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A STUDY ON STUDENT–TEACHER MENTALITY TOWARDS ACADEMICS WITH REFERENCE TO UNDERGRADUATE EDUCATION

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ABSTRACT

Colleges and Universities are an important factor for development of nation, which proposals industrial, educational, research, etc., growth. But knowledge of students and interest of teachers may vary according to their residence. Our survey had been taken Undergraduate students in colleges/Universities. It exposes the higher knowledge and lack of knowledge over their age due to performance of teachers and residing places. This study is mainly focuses the head of institutions for controlling activities of both staff members and students.

The objective of the study is to know about the real mentality of students in the manner of understanding capacity of the subjects, ability to deal in diplomatic situations and staff members' mentality about their teaching methodologies and result oriented approach in Colleges and Universities (Private Universities). This study helps to compare the knowledge of students from various colleges and Universities in Chennai and analyze real mentality of teaching staffs in various Colleges and Universities in Chennai.

KEYWORDS: *College, University, Students Capacity, Teachers Mentality.*

INTRODUCTION

Education involves multiple stakeholders, disparate and conflicting goals, complex and multitask jobs, team production, uncertain inputs, and idiosyncratic elements contingent on the attributes of individual students, the efforts and attitudes of fellow teachers, and the classroom environments. If teachers and pupils belong to the same social group and cultural background, this can result in a positive attitude towards students, which in turn can create a healthy classroom environment facilitating learning.

Teacher and teaching plays central role in educational institutions. They are the main source of students satisfaction. The word "teaching" implies number of aspects including, imparting knowledge, providing relevant material and educating the students . According to the responses of the interview data of the teachers, teaching international students, the teaching methods are mainly student-centered rather than teacher-centered. Students are expected to be active recipients of knowledge rather than passive listeners. Teachers are considered as facilitators of the students own independent pursuit of knowledge, not as managers. They provide students with more autonomy and try to cultivate their self-directed learning and independence. Some of the teachers specially bring innovation in their teaching. Most of the time, they

encourage us to participate and want us to be more independent in every aspect of the work we are doing". Majority of the respondents commented that what they studied in tertiary education was mostly based on textbooks. Teachers usually followed the prescribed books, although they may give students some relevant course

Teachers are expected to be positive role models for their students, both inside and outside the classroom. Rose (2005) has examined the role of educators as role models in formal and informal education, and stressed that role models can expose groups to specific attitudes, lifestyles and outlooks. Students often see teachers as important role models on par with parents (Rose, 2005). According to Carr (2000), teachers, regardless of subject area, have a moral role to play in education.

This paper aims to explore the impact of specific performance techniques on students' and lecturers' attitudes towards the learning experience in higher education. Exploring students' and lecturers' attitudes towards performance techniques in the class room can provide useful data and insights concerning existing face to face

The Role of Teachers in Achieving Meaningful Access to Education:-

It is widely acknowledged that teachers have a pivotal role in the development of an inclusive education system. Availability of qualified, trained and highly motivated teachers is an important factor in ensuring meaningful access to education. According to Govinda and Varghese, "Teacher qualification and training coupled with a high morale and positive perception of the academic ability of the learners constitute a powerful set of factors determining the learning levels of the children". The clear concern is that without adequate deployment, attendance and training of teachers these elements of meaningful access will not be possible.

Particularly the leader of the institution can improve the quality of their teachers and students with the effective behavior. The teachers who possess professional and interpersonal skills are more effective in their classrooms in terms of student's behavior, attitude and achievement. Every individual has a variety of attitudes, which might be positive or negative and can vary according to their favorability and unfavorability for various attitudinal objects. The professional attitude serves in many valuable ways and knowing these attitudes can also serve a lot. Behavior is a response which an individual shows to his environment at different times. The pedagogical cycle describes the interaction between the teacher and students. The four steps of the cycle are (a) structure, (b) question, (c) respond (d) react.

STATEMENT OF THE PROBLEM

Students expect the lecturer to be the vessel of knowledge with very limited input from them. In everyday interaction, it was very evident that many students just relied on the lecturer and did very little or no work outside the class setting. As a result they sometimes could not demonstrate a clear understanding of the subject matter and did not arrive at their own potential. The opinion of the researcher that various teaching strategies would result in differences in student academic performance. It seemed that learning in under graduation needed to be more student centered to ensure greater student understanding. It was then the researcher view that the implementation of student centered learning strategies such as cooperative learning would enhance student understanding and facilitate greater retention. Students nevertheless often resisted the effort to change the status quo believing that teachers were opting out of doing their duty and that this type of learning would not be beneficial to them.

