The International Journal of Indian Psychology
ISSN 2348-5396 (e) | ISSN: 2349-3429 (p)
Volume 6, Issue 3, DIP: 18.01.053/20180603
DOI: 10.25215/0603.053
http://www.ijip.in | July-September, 2018

Research Paper

Comparison of Perceptual Ranking of Languages, Subjects and Teachers by Students with Learning Difficulty

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ABSTRACT

This study deals with the comparison of ranking of various languages and subjects as given by students with learning difficulty. The students with learning difficulty were instructed to rank order their liking for, both, his/her favorite teacher/s as well as the languages and subjects in their school curriculum. A total of 32 students (27 boys; 5 girls) with learning difficulty answered a structured questionnaire during clinical interview. The data was subjected to both descriptive and inferential statistics (Cramer's V). Results revealed that in the case of languages, the pattern of ranking was similar for both students and teachers. However, their ranking of subjects revealed a similar trend, the pattern of ranking was found to be similar for both students and teachers. Implications of the study are delineated.

Keywords: *Students with leaning difficulty, perceptual ranking, languages, subjects*

Learning difficulties in school going children particularly in their academic subjects is noticed in a larger section of children. The factors contributing to these academic problems are many. It is important to understand the motivation for learning in children is important, although it comes from interrelated and multiple sources (Gorham (1997). The authors are interested in Ruesch (2012), work onunderstandingthe teacher motivation provided for the subject taught. At the same time the student interest for the subject in this interconnection how the rating is given by the student towards the academic subject and for the teacher. Importance of teacher motivation for the particular subject and the student interest for that particular subject has (Wentzel, 1997) teacher motivation impact on that student.And why the students rate the teacher first or last because of the student perception about the teacher. How the consistent teacher perception has an effect either positively or negatively on the

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Received: August 2, 2018; Revision Received: August 20, 2018; Accepted: September 1, 2018

motivation in child's academic subject were highlighted by students ranking, in their teachers against the academic subject taught and how the interest can be developed in the school. The implication of Wentzel (1997) study reflects learning preference has an influence on pupils learning in school. Fuller (1969), carried a follow-up study in 1990s, where rankings of school subject preferences was obtained from 144 girls and 218 boys aged 11-12 years, and 269 girls and 300 boys aged 15-16 years. It was foundthat the overall rankings showed evidence of the persistence of gender differences in preferences for some curricular areas. The changes were apparent as practical subjects appeared further up the rankings than previously, particularly for the younger students. This finding may reflect a change in the status of such subjects relative to the more academic subjects. It was emphasised greater sensitivity to school-related factors among this age group.

Berliner (2001), studied rankings of school academic subjects to obtain preferences from 321 male and 327 female pupils aged 11-12 years, and 245 male and 240 female pupils aged 15-16 years, from both single-sex and co-educational secondary schools. It was found that the overall rank orders given by the students had an effect of school functioning type for teaching methods among younger pupils only. Evidencewas found for less gender stereotyping of school subjects in single-sex schools. The rankings of the older pupils, while not affected by school type, did show clear effect of gender, with higher rankings being given to mathematics, science and physical education by boys and to arts by girls. The study finding on age maturation and the subject preference among the study samples, the present study does not highlight on the influence of age maturation on the academic subject preference, but whether teacher motivation has a important role in creating interest for the subject.

Achieving expertise in teaching has been informative yet one important element is the teacher consistent motivation, despite manyproblems. One problem is determining the relative roles of talent vs. deliberate practice in the acquisition of expertise and understanding as it is needed. Theroleof teachers is another factor that influencepositivegrowthofexpertise in a subject. Cultural background also has relative influence on learning. A prototypical model of expertise is described and found to identify teachers who were both good and successful. The importance of understanding adaptive or fluid expertise, automaticity and flexibility is also highlighted by Grossman, Hammerness & McDonald, (2009). Finally, the development of teacher expertise is seen as an increase in agency over time.

In their studies, Colley, & Comber (2003) and Colley, Comber, & Hargreaves, (1994), the authors argued for further directions for teacher education, based on a re-conceptualization of teaching and the role of teachers on their student's education. The authors emphasize on the importance of teacher's need to understand the clinical aspects. Further, with practical experience of clinical conditions which demonstrate how best it helps in achieving the required skill for practice. This clinical exposure will seriously benefit teachers in building their own pedagogies for enactment to an existing repertoire of pedagogies of reflection and understanding the advancement. Finally, the authors propose that teacher education be

organized around a core set of practices in which knowledge, skill, and professional identity are developed in the process of learning to practice during professional education.

Arikpo and Domike (2015), emphasize on pupils learning preference and interest development influences their learning in schools. Interest is refered to an individual's relatively enduring psychological predisposition (preference) to re-engage in particular classes of subjects. Available evidence indicates that,there are many factors that could impede the child effective learning at this level. Important factor may be teacher likings by the student. Therefore the importance of preferential learning is that it makes easy for teachers to incorporate them into their teaching. Most of the identified preferences are active, sensing, visual and sequential among children. Motivation is important in learning, children spending most of their time with teachers and during that time teacher motivating is being perceived by children has an impact for their learning. Keeping the above view as perceived by clinical practice, this study was carried by the authors

METHODOLOGY

32 participants with learning difficulty were included for study, age range between 9 years 7 months to 15 years 6 months irrespective of gender, the students were studying from class 4^{th}standard to 10^{th} standard. A study proforma was prepared for data collection. The data were collected at Department of Clinical Psychology, All India Institute of Speech and Hearing Mysuru, Mysuru during 2014 December to 2016 February. The samples were selected randomly on population having Academic Learning Difficulties. The study subjects were sent to the first author for academic learning assessments. After the academic learning assessments, the author having informed consent from parents by showing and explaining the standard format and the purpose of data collection. The author established adequate rapport with subjects. The clinical information was elicited from clinical interview by the subjects. The collected data was subjected to statistical analysis using Cramer's V test. This test tries to establish the association between rows and columns. The results obtained thus are presented in Table 1.

