

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT

I
J
R
C
M



A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories

Indexed & Listed at:

Ulrich's Periodicals Directory ©, ProQuest, U.S.A., EBSCO Publishing, U.S.A., Cabell's Directories of Publishing Opportunities, U.S.A.

as well as in Open J-Gate, India (link of the same is duly available at Infibnet of University Grants Commission (U.G.C.))

Registered & Listed at: Index Copernicus Publishers Panel, Poland

Circulated all over the world & Google has verified that scholars of more than 1500 Cities in 141 countries/territories are visiting our journal on regular basis.

Ground Floor, Building No. 1041-C-1, Devi Bhawan Bazar, JAGADHRI – 135 003, Yamunanagar, Haryana, INDIA

www.ijrcm.org.in

CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	RELATIONSHIP BETWEEN CAPITAL STRUCTURE AND OWNERSHIP STRUCTURE WITH CONSERVATIVE ACCOUNTING <i>MOHAMAD LASHKARI, MOHAMADREZA ABDOLI & KHDJIEH MOHAMMADI SIYAPRANI</i>	1
2.	PARADOX OF COMMUNITY REACTIONS TO CORPORATE SOCIAL RESPONSIBILITY AND IRRESPONSIBILITY IN KENYAN HOTELS <i>THOMAS KIMELI CHERUIYOT & DANIEL KIPKIRONG TARUS</i>	5
3.	TOWARDS ENVIRONMENTAL MANAGEMENT: A CASE OF GREEN ADVERTISING FOR CONSUMER'S RESPONSIBLE ENVIRONMENTAL BEHAVIOUR <i>AKPOGHIRAN, I. PATRICK</i>	11
4.	STUDENTS SATISFACTION AND CHALLENGES IN PROBLEM BASED LEARNING IN COLLEGE OF SOCIAL SCIENCES AND LANGUAGES, MEKELLE UNIVERSITY, ETHIOPIA <i>CHALACHEW WASSIE WOLLIE</i>	16
5.	AN EMPIRICAL INVESTIGATION INTO CAUSAL RELATIONSHIP BETWEEN SPOT AND FUTURE PRICES OF CRUDE OIL <i>DR. HARSH PUROHIT, HARTIKA CHHATWAL & HIMANSHU PURI</i>	24
6.	EMERGING LIFESTYLE OF WOMEN AND ITS IMPACT ON THE FOOTWEAR PURCHASE <i>V R UMA & DR. M I SAIFIL ALI</i>	30
7.	ACCOUNTING FOR WAGE INEQUALITY IN INFORMAL SECTOR <i>DR. NEERU GARG</i>	34
8.	COMPLAINTS GIVING ATTITUDES OF MOTHERS ABOUT ADULTERATED FOOD IN INDIA <i>DR. S. RAMESHKUMAR, G. PADMA PARVATHY & DR. G. PAULRAJ</i>	38
9.	INDIA AND UNITED ARAB EMIRATES - TRADE DIMENSIONS AND GROWTH TRENDS <i>SHESHAGIRI.B, DR. G. G. HONKAN & DR. L. D. VAIKUNTHE</i>	44
10.	PROBLEMS OF GRANITE INDUSTRY IN CHITTOOR DISTRICT <i>VASU JALARI, NALL BALA KALYAN KUMAR & M.DEVA RAJULU</i>	48
11.	TOWARDS SUSTAINABLE TOURISM: ISSUES AND STRATEGIES <i>C.ARULJOTHI & DR. S. RAMASWAMY</i>	55
12.	ROLE OF EMOTIONAL INTELLIGENCE FOR MANAGERIAL EFFECTIVENESS IN THE CORPORATE WORLD <i>DR. A. CHANDRA MOHAN & PREETHA LEENA .R</i>	59
13.	A STUDY ON TEACHER'S OPINION ABOUT ORGANIZATIONAL CLIMATE AND INFRASTRUCTURAL FACILITIES IN MATRICULATION HIGHER SECONDARY SCHOOLS IN VIRUDHUNAGAR DISTRICT <i>M.S. YASMEEN BEEVI & DR. M. JAYALAKSHMI</i>	63
14.	INDIAN TEXTILE INDUSTRY GROWTH AND DEVELOPMENT OPPORTUNITIES AND CHALLENGES OF COIMBATORE REGION <i>K. N. MARIMUTHU & DR. MARY JESSICA</i>	67
15.	PERSONALITY DEVELOPMENT <i>DR. HEMANDRI TIKAWALA, MUKESH R. GOYANI & JIGNESH VAGHELA</i>	73
16.	MEASURING EDUCATIONAL EFFICIENCY AND THE DETERMINANTS OF EFFICIENCY OF THE STUDENTS IN SALEM DISTRICT, TAMILNADU <i>DR. R. KALIRAJAN & DR. A. SUGIRTHARANI</i>	76
17.	EFFECTIVENESS OF QUALITY OF WORK LIFE POLICIES AND PRACTICES IN THE PUBLIC SECTOR ORGANIZATIONS –A STUDY <i>DR. MUNIVENKATAPPA & RAMANA REDDY. B</i>	82
18.	THE LEVEL OF JOB SATISFACTION AND OPPURTUNITIES AMONG WOMEN ENTREPRENEURS IN TAMILNADU <i>DR. M. JAYASUDHA</i>	87
19.	SUB-PRIME CRISIS: CONCEPT AND ORIGIN <i>DR. RAJESH PAL</i>	90
20.	LABOUR MARKET DYNAMICS OF KERALA: A GENDER PERSPECTIVE <i>MALLIKA.M.G</i>	95
21.	LIFE INSURANCE CORPORATION OF INDIA: AN OVERVIEW OF ITS PERFORMACE <i>DR. H H BHARADI</i>	101
22.	AGRI TOURISM IN KARNATAKA – ISSUES CONSTRAINTS AND POSSIBILITIES <i>SHUSHMA HAMILPURKAR</i>	106
23.	REACHING THE UNREACHABLE THROUGH MICROFINANCE: CHALLENGES BEFORE INDIA <i>MANISHA SAXENA</i>	112
24.	PARTICIPATION OF WOMEN PEASANTS IN DECISION-MAKING PROCESS OF AGRICULTURAL ACTIVITIES IN KARNATAK STATE <i>DR. RAMESH.O.OLEKAR</i>	118
25.	THE EFFECT OF OPEN INTEREST CHANGE IN THE FIRST 20 MINUTES ON INTRADAY INDEX MOVEMENT: AN EMPIRICAL STUDY BASED ON NSE NIFTY OPTION <i>DR. BIMAL JAISWAL & ARUN KUMAR</i>	122
26.	ANALYSIS OF THE IMPACT OF GLOBAL FINANCIAL CRISES ON INDIAN ECONOMY <i>BHAVNA RANJAN & SAKSHI WALIA</i>	128
27.	POPULATION AND REGIONAL INEQUALITY IN INDIA <i>DR. M. R. SINGARIYA</i>	133
28.	SOCIOECONOMIC STATUS OF ELECTED WOMEN REPRESENTATIVES IN UTTAR PRADESH <i>BHAVANA SINGH</i>	140
29.	A SEPARATE AGRICULTURE BUDGET FOR INDIA-NEED OF THE HOUR <i>HARSHAL A.SALUNKHE</i>	145
30.	A STUDY ON THE IMPACT OF DIFFERENT METHODS OF HEALTH EDUCATION ON 'HIV/AIDS' AWARENESS AMONG ADOLESCENT STUDENTS AT UTKAL BHARTI SCIENCE COLLEGE, PALASUNI <i>JANMEJAYA SAMAL</i>	149
	REQUEST FOR FEEDBACK	152

CHIEF PATRON

PROF. K. K. AGGARWAL

Chancellor, Lingaya's University, Delhi
Founder Vice-Chancellor, Guru Gobind Singh Indraprastha University, Delhi
Ex. Pro Vice-Chancellor, Guru Jambheshwar University, Hisar

PATRON

SH. RAM BHAJAN AGGARWAL

Ex.State Minister for Home & Tourism, Government of Haryana
Vice-President, Dadri Education Society, Charkhi Dadri
President, Chinar Syntex Ltd. (Textile Mills), Bhiwani

CO-ORDINATOR

DR. BHAVET

Faculty, M. M. Institute of Management, MaharishiMarkandeshwarUniversity, Mullana, Ambala, Haryana

ADVISORS

DR. PRIYA RANJAN TRIVEDI

Chancellor, The Global Open University, Nagaland

PROF. M. S. SENAM RAJU

Director A. C. D., School of Management Studies, I.G.N.O.U., New Delhi

PROF. M. N. SHARMA

Chairman, M.B.A., HaryanaCollege of Technology & Management, Kaithal

PROF. S. L. MAHANDRU

Principal (Retd.), MaharajaAgrasenCollege, Jagadhri

EDITOR

PROF. R. K. SHARMA

Professor, Bharti Vidyapeeth University Institute of Management & Research, New Delhi

CO-EDITOR

DR. SAMBHAV GARG

Faculty, M. M. Institute of Management, MaharishiMarkandeshwarUniversity, Mullana, Ambala, Haryana

EDITORIAL ADVISORY BOARD

DR. RAJESH MODI

Faculty, Yanbu Industrial College, Kingdom of Saudi Arabia

PROF. SIKANDER KUMAR

Chairman, Department of Economics, HimachalPradeshUniversity, Shimla, Himachal Pradesh

PROF. SANJIV MITTAL

UniversitySchool of Management Studies, Guru Gobind Singh I. P. University, Delhi

PROF. RAJENDER GUPTA

Convener, Board of Studies in Economics, University of Jammu, Jammu

PROF. NAWAB ALI KHAN

Department of Commerce, Aligarh Muslim University, Aligarh, U.P.

