

ACADEMIC HELP-SEEKING BEHAVIOUR OF PROSPECTIVE TEACHERS OF COLLEGES OF EDUCATION IN TIRUCHIRAPPALLI DISTRICT

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Abstract

Help-Seeking is a life skill that needs to be developed by young people, so that they can get appropriate practical and emotional support from other people. Much of the research on help seeking has focused on mental health but it is also clearly relevant for physical health outcomes too. Help-seeking can be informal, involving drawing on family and friends, or it can be formal, involving professional services including teachers, teacher trainees and health practitioners. The present study assessed Academic Help Seeking Behaviour of Prospective Teachers of Colleges of Education in Tiruchirappalli District". This study found that male and female and rural and urban prospective teachers do not differ significantly in respect of their academic help seeking behaviour.

Keywords : Academic help seeking behaviour, Positive behaviour and Social supports.

Introduction

Seeking help was conceptualised as one part of the positive behaviour process of every individual. However, even though it comprises part of the illness behaviour process, help-seeking is also conceptualised as a dynamic process itself. One of the earliest definitions of help-seeking was provided by David Mechanic, who saw it as an adaptive form of coping. Later, help-seeking was defined as the behaviour of actively seeking help from other people. It was deemed to be about communicating with others to obtain assistance in terms of understanding, advice, information, treatment, and general support in response to a problem or distressing experience. As such, it was a form of active and problem-focused coping, which relied on external assistance from others. Help can be sought from a wide range of external sources, including people who occupy different roles and who vary in terms of their relationship with the person seeking help. Two main types of help-seeking have been delineated i.e. formal and informal help seeking.

Formal help-seeking is assistance from professionals who have a legitimate and recognized professional role in providing relevant advice, support and/or treatment. Formal help-seeking is

itself diverse and includes a wide range of professions. These include health professional for example medical specialists and health care providers and also non-health professionals and also non-health professional such as teachers, administrators and community workers. The term 'treatment-seeking' has recently begun to be used to delineate seeking help from specific health treatment providers and seeking help from generic support and community services. Informal help-seeking is assistance from informal social networks, such as friends, family and the society. It comprises sources of help that have a personal, and not a professional, relationship with the help-seeker.

Most recently, self-help has emerged as an area of attention. This has occurred because of the rapidly growing opportunities to use computer mediated communication technologies to support mental health. Help-seeking can now include assistance from sources that do not comprise communication with an actual person. Sophisticated and dynamic help-seeking options are increasingly available through online and computer-mediated processes. Such options make an interpersonal component less critical in the help-seeking process.

Concept of help Seeking Behaviour

"Help-Seeking Behaviour (HSB) is an appropriate way to seek a solution for a health problem and

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requires suitable interaction with a medically trained professional. HSB has three main components: a health issue (physical or psychological), a person who needs help to address the health issue, and a source of help.”

Before proceeding, it is important to define the terms that frame this document, particularly “help-seeking behaviour” and “social supports.” There are few specific, agreed upon definitions of “help-seeking behaviour” in the health and development literature. Furthermore, when referenced, help-seeking generally refers to the use of “formal” supports, which is defined as health facilities, youth centres, formal social institutions or professional care providers, either in the public or private sector. In many cases, “help-seeking” is used interchangeably with “health-seeking,” which generally refers more narrowly to seeking services or remedies for a specific ailment or illness. In many of the documents cited in the bibliography, “help-seeking” refers to the use of health and other services in the case of severe or serious mental health issues, including substance use, depression and suicide. In only a few cases in the literature is the term “help-seeking” used in a more comprehensive way to refer to the use of both formal supports and informal supports, which includes men, women, children, youth, elders in the family and society, academic and/or religious leaders.

Need and Significance of the Study

One of the greatest challenges of effective functioning of teacher may be due to altruistic and help seeking behaviour. Behaviour is the reluctance of Prospective Teachers to Seek academic, Social, Professional and mental health related context. The study of Help Seeking of prospective teachers of colleges of education, is essential because most of them, do not access academic / professional, social services for the mankind and the reason for their problems and way to intervene need to be investigated.

