

## **CHAPTER - IV**

# **ANALYSIS OF THE DATA**

## CHAPTER IV

### 4.01 INTRODUCTION

In the previous chapter we have discussed about the research design and administration of the test. This chapter deals on the analysis and the interpretation of the data.

The data collected from the primary teachers on different areas were systematically analysed and interpreted. The analysis is done item wise.

### 4.02 HYPOTHESIS NO. 1

'Both the groups of teachers (TST and NTST) do not differ in the performance profile within the class-room'.

In order to find out any difference between the tribal and non tribal, primary school teachers in respect to the performance profile within the classroom 17 questions were asked to the teachers, and were analysed. The item wise analysis is given as under.

#### **Annual Plan of Instruction.**

Preparation of annual plan of instruction for effective teaching is necessary, out of 25 teachers, 2 teachers from each group did not respond. The responses received from both the groups of teachers were

rated and analysed which are given in the table 4.1.

Table No. 4.1 :Annual Plan of Instruction

Teacher	Never	Sometimes	Frequently	Often	Always
Tribal	2	5	3	-	13
Non Tribal	3	5	4	-	11
Total	5	10	7	-	24

$$\chi^2 = 0.007(\text{df}1) P > 0.$$

The obtained  $\chi^2$  value is 0.007 at 1 df at .05 level where as the critical value at .05 level of significance is 3.841. This indicates that there is no significant difference between tribal and non tribal teachers with respect to preparation of annual plan of instruction in their classroom teaching. The reasons could be that both the groups of teachers are having the same kinds of environment.

#### Preparation of daily lesson plan.

Advance lesson planning will always help the teaching to achieve the objectives of the lesson taught in the class. Responses received in this context were analysed through  $\chi^2$  technique which are given in the table 4.2

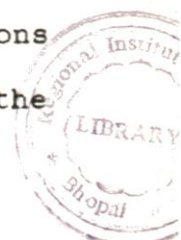


Table No. 4.2 Preparation of Daily Lesson Plan

Teacher	Never	Sometimes	Frequently	Often	Always	Total
Tribal	2	4	4	-	13	23
Non Tribal	2	2	7	-	12	23
Total	4	6	11	-	25	46

$$\chi^2 = 0.08 \text{ (df1)} \quad p > 0.05$$

The obtained value is 0.08 at 1 df at .05 level where as the critical value at .05 level of significance is 3.841. This indicates that there is no significant difference between tribal and non tribal teachers with respect to preparation of daily lesson plan. The reason of insignificant difference may be the similar environment of both the groups of teachers.

#### Revision of previous lesson/subject.

Revision of previous class lesson or the subject is very important aspect. Once the students understood properly, then only the teacher has to proceed to next chapter or the topic. The responses received from teachers were analysed through  $\chi^2$  technique which are given in the table 4.3

Table No. 4.3 Revision of previous lesson/subject.

Teacher	Never	Sometimes	Frequently	Often	Always	Total
Tribal	-	5	3	3	12	23
Non Tribal	-	5	2	6	9	23
Total	-	10	6	9	21	46

$$\chi^2 = 0.78 \text{ (df1)} \quad p > 0.05$$



The obtained value is 0.78 at 1df at .05 level where as the critical value at .05 level of significance is 3.841. From this it is evident that there is no significant difference between tribal and non tribal teachers with respect to revision of previous lesson/subject before proceeding to the new subject.

#### Teaching Approach / Methods.

A descriptive question was asked to find out the different approaches and methods used by both the groups of teachers. They responded positively and mentioned different types of approaches and methods used by them in teaching-learning process. The table:4.4 shows some of the methods/approaches used by them.

Table No. 4.4 Teaching Approach / Methods

S.No.	Items (Methods)	TST	%	NTST	%
1.	Easy to difficult	2	8%	4	16
2.	Question answers methods	13	52%	16	64
3.	Explanation methods	9	36%	10	40
4.	Observation methods	2	8%	3	12
5.	Teaching aids	6	24%	5	20
6.	Experimental methods	5	20%	2	8
7.	Inductive & Deductive methods	8	32%	2	8
8.	Games method	3	12%	2	8
9.	Listen and speak	1	4%	1	4
10.	Child centered approach	4	16%	3	12

Under this 'question and answer' method is being adapted by majority of teachers (TST 52% and NTST 64%). Second place goes to 'explanation' method (TST 36% and NTST 40%). 32% TST have given third place to 'Inductive-Deductive' method while 20% NTST gave to 'use of teaching aids'.

The order of sequences of other methods used by TST group is 'use of teaching aids' (24%) 'Experimental method' (20%) 'observation' 8% (each item and 'child centered' and 'activity based approach' (16%).

The sequential order of other methods used by NTST is 'use of Teaching aid' (20%) 'Easy to difficult' (16%) 'through observation' (12%) 'child centered' and 'activity based approach' (12%) 'experimental method' (8%). While other methods are used very rarely.

In the question and answer method NTST use 64% while TST 52% In this regard the NTST are superior to TST. In regard to other methods used by both the group, there is no much variance is found.