PROF. S. P. TIWARI

Department of Economics & Rural Development, Dr. Ram Manohar Lohia Avadh University, Faizabad

DR. ANIL CHANDHOK

Professor, Faculty of Management, Maharishi Markandeshwar University, Mullana, Ambala, Haryana

DR. ASHOK KUMAR CHAUHAN

Reader, Department of Economics, Kurukshetra University, Kurukshetra

DR. SAMBHAVNA

Faculty, I.I.T.M., Delhi

DR. MOHENDER KUMAR GUPTA

Associate Professor, P.J.L.N. Government College, Faridabad

DR. VIVEK CHAWLA

Associate Professor, Kurukshetra University, Kurukshetra

DR. SHIVAKUMAR DEENE

Asst. Professor, Dept. of Commerce, School of Business Studies, Central University of Karnataka, Gulbarga

ASSOCIATE EDITORS

PROF. ABHAY BANSAL

Head, Department of Information Technology, Amity School of Engineering & Technology, Amity University, Noida

PARVEEN KHURANA

Associate Professor, Mukand Lal National College, Yamuna Nagar

SHASHI KHURANA

Associate Professor, S.M.S. Khalsa Lubana Girls College, Barara, Ambala

SUNIL KUMAR KARWASRA

Principal, Aakash College of Education, Chanderkalan, Tohana, Fatehabad

DR. VIKAS CHOUDHARY

Asst. Professor, N.I.T. (University), Kurukshetra

TECHNICAL ADVISORS

MOHITA

Faculty, Yamuna Institute of Engineering & Technology, Village Gadholi, P. O. Gadholi, Yamunanagar

AMITA

Faculty, Government M. S., Mohali

FINANCIAL ADVISORS

DICKIN GOYAL

Advocate & Tax Adviser, Panchkula

NEENA

Investment Consultant, Chambaghat, Solan, Himachal Pradesh

LEGAL ADVISORS

JITENDER S. CHAHAL

Advocate, Punjab & Haryana High Court, Chandigarh U.T.

CHANDER BHUSHAN SHARMA

Advocate & Consultant, District Courts, Yamunanagar at Jagadhri

SUPERINTENDENT

SURENDER KUMAR POONIA

CALL FOR MANUSCRIPTS

We invite unpublished novel, original, empirical and high quality research work pertaining to recent developments & practices in the area of Computer, Business, Finance, Marketing, Human Resource Management, General Management, Banking, Insurance, Corporate Governance and emerging paradigms in allied subjects like Accounting Education; Accounting Information Systems; Accounting Theory & Practice; Auditing; Behavioral Accounting; Behavioral Economics; Corporate Finance; Cost Accounting; Econometrics; Economic Development; Economic History; Financial Institutions & Markets; Financial Services; Fiscal Policy; Government & Non Profit Accounting; Industrial Organization; International Economics & Trade; International Finance; Macro Economics; Micro Economics; Monetary Policy; Portfolio & Security Analysis; Public Policy Economics; Real Estate; Regional Economics; Tax Accounting; Advertising & Promotion Management; Business Education; Management Information Systems (MIS); Business Law, Public Responsibility & Ethics; Communication; Direct Marketing; E-Commerce; Global Business; Health Care Administration; Labor Relations & Human Resource Management; Marketing Research; Marketing Theory & Applications; Non-Profit Organizations; Office Administration/Management; Operations Research/Statistics; Organizational Behavior & Theory; Organizational Development; Production/Operations; Public Administration; Purchasing/Materials Management; Retailing; Sales/Selling; Services; Small Business Entrepreneurship; Strategic Management Policy; Technology/Innovation; Tourism, Hospitality & Leisure; Transportation/Physical Distribution; Algorithms; Artificial Intelligence; Compilers & Translation; Computer Aided Design (CAD); Computer Aided Manufacturing; Computer Graphics; Computer Organization & Architecture; Database Structures & Systems; Digital Logic; Discrete Structures; Internet; Management Information Systems; Modeling & Simulation; Multimedia; Neural Systems/Neural Networks; Numerical Analysis/Scientific Computing; Object Oriented Programming; Operating Systems; Programming Languages; Robotics; Symbolic & Formal Logic and Web Design. The above mentioned tracks are only indicative, and not exhaustive.

Anybody can submit the soft copy of his/her manuscript **anytime** in M.S. Word format after preparing the same as per our submission guidelines duly available on our website under the heading guidelines for submission, at the email address: infoijrcm@gmail.com.

GUIDELINES FOR SUBMISSION OF MANUSCRIPT

1. **COVERING LETTER FOR SUBMISSION:**

DATED: _____

THE EDITOR
IJRCM

Subject: SUBMISSION OF MANUSCRIPT IN THE AREA OF.

(e.g. Finance/Marketing/HRM/General Management/Economics/Psychology/Law/Computer/IT/Engineering/Mathematics/other, please specify)

DEAR SIR/MADAM

Please find my submission of manuscript entitled ' _____ ' for possible publication in your journals.

I hereby affirm that the contents of this manuscript are original. Furthermore, it has neither been published elsewhere in any language fully or partly, nor is it under review for publication elsewhere.

I affirm that all the author (s) have seen and agreed to the submitted version of the manuscript and their inclusion of name (s) as co-author (s).

Also, if my/our manuscript is accepted, I/We agree to comply with the formalities as given on the website of the journal & you are free to publish our contribution in any of your journals.

NAME OF CORRESPONDING AUTHOR:

Designation:

Affiliation with full address, contact numbers & Pin Code:

Residential address with Pin Code:

Mobile Number (s):

Landline Number (s):

E-mail Address:

Alternate E-mail Address:

NOTES:

- a) The whole manuscript is required to be in **ONE MS WORD FILE** only (pdf. version is liable to be rejected without any consideration), which will start from the covering letter, inside the manuscript.
- b) The sender is required to mention the following in the **SUBJECT COLUMN** of the mail:
New Manuscript for Review in the area of (Finance/Marketing/HRM/General Management/Economics/Psychology/Law/Computer/IT/Engineering/Mathematics/other, please specify)
- c) There is no need to give any text in the body of mail, except the cases where the author wishes to give any specific message w.r.t. to the manuscript.
- d) The total size of the file containing the manuscript is required to be below **500 KB**.
- e) Abstract alone will not be considered for review, and the author is required to submit the complete manuscript in the first instance.
- f) The journal gives acknowledgement w.r.t. the receipt of every email and in case of non-receipt of acknowledgment from the journal, w.r.t. the submission of manuscript, within two days of submission, the corresponding author is required to demand for the same by sending separate mail to the journal.

2. **MANUSCRIPT TITLE:** The title of the paper should be in a 12 point Calibri Font. It should be bold typed, centered and fully capitalised.

3. **AUTHOR NAME (S) & AFFILIATIONS:** The author (s) **full name, designation, affiliation (s), address, mobile/landline numbers, and email/alternate email address** should be in italic & 11-point Calibri Font. It must be centered underneath the title.

4. **ABSTRACT:** Abstract should be in fully italicized text, not exceeding 250 words. The abstract must be informative and explain the background, aims, methods, results & conclusion in a single para. Abbreviations must be mentioned in full.