Consequently Academic Help Seeking has received a greater consideration for research. The problem and their roles better, quicker and faster and in need of both quantitative and qualitative growth, policy and practice, however, progress in the field has been hindered by a lack of the high prevalence of mental health problems is not matched

by a commensurate level of service use and associated Help Seeking Behaviour. Instead, there is a marked match between prevalence of mental disorder and professional Help Seeking. At all ages, there is a much higher prevalence than there is greatest service to use, through the mismatch in greatest where the need is highest.

Consequently, a focus on understanding and encouraging Help Seeking behaviour particularly teacher aspirants, also emerged out and to become progressive. Help Seeking may be characterized as effective or ineffective, effective help seeking takes place when a learner knows when he needs help, what kind of help the student needs, whom to ask for help, and how to ask for the help that he needs. Effective help seeking may avert possible failure, maintain engagement and lead to long term monetary and autonomous learning.

Effective help seeking in variety as an important strategy contributes to self-regulation and vice versa (New man, 2002, Puustinen, 1998) enabling true student to continuing learning. Self-regulated students control frequency with which they ask for help, rating only at appropriate times and avoiding dependence (Puustinen, 1998) Both the overview of help and true avoidance of help when it is needed may lead to less effective learning. Hence, it is warranted to carry out a study on “Academic Help Seeking Behaviour of prospective Teachers of Colleges of Education in Tiruchirappalli District”.

Objectives

1. To find out the level of academic help seeking behaviour of prospective teachers.
2. To find out whether there is any significant difference in the academic help-seeking behaviour of prospective teachers with respect to gender, locality and educational qualification.

Hypotheses of the study

Based on the above objectives, the null hypotheses have been framed.

Methodology in Brief

The investigator followed the survey method for the study. Prospective teachers’ help seeking behaviour scale was developed and administered to B.Ed. trainees of Colleges of Education in Tiruchirappalli District.

Sample

The population for the study consisted of prospective teachers of colleges of education in Tiruchirapalli District. The investigators selected 200 trainees from the selected colleges of education, affiliated to Tamilnadu Teachers Education University by using simple random sampling techniques.

Statistical Techniques

The data were tabulated and statistically analysed by adopting mean, standard deviation and t-test.

Data Analysis

Hypothesis-1: The level of academic help-seeking behaviour of prospective teachers is not high.

Table – 1: Level of academic help-seeking behaviour of prospective teachers

Variable	N	Mean	Maximum Score	S.D
Academic Help Seeking Behaviour	200	95.8	120	10.7

From the above table 1 the Academic Help Seeking Behaviour of Prospective Teachers is found to be above average. This is evidenced by the Mean value 95.8, which is for above the mid value 47.9 of maximum score 120. It is inferred that the prospective teacher's academic help-seeking behaviour is at above average level.

Hypothesis – 2 : There is no significant difference between male and female prospective teachers in the Academic Help-Seeking Behaviour.

Table – 2 : Difference between male and female prospective teachers in the Academic Help-Seeking Behaviour

Gender	N	Mean	S.D	't' Value	Result
Male	80	94.89	12.08	1.05	NS
Female	120	95.66	11.07		

From the table 2 it is inferred that the calculated 't' value 1.05 is less than the table value 1.96 at 0.05 level of significance. It implies that the difference in the help-seeking behaviour between male and female prospective teachers under consideration is not significant. Hence, the hypothesis is "Accepted". Therefore it is concluded that the male and female prospective teachers do not differ significantly in respect of their academic help-seeking behaviour in the colleges of education.

Hypothesis – 3 : There is no significant difference between Rural and Urban area Prospective Teachers in the Help-Seeking behaviour.

