

**A STUDY ON ACCELERATION OF ALPHA TYPE OF BRAIN WAVES TO REACH
ACADEMIC ACHIEVEMENT IN HIGH SCHOOL STUDENTS FROM VARIOUS
BOARD OF EDUCATION**

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Abstract

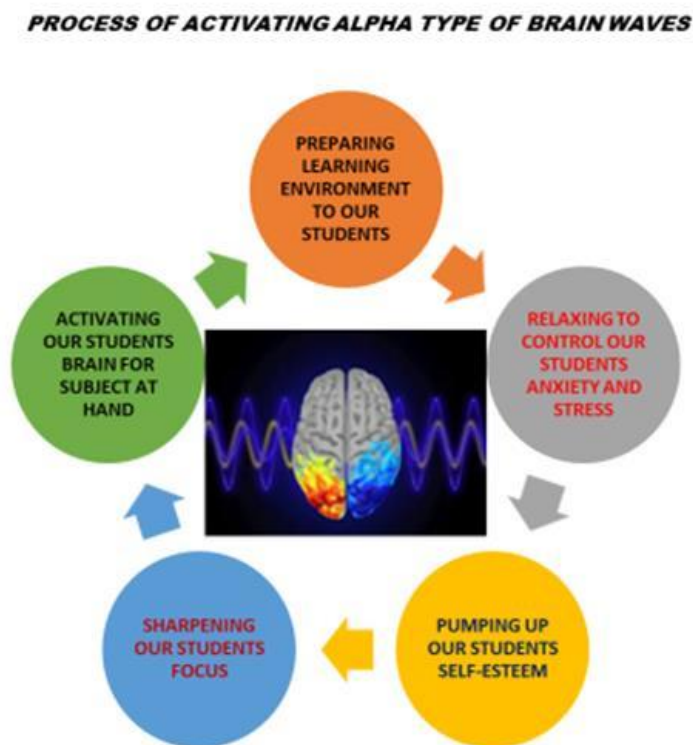
The present study investigated the impact of resourceful state of mind on the academic achievement of High school students from various Board of Education in Tamandu. We found a small positive effect on learning outcomes, but no effect was found on student satisfaction regarding the learning environment. Interpersonal skills are the qualities and behaviors we exhibit while interacting with other people. They are considered to be one of the most sought-after soft skills. Strong interpersonal skills are a key indicator of success in a school life. Emotional intelligence, communicative, Reliability, Leadership, Positivity, Active Listening, Team work, Empathy, Openness to feedback, Negotiation are alternative resources of mind waves to reach success. Tool constructed and surveyed from IX th Standard students of various board of Education. Teachers are the agents inculcating the interpersonal skills and activating brain waves to reach the achievement. These findings suggest that even though there is no necessary association between teacher effectiveness in improving academic achievement along with interpersonal skills in general, teachers' instructional and activation of resourceful mind practices can make differences in students' academic achievement.

Keywords: Academic Achievement, Brain waves, High school students, Interpersonal Skills,

Introduction

The Alpha type of Brain waves are confident, enthusiastic relaxed, calm, focused and alert. These waves otherwise called "resourceful State of mind". The factors affect these Alpha type of Brain waves are Fear, Stress, Distraction, Poor Concentration, low level of will power, no plan of attack, overwhelmed, low self-esteem, no will to succeed and laziness. These factors are enemies for academic achievement. To fight with these enemies each and every student need to grow with interpersonal skills.

The amazing power of relaxed concentration that comes from activating alpha type of brain waves in students while in the class room. There are five elements in this process of activation.1. PREPARING 2. RELAXING 3. PUMPING 4. SHARPENING 5. ACTIVATING. The problems of distraction, poor concentration and low-esteem might be overcome while preparing the class rooms for learning environment for students. (Dave, P.N. (1982).The outcomes of this study is relevant to a wide variety of stakeholders such as teachers, educational policy makers and scholars who are interested in an evidence-informed application of Alpha type of Brain Waves. Anxiety and stress of the students might be banished by relaxing and joyful learning environment. Positive self-image and confidence might be created in student's learning process.



Need and significance of the Study

Teachers play a powerful role in limiting the academic stress of students. First and foremost is building trust among their students. The students must feel that their teacher is right there, ready to listen to their issues and concerns and will help them out anytime. Developing such a positive teacher-student relationship will help reduce academic stress to a greater extent.

Students will show greater interest in learning, when the lessons are well planned and organized. When the learning goal is not conveyed properly, there are high chances of students getting distracted and disinterested in subjects. Eventually the students who find it difficult to learn become stressed.

Review of Literature

All possible efforts have been made to provide an exhaustive treatment of the Teachers role in a logical, concise and simple manner so that students can grasp the subject matter and are able to answer all questions with full confidence given in “Teacher and Education in Developing Society ‘**Aggarwal J.C, (2003)**, According to **Avila, (1989)** The source of true and holistic education is the teacher. Teacher in Indian heritage has always been given a raised platform of respect. Apart from imparting education to children, the teacher has been a friend, guide and philosopher. Teachers are regarded as the most powerful agents ‘of social change. According to **Edwards. (2004)** Curriculum and the teachers play a vital role for the effective learning and achievement.