5. **KEYWORDS:** Abstract must be followed by a list of keywords, subject to the maximum of five. These should be arranged in alphabetic order separated by commas and full stops at the end.
6. **MANUSCRIPT:** Manuscript must be in **BRITISH ENGLISH** prepared on a standard A4 size **PORTRAIT SETTING PAPER**. It must be prepared on a single space and single column with 1" margin set for top, bottom, left and right. It should be typed in 8 point Calibri Font with page numbers at the bottom and centre of every page. It should be free from grammatical, spelling and punctuation errors and must be thoroughly edited.
7. **HEADINGS:** All the headings should be in a 10 point Calibri Font. These must be bold-faced, aligned left and fully capitalised. Leave a blank line before each heading.
8. **SUB-HEADINGS:** All the sub-headings should be in a 8 point Calibri Font. These must be bold-faced, aligned left and fully capitalised.
9. **MAIN TEXT:** The main text should follow the following sequence:

INTRODUCTION**REVIEW OF LITERATURE****NEED/IMPORTANCE OF THE STUDY****STATEMENT OF THE PROBLEM****OBJECTIVES****HYPOTHESES****RESEARCH METHODOLOGY****RESULTS & DISCUSSION****FINDINGS****RECOMMENDATIONS/SUGGESTIONS****CONCLUSIONS****SCOPE FOR FURTHER RESEARCH****ACKNOWLEDGMENTS****REFERENCES****APPENDIX/ANNEXURE**

It should be in a 8 point Calibri Font, single spaced and justified. The manuscript should preferably not exceed **5000 WORDS**.

10. **FIGURES & TABLES:** These should be simple, crystal clear, centered, separately numbered & self explained, and **titles must be above the table/figure**. **Sources of data should be mentioned below the table/figure**. It should be ensured that the tables/figures are referred to from the main text.
11. **EQUATIONS:** These should be consecutively numbered in parentheses, horizontally centered with equation number placed at the right.
12. **REFERENCES:** The list of all references should be alphabetically arranged. The author (s) should mention only the actually utilised references in the preparation of manuscript and they are supposed to follow **Harvard Style of Referencing**. The author (s) are supposed to follow the references as per the following:
 - All works cited in the text (including sources for tables and figures) should be listed alphabetically.
 - Use **(ed.)** for one editor, and **(ed.s)** for multiple editors.
 - When listing two or more works by one author, use --- (20xx), such as after Kohl (1997), use --- (2001), etc, in chronologically ascending order.
 - Indicate (opening and closing) page numbers for articles in journals and for chapters in books.
 - The title of books and journals should be in italics. Double quotation marks are used for titles of journal articles, book chapters, dissertations, reports, working papers, unpublished material, etc.
 - For titles in a language other than English, provide an English translation in parentheses.
 - The location of endnotes within the text should be indicated by superscript numbers.

PLEASE USE THE FOLLOWING FOR STYLE AND PUNCTUATION IN REFERENCES:**BOOKS**

- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio" Ohio State University, Nigeria.

CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES

- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

UNPUBLISHED DISSERTATIONS AND THESES

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

ONLINE RESOURCES

- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

WEBSITES

- Garg, Bhavet (2011): Towards a New Natural Gas Policy, Political Weekly, Viewed on January 01, 2012 <http://epw.in/user/viewabstract.jsp>

STUDENTS SATISFACTION AND CHALLENGES IN PROBLEM BASED LEARNING IN COLLEGE OF SOCIAL SCIENCES AND LANGUAGES, MEKELLE UNIVERSITY, ETHIOPIA

CHALACHEW WASSIE WOLLIE
LECTURER
DEPARTMENT OF PSYCHOLOGY
COLLEGE OF SOCIAL SCIENCES & LANGUAGES
MEKELLE UNIVERSITY
ETHIOPIA

ABSTRACT

The present research seeks to contribute to the knowledge base used when designing interactive education program that promote quality and demand driven teaching and learning process in Higher Education Institutions. A total of 113 Psychology students who are academically active enrollment were randomly selected. Reliable and valid structured questionnaires, interviews and focus group discussions were used to collect the required data. The thematic analysis revealed some more important challenges students faced with problem based learning: students adapt lecture method as their culture of learning; social loafing in group based learning reduced their academic competition, poor emotional and affective reactions to classroom group dynamics; loosen pattern of norm of reciprocity in group learning. The attitude scales of problem based learning showed slightly a move towards a learning environment with higher cognitive strategies of exploratory and independent learning. The results reported that there are statistically significant interaction effects of respondents background variables (sex, class level, previous resident) on problem based learning dimensions (problem solving, cooperative learning, self-directed learning). Class level of respondents were found to have effects on dimensions of problem based learning where as previous residence of respondents had effects on problem solving and self directed learning approach. The results of the study also provided an insight on the way Psychology students of Mekelle University perceive problem based learning, with recommendations for developing interactive classroom learning interventions that promote context and situated learning, which in turn foster quality education.

KEYWORDS

Attitude, Norm of Reciprocity, Problem Based Learning, Satisfaction, Social Loafing.

BACKGROUND AND JUSTIFICATIONS

The adoption of problem based learning (and any other instructional innovation) in higher education is a complicated undertaking (Savery, 2006). In this regard, a revolution of teaching in Mekelle University emphasize active students who are wishing for knowledge, invention, and analysis; that in turn leads to the development of the process of learning from massive lecture to problem based learning. Contrary to teacher centered instructional method, student centered approach or problem based learning is seen the best alternative method among others; and teachers are professionally forced to bring it in to an effect. Therefore, the response students and teachers have towards to the implementation of the student centered instructional approach will remain a point of attention of many educators and researchers. The prime attention of this paper, however, is on students' satisfaction (and the corresponding challenge of students' learning) on the adopted problem based learning/instructional approach in Mekelle University.

Satisfaction defined as involving cognitive, affective and evaluative reactions or attitudes and it is a pleasurable or positive emotional state resulting from the appraisal of the experience one has (Locke, 1976). Students' satisfaction of problem based learning then is the result of their perception of how well their experience of it provides those things that are viewed as important (Hong et al., 2003; Alper, 2008). Do satisfied students perform better than their less satisfied counterparts? The satisfaction performance survey has raged over the years. Although most people assume that a positive relationship, the research to date has been mixed (Luthans, 2005). Thought not the prime attention of the present research, perhaps the conclusion about satisfaction and performance is that there is definitely a relationship, but probably not as great as conventional wisdom assumed concerning happy students as productive performer.

Previous research results suggested the value to be gained from contextualizing learning within settings which reflect the purpose of learning and how students might ultimately apply this learning beyond the classroom (Brown, Collins and Duguid, 1989; Herrington and Oliver, 1999). Situated learning, rooted in the constructivist learning principles encourages students to construct their own meaning for knowledge and information (Hong et al., 2003). Moreover, they claimed that situated learning values the importance of interaction and socialization among students in the learning process.

Problem-based learning and/or active learning is selected as the means to implement the situated learning setting in Mekelle University. Problem-based learning is an instructional approach, which helps students frame experiences through a series of problem-solving activities. Learning occurs through the application of knowledge and skills to the solution of authentic problems, often in the context of real practice (Bligh, 1995). Problem-based learning uses problems to encourage the students to acquire knowledge rather than through the exposition of discipline knowledge (Boud and Feletti, 1991). Problem-based learning is a form of situated learning, learning through goal-directed activity situated in circumstances that are authentic in terms of intended application of the learnt knowledge.

Problem-based learning has been reported to increase students' motivation, to develop their critical thinking skills, and to deepen their understanding of content (Sage and Torp, 1997). However, research has also shown that successful learning is not always guaranteed with problem-based learning or in fact with any new teaching method. For example, Wilhelm (1997) reported students often experience difficulties and discomfort with collaborative and self-directed learning where they are essential elements of problem-based learning. Piling-Cormick (1997) also commented that inexperienced students could experience significant difficulties with self-directed learning activities. Success in student-centered learning depends on students' abilities for self-monitoring and self regulation (Lan, 1996). This research, therefore, is to examine the level of satisfaction of students for active learning methods and what are the implications of the findings for the proper implementation of Business Process Reengineering in Mekelle University and in other similar veins.

STATEMENT OF THE PROBLEM

At present Higher Education Institutions in Ethiopia has undergone in the process of re-designing the teaching learning process and that it has to be more efficient and productive by changing the systems and organizational cultures in which it does make business industry and linkage. Therefore; it is believed that a way of conducting business that is process oriented, aims at producing graduates of very high quality and focuses on efficiently and effectively addressing the needs and interests of students. Does the learning environment then reflect the experiences and the perceptions of students?

At present, problem based learning is the most comprehensive and widely adapted approach and has been chosen for the curriculum delivery model at many professional schools, colleges and universities around the world (Alper, 2008). But any classroom instructional approach depends on the context (social, economic, cultural) within which the teaching-learning process takes place (De Goeij, 1997). In fact problem based learning is an instructional approach that uses real world problems as a context for students to learn critical thinking and problem solving skills and to acquire knowledge and develop self-directed learning skills.