Table – 3 : Difference between Rural and Urban area Prospective Teachers in the Help-Seeking behaviour

Locality	N	Mean	S.D	't' Value	Result
Rural	103	96.8	11.49	0.16	NS
Urban	97	95.8	12.48		

The calculated t-value 0.16 is less than the table value 1.96 corresponding at 0.05 level of significance. This implies that the difference in help seeking behaviour mean scores under consideration is not significant. Hence, the hypothesis is accepted, therefore it is concluded that the Rural and Urban Prospective Teachers do not differ significantly in their respect of Help-Seeking Behaviour.

Hypothesis – 4 There is no significant difference between UG and PG Qualified Prospective Teachers in the Help-Seeking Behaviour.

Table – 4 : Difference between UG and PG Qualified Prospective Teacher in the Help-Seeking Behaviour

Educational Qualification	N	Mean	S.D	't' Value	Result
UG	160	94.12	11.10	4.51	S
PG	40	103.2	12.60		

The calculated t-value 4.51 is greater than the table value 2.58 corresponding at 0.01 level of significance. This implies that the difference in the help seeking behaviour mean scores under consideration is statistically significant. Hence, the hypothesis is rejected. Therefore it is concluded that the UG and PG qualified Prospective Teachers differ significantly in their respect of their Help-Seeking Behaviour. Further the higher Mean Scores of PG qualified Prospective Teachers are better in their academic help seeking behaviour than the UG qualified prospective Teachers.

Findings of the Study

1. The level of academic Help Seeking Behaviour among the Prospective Teachers of colleges of education is at above average.
2. No significant difference is found in the Help-Seeking Behaviour between Male and Female prospective teachers in the colleges of education.
3. No significant difference is found in the Help-Seeking Behaviour between rural and urban prospective teachers.

4. Significant difference is found in the Help-Seeking Behaviour between UG and PG qualification prospective Teachers. Then higher mean scores of PG qualified prospective teachers are better than UG qualified prospective teachers in respect of their academic help seeking behaviour.

Educational Implications

The findings of the study implied that

1. Prospective teachers irrespective of Men and Women need continuous improvement in cognitive competencies, i.e. knowing when help is necessary, knowing that others can help, knowing how to ask a question that yields precisely what are needs. The Women and Unisex Colleges Prospective teachers should develop social competencies, i.e. knowing who is the best to approach for help, knowing how to carry out a request for help in a socially appropriate way.
2. In order to strengthen the motivational contextual resources, i.e. classroom factors such as goals, grading, academic, collaborative activities and Student-Teachers interaction that peer relation facilitate them in the knowledge acquisition and transformation of knowledge and it is important to meet in students help seeking.

Conclusion

The study has presented an analysis of the prospective teachers on their Help Seeking Behaviour. In the light of the research findings, it is felt that the present research may be contributed to help-seeking behaviour of perspective teachers. The study has also revealed that male and female prospective teachers, rural and urban prospective teachers do have the adequate results in their level of help seeking behaviour. This kind of academic help seeking behaviour of prospective teachers will help them to enhance their academic, social and professional life.

“God lives, feels and suffers in everyone of us, and in course of time, His attributes, knowledge, beauty and love will be revealed in each of us” - Sarvepalli Radhakrishnan

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8 tips for teachers

- 1 Don't tell the student to "slow down" or "just relax."
- 2 Don't complete words for the student or talk for him or her.
- 3 Help all members of the class learn to take turns talking and listening. All students — and especially those who stutter — find it much easier to talk when there are few interruptions, and they have the listener's attention.
- 4 Expect the same quality and quantity of work from the student who stutters as the one who doesn't.
- 5 Speak with the student in an unhurried way, pausing frequently.
- 6 Convey that you are listening to the content of the message, not how it is said.
- 7 Have a one-on-one conversation with the student who stutters about needed accommodations in the classroom. Respect the student's needs, but do not be enabling.
- 8 Don't make stuttering something to be ashamed of. Talk about stuttering just like any other matter.

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