Objectives of the study

- To study realistic for the time allowed in learning
- To concrete and specific learning
- To be verifiable learning
- To be significant and rewardable learning
- To be relevant to priorities learning

Methodology of the study

Method of teaching should be diversified. It should suit the needs of all students irrespective of their learning style. Elements of humour and laughter should be an additive while teaching students to keep them engaged and motivated in learning. The recipe of teaching and learning should include a variety of ingredients such as moving, listening, observing, visualizing, acting, thinking, writing and speaking mixed in a proper balanced ratio. **Gamoran. (2003)**.

Piling up homework and tests in all subjects on the same day can be avoided to reduce stress on students. This can be planned better by working with teachers as a team and coming up with a plan to limit workload of students. Individual differences in learning

are inevitable. Expectation should vary accordingly. Students can be allowed to have flexible due dates on assignments to promote accountability. This will lower their anxiety on due dates and keep them motivated. Self-regulation of students can't be developed, all by themselves. **Tracy, K. (2003)**. It must be taught to students by teachers. Similarly, time management must also be taught, as many students get confused on where to start, when to start and how to start. Teachers must promote a growth mind-set which encourages students to know where they stand and what has to be done. **(Wijaya, C and T. Rusyan 1992.)**

Providing feedback in a word or two such as “Bad”, “Poor”, “Very poor” etc. will add on to the stress factors. The purpose of feedback is to acknowledge students' efforts and help them to do much more. Effective feedback on students' learning will be useful for them to get a clear idea on their performance and the area to be improved.

Tools constructed

One **independent variable(AS)** and one **dependent variable (AA)** is taken for the tool construction. “I listen attentively to the teaching of all my teachers” “The availability of study space supports my academic achievement in the class ” “I actively participate in the discussion, answering exercises and/or clarifying things i did not understand” “I want to get good grades/Marks on tests, quizzes, assignments and projects” “The Socio-economic Status of the family influences the academic achievement of IX standard students” “Addiction to Social media is a hindrance to my academic achievement” “The academic level of the student's parents and positive attitude towards education can enhances the IX standard students' academic achievement” “I prioritize my school homework and study habits in order of importance not urgency” “I periodically re-assess my school activities in relation to my goals” ” I have a clear idea of what i want to achieve during my final examination” This tool analyzed with various board of education and also different districts of Tamil Nadu.

Result

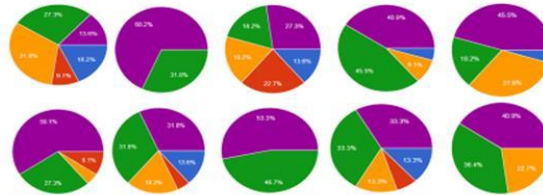
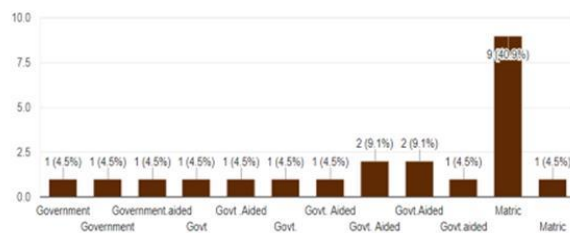
AS: ACADEMIC STRESS-INDEPENDENT VARIABLE

AA: ACADEMIC ACHIEVEMENT-DEPENDENT VARIABLE

This study aimed to determine the positive and significant contribution to the availability of space in the class room (68.2%) to the Academic Achievement.

The availability of study space supports my academic achievement in the class:68.2%

S.NO	Q.NO	RESPONSE
1	1	45.5%
2	2	40.9%
3	3	27.3%
4	4	68.2%
5	5	13.6%
6	6	40.9%
7	7	33.3%
8	8	53.3%
9	9	31.8%
10	10	59.1%



Discussion

The results for research question 1 suggested that the interpersonal skill outcomes had a stronger correlation with each other than the academic achievement. This result could be explained by the fact that all of the interpersonal skills outcomes were reported by teachers, which might introduce subjective biases and measurement errors, while the academic achievement are more objective since they assessed individual IX th Standard student performance using uniform measurements (Raykov & Marcoulides, 2011). In addition, no substantial correlation was found between academic achievement gains and interpersonal skill development on teacher-level residual, while controlling for sstudents’ demographics. This finding suggested that teachers who are effective in terms of increasing their students’ academic achievement gains from process of activating Alpha waves in Brain necessarily effective in terms of improving students’ interpersonal skills.

Conclusion

According to Korpershoek and colleagues (2014), “classroom management is about creating inviting and appealing environments for student learning” Teachers enlist classroom management as a vehicle to create an engaging and caring educational environment for all students, as part of the core curriculum of a comprehensive school interpersonal skill development program. This article provides concrete suggestions for processing alpha waves, in the classroom management to students addressing their school-based academic, career, and social/emotional needs. Overall, this article richly highlights classroom management

experiences through teachers unique lens, providing insight into their strategies and contributing factors, and underscoring school teachers' role enhancing student learning by "building a caring [classroom] climate" through their interpersonal skill.

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