Traditional lecture-based teaching methods are being replaced or supplemented by approaches which call for reframing the roles and identities of teachers and learners (Deignan, 2009). However, my teaching observation (alongside with Course and Research Team Leader) since the implementation of Problem Based

Learning evidences that students show negative reaction towards the active learning methods recently used in the actual classroom teaching. Students experienced it as the sudden shift from teacher centered to student centered approach, and it is purposefully planned by the teacher and/or others to make him/her free from teaching burdens and activities. What influences students' learning, perception and performance in problem based learning then is the big question asked by any one of the teacher who are the main actor and the implementer of Problem Based Learning? The most frequently identified factors that influenced performance and perception in problem based learning were positive attitude and group effort (Erlinda and Kaitell, 2000).

Many researchers have been arguing the need for problem based learning environments that extend the opportunities they afford the students (for example; Collis, 1997; Duschatel, 1997). These researchers have been guided in their thinking by learning theories, which stressed the need for, and value of, learning environments that provide active and engaging activities for students. Students should have the opportunities to construct knowledge rather than just being exposed to the transmission of knowledge (Brown, Collins and Duguid, 1989).

But what of such learning environments? There is always the prospect of a significant gap between what is intended and what is achieved. Are these learning environments what the students expect and want from their teachers? Are these learning environments able to provide the levels of motivation needed to master the course content? These are some of the puzzling questions, among others; confronting teachers seeking to employ a problem based learning setting with students as a means to enhance the access and flexibility of the course.

Students attitude to active learning can be classified in to problem solving, collaborative learning (group based learning) and self-directed learning. Problem solving defined as process in which it encourages critical thinking, problem solving skills, decision making skills and development of mental faculties to arrive at a successful conclusion (Alper, 2008). Where as self-directed learning is the process in which learners take the initiative, with or without the help of others, to diagnose their learning needs, formulate learning goals, identify the resources for learning, select and implement learning strategies and evaluate learning outcomes (Song and Hill, 2007). The present study focuses on these three categories of problem based learning.

Relationships between the students and teachers in the Problem Based Learning seem to be considerable periods characterized by frustration and conflict on the part of the students. As Thomas (1997) suggested key attitudes which aid group/learning process functioning are positive attitudes to the group/the learning method, positive attitudes towards interaction, readiness to be creative and readiness to be critical at the right time and in the right way. This research, therefore, is to assess the major challenges of students' learning and attempts to examine students' perception (satisfaction) of a problem based learning environment by addressing the following basic research questions:

1. What are the challenges of problem based learning method for students' learning?
2. How do students perceive problem based learning?
3. Do sex and class level/year have effects on attitudes toward problem based learning?
4. Does previous residence affect attitudes of students towards problem based learning?

OBJECTIVES OF THE RESEARCH

The objectives of the present research is to examine student's attitude toward problem solving, self directed learning and collaborative (group based learning), to explore the challenges that problem based learning has on students' learning process, to see the effects of sex, class level and residence on the problem based learning method. The study also attempts to identify the misperceptions and imperfect understandings students have about problem based learning in the context of Higher Education Institutions.

METHODOLOGY

SAMPLES

Department of Psychology was drawn randomly from eight Departments of the College of Social Sciences and Languages, Mekelle University. A total of 124 (39 = first year, 85 = second year) psychology students were included in the samples of this study. The samples were all students enrolled in the Department of Psychology where there were no 3rd year students. To control demographic differences, respondents were matched with regard to sex (42 = Females, 82 = Males) and age ranges from 17 to 24 years with a mean of 19.5 and standard deviation of 6.12.

A simple random sampling technique is preferred because it is difficult to manage large number of students in the college. Besides, the researcher believes that the exclusion of other Departments through simple random sampling method wouldn't affect the results of the study.

DATA INSTRUMENTS

Data on Challenges of students' learning were collected through open-ended questions. A concourse of diverse views on problem based learning (PBL) was developed from a range of sources including the academic literature and interviews with individuals from a range of backgrounds with personal experience of problem based learning provision. These items are designed to simulate real classroom situations in order to spark students' challenges in activating their contextual learning during their professional life. The questionnaires were also organized in consulting with instructors facing problems while addressing problem based learning in such a way that students could easily understand and respond accordingly.

The *problem based learning attitude scale* was used to evaluate student's level of satisfaction. The items were based on the measures previously reported in the literature (Hong et al, 2003; Alper, 2008) and adopted by the present researcher in the context of the University. The attitude scales consisted of statements probing the students' perceptions on three sub-scales: attitudes to Problem Solving, Self-Directed Learning, and Collaborative Learning. A five point Likert scale was used to measure each categories of problem based learning ranging from 1 (strongly disagree) to 5 (strongly agree). The negative items in each sub-scales was re-coded so that positive scores would imply higher concern about the problem based learning i.e. the higher the scores on each item would imply the higher agreement on the perceived problem based learning items.

In addition, data were gathered from the students through open-ended interviews and group focus discussions to strengthen and supplement the quantitative data.

PROCEDURES

The *problem based learning attitude scales* was administered to thirty students (30 percent of the sample population which is outside the sample frame, and who were selected randomly) to estimate the reliability of measurements, (Crobach alpha = 0.78). The validity (reflecting the existing university contexts; pedagogical suitability and relevance) of items was assessed by three senior lecturers from Department of Psychology, two lecturers from the Institute of Pedagogical Sciences.

After the items were improved through such a manner, the items were administered to students, at the location of respondents' during working hours, in the presence of the researcher. The collected data were tabulated, analyzed and interpreted systematically using some scientific research protocols.

DATA ANALYSIS

Thematic analysis and interpretation were used on the basis of identified themes to see the challenges of students' learning. Different statistical research protocols were applied and interpreted accordingly. Standard deviation, mean scores and chi-square were employed to examine students' level of satisfaction with problem based learning (problem solving, collaborative and self-directed learning). Standard deviation, mean scores and repeated t-tests were used to see the relative importance of students' perception against each category of problem based learning. In order to see the main and interaction effects of sex, class level and residence of respondents on attitudes towards problem based learning, UNI-ANOVA (Univariate Analysis of Variance) for independent samples was used. Before conducting UNI-ANOVA, the normal distribution was analyzed and checked through descriptive statistics.

RESULTS

CHALLENGES OF STUDENTS' LEARNING IN PROBLEM BASED LEARNING METHOD

The motive behind problem based learning is to challenge students to 'learn to learn' (Chang et al, 2004), starting with a problem, or a query that the learner wishes to solve cooperatively in small groups. Hence, the first objective of the present research was to explore the challenges students faced with problem based learning. For this reason, the open-ended questions were systematically cluster and meanings were derived out of it.

Despite students' response in terms of their specifications, the research results revealed the following main themes: the adoption of culture of learning called lecture (students are afraid to be out of the 'shell of culture of lecture method'), no habit of shared behaviors among the group members (norm of reciprocity), reduced motivation and efforts (and the corresponding reduction in performance called social loafing), confusion with novel and complex learning materials, lack of language ability and proficiency, and disruptive emotional reactions to classroom dynamics. These major themes of challenges of students' learning revealed in problem based learning will be discussed later on.

STUDENTS ATTITUDE (SATISFACTION) TOWARDS PROBLEM BASED LEARNING

To determine the extent of students' level of satisfaction on each sub-scales of problem base learning, weighted mean was used and the statistical significance was cross-checked with chi-square with which one-variable Chi-Square against an expectation of even distributions across a 5 point of the Likert scale with the minimum expected cell frequency is required (that would be a valid null). The negative items in each sub-scales was re-coded so that higher scores would imply higher satisfaction about the problem based learning.

As it can be seen from Table 1, the respondents were relatively satisfied with the development of hypothesis to solve problems, the integration of past knowledge to solve learning tasks, learning from real life situations, competition with others to solve problems, learning the new subjects with their efforts, finding the subjects of the scenario in every time. However, in relative speaking the students were not happy with the group dynamics during the problem-based learning approach, combining the different disciplines to solve the problem, evaluating the information collected by themselves to solve the problem, studying with peers means time wasting, finding appropriate resources related with subjects, believing that peers can't do all one can to solve the problem.

Furthermore, the mean scores show that students were not sure if they had contributed to the discussions in the problem based learning and they felt also undecided as to whether they had learned from problem solving method, cooperative learning and self-directed learning methods (See Table 1). In conclusion, the results suggest that even though they have positive attitudes toward some of Problem Based Learning scales, students also dissented on the other Problem Based Learning applications.

