hindu, Christian and Muslim .
- Higher secondary students of BC, MBC, OC, and SC communities.
- Higher Secondary students whose father's occupation is Government Private, Business and Coolie.
- Higher Secondary students Mother's occupation is Government, Private, Coolie and House wife.

To find if there exist any significant relationship between violence and academic achievement of higher secondary students.

Hypotheses of the Study

Hypotheses of the present study are

- There is no significant difference between the violence on male and female higher secondary students.
- There is no significant difference between the violence on Rural and Urban higher secondary students.
- There is no significant difference among the violence on Higher secondary students with number of siblings.
- There is no significant difference among the violence on Higher secondary students of Government , Aided and private schools.
- There is no significant difference among the violence on Higher secondary students of Hindu, Christian and Muslim.
- There is no significant relationship between the violence and academic achievement of higher secondary students.

Method used for the Present Study

The investigator has used survey method. Normative survey method is most devoted to the study of characteristics of the populations under investigation.

Population & Sample

Population for the present study comprises of Higher secondary school students from various schools in Kanyakumari District. The sample of the present study consists of 300 higher secondary school students from ten schools.

Description of the Tool & Data Collection

For the purpose of collecting data the investigator has selected 10 Schools in KanyaKumari District, which covered all categories of independent variables concerned as samples for collecting data. The investigator first approached the head of the institution of all the 10 Schools and sought their permission. Later the questionnaire was distributed to the sample students, after giving an adequate introduction about purpose of the data collection students were given enough time for answering the questionnaire was collected back.

Analysis of Data

Hypothesis-1:

There is no significant difference between the Violence on male and female higher secondary students.

Table – 4.3.1
Difference between the Violence based on Gender of higher
Secondary students

Gender	Number	Mean	SD	't'	P	Remark
Male	126	67.06	6.433	5.552	0.637	S
Female	174	62.97	6.203			

(S-Significant)

Interpretation

The table (4.3.1) shows that the calculated 't' value (5.552) is greater than table value (0.637) at 0.05 level of significance. Hence the null hypothesis is rejected. This shows that there is significant difference between the Violence on Male and Female higher secondary students.

Hypothesis-2

There is no significant difference between the Violence on Rural and Urban higher secondary students.

Table – 4.3.2
Difference between the Violence based on Locality of higher secondary students

Locality	Number	Mean	SD	't'	P	Remark
Rural	204	64.63	6.355	-0.312	0.427	NS
Urban	95	64.88	7.161			

(NS-Not Significant)

Interpretation

The table (4.3.2) shows that the calculated 't' value (-0.312) is less than table value (0.427) at 0.05 level of significance. Hence the null hypothesis is accepted.

This shows that there is no significant difference between the Violence on higher secondary Rural and Urban students.

A Study on "Violence and Academic Achievement"

Hypothesis-3

There is no significant difference among the Violence on higher secondary students of number of siblings

Table - 4.3.3

Difference between the Violence based on siblings of higher secondary students

Variable	Variance	Sum square of	Df	Mean square	F	P	Remark
Siblings	Between groups	25.843	5	51.169	1.175	0.321	S
	Within groups	12798.327	294	43.532			
	Total	13054.170	299				

(S-Significant)

Interpretation

The table (4.3.3) shows that the calculated 'F' value (1.175) is greater than table value (0.321) at 0.05 level of significance. Hence the null hypothesis is rejected. This shows that there is significant difference among the Violence on Higher Secondary Students of Siblings.

Hypothesis-4

There is no significant difference among the Violence on higher secondary students of Government, Aided and Private.

Table – 4.3.4
Difference between the Violence with reference to type of school

Variable	Variance	Sum of square	Df	Mean square	F	P	Remark
Type of school	Between groups	316.849	2	158.424	3.694	0.026	S
	Within groups	12737.321	297	42.887			
	Total	13054.170	299				

(S-Significant)

Interpretation

The table (4.3.4) shows that the calculated 'F' value (3.694) is greater than table value (0.026) at 0.05 level of significance. Hence the null hypothesis is rejected. This shows that there is significant difference among the Violence on higher secondary students of Government, Aided and Private.

A Study on “Violence and Academic Achievement
Hypothesis-5

There is no significant difference among the Violence on higher secondary students of Hindu, Christian and Muslim.

Table – 4.3.5
Difference between the Violence with reference to Religion of higher secondary students

Variable	Variance	Sum square of	Df	Mean square	F	P	Remark
Religion	Between groups	1.827	2	0.914	0.021	0.979	NS
	Within groups	13052.343	297	43.947			
	Total	13054.170	299				

(NS-Not Significant)

Interpretation

The table (4.3.5) shows that the calculated ‘F’ value (0.021) is less than table value (0.979) at 0.05 level of significance. Hence the null hypothesis is accepted.

This shows that there is no significant difference among the Violence on higher secondary students of Hindu, Christian and Muslim.

Findings

- There is significant difference between the violence on male and female higher secondary students.
- There is no significant difference between the violence on Rural and Urban higher secondary students
- There is significant difference among the violence on Higher secondary students with siblings and without siblings
- There is significant difference among the violence on Higher secondary students of Government, Aided and private schools

- There is no significant difference among the violence on Higher secondary students of Hindu, Christian and Muslim.
- There is significant relationship between the violence and academic achievement of higher secondary students.

Conclusion

From the above findings it is inferred that the demographic variables of the samples like Gender, locality of the school, type of school, religion, community, number of siblings, parents occupation and family income influence the violence on higher secondary students. The study concludes that the violence in the gender, type of school, siblings, mother occupation, and family income media and gang affects the higher secondary students. The teachers and parents should give individual attention to the higher secondary students. If any higher secondary students face violence, proper guidance and counseling can be provided at home. The use of internet and television viewing should be restricted to some extent by the parents at home

Reference

- Ahn-Redding & Heather M. (2005). Learned violence: Violent and aggressive behavior among non-violent offenders in prison". *Dissertation Abstracts International*, vol. 66, no. 2 (2005): 769-A
- Fusco. (2008). Domestic violence crimes and exposure: a population based investigation of direct sensory exposure and nature of involvement. *Dissertation Abstracts International*. Vol 69, No. 4, 1945-A.
- Gurubasappa, H.D. (2009) Intelligence and Self Concept as correlates of academic achievements of secondary school students. *Indian Educational Abstract* Vol:30, No:18; P:32
- Ithayakani & Dharma Raja, W.D. (2011). Violent behaviour among adolescent in relation to their home environment. *M.Phil Dissertation*. Department of Education, Manonmaniam Sundaranar University, Tirunelveli.