#### **Guidelines for Home work.**

Under this point teachers were asked to mention some of the directions/guidelines they give while assigning 'Home Work' to the children, soon after

the completion of lesson or topic. The main directions they generally give are shown in the table 4.5

Table No: 4.5 Guidelines for Homework

S.No.	Guideline	TST	%	NTST	%
1.	Answers to the Questions	13	52%	13	52%
2.	Vocabulary	8	32%	3	12%
3.	Reading of Lesson and difficulties in Lesson	4	16%	3	12%
4.	Memorization of answers Neat and clean Homework	2	8%	1	4%

52% teachers of both the groups give the direction to 'writing the answers to the questions'. 32% TST and 12% NTST give home work on 'vocabulary item'. 16% TST and 12% NTST give assignments on 'reading the lesson', 8% TST give home work on 'memorization of answers, neat and clean home work and rewriting of poems'.

From the above interpretation it is clear that both the groups give directives regarding home work on equal footing. Directions regarding vocabulary items, TST are superior to NTST.

#### **Punishments For The Mistakes.**

Mischievous and trouble creating children are found in every class or school. This process is a natural phenomenon in every growing child.



The teacher has to play a vital role in the process of correction. Both the groups of teachers were asked regarding general approaches or methods adapted for the corrections, of the mistakes committed by the children. The table 4.6 shows the details.

Table No :4.6 Methods of punishments for the mistake

S.No.	Methods	TST	%	NTST	%
1.	Make Children To Understand the mistake	17	68%	13	52%
2.	Through examples	5	20%	2	8%
3.	To write the mistake and repeat ( read)	1	4%	3	12%
4.	Warnings	2	8%	3	12%
5.	Corporal punishments	2	8%	4	16%
6.	Scoldings	2	8%	2	8%

In this regard the different methods adapted by teachers are : 'Make the child to understand the gravity of the mistakes and inspire or advice not to repeat again' (TST 68% and NTST 52%). Other methods used are : 'Through Examples' (TST 20% and NTST 8%), 'Making the child to write down the mistake and recite not to repeat again' (TST 4% and NTST 12%), 'Warnings' (TST 8% and NTST 12%), 'Corporal punishment' (TST 8% and NTST 16%), 'scoldings' (8% by each group).

From the above interpretation it is obvious that the teachers of both groups do not punish



by giving corporal punishment. But both the groups use explanation for the purpose of understanding. In this regard TST are superior to NTST.

#### Development Of The Personality Of The Students.

It is not only the classes or lectures that mould the child, but many other activities too mould and shape the character and personality of the child. Moreover the teacher is the instrument in this regard. Teachers were asked to list some of the activities conducted and adapted for the character and personality development of the child. The important activities conducted are shown in the table 4.7.

Table No:4.7 Development of the Personality of the Student

S.No.	Activities	TST	%	NTST	%
1.	Cultural Activities	14	56%	8	32%
2.	Games and Sports	4	16%	8	32%
3.	Bal Mela	2	8%	3	12%
4.	Literary Competition	1	4%	3	12%
5.	Cleanliness around the Premises and Social Activities	1	4%	1	4%
6.	Use of proverbs questions & Wisdom stories	2	8%	2	8%
7.	Excursion / tours to Historical places	4	16%	1	4%

'Cultural activities' (56% TST and NTST 32%), 'Games and Sports' (TST 16% and NTST 32%),

`Bal Mela' (TST 8% and NTST 12%), `Literary competition' (TST 4% and NTST 12%), `Cleanliness around the premises' (4% by each group) `social activities' (4% by each group) `Use of Proverbs, Quotations and Wisdom stories' (8% by each group), `Excursion/tour to historical places' (TST 16% and NTST 4%) are used by both the groups of teachers.

From the above interpretation it is clear that for the purpose of personality development main activities conducted are `cultural activities' and `Games and Sports'. In cultural activities TST are superior while in games and sports NTST are better and there is a great degree of variance. On other item there is no much difference is found among both the groups.

#### **Use of Teaching-Aid**

To make the teaching-learning process effective, numerous teaching-aids are used by the teachers. The use of teaching aids, help children to develop concepts clearly and precisely. The teachers of both the groups were asked to name some of the teaching aids they use for this purpose. Table 4.8 shows the details regarding this.

Table No :4.8 Use of Teaching aids

S.No.	Teaching aids	TST	%	NTST	%
1.	Maps	21	84%	18	72%
2.	Globe	15	60%	16	64%
3.	Flower & Fruit	20	80%	19	76%
4.	Models	2	8%	19	76%
5.	Charts	20	80%	19	76%
6.	Available materials / objects according to the surroundings	18	72%	20	80%

The main teaching-aids used by the teachers are 'Maps' (TST 84% NTST 72%) 'Globe' (TST 60% NTST 64%). Other teaching-aid used by them are 'Models' (TST 8%) NTST 76%), 'Charts' (TST 80% NTST 76%), 'help of flowers and fruits' (TST 80% and NTST 76%), 'Available materials/objects according to one's surroundings' (TST 72% and NTST 80%).