TABLE 1: STANDARD DEVIATIONS, MEAN SCORES AND X2 FOR RESPECTIVE LEARNING METHODS (N= 113)

Problem Solving Methods	Min	Max	Mean	SD	x2	df	Sig.
I can develop different hypothesis to solve the problem	1.00	5.00	3.5044	1.25445	54.83	4	.000*
I can integrate my prior knowledge to solve the problem	1.00	5.00	3.4159	1.27283	17.57	4	.001*
I am motivated when I study the problems getting from the real life	1.00	5.00	3.4732	1.25174	34.42	4	.000*
I can't combine the different disciplines to solve the problem	1.00	5.00	2.8407	1.37948	4.39	4	.356
I can get the responsibility to learn	1.00	5.00	3.7345	1.18033	42.88	4	.000*
I can't evaluate by myself the information that is collected to solve the problem	1.00	5.00	2.8938	1.35200	6.69	4	.153
Cooperative Learning Methods							
I like to study with peers in a group	1.00	5.00	3.2124	1.41075	19.96	4	.001*
It doesn't bring better learning about listening my peers in a group	1.00	5.00	3.2566	1.35475	13.68	4	.008*
I don't like to compute with others to solve the problem	1.00	5.00	3.3717	1.36405	21.73	4	.000*
I don't want to study with my peers when the problem has different solutions	1.00	5.00	3.0265	1.34603	12.26	4	.015*
Studying with peers means time wasting	1.00	5.00	2.2946	1.32637	34.96	4	.000*
I don't want to have active role in group studies	1.00	5.00	3.2035	1.43402	12.26	4	0.15
I want to study with my peers to solve the problem	1.00	5.00	3.5929	1.22210	59.69	4	.000*
I am uncomfortable that the instructor follow us when discussing the problem with peers	1.00	5.00	2.9646	1.19470	24.83	4	.000*
I don't want to get different responsibilities in group studies	1.00	5.00	2.2478	1.10624	71.38	4	.000*
Self-Directed Learning Methods							
I can find the subjects of the scenario in every time	1.00	5.00	3.2124	1.18360	19.87	4	.001*
I can find the appropriate resources related with subjects	1.00	5.00	2.1786	1.30290	40.67	4	.000*
I can't learn by myself the instructional materials if the instructor doesn't help me	1.00	5.00	2.9115	1.29254	15.36	4	.004*
I can learn the new subjects with my efforts	1.00	5.00	3.3894	1.27078	13.59	4	.009*
I prefer to reach the solution by myself instead of facilitators' helps	1.00	5.00	3.0088	1.10595	70.31	4	.000*
I don't believe that peers do all one can to solve the problem	1.00	5.00	2.7168	1.18374	16.77	4	.002*

*P <= 0.05

To assess the relative importance of each perceived problem based learning method, the researcher computed scale scores for each learning method (by summing up the item scores for each scale and dividing by the total number of items in learning dimension), and compared the mean scores for each method using paired t-tests. Mean scores, standard deviations and t-tests for the three problem -based learning methods are reported in Table 2.

The higher the mean score the higher the agreement that the learning method is relatively suit for students' learning. Though there is no statistically significant difference between students perception of cooperative and self-directed learning method (See Table 2), the result shows the respondents relatively perceived problem solving method suit for their learning more than cooperative and self-directed learning methods. Possible explanations will be given in the discussion part of this research.

TABLE 2: STANDARD DEVIATIONS, MEAN SCORES AND PAIRED T-TESTS FOR PROBLEM BASED LEARNING METHODS (N = 113)

Learning Methods	Mean	SD	Mean Difference	SD	Std. Error Mean	df	t
Problem Solving Method	3.2592	.80395	.12999	.62493	.05879	112	2.211*
Cooperative Learning Method	3.1292	.71201					
Problem Solving Method	3.2592	.80395	.19869	.73100	.06877	112	2.889*
Self-Directed Learning Method	3.0605	.81682					
Cooperative Learning Method	3.1292	.71201	.06871	.85252	.08020	112	.857
Self-Directed Learning Method	3.0605	.81682					

*P < 0.05

UNI-ANOVA RESULTS OF SEX, CLASS LEVEL AND RESIDENCE OF RESPONDENTS ON PROBLEM SOLVING METHOD

The second main objective of the present research was to examine the effects of contextual variables on students' satisfaction of problem based learning. As reported in Table 3, there is statistically significant difference between class levels of respondents and their satisfaction in problem solving method [F (2, 104) = 4.501, P < .05]. Second year students are found to be more adaptive to problem solving learning approach than first year students (See Table 6). There is also statistically significant difference between urban and rural respondents' satisfactions of problem based learning [F (1, 104) = 6.123, P < 0.05]. Students who came from urban were more satisfied by problem solving approach than their counterparts. Although there is no significant main effect of sex on problem solving method, interaction effects were reported from the univariate analysis (See Table 3).

TABLE 3: UNI-ANOVA TESTS OF SIGNIFICANCE FOR MAIN AND INTERACTION EFFECTS OF SEX, CLASS LEVEL AND PREVIOUS RESIDENCE ON PROBLEM SOLVING METHOD

Source	SS	df	MS	F	Sig.
Corrected Model	15.328 ^a	8	1.916	3.492	.001
Intercept	193.165	1	193.165	352.058	.000
Sex	.247	1	.247	.451	.504
Class Level	4.940	2	2.470	4.501	.013*
Previous Residence	3.360	1	3.360	6.123	.015*
Sex * Class Level	2.666	1	2.666	4.860	.030*
Sex * Previous Residence	.009	1	.009	.016	.901
Class Level * Previous Residence	.152	1	.152	.277	.600
Sex * Class Level * Previous Residence	.374	1	.374	.682	.411
Error	57.062	104	.549		

a. R Squared = .212 (Adjusted R Squared = .151)

UNI-ANOVA RESULTS OF SEX, CLASS LEVEL AND RESIDENCE OF RESPONDENTS ON COOPERATIVE LEARNING

The researcher further investigated the effect of sex, class level and previous residence of respondents on cooperative learning method. Statistically significant main and interaction effects of respondents' background variables and cooperative learning approach are presented in Table 4. Statistically significant main effect of class level on cooperative Learning [F (2, 104) = 3.284, P < 0.05] were reported. Second year students had higher attitude towards cooperative learning method than their counterparts did (See Table 6). Unfortunately, statistically significant interaction effects were not found in the analysis.

TABLE 4: UNI-ANOVA TESTS OF SIGNIFICANCE FOR MAIN AND INTERACTION EFFECTS OF SEX, CLASS LEVEL AND PREVIOUS RESIDENCE ON COOPERATIVE LEARNING METHOD

Source	SS	df	MS	F	Sig.
Corrected Model	9.662 ^a	8	1.208	2.666	.011
Intercept	176.477	1	176.477	389.526	.000
Sex	.787	1	.787	1.738	.190
Class Level	2.976	2	1.488	3.284	.041*
Previous Residence	1.102	1	1.102	2.433	.122
Sex * Class Level	1.363	1	1.363	3.008	.086
Sex * Previous Residence	1.556	1	1.556	3.435	.067
Class Level * Previous Residence	.264	1	.264	.583	.447
Sex * Class Level * Previous residence	.002	1	.002	.005	.946
Error	47.118	104	.453		

a. R Squared = .170 (Adjusted R Squared = .106)

UNI-ANOVA RESULTS OF SEX, CLASS LEVEL AND RESIDENCE OF RESPONDENTS ON SELF-DIRECTED LEARNING

The univariate analysis of the three independent variables (sex, class level, previous residence) and self-directed learning produced some important results. Statistically significant main effects of class level and previous residence of respondents' on self-directed learning method [F (2, 104) = 3.111, P < 0.05] and [F (1,104) = 7.954, P < 0.05] respectively were reported while sex had no any significant effect on students' self-directed learning approach.