THEORETICAL FRAMEWORK

Two theories were utilized to guide this research study. One was constructivism which emphasized the need for the learner to be actively engaged in the teaching – learning process. The second was the theory of *motivation* which suggestedthat it was not only the instructional style that influenced a students' academicperformance, but how much that individual wanted to succeed.

OBJECTIVES OF THE STUDY

- To study about the real know about the real mentality of students in the manner of understanding capacity of the subjects, ability to deal in diplomatic situations and
- To analyze the staff members mentality about their teaching methodologies and result oriented approach

RESEARCH METHODOLOGY

The study was undertaken using both quantitative and qualitative methods. Itconsisted of a questionnaire survey for students and lecturers and in-depth interviews forlecturers.The researcher also wanted to gain data using qualitative techniques. This was done by interviews and participant observation. The researcher intended to interview. The interview is a useful strategy since it enables respondents to give theirviews on the topic. It was also necessary for the researcher to observe the teaching techniques the lecturer used in the classroom

RELIABILITY AND VALIDITY

It was essential that this research was reliable and valid as such the researcher ensured that steps were taken in this regard. The researcher ensured that the items on the questionnaire and interview sheet used represented the topic being tested. The researcher also gained the assistance of individuals who had expertise in the knowledge of research.The researcher used triangulation that is different methods to collect data such as survey questionnaires, interviews and observation. This allowed the researcher to better interpret inaccuracies or inconsistencies that arose. This ensured the trustworthiness of the data.

ATTITUDE OF THE STUDENTS

The section on expectations examined the extent to which students felt that college had prepared them for university, and asked specifically about the extent to which their expectations had been accurate or otherwise in the following areas:

- workload
- academic demands
- interest in the course
- academic and non-academic support
- contact with individual staff
- study habits required at university, including independent learning
- course content
- academic staff and teaching methods

ANALYSIS AND INTERPRETATION

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16-18	82	43.2	43.2	43.2
	18-20	90	47.4	47.4	90.5
	20-22	11	5.8	5.8	96.3
	22-24	5	2.6	2.6	98.9
	above 25	2	1.1	1.1	100.0
	Total	190	100.0	100.0	

*** Majority of the respondents (47.4%) belong to the age of 18-20**

race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Andhra	51	26.8	26.8	26.8
	Tamil	93	48.9	48.9	75.8
	Kerala	27	14.2	14.2	90.0
	Africans	13	6.8	6.8	96.8
	Others	6	3.2	3.2	100.0
	Total	190	100.0	100.0	

*** Majority of the respondents 48.9 % are Tamilians**

Reason for preferring institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	brand name	3	1.6	1.6	1.6
	recommendation	17	8.9	8.9	10.5
	Known staff working	58	30.5	30.5	41.1
	own choice	85	44.7	44.7	85.8
	Friends	27	14.2	14.2	100.0
	Total	190	100.0	100.0	

Majority of the respondents have joined the institution due to own choice

Do you have arrear

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	149	78.4	78.4	78.4
	no	41	21.6	21.6	100.0
	Total	190	100.0	100.0	

149 of the respondents have arrear in their subjects

How much attendance do you have ?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 25 %	3	1.6	1.6	1.6
	25% to 50 %	17	8.9	8.9	10.5
	50 % to 75 %	58	30.5	30.5	41.1
	75 % to 95 %	85	44.7	44.7	85.8
	100 %	27	14.2	14.2	100.0
	Total	190	100.0	100.0	

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	149	78.4	78.4	78.4
	Female	41	21.6	21.6	100.0
	Total	190	100.0	100.0	

Majority of the respondent are male

CROSS TABULATION

Age * Do you have arrear Cross tabulation				
Count				
		Do you have arrear		Total
		yes	no	
Age	16-18	57	25	82
	18-20	81	9	90
	20-22	8	3	11
	22-24	1	4	5
	above 25	2	0	2
Total		149	41	190

Those respondents who belong to the age group of 18-20 have arrear

Gender * Do you have arrear Cross tabulation				
Count				
		Do you have arrear		Total
		yes	no	
Gender	Male	149	0	149
	Female	0	41	41
Total		149	41	190

