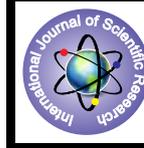


## Likeness of A Student in Secondary School: An Enumerative Study



### Statistics

**KEYWORDS:** Cadmium, toxicity, chlorophyll, phosphate, CEC, OMw

**Dr. Babulal Seal**

Department of statistics Bardwan University, Jayanta Acharya, Assistant Professor Steel city College of education Durgapur

**Mr. Jayanta Acharya**

Assistant Professor Steel city College of education Durgapur

### ABSTRACT

*Conflict of personal life with social life is being with the progress of civilization. Now a days It is known that home environment is not enough to fulfil all the demand. An ideal educational environment is necessary for education and for this necessity of educational institution is made which we call school. The school is a society miniature. Any student spends his 13-14 years of his life in school. So the role of school is significant for social and cultural development. The crucial period of student life is adolescent period. In this time so much physical and mental changes occur in student life and sometimes they become puzzled. Educationists call the period, the stage of storm and stresses or strain and strife. The most of the students, reading higher secondary school, are adolescent so the education of secondary school has to be formed so that the education of a student at these ages considers their problem. Sympathy is the main theme of education of adolescence. In this age many types of maladjustment can be seen for the lack of sympathy and suppression of demands. In this age students become mentally logical. They show logical views in every problem in subject matter. A teacher should guide like a friend to show the proper way of life. We considered here why students like their teacher and the different background of a student.*

### INTRODUCTION

The main demand of this adolescence period is self-expression. They try to express themselves through various works. Their tendency is noticed through book reading, playing, drawing & painting, singing, dancing, acting etc. A teacher has to judge from the view point of psychology about this progressive stage of student otherwise there is a chance of misuse of time strength/power of human resource so a teacher should be responsible to satisfy the demands of education during the period of teaching in the class room.

There should not be hindrance between the student-teacher relationship even though the students are in backward class or financially weak. The surrounding environment of school should be beautifully made. In born every student has their own quality. Teacher has to search that quality of the student and he has to nourish it as human resource of society. In class room teacher's behaviour and language should be hearty so that student can belief him and can take the ideology of his life.

"Beliefs have a cognitive, an effective and a behavioural component. All human perception is influenced by beliefs which influence the ways in which events are understood and acted on teachers beliefs the product of their personal an professional experiences." In

home and every field of society student can maintain the ideology of teacher an self- discipline comes in his life in pursuance of this ideology. In the present work we considered this kind of problem. We considered their background of a teacher.

**FORMULATION** For writing this article we selected some students from IX-XII of higher secondary school. Generally, the students of these classes belong to the adolescent period. Do the students who have come from different socio economic status of our society adopt the atmosphere of the school? How is the inter-relation among friends? How would they feel to mingle with other friends? Which subject teacher they like? Why do they like? How do they like to spend the leisure time for satisfaction of their requirements? To write this article we have to know these information. Apart from that it is also necessary how much time they spend with their studies and whether there is any separate study room in their house? Here the main emphasises are laid on the following facts: the main interrelationship between different students, their relationship with their teachers. Why should they like a particular teacher? Weather a teacher loves him and these facts are also analysed here. For collecting this information we have collected the views of 149 students from class ix-xii of five schools. The emphasis is also put on the differences and similarities of views of students.

	Study time	Study room			Enviroment of School		Co-curricular Activity	Liking Friend	Game	Watching TV	Listening Song	Outing		
		Yes	No	no	no									
UPPER middleclass > Rs25,000	3	1	1	1	3	0	3	0	1	3	1	1	1	0
Middleclass < Rs25,000	10	4	3	3	8	2	8	2	7	10	8	4	3	1
Lower middleclass < Rs6000	72	40	20	12	25	47	68	4	29	72	49	32	19	16
Non awareness about in family income	64	26	25	13	26	38	58	6	24	64	30	23	13	12
Total	149													

School are situated of the police station of bally of Howrah . Lower & middle classes students comes to read here . That's why the nature of the schools are same. Schools were visited before the Annual exam .There fore few students were present there . Students response all the answers spontaneously, We try to meet with the students frankly as much as possible . We also discussed with the teachers about this matter .There were very much interested for the development of their students .They will help their students by acquiring our guidance/Advice . After all they also help us by giving some advice.