TABLE 5: UNI-ANOVA TESTS OF SIGNIFICANCE FOR MAIN AND INTERACTION EFFECTS OF SEX, CLASS LEVEL AND PREVIOUS RESIDENCE ON SELF-DIRECTED LEARNING METHOD

Source	SS	df	MS	F	Sig.
Corrected Model	11.807 ^a	8	1.476	2.439	.018
Intercept	167.851	1	167.851	277.444	.000
Sex	.044	1	.044	.073	.787
Class Level	3.764	2	1.882	3.111	.049*
Previous Residence	4.812	1	4.812	7.954	.006*
Sex * Class Level	1.414	1	1.414	2.337	.129
Sex * Previous Residence	.008	1	.008	.013	.911
Class Level * residence	.073	1	.073	.120	.730
Sex * Class Level * Previous Residence	.034	1	.034	.057	.813
Error	62.919	104	.605		

a. R Squared = .158 (Adjusted R Squared = .093)

TABLE 6: MEAN SCORES AND STANDARD DEVIATIONS OF CLASS LEVEL AND RESIDENCE FOR PROBLEM BASED LEARNING METHOD (N= 113)

Class Level of the Respondents	Mean	SD	Dependent Variables
First Year	2.9807	.84258	Problem Solving Method
Second Year	3.4076	.74996	
Class Level of the Respondents			
First Year	2.9411	.76678	Cooperative Learning
Second Year	3.2326	.66646	
Class Level of the Respondents			
First Year	2.8288	.85480	Self-Directed Learning
Second Year	3.1867	.77496	
Previous Residence of the Respondents			
Rural	2.9196	.89541	Problem Solving Method
Urban	3.3933	.72792	
Rural	2.6875	.97528	Self-Directed Learning
Urban	3.2078	.69848	

THE RELATIONSHIP OF CUMULATIVE AVERAGE GRADE POINT (CGPA) AND STUDENTS' SATISFACTION OF PROBLEM BASED LEARNING

One of the objectives of the present research was to see whether there is a relationship between students' satisfaction and their cumulative average grade point. The linear regression analysis shows there are no statistically significant relationships among the variables although all learning approaches have positive effect on satisfaction. They are statistically uncorrelated, that is, CGPA would not bring variations on students learning style of Psychology Department in Mekelle University, which in fact leads to further research directions in similar veins.

TABLE 7: REGRESSION RESULTS OF CUMULATIVE AVERAGE GRADE POINT ON STUDENTS' PERCEPTION OF PROBLEM BASED LEARNING

Learning Methods	B	Std. Error	Beta	t	Sig.
Constant	2.171	.234		9.290	.000
Problem Solving method	.102	.089	.164	1.147	.254
Cooperative Learning method	.037	.087	.053	.425	.671
Self-Directed Learning Method	.036	.070	.059	.514	.608

DISCUSSIONS

CHALLENGES OF STUDENTS' LEARNING IN PROBLEM BASED LEARNING

The present study revealed six main themes: adopted Culture of Learning 'Lecture Method', Social Loafing in Collaborative Learning, Norm of Reciprocity in Group Based Learning, Affective and Emotional Reactions to Classroom Group Dynamics, Novelty of Learning Materials Language Ability and Proficiency. Each of these themes would be discussed in turn.

CULTURE OF LEARNING 'LECTURE METHOD'

Surprisingly, students developed formal and informal lecture as a culture of learning that involves learned norms, values, knowledge and behavior that are constantly communicated among students and teachers who share a common way of learning style. Consequently, the extent to which value is attached to prior learning activities and tasks influences students' motivation to learning resources required to improve performance. In this study, students failed to get active themselves in problem based learning. Students replied that they are conditioned to lecture method to learn simple and complex learning materials through the help of the teacher. Below are some interesting responses students replied.

"Most of us had a fear of using learning through discussion and problem solving method, especially to discuss with classmates. When we looked at the discussion, we do not know what we could contribute, even we just engaged."

On the contrary, students reported that they felt they learned more by solving a problem than by reading about it or listening to a lecture. Comments from students included:

"It was good that you could think outside the box for a solution, without having to have only one way to solve it", and "Enjoyed collaborating with classmates, which made it feel like you were working with fellow classmates on a real problem."

The classroom presentation of the challenges may be tailored to the technical knowledge and problem solving ability of students (Donnelly et al., 2009). The sociology of our culture shows that our hopes and fears, our likes and dislikes, our habits and beliefs, are very much social creations, strongly influenced by the time and place in which we live. This is not that culture dictates thoughts and behaviors. It leaves room for action. Psychologists (for example; Vygotsky, 1978) capture this idea in describing culture of learning 'shared understandings' that students use to coordinate their activities. By creating and expressing of their culture of learning, by exercising this day to day, students are constantly communicating each other an understanding of the subject matter. In the process, there is also room for reshaping culture of classroom learning, for adapting it to meet new demands and situations-active classroom learning.

However, the revolution of the learning process in Mekelle University is radical where students felt discomfort about the teaching learning process. The experiences and perception students have about active learning is ill defined but they are forced to learn as indicated in the direction of the university. The researchers of the present study argue in favor of culture of learning that students perceive themselves as habituated to a culture that is deprived of all

stimulation and information and remain unremitting in their lecture method-the best alternative of learning tool kit they assumed. The above challenges of learning also indicate that students confronted such problems in the course of the learning materials and they get dissatisfied so that they can perform below the standard. In fact, any radical and fundamental changes in learning process have challenges and problems though it is constantly changing. Therefore, the shift from massive lecture to problem based learning should be gradual so that students conditioned for that culture of learning thereby they may be happy for their learning process.

Taken together the whole, the traditional way of teaching is to have an expert in a given disciplinary area and deliver lectures to a large group of students. There is not much integration of knowledge and practice. Thus, students try to absorb a large volume of knowledge that is "given back" to their teachers in the examinations and the acquired knowledge is forgotten when they get to the charges. However, when learning process is done in the context of its application, retention of such knowledge has been shown to be more long-term. The movement from lecture method to problem based learning should be on gradual basis and perceptual experiences of students so that expected culture of learning will be adopted on the process.

SOCIAL LOAFING IN COLLABORATIVE LEARNING

Another challenge students faced with was the reduction in motivation and effort when individuals work collectively in a group compared to when they work individually or as independent co-actors called social loafing. There were some students who seem engaged in discussion but seldom participated in the learning process. They blamed their lack of participation on expectation that better individual performance would not be rewarded in group performance thereby resulting in diffusion of responsibility (each student in group is less responsible for the activities being performed and undertaken), weaker collective effort model, fear of embarrassment; and students felt discomfort when their peers commented their work.

Some students felt that the more able students were not willing to share their knowledge. On the other hand, the more competent students perceived those students as not having prepared for the discussion and as relying on others for answers. Some students did not actively take part in the discussions. Some quotes that described these feelings were stated here; *after the first assignment, some of us improved a little bit. We could sometimes reduce our motivation in the discussion later.* "Learning in a group, some members tend to do nothing and depend on others to complete the group tasks."

NORM OF RECIPROCITY IN GROUP BASED LEARNING

Traditionally, teaching-learning process is the transmission of knowledge from the teacher (the ultimate source of knowledge) to learner and (if not always) the vice-versa. Parenting style in our culture has a similar pattern to the classroom learning where the father is the dominant source of every aspect of family affairs and children have no room for discussion. It seems that students did not develop such process of social exchange behavior, which is usually guided by the norm or rule of reciprocity. The results of this study reflect learning behaviors which are unreciprocated in such a fashion.

Students, who actively seek support from the teacher and competent students or have free prior discussion within the family, could cope up with the discussion method and were generally satisfied with their learning experience. A student who expressed satisfaction with the course commented during the interview as follows:

"I was interested and motivated to learn at the beginning of the course because it was problem-based. Then I have some problems with my discussions. However, my friends and the instructor helped me to adapt to the learning environment."

On the other hand, during the interview, another respondent that was less satisfied with the learning experiences in the problem solving method had the following experiences:

"It was a novel learning experience. I feared to solve the given hypothesis in group based learning. When I faced problems, I could not get shared support. Communicating the classmates was quite troublesome. I felt lost. I had to wait for reply from the instructor in any other times."

Some of the students felt isolated during the course and prefer the more complex part of the course to be conducted through lecture method. Students acknowledged that the teacher provided quick feedback and answers but some still felt that they did not receive individual attention. One student remarked: *"However, when I faced problems, I could not ask the teacher immediately. Questioning was quite shame. I had to wait for the reply from the other students whose answers were informative. Though the response was fast, sometimes I would like an immediate answer. My classmates were also busy with their own work"*.

AFFECTIVE AND EMOTIONAL REACTIONS TO CLASSROOM GROUP DYNAMICS

Surprisingly, one of the respondents replied *"I suffer with emotional problems that are difficulties in gaining acceptance from peers in the classroom, and I am at risk for academic failure."* The next follows *"when we discuss the trigger problem we learn to identify important facts form hypotheses and decide on the important learning issues that we want to follow up. If we do not reach consensus we conflict against sub-teams. Then we developed prejudiced behavior towards that team"*.