Most of the male genders have arrear

Communalities		
	Initial	Extraction
I prefer to change the curriculum in job oriented approach	1.000	.378
I adjusted with academic demands of the institution	1.000	.584
I satisfied with the current examination pattern	1.000	.978
I satisfied with teaching quality	1.000	.586
Lecturers are easily approachable	1.000	.685
I prefer traditional method of lectures (Chalk and talk method)	1.000	.978
Motivation will determine individual task and academic as a whole	1.000	.387
I agreed to get high marks rather than passing with minimum work	1.000	.630
Students mostly prefer just-in-time learning	1.000	.978
Good communication helps to get more marks in subjects	1.000	.725
I prefer to change the curriculum in job oriented approach	1.000	.566
Digital class rooms are needed	1.000	.978
Outside class learning is needed	1.000	.917
Industrial Visits and internship programs are more useful	1.000	.917
Seminar for individual student will build confidence level	1.000	.675
Teachers need good communication	1.000	.690
Teachers must try to council the worries of the student	1.000	.580
New learning capacity is possible	1.000	.519
Proper motivation from teacher builds relationship	1.000	.527
Extraction Method: Principal Component Analysis.		

EIGENVALUES:

Characteristic roots: The eigen value for a given factor measures the variance in all the variables which is accounted for by that factor. The ratio of eigen values is the ratio of explanatory importance of the factors with respect to the variables. If a factor has a low eigen value, then it is contributing little to the explanation of variances in the variables and may be ignored as redundant with more important factors. Eigen values measure the amount of variation in the total sample accounted for by each factor. For this research the values are positive

Extraction sums of squared loadings: Initial eigen values and eigen values after extraction (listed by SPSS as "Extraction Sums of Squared Loadings") are the same for PCA extraction, but for other extraction methods, eigen values after extraction will be lower than their initial counterparts. SPSS also prints "Rotation Sums of Squared Loadings" and even for PCA, these eigen values will differ from initial and extraction eigen values, though their total will be the same. The factor loadings are above .05

Factor scores (also called component scores in PCA): are the scores of each case (row) on each factor (column). To compute the factor score for a given case for a given factor, one takes the case's standardized score on each variable, multiplies by the corresponding loadings of the variable for the given factor, and sums these products. Computing factor scores allows one to look for factor outliers. Also, factor scores may be used as variables in subsequent modeling. (Explained from PCA not from Factor Analysis perspective)

FACTOR CLUBBING

Rotated Component Matrix[a]						
	Component					
	1	2	3	4	5	6
I prefer to change the curriculum in job oriented approach	**.551**	Syllabus must be strong				
I adjusted with academic demands of the institution	**.526**					
I satisfied with the current examination pattern	**.917**					
I satisfied with teaching quality	**.569**					
Lecturers are easily approachable	.200					
I prefer traditional method of lectures (Chalk and talk method)	.917	**.684**	Innovative teaching			
Motivation will determine individual task and academic as a whole	.178	**.557**				
I agreed to get high marks rather than passing with minimum work	-.085	.235	**.644**	Encouragement to score more		
Students mostly prefer just-in-time learning	.917	.284	**.656**			
Good communication helps to get more marks in subjects	.137	.026	.238	**.829**	Staff skills	
I prefer to change the curriculum in job oriented approach	-.003	.205	.204	**.474**		
Digital class rooms are needed	Digital teaching					**.646**
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.						
a. Rotation converged in 8 iterations.						

Factor analysis is a statistical method used to describe variability among observed, correlated variables in terms of a potentially lower number of unobserved variables called factors. From the above analysis it is clear that 5 important factors are of prime importance

- Digital teaching
- Innovative teaching
- Encouragement to score more
- Staff skills
- Syllabus must be strong

RECOMMENDATIONS

- Strong support for more small-group and/or one-to-one staff/student contact, including tracking of individual student progress
- The university should provide formal routes to individual academic support
- Attention should be for issues of poor motivation
- Consider introducing activities similar to those of work placements early in the course
- consider ways of discouraging transactional approaches to learning and engaging students with general skills and personality development activities
- Examine 'good practice' among students and look at ways to extend good habits through the student population
- Attempt to engage all students in subject interest early on, including those for whom this is not a high priority at entry
- Encourage students to develop clear personal goals throughout the course
- Actively relate future employment to current studies, again early on in the course

- Integrate realistic information about student lives into planning of administrative procedures such as scheduling of timing to learning , for taking the examinations, etc.
- Build in ongoing feedback early in the course
- Make staff aware of 'underlying' demographic factors, e.g. gender differences and 'class' differences in part-time work take-up.
- Manage student expectations before entry and during the course
- Recognize and manage the specific difficulties of 'reactive' and 'strategic' students, including their impact on the learning experience of other students
- Note that these student group are defined by attitude/approach
- Facilitate dialogue between staff and students as a central activity of the course; make ensure that all students participate in this

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