### DATA SUMMARY

#### DATA ANALYSIS Source: Field survey

Firstly, the financial income in the family of student was asked. In this we have come to know about their financial condition.

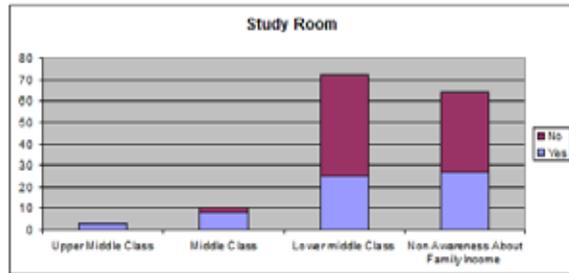
Other than that we tried to know if there was any relation of their financial condition with their education. The information we have gathered form the survey ,we have divided the students under four major catagories-1)upper middle class 2)middle class 3)lower middle class 4)those who are not at all aware of family income. The result of above survey are -2.01% are upper middle class, 6.71% of are middle class, 48.33% of are lower middle class and 42.95% are aware of their family income.

Other than this the higher class people have a separate room for their study. But 20%, 65.27% and 57.81% of middle class, lower middle class and those who Has no separate room for their study. Therefore in a single room they have to do everything along with studies. When guests come they disturb the students, so they are unable to study well. For 40% of middle class

family and 40.23% students, who are unaware of their family income, have only two hours for studies. Now the students those who belong to the lower middle class family and those who do not know about their family income, they do other household works or do tuition to earn necessary money. So they don't get enough time to study.

TABLE: 1

Study room	Upper middle class		middle class		Lower middle Class		Non awareness about family income	
	Yes	No	Yes	No	Yes	no	Yes	no
	3	0	8	2	25	47	27	37



Mostly 100% students like to share with their friends. This is a mind-set, noticed in only teenagers. At this age they like to be in groups, and they like getting the consent of their friends. Other than this they discuss about their personal matter and take suggestion from their friends, By doing so they share their happiness, sorrow with their friends.

Form the survey it has been noted that 92% students love the school. Good behaviour of teacher, school atmosphere and good classmates attract them to school, While 8% student don't like the school ambience. In the rainy season the fields of school gets muddy and also there is irregular in classes. A busy road next to the school creates disturbance during daily classes and also the students think there is no good playground and also the infrastructure is substandard.

Table 2

Environment of School	Upper middle class		middle class		Lower middle Class		Non awareness about family income		Total		Yes no
	Yes	No	Yes	no	Yes	no	Yes	no	Yes	no	
	3	0	8	2	68	4	58	6	137	12	

Source: Field survey

**Reasons for likeness of teacher:**

According to information, available from the survey, a teacher, who teaches with care and makes the task easy to understand, is preferred by the students. 45% Of the students like teacher because he gives good suggestion on any particular problem and behaves like a friend.33% of the students preferred teacher because regularly he gives notes and even if he gets angry at any situation he loves the students later. Friendly behaviour with the students encouraging the development of their personality is also an important point of a teacher to be preferred. But this scenario is poor: 30% of the students love their teacher because the teachers treat each and every one equally. 35% of students have expressed their opinion stating that the teacher as a person is really good and he loves the students. 40% prefer skill of the teacher. According to 20% of the students the teacher teaches with lots of enjoyment so they love their teacher. 40% of the students love their teacher because he tells them probable questions that would come in the examination. To 27% of the students love the teacher because he helps them to bring their self-confidence.

