ABSTRACT

Throughout the world, educational systems seek ways to support and assist students in improving their self. A school is an influential tool in moulding the formation of students’ self. School teachers play a crucial role in developing adolescent’s proficiency and self-confidence. Teachers support in adolescent’s emotional state help them to form better self-image and develop academic skills. Hence, there is a necessity to see through the lens of the early adolescent students their world, their feelings and lend an ear to their voices. Therefore, it is the impetus of this exploration primarily to determine the relationship between early adolescent students’ perception of their mathematics teachers and variables like students’ perception of self, achievement in mathematics and classroom behaviour. The secondary purpose is to examine these variables with respect to contextual variables like class of study, gender, school management, school location, residential area of students, parents’ education, profession and monthly income of the family. In an investigation of this interaction, we will further the understanding and insight into the inquiry of how the early adolescent students’ perceive their mathematics teachers and does it relate to their perception of self, achievement, and behaviour in class.

The literature review provided a conceptual framework based on which a survey method was adopted to assess the objectives of the study. Bilingual (Tamil and English language) tools to measure students Perception of their Mathematics Teacher (STPT), Self-Perception (SEPE) and Classroom behaviour (BHVR) were developed based on detailed study of the literature. These tools were used for data collection from early adolescent students in the age group of 13-14 years and mathematics teachers of Kanchipuram District in Tamil Nadu. The Pre-pilot test was
conducted with a purpose to prepare a suitable instrument. Internal consistency was measured using Cronbach Alpha reliability test. The data collected has been analyzed to arrive at a meaningful conclusion by using statistical tests like T-test ($t$-value), ANOVA ($F$-value), Chi-square and Linear Regression analysis.

The results of this study from Differential Analysis suggest differences in gender with regard to students’ perception of their mathematics teachers, self-perception, academic achievement and classroom behaviour. In comparison to male, female students perceived their mathematics teachers more favourably and had better self-perception. Female students out-performed male students in mathematics and have more desirable behavior in the classroom. Class IX students perceived their mathematics teachers’ more favourably than VIII students. Differences were observed in the students’ Self-Perception of class VIII and IX. Students of class IX perceive themselves more favourably than class VIII students. The result points out that there is no statistical difference in Academic Achievement and Classroom Behaviour of class VIII and IX students.

Urban school students perceived themselves more favourably than rural students and performed better academically than the rural school students. The students of rural schools have less undesirable classroom behaviour and perceive their mathematics teachers more favourably than urban area students. The residential area of students does not affect their self-perception and classroom behaviour. But residential area of students does affect their Academic Achievement. Students of private schools perceive their mathematics teachers more favourably and have better Academic Achievement than students of aided and government schools. The students of aided schools have less desirable behavior than students of private and government schools.
The results of Association Analysis indicate that students whose Parents’ Educational Qualification and Professional Status are high and are from High Income families, they perceive their teachers more favourably. Significant association was found in students’ Self-Perception with Father’s Professional Status. A significant association was found in students’ Academic Achievement with Fathers’ and Mothers’ Educational Qualification, Fathers’ and Mothers’ Professional Status and Monthly Income of the Family. Significant association was found in students’ Classroom Behavior with Fathers’ Professional Status and Monthly Income of the Family.

The results of this study from Correlation and Regression Analysis shows that early adolescents’ Perception of their Mathematics Teachers and Self-Perception are correlated. The students who perceived their mathematics teachers’ favourably also had adequate self-perception which lend backing to the opinion that a student’s self-valuation is interrelated to the valuation of “significant people” about them. The two variables, the perception of adolescent students’ of their teachers and academic outcomes are moderately correlated. The students who think their mathematics teachers more favourable towards them also had better academic outcomes. The two variables, the perception of adolescent students’ of their teachers and classroom behaviour are associated. The students who perceived their mathematics teachers’ feeling toward them more favourably also had desirable classroom behaviour. Students’ Self-Perception and Academic Achievement are moderately correlated. The students who perceived themselves favourably also had better Academic Achievement. The students who perceived themselves favourably also had desirable classroom behaviour. The findings between the two variables impart support to the argument that students’ Academic Achievement is related to their Self-Perception. Academic Achievement and Classroom Behaviour are
significantly correlated. The findings of a significant correlation between the two variables lend support to the view that student’s Academic Achievement is related to their Classroom Behaviour.

The findings from the study have important implications for school education policy. In the recruitment and guidance processes of teachers, educational institutions need to measure the Self-Perception of teachers during the induction process as teachers are the ‘significant others’ for early adolescents. Classrooms comprising of students who are in need of acceptance and approval need teachers who themselves have positive feelings. Hence, teachers who can promote positive feelings in adolescents should be deployed in the classroom with various disciplinary issues. There is a need to increase the cognizance level of educators, counsellors, and parents concerning gender concerns and their classroom behaviour and learning style. Similarly, there is a need for expanding the network of role models who are male teachers. This will assist male students in hands-on organization and learning skills. The investigation also shows that students are willing and insightful commentators on their experiences in school mathematics classes. These early adolescents are competent and should be asked at regular intervals to describe their perceptions of their teachers and of the climate for learning in their classrooms in each stream of study.

The study emphasizes that teachers are the ‘significant others’ in the life of early adolescents, and self-perception are related to one another, and these significant others have impact on academic achievement and classroom behaviour.

Key words: Students perception, Academic Achievement, classroom behaviour self-perception, school, early adolescents, school education, Southern India.