Respondents are cognitively predisposed (learned predispositions structured in mind) to perceive facts of the group and need for support. In particular, ascribing blame to the individual effort, even if privately in one's thoughts, is likely to be very threatening to the self, because it highlights competition and personal failure. Whereas ascribing blame to the group or sub groups affords the maintenance of social unit and is less threatening to the self. This perspective of blaming in the course of classroom dynamics, according to the belief of the researcher, is a culturally rooted phenomenon of collectivistic society (cooperative rather than competitive) like Ethiopia. Importantly, these connections (or lack of thereof) are grounded in cultural experiences. Therefore, teachers are expected to realize this teamwork conflict situation and manage such group based conflict for effective functioning of classroom learning process.

NOVELTY OF LEARNING MATERIALS

Problem based learning requires students to take on active learning strategies and adopt a self-directed learning disposition. Some students find it difficult to cope when asked to transform into active critical thinkers. Even teachers may also face difficulty as they prepare to facilitate discussion, provide coaching, challenge student thinking and manage large size group work. Comments from students included: *All within the context of finding solutions to "What can I do with this novel information?" and "What does this mean to me?"*

When faced with new problem tasks, students often find it difficult to identify the critical issues and to generate coherent course designs. They are often unclear about how they can relate what they are currently reading to what they already know. They are also unfamiliar with different stages of the inquiry process, such as generating hypotheses, providing logical arguments, and transforming data into a product. Although students have an appropriate learning context and the need to seek the necessary information, they also see how things finally "come together". This sort of cognitive mental faculties has not yet developed among students and it has to be an inclusive aspect of critical learning that can be promoted within the framework of problem-based learning.

LANGUAGE ABILITY AND PROFICIENCY

The approach adopted by students depends not just on their own attitudes, habits, abilities and personality but also on the demands made by the learning environment (Biggs, 1987a). English language as a medium of instruction in Mekelle University affect learning outcomes partly through its effects on the learning approach that students adopt when faced with a learning task in an English language in which they are not proficient.

The effects of instruction in English on the learning of students have attracted much concern, largely because many of the students are not proficient in English. They commented that *"A common complaint among respondents is that we have sub-standard (if not below at all) proficiency in English, especially in oral expression, constitutes a terrifying impediment to effective learning."*

Similarly, the researcher observed the negative effects on students' creativity of the use of English in instruction in classroom learning:

"There can be no question of the incapacitating effects upon academic curiosity and creativity in students of having to cope with a foreign language in their everyday educational experiences. The student is induced to memorization by rote, both of what is said in class, and what is written in books. That he/she is faced with a continuous administration of exams and projects in an alien language which he/she can't understand"

Not only did the requirements to use English hinder the student with limited English proficiency from learning about the content areas, they also made it difficult to express ideas as discussed so far. Some students explained that they did their best to follow the original words in the lecturer's notes in his own essays:

"If not, I am afraid that the lecturer may think that I am unable to give the points in my answer, because I do not have much confidence in my own English ability in expressing myself."

Surprisingly, second year students during the interview reported some difficulties with classroom instruction in English. This can be seen from the following comments.

"It is all right if teachers use English when they talk about special terms. But, for the explanation-the explanation of the relationship between the concepts, it is better to use Amharic (native language). That is, if it is very complicated, then use Amharic....if the teacher has to explain very complicated propositions, for example, if he/she has to use a lot of complex sentences to do the explanation"

It is not difficult to see how a limited ability in the language of instruction could result in improvidence, particularly if students find it necessary to mentally translate communications from the language of instruction to their first language for information processing. Faced with these difficulties in reaching an understanding of the content, some students might seek refuge (commonly known as space) in memorizing selected passages for reproduction in their examinations. Their attention is likely to be directed at the level of decoding individual sentences. With such an approach it would be difficult to recognize major concepts let alone build a map showing their relationship in the subject matter.

As a whole, the result suggests that students vary substantially in their approach to problem based learning. Despite the philosophy behind the implementation of problem based learning is to ensure a graduate who is a self-directed and life-long learner as is expected of all professionals, students have been challenged during the process. The researcher believes that the student's behavior may change over time due to internal and external factors, such as, how busy they are at work, their interest in a particular course, or their level of relevant experience.

STUDENTS ATTITUDE (SATISFACTION) TOWARDS PROBLEM BASED LEARNING

This comparison of students' attitudes to learning environments was encouraging for the adopted problem-based learning in Mekelle University with reservations (See Table 1). The result slightly identified a move towards a learning environment with higher cognitive strategies of exploratory and independent learning. This is a move away from the familiar didactic teacher-centered approach with its low-level cognitive strategy of rote learning /lecture notes to pass examinations or to promote from semester to semester. The students' responses shows a shift towards learning environments wherein they would be 'rewarded for independent thought', could integrate their prior knowledge to solve the problem and are encouraged to construct relatively adequate argument in the learning process. This was contrasted with the students previous learning environment which promoted being able to 'take effective notes on what is presented in class and reproduce that information on tests and where 'the professor or lecturer gave all the information I need to know.

However, the result shows that problem based learning did not allow students for what they expected to achieve their academic activity. Some of their negative perceptions were reflected in such a way that they cannot combine the different disciplines to solve the problem, they can't evaluate by themselves the information that is collected to solve the problem, they don't want to study with their peers when the problem has different solutions, they are uncomfortable that the instructor follow them when discussing the problem with their peers, they can't learn by themselves the instructional materials if the instructor doesn't help them, they don't believe that peers do all one can to solve the problem. The results maybe specific to the type of Problem Based Learning delivered. The research results suggest that the implementation of Problem Based Learning may in some contexts increase student dissatisfaction. Problem Based Learning, as indicated in Business Process Reengineering, does not appear to fit with the expectations and values about teaching and learning that prevail in students and occupational cultures of teachers. Therefore, there is a need to revise the contexts and the perceptual experiences of students to suit students' learning behavior with University orientation.

The result also shows that the respondents relatively perceived problem solving method suit for their learning more than cooperative and self-directed learning methods. Perhaps respondents have been guided in their thinking by learning experiences, which stressed the need for, and value of, learning environments that provide active and engaging activities for themselves. They might develop the opportunities to construct knowledge rather than just being exposed to learn cooperatively. Of course, cooperative learning that will promote a comfortable group learning environment would be other possible means to learn.

THE EFFECTS OF SEX, CLASS LEVEL AND PREVIOUS RESIDENCE ON STUDENTS' SATISFACTION IN PROBLEM BASED LEARNING

The third and main objectives of the current study were to examine the relationships of (sex, class level, previous residence, Cumulative Average Grade Point) and problem based learning method. Problem based learning was mainly selected for designing interactive educational programs that promote quality and demand driven teaching learning process in higher education institutions of Ethiopia. First, the researcher treated the main and the interaction effects of students' background variables on perceived satisfactions of problem based learning, and the relationship of CGPA and Problem based learning would be discussed in turn.

The results of the study showed some interesting empirical significant differences among class levels and previous residence of respondents in their problem solving learning approach. Second Year and Urban students had positions on higher attitude towards problem solving approach than their counterparts. It is interesting to note that second year students get more responsibility than first year students since more experience results taking more in responsibility. They should take part in seminar course, discuss and formulate hypothesis and write the project by themselves. On the other hand, for the first year students the psychology lessons may be new so that they can't use their previous knowledge to solve the problem. Second year students should have some prior knowledge about related problem, hence they should be aware of the relations between prior knowledge and the new subjects about the problem. The researcher believes that it is advisable to any instructor to note that students are motivated to study with real life problems as students joined the next class level or when they get more experienced. Taking more considerations, for first year students to adapt their problem solving approach of learning, is taken in to account.

Interaction effects of sex and class level were also remarkable. Females seem more satisfied than boys. In light of available researches (Molvaer, 1980; Habtamu, 1995; Tamire, 1995; Yalew, 1996) it can be said that girls in Ethiopian society are brought up in such a way that they develop a higher superego, they are reserved, more controlled in their emotions and have higher verbal ability; whereas boys are more outgoing, have more distractions and are emotionally less controlled. Perhaps this difference in the personality traits induced by our culture may help girls concentrate more solving problem than their counterparts.

Another remarkable result of the present research is that urban students get more satisfied with problem solving learning approach than rural students. A considerable amount of research evidence is converging to show that parent' attitudes, expectancies and beliefs about schooling and learning guide their behavior with their children and have a causal influence on the children's development of attitudes and behaviors (Daulta, 2008). The researcher believes that urban parents have higher expectations from children and can provide more academically oriented atmosphere at home, which motivates the learner and improves the academic achievement. Perhaps urban students can achieve the objectives of the problem solving learning method problems at times due to the parenting practices allowing them to search for knowledge. They may easily find the scenario of the subject matter and they didn't need more supports to solve the problem. They can also evaluate the findings from the resources to solve the problem by themselves.