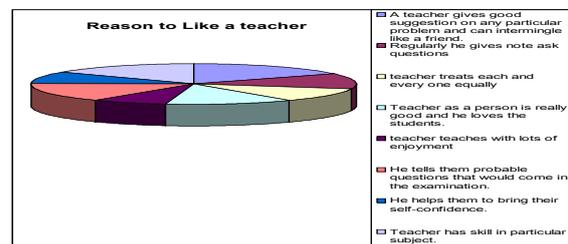
(A teacher is to facilitated student's own inquiry. Student should be allowed to think of solutions to practical problems them-

selves before the teacher shows them how are solved) 1. I think a teacher helps to bring students confidence and belief in this way.

TABLE: 3

Reason to like a Teacher	
A teacher gives good suggestion on any particular problem and behaves like a friend.	45%
Regularly he gives note ask questions	33%
Teacher treats each and every one equally	30%
Teacher as a person is really good and he loves the students.	35%
Teacher teaches with lots of enjoyment	20%
He tells them probable questions that would come in the examination.	40%
He helps them to bring their self-confidence.	27%
Teacher has skill in particular subject.	40%

Source: Field survey

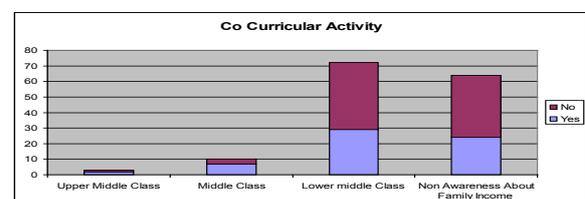


It was asked in the survey that how the students spend their leisure time and what they like to do in their leisure time. It is seen that 40.93%of the student keep themselves involved in co-curricular activities during their leisure time. The co-curricular activities such as dance, drama, singing, drawing and painting and many work related computer they are mainly involved, But this percentage of students are comparatively less. Besides studies, the co-curricular activities help the students in the development of mental, physical, emotional, social, moral aspect of a student. Not only in home but also in all schools the arrangement of co-curricular activities should be maintained. It also helps in the development of the character of the students. But it is seen that 33% of the students are those, who belong to the upper middle class, 70% of the students those who belong to the middle class, and 46% of the students those who belong to the lower class and lastly 38% students those who are not aware of their family income are interested in this activities, But more number of students we must include here. The teacher should take this responsibility.

TABLE: 4

Co-curricular activity	Upper middle class		middle class		Lower middle Class		Non awareness about family income	
	Yes	No	Yes	no	Yes	no	Yes	no
	2	1	7	3	29	43	24	40

Source: Field survey

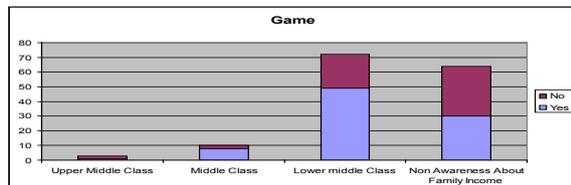


Other than these it is also seen in the survey that only 59.06% of student's play, which should have been more, because playing is a kind of physical activity and in the early phase of physical development of a child it plays a significant role. Through sports a warm relationship between a students and a teacher develops. Therefore spirit is developed gradually and gets inspiration to work as a team. By this way the self- confidence of a student also increases. It is seen that most of the students remain apart from games. One of the reason behind this is there is no playground in the school as well as near their home. But it is also seen that 68% of the students, who belong to the lower middle class and 53% of the students who are not aware of their family income are involved in games. Mostly students prefer to watch games in television rather than participating in the games. Therefore they spend their leisure time by watching different games, cartoons and other programme in television or computer. Other than this few students those who cannot afford such extravagance gets involve in other work to earn money. By this way their physical and mental development gets develop and gradually they get separated from the society. This is a really a serious matter to think over. Other than this it is also found that these students are suffering from self-confidence and identity crisis. The teacher and the parents should be aware of the necessity of co-curricular activities in order to make the students know the value of it.3

1. he teacher should properly guide the students.
2. If the teachers inspire the students to get involved in co-curricular activities it would be easier for to complete such tasks.
3. The teacher who is capable of particular task, should be given the responsibility of that work.
4. he game teacher of physical training should be sometimes sent for in service training so that they could learn the modern techniques in order to teach students.