RESULTS

Table 1 presents frequency and percent rankings for various languages and subjects by students and teachers and results of Test statistics. Results clearly revealed whether it is for languages or subjects, there were no significant associations between groups (students and teachers) and their ranking for each language and subject. The Cramer's V values obtained for languages-English (CV=.204; p=.750), Kannada (CV=.167; p=.877), and Hindi (CV=.216; p=.700) were all found to be non-significant indicating that the pattern of ranking by students and teachers was same for each language.

In the case of subjects also same trend was observed. The Cramer's V values obtained for subjects-mathematics (CV=.113; p=.976), science (CV=.249; p=.544), and social science (CV=.178; p=.700) were all found to be non-significant indicating that the pattern of ranking by students and teachers was same for each subject.

Table 1 Frequency and percent rankings for various languages and subjects by students and teachers and results of Test statistics

Ranking		**Languages**					
		English		**Kannada**		**Hindi**	
		Groups		**Groups**		**Groups**	
		Student	**Teacher**	**Student**	**Teacher**	**Student**	**Teacher**
1	Frequency	7	7	7	6	1	4
	Percent	21.9%	21.9%	21.9%	18.8%	3.1%	12.5%
2	Frequency	9	5	3	4	4	3
	Percent	28.1%	15.6%	9.4%	12.5%	12.5%	9.4%
3	Frequency	3	2	7	4	5	6
	Percent	9.4%	6.2%	21.9%	12.5%	15.6%	18.8%
4	Frequency	3	6	2	4	5	5
	Percent	9.4%	18.8%	6.2%	12.5%	15.6%	15.6%
5	Frequency	5	5	5	6	6	7
	Percent	15.6%	15.6%	15.6%	18.8%	18.8%	21.9%
6	Frequency	5	7	8	8	11	7
	Percent	15.6%	21.9%	25.0%	25.0%	34.4%	21.9%
Test statistics	Cramer's V	.204		.167		.216	
	P value	.750		.877		.700	
Ranking		Subjects					
		Mathematics		Science		Social studies	
		Groups		Groups		Groups	
		Student	Teacher	Student	Teacher	Student	Teacher
1	Frequency	7	6	3	5	7	4
	Percent	21.9%	18.8%	9.4%	15.6%	21.9%	12.5%
2	Frequency	7	8	6	6	3	6
	Percent	21.9%	25.0%	18.8%	18.8%	9.4%	18.8%
3	Frequency	6	7	2	4	8	9
	Percent	18.8%	21.9%	6.2%	12.5%	25.0%	28.1%
4	Frequency	2	3	13	7	7	7
	Percent	6.2%	9.4%	40.6%	21.9%	21.9%	21.9%
5	Frequency	6	4	7	7	3	3
	Percent	18.8%	12.5%	21.9%	21.9%	9.4%	9.4%
6	Frequency	4	4	1	3	4	3
	Percent	12.5%	12.5%	3.1%	9.4%	12.5%	9.4%
Test statistics	Cramer's V	.113		.249		.178	
	P value	.976		.554		.846	

DISCUSSION

Major findings

1. In the case of languages, the pattern of ranking was found to be similar for both students and teachers.
2. The perception of ranking towards subjects also revealed a similar trend, the pattern of ranking was found to be similar for both students and teachers.

The present study was carried on a sample of 32 subjects, in a study(Colley, Comber, & Hargreaves, 1994), it was found that there was gender difference among their academic subject preference and ranking but we have not focused on gender difference in this study and inother study it was found that age maturation relation to their preference ranking for their subjects. In this study we have focused on academic subjects ranking against the particular teacher teaching the subject ranking, meaning to say teacher ranked by the student and also the particular academic subject taught by the teacher's percepton by the student is ranked.

We have tried to emphasize the psychological factors by the teacher being influenced on the student and because of the teacher impact the student rating the particular subject taught by the teacher. In this study we have found that the academic subject ranking by the student is on par with teacherbeing ranked as perceived by the student himself. Further studies have to explore the psychological factors and to understand how those factors are influencing the students to rate the academic learning subject. In this study a psychologist at the level of a consultant builds rapport with the student's age range from 9.7 years to 15.6 years before the clinical interview to collect the information. Most of the studies have found the teacher expertise having influence on the teacher ranking and studies also highlight the importance of clinical experience and practical exposure for special children and to understand such children conditions in classroom settings and the effect of exposure being converted as expertise.

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Acknowledgements

The authors profoundly appreciate all the people who have successfully contributed in ensuring this paper is in place. Their contributions are acknowledged however their names cannot be able to be mentioned.

Conflict of Interest

The authors colorfully declare this paper to bear not conflict of interests

How to cite this article: Purusotham, P, Venkatesan, S, Pavithragini, D'Souza, L, & Jayaraju, R (2018). Comparison of Perceptual Ranking of Languages, Subjects and Teachers by Students with Learning Difficulty. *International Journal of Indian Psychology*, *6*(3), 125-130. DIP:18.01.053/20180603, DOI:10.25215/0603.053