The researcher further investigated the effects of sex, class level and residence of respondents on cooperative learning method. Second year students had higher attitudes towards cooperative learning approach than their counterparts did. First year students do not accept to study with their peers cooperatively. They want to study alone until exploring the results. Whether they like to study with their groups or not seems that they like competition rather than cooperating with each other. On the other hand, second year students developed learning values that have the importance of interaction and socialization among students in the learning process in order to solve the dilemma; they need discussions with others and some encouragement during the problem solving. Though they are not sure whether they want to take an active role in a group or not, second year students get different responsibilities in group based learning. This might be perhaps due to their cumulative learning experiences.

Furthermore, the univariate analysis produced statistically significant effects of class level and previous residence of respondents' on self-directed learning method. Since second year students get more experienced, observing and labeling are considered less demanding tasks than proposing alternatives and resolving conflicts by their own. Therefore, their motivation to self-directed learning can be partly accounted for by the degree to which the prior environments of classroom and academic socialization overlap.

Situated learning, rooted in constructivist learning principles encourages students to construct their own meaning for knowledge and information (Hong, Lai and Holton, 2003). In our society, rural parents who made appeals based on their authority had children who tended to attribute failure to lack of ability and didn't attribute success to ability. It could be that not allowing more self-exploration and controlling mothers foster a lack of confidence in their children and attributed

to low cognitive development because they become less self-directed in learning. The underlined assumption is that parents function in much the same way as teachers, and their behaviors are contingent on particular contexts in which they interact with their children.

Although its effect on students' satisfaction has positive, perhaps the findings reported that there is no statistically significant relationship among satisfaction and Cumulative Average Grade Point, probably not as great as conventional wisdom assumed concerning happy students as productive performer. The satisfaction performance survey has raged over the years. Although most researchers assume that a positive relationship (Hong et al., 2003; Alper, 2008), the research to date has been mixed (Luthans, 2005). The present research will serve as a base line for further rigorous studies of similar and different forms of Problem Based Learning and cumulative average grade point, in other settings and contexts, using different research instruments.

CONCLUSIONS AND IMPLICATIONS

This research explored students' perceptions and challenges in a learning environment designed to support problem-based learning in higher education institution of Ethiopia, Mekelle University. The students' feedback from the interviews and questionnaires indicated the challenges they faced with and to a certain extent their level of satisfaction and contentment with a problem based learning so that policy makers, university top management bodies and university lecturers should design sensitization program and teacher-student forum that can facilitate share of their personal experiences and difficulties to meet their satisfaction in the actual classroom learning.

The multivariate analysis produced that problem based learning vary as a function of respondents' class level and previous residence though the interaction effects are also considerable importance. To this end, practitioners, policy makers and other stakeholders should focus on coupled factors attributed to student satisfaction on problem based learning rather than focusing on single factor or analysis of units.

Taken together, the present research will provide insights for educational policy and decision makers the knowledge base used when designing interactive education program that promote quality and demand driven teaching and learning process in higher education institutions of Ethiopia and other similar veins where problem based learning are taken place to spark students' curiosity in activating their contextual learning during their academic life.

Further, rigorous studies of similar forms of Problem Based Learning, in other settings and contexts, using different research instruments are required to identify whether such interventions can result in improved student outcomes and their level of satisfaction.

REFERENCES

- Alper, A. (2008). Attitudes toward Problem Based Learning in a New Turkish Medicine Curriculum, *World Applied Sciences Journal*, 4 (6).
- Bligh, J. (1995). Problem Based Learning in Medicine: An introduction. *Post-Graduate Medical Journal*, 71 (8), 323-326.
- Boud, D., and Feletti, G. (1991). *The challenge of problem-based learning*. London: Kogan Page.
- Brown, J., Collins, A., and Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18, 32-42.
- Chang, C.H., Yang, C.Y., See1, L.C., and Lui, P.W. (2004). High Satisfaction with Problem-Based Learning for Anesthesia. *Chang Gung Med J*, Vol.27:654-62
- Collins, M. (2000). Comparing Web, correspondence and lecture versions of a second year non-major biology course. *British Journal of Educational Technology*, 31 (1), 21-27.
- Collis, B. (1997). Pedagogical Re-engineering: A pedagogical approach to course enrichment and design with the WWW. *Educational Technology Review*, 8, 11-15.
- Daulta, M.S. (2008). Impact of Home Environment on the Scholastic Achievement of Children. *J. Hum. Ecol.*, Vol.23, No.1: 75-77.
- De Goeij, A.F.P.M., (1997). Problem Based Learning: What is it? What is it not? What about the basic Sciences? *Biochemical Society Transactions: Who needs Lectures? What are the alternatives? Biochem. Soc. Trans.*, 25: 288-293.
- Duschatel, P. (1997). A Web-based model for University instruction. *Journal of Educational Technology System*, 25 (3), 221-228.
- Habtamu Wondimu. (1995). Dominant values and parenting Styles: Major Limiting Factors on the Development of Entrepreneurship in Ethiopia: In *Proceeding of the first Annual Conference on Management in Ethiopia on the theme Entrepreneurship*, Ayalew Zegeye, Habteselassie (eds). AA, AAU, IES Library.
- Herrington, J., and Oliver, R. (1999). Using situated learning and multimedia to investigate higher-order thinking. *Journal of Interactive Learning Research*, 10 (1), 3-24.
- Institutional Transformation Team (2009). *Business Process Reengineering Document*. Mekelle University.
- Lan, W. (1996). The effects of self-monitoring on students' course performance, use of learning strategies, attitude, self-judgment ability and knowledge representation. *Journal of Experiential Education*, 64, 101-115.
- Latham, G.P. (2000). Motivate Employee Performance through Goal setting, In Edward Locke (Ed), *Handbook of Principles of Organizational Behavior*, Blackwood, Oxford, UK.
- Luthans, F. (2005). *Organizational Behavior* (10th ed). Boston, McGraw-Hill, Companies, Inc.
- Molvaer, R.K. (1980). Traditions and Social Change in Ethiopia: Social and Cultural Life as reflected in Amharic Fictional Literature. E.J.Brill, Leiden.
- Piling-Cormick, J. (1997). Transformative and self-directed learning in practice. *New Directions for Adult and Continuing Education*, 74, 69-77.
- Sage, S., and Torp, L. (1997). What does it take to become a teacher of problem-based learning? *Journal of Staff Development*, 18, 32-36.
- Savery, John R. (2006). Overview of Problem-based Learning: Definitions and Distinctions," *Interdisciplinary Journal of Problem-based Learning: Vol. 1: Issue 1*.
- Song, L. and Hill, J.R. (2007). A Conceptual Model for Understanding Self-Directed Learning in Online Environments. *Journal of Interactive Online Learning*, 6(1), 27-42.
- Tamire Andualem. (1995). *Attributions of Students to Their Academic Outcomes in Addis Ababa University*. Unpublished Master Thesis, Addis Ababa University.
- Thomas, R.E. (1997). Problem Based Learning: Measurable Outcomes, *Med. Edu.*, 31: 320-329.
- Wilhelm, K. (1997). Sometime kicking and screaming: Language teachers in training react to a collaborative learning model. *Modern Language Journal*, 81, 527-542.
- Yalew Endawoke. (1996). Gender Difference in Causal Attributions for Success and Failure, and Self-efficacy among High school Students. *The Ethiopian Journal of Education*, 24, 50-74.

REQUEST FOR FEEDBACK

Dear Readers

At the very outset, International Journal of Research in Commerce, Economics and Management (IJRCM) acknowledges & appreciates your efforts in showing interest in our present issue under your kind perusal.

I would like to request you to supply your critical comments and suggestions about the material published in this issue as well as on the journal as a whole, on our E-mail info@ijrcm.org.in for further improvements in the interest of research.

If you have any queries please feel free to contact us on our E-mail infoijrcm@gmail.com.

I am sure that your feedback and deliberations would make future issues better – a result of our joint effort.

Looking forward an appropriate consideration.

With sincere regards

Thanking you profoundly

Academically yours

Sd/-

Co-ordinator

ABOUT THE JOURNAL

In this age of Commerce, Economics, Computer, I.T. & Management and cut throat competition, a group of intellectuals felt the need to have some platform, where young and budding managers and academicians could express their views and discuss the problems among their peers. This journal was conceived with this noble intention in view. This journal has been introduced to give an opportunity for expressing refined and innovative ideas in this field. It is our humble endeavour to provide a springboard to the upcoming specialists and give a chance to know about the latest in the sphere of research and knowledge. We have taken a small step and we hope that with the active co-operation of like-minded scholars, we shall be able to serve the society with our humble efforts.

Our Other Journals