TABLE: 5

Game	Upper middle class		middle class		Lower middle Class		Non awareness about family income	
	Yes	No	Yes	no	Yes	no	Yes	no



It is observed in survey that 40.26% or more number of students like to watch television in their spare time. Thus in the afternoon they don't like to play. It is also observed many of them, like to imitate to follow the acting of their beloved actor or actress and they want to accept the acting as their professions. But it presumes that they get addicted to watch television in their immature age. At this stage they have no idea about what is wrong or right. It is seen that in recent time mental development of students has been obstructed for a long time in the room as they detached from the nature, their mental depression is going up and they intend to do crime sometimes. In sometimes out of curiosity and lack of clear idea about anything, the various type of negative idea has taken place in their mind. As a result it is evokes craving for sensual pleasures like hedonism. Most of the students are in the persecutions of imitating the manner, dresses, smoking, drinking I.e the life style of their blue- eyed boys and girls on the silver screen. More over superstition has been build up in the mind of many students due to miracle or supernatural scenery shown on some serial and movies. On the other hand the student cannot learn the accurate language for watching different type of cartoons, serial. They are less interested in reading literature and novels.

In recent time it is observed in many survey that indiscipline and restless life are gradually growing up among the students

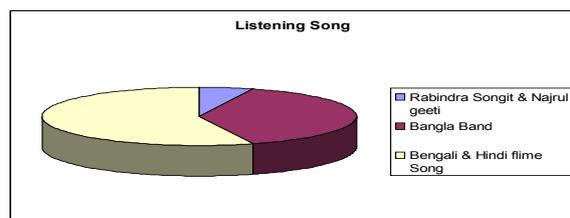
by the grace of hedonistic attitude to life .it is marked that nobody is taking any interest (in education system, society, family) to teach the students how the natural relation between a man and woman is at the adolescence period and thereafter. The ignorance of nationalism and country's culture is gradually increasing. As a result most of student, youths in the society are busy to follow the western culture blindly. The difference of manners and superstition are increasing due to difference of classification of socio economic. Students are being inspired to do women as shown sexual activity, violence though the media of television, films and others.

For these reasons the teachers should have taken a vital role in this regard. Students are to be taught about the merits and demerits for watching television programme with examples, The awareness should be made in their mind, So that they can understand everything easily. Students are to be interested in seeing several inventions of creativity, national and international game and relationship, So that their thinking power and creativity can be increased. Teachers should have noticed that the students have trust on them and get confidence. Teacher should come forward and make with the students as their friend and guide them in proper way.

In the survey it is also observed that 21.16% students are interested to listen song in their spare time. Among the students 5.5% are fond of listening to Rabindrasangeet 39% are fond of listening Bangla band and 55.5% are fond of listening to lasted Bengali and Hindi film song. They are mostly interested to listening to the recent item song. In many times it is noticed that some students are very much attracted to these song and their lives turned into craving for hedonism. It is a duty of every teacher to change the outlooks because excited item song and its loud sound bring intoxicating power and mental illness. It is also a duty of teachers to point out the good or bad effects of different kind of songs. Because song is such a thing which can be felt. Good songs touch our hearts and it remains for a long time in our mind and it also inspires to do work. It makes our life a pleasure and comfortable in leisure time. It is to be advised to do different type of work while listening to good songs. So that they may utilise the time.

TABLE:6

Listening song	Rabindra Songit & Najrul geeti	Bangla Band	Bengali & Hindi film Song
	5.5%	39%	55.5%



Source: Field survey In this survey, according to the information of 149 students, they are categorized under certain homogeneous groups which depend on their different characteristics, like, whether they have their study room? Or they are linked with co-curricular activities? Or during leisure time they watch television or listen to the songs? Or in the afternoon they go out? In this case if it is "yes" then it is marked by "1" and else if "no" then it is mark by" 0".

Student	Room	Co-curricular activity	Friend	Game	Watching TV	Listening song	Outing
1	1	1	1	1	1	0	1
2	1	0	1	1	1	1	1
3	1	1	1	1	1	1	1
4	0	0	0	1	1	0	1

5	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1
7	1	1	1	1	1	1	1
8	1	1	1	1	1	1	1
9	0	0	1	1	1	0	1
10	1	0	1	1	0	0	1
11	1	0	1	1	0	0	1
12	1	0	0	0	1	1	1
13	1	1	1	1	1	1	0
14	0	1	0	1	0	1	0
15	0	1	0	1	1	0	0
16	0	0	0	1	1	0	0
17	1	1	1	1	1	0	0
18	0	0	1	1	1	1	0
19	0	0	0	1	1	1	0
20	0	0	0	0	1	1	0
21	1	1	0	0	1	1	1
22	0	0	0	0	0	1	0
23	0	1	0	0	0	1	0
24	1	1	1	1	1	0	0
25	1	1	0	0	1	0	0
26	0	1	0	0	1	0	0
27	0	1	0	1	1	0	0
28	0	1	0	1	0	1	0
29	0	1	1	0	1	0	1
30	1	1	1	0	1	0	0
31	0	1	0	1	1	0	0
32	0	1	0	1	1	0	0
33	0	0	0	0	1	0	0
Student	Room	Co-curricular activity	Friend	Game	Watching TV	Listening song	Outing
34	0	0	0	0	1	1	0
35	0	0	0	0	1	0	0
36	0	0	0	1	1	0	1
37	0	1	0	0	1	0	0
38	1	1	0	1	1	0	0
39	0	1	0	1	0	0	0
40	0	0	0	1	1	0	0
41	1	1	0	1	1	1	0
42	1	0	0	0	0	1	0
43	0	0	0	0	1	1	0
44	0	0	0	0	1	0	1
45	0	0	0	0	1	0	0
46	0	0	0	0	0	1	0
47	1	1	1	0	1	1	0
48	1	0	1	1	0	1	0
49	1	1	1	1	1	0	1
50	1	1	0	1	1	0	1
51	0	1	1	1	1	1	0
52	1	1	0	1	0	1	0
53	1	1	1	0	1	1	0
54	1	0	1	0	1	0	1
55	1	1	1	1	1	0	0
56	0	0	1	1	1	1	0
57	1	1	1	1	1	0	1
58	0	1	0	0	1	1	0
59	1	1	0	0	1	0	0
60	0	1	0	0	1	0	0
61	1	0	1	1	0	1	0
62	1	1	0	1	1	0	0
63	0	1	1	1	1	0	0
64	1	0	0	0	1	1	0
65	0	1	0	0	1	0	1
66	0	0	1	1	1	1	0
67	1	1	0	1	1	1	1
68	1	1	1	0	1	0	1
69	0	0	1	0	1	0	1
70	0	0	0	1	1	1	0
71	1	1	0	1	1	0	1
72	0	0	0	0	0	1	1
73	0	0	0	1	1	0	0
74	0	0	0	0	1	1	1
75	0	0	0	1	0	0	1
76	0	0	0	0	1	1	0
77	0	0	0	1	0	0	1
78	1	0	0	1	1	1	0
79	0	1	0	0	0	1	0
80	0	0	0	1	0	0	1
81	1	0	0	1	1	0	0

Student	Room	Co-curricular activity	Friend	Game	Watching TV	Listening song	Outing
82	0	0	1	0	1	0	1
83	0	0	0	1	1	1	0
84	0	0	0	0	1	0	1
85	0	0	0	1	0	1	0
86	0	0	0	1	1	0	1
87	0	0	0	0	0	1	0
88	1	1	0	1	0	1	0
89	1	1	0	1	1	1	0
90	1	1	1	1	1	1	1
91	1	1	0	0	1	1	0
92	0	0	1	1	1	0	0
93	1	1	1	1	0	0	1
94	1	1	1	1	0	0	0
95	1	0	0	1	0	0	0
96	0	1	0	1	1	0	0
97	0	1	0	1	0	1	0
98	1	0	1	1	1	0	1
99	1	1	1	1	1	1	0
100	1	0	1	1	0	1	1
101	0	1	0	1	1	1	0
102	0	1	1	0	1	0	1
103	0	0	1	1	0	0	0
104	0	1	1	1	1	0	1
105	0	1	1	1	1	1	0
106	0	0	0	0	1	0	1
107	1	1	1	1	0	1	1
108	1	0	0	1	1	0	0
109	0	1	0	1	1	0	1
110	1	0	1	0	1	1	1
111	1	0	0	1	1	0	0
112	0	0	0	1	0	1	1
113	1	0	1	1	1	0	1
114	1	0	0	0	1	0	1
115	0	0	0	0	0	0	0
116	0	0	1	1	1	0	0
117	0	0	0	1	1	0	0
118	0	0	0	1	1	0	0
119	0	0	0	1	1	0	0
120	0	0	0	0	1	0	0
121	0	0	0	1	0	0	0
122	0	0	0	1	1	0	0
123	0	0	0	1	1	0	0
124	0	0	0	0	1	0	0
125	0	0	1	1	1	1	1
126	1	1	0	1	0	1	0
127	1	1	0	1	0	1	0
128	1	1	1	1	1	0	1
129	0	0	0	0	1	0	1
Student	Room	Co-curricular activity	Friend	Game	Watching TV	Listening song	Outing
130	1	1	0	1	1	0	1
131	0	0	1	0	1	0	1
132	1	1	1	0	1	1	0
133	0	0	1	0	1	1	1
134	1	1	1	1	0	0	0
135	0	0	0	1	1	1	0
136	0	0	1	1	1	1	0
137	0	0	0	0	1	1	0
138	0	0	0	1	1	1	0
139	0	0	0	1	0	0	0
140	0	0	0	1	0	0	0
141	0	0	0	1	0	0	0
142	0	0	0	1	1	0	0
143	0	0	0	0	1	0	0
144	0	0	0	0	1	0	0
145	0	1	0	0	1	1	0
146	0	0	1	1	0	1	0
147	0	0	1	0	1	0	0
148	0	0	0	1	1	0	0
149	0	0	0	1	1	0	0

**Methodology used for difference calculation.**

According to the report of the students again they are categorized under 8 major groups, such that 0,1,2,3,4,5,6 and 7. where the minimum difference is "0" and maximum difference is "7" and among them the average difference is 3.229.

The teachers are to eradicate the maximum difference between these homogeneous groups, those which knowledge of child psychology. Actually from the above table we formed clusters i.e fixing one we checked which rows are close proximity to that by taking simple Euclidean distance.

#### ACKNOWLEDGEMENT

Prof-Visa Deb Sasha, Belurmath Salamander

#### REFERENCE

- 1 . English teacher's beliefs about communicative competence and their Relationship with their classroom practices (page no 75-89) Moravia Elizabeth, Gonzales Pelaez.ICFES &Universided Nacional de Colombia, Sede Bogota, Colombia. |
2. Teaching practices teacher's beliefs attitudes creating effective teaching and learning Enviroment: First Result from TALIS \_ISBN 978\_92\_64\_05605\_3.( 87 \_135 No page) |
3. Teacher's Beliefs about Teaching English To Elementary School children Posen Liao. [page no-43-76] National Taipei University 31.1[spring] |
4. Teacher's feedback practices in second language Academic writing classroom. Carlo Mango, De la salk University Manila. Arceli Amarles philipine Normal University Manila. The international Journal of education and psychological Assessment January 2011 vol6(2) page(21-30). |
5. Language policy, language Teacher's Beliefs, and classroom practices. | THOMAS S.C FARRELL and SERENA TAN KIAT KUM | Oxford university press 2007. (page-381-404) |
6. Coaching Teachers for change using the concept of psychological type to Reference Teacher Resistance. Jane A.G Kise Journal of psychological Type (page 47-58) volume 65-Issue 6-dec-05. |