From the above interpretation it is clear that the both the groups use all the teaching-aid in the teaching-learning process. The main teaching-aid used are maps. In this regard TST are superior to NTST while regarding models NTST are in the better position than TST.

#### Organising discussion among students.

Organising periodical discussions on certain topic among students develop in them confidence and the art of expression. One teacher from each group



did not respond . The responses received in this context were analysed through chi<sup>2</sup> technique which is given in the table 4.9.

Table No:4.9 Organising Discussion among Students

Teacher	Never	Sometimes	Frequently	Often	Always
Tribal	2	11	3	4	4
Non Tribal	3	9	3	5	4
Total	5	20	6	9	8

$$\text{chi}^2 = 3.8 \text{ (df1) } p > 0.$$

The obtained value is 3.8 at 1 df at .05 level where as the critical value at .05 level of significance is 3.841. From this it is obvious that there is no difference between tribal and non tribal teachers with respect to organising discussion among the students on certain topic. The reason for insignificance may be that teachers of both the groups have similar environment and the interaction.

#### Appreciation and Recognition of student's suggestions and contributions.

The timely appreciation to students remarkable contribution make students to work hard and sincerely. The teachers were asked whether they appreciate and recognize students contribution. The responses received in this context were analysed through chi<sup>2</sup> technique which is given in the table 4.10.



Table No :4.10 Appreciation and Recognition of student's suggestions and contributions.

Teacher	Never	Sometimes	Frequently	Often	Always	Total
Tribal	-	8	6	-	10	24
Non Tribal	-	5	4	3	12	24
Total	-	13	10	3	22	48

$$\chi^2 = 0.33 \text{ (df1)} \quad p > 0.05$$

In obtained value is 0.33 at 1 df at .05 level where the critical value at .05 level where the critical value at .05 level of significance is 3.841. From this it is evident that there is no difference between the tribal and non tribal teachers with respect to appreciation and Recognition to student's contribution.

#### Methods of Evaluation.

Periodical evaluation of achievement of the children is necessary, in order to ascertain that children acquire and achieve something. Evaluation or assessment does not deal only the 'class test' of certain subjects, but over all performance and activities necessarily include the achievement of the child. Teachers were requested to mention some of the methods adapted for this purpose of evaluation. The methods used are shown in in the table (4.11).

Table No :4.11 Methods of evaluation

S.No.	Methods	TST	%	NTST	%
1.	Written Examination	16	64%	17	68%
2.	Oral Examination	8	32%	3	12%
3.	Daily activities, behavioural & cultural activities	4	16%	3	12%
4.	Home work & Literary work	3	12%	3	12%
5.	Discipline of Studies	1	4%	2	8%

`Written examinations', quarterly, half yearly, and yearly (TST 64% and NTST 68%). `Oral examinations' (TST 32% and NTST 12%), `Daily activities and behaviour' (TST 16% and NTST 12%). `Home works and literary works' (12% by each group), `Discipline of studies' (TST 4% and NTST 8%).

From the above interpretation it is obvious that written examinations used by NTST are higher. Regarding oral examination TST superior to NTST Regarding other activities there is no remarkable variance. The reasons could be that teachers may not be aware of new trends of development in education.

#### Concept Formation.

`Concepts' represent connections or common characteristics, among two or more objects or events. It depends on the ability of the teacher to develop clear and precise concepts in a child. The teachers were requested to mention some of the

approaches or methods, adapted for making the difficult and ambiguous concepts clear.

The main methods and activities adapted by teachers for development of concept formation among students are shown in the table 4.12.

Table No:4.12 Concept Formation Among Students

S.No.	Methods / Approaches	TST	%	NTST	%
1.	Through examples	10	40%	17	20%
2.	Through Practicals / Demonstrations	7	28%	3	12%
3.	Use of teaching aids	5	20%	6	24%
4.	Recapitulation of the lesson	4	16%	4	16%
5.	Through explanation	4	16%	12	48%
6.	Use Of available materials / objects	2	8%	4	16%

These are 'through examples' (TST 40% and NTST 20%), 'through practicals' (TST 28% and NTST 12%). Other methods used are 'use of teaching-aid' (TST 20% and NTST 24%), Recapitulation (16% by each group) 'through explanation' (TST 16% and NTST 48%), 'Use of available material/objects, according one's surrounding' (TST 8% and NTST 16%).

Both the groups of teachers use almost same approaches for the development of concept formation. The main methods are through examples TST are superior to NTST. While the explanation method NTST are



superior to TST and regarding use of one's own surrounding materials/objects NTST is better than TST. The reasons could be that the teachers may not be aware of recent trends and development in the field of education.

#### Examination Class Room Situation.

A good teacher is the one, who plans organises and executes, the class room situation, for the smooth functioning of teaching-learning process. Arrangements and adjustments in a class room situation is very much required. Teachers of both the groups were asked, as soon as they enter the class room, what they examine and make changes in the class room arrangements. This is shown in the table 4.13

Table No : 4.13 Examination of classroom situation

S.No.	Observation point & activity	TST	%	NTST	%
1.	Examination of the seating arrangements	12	48%	12	48%
2.	Examination of the students dress & cleanliness	11	44%	13	36%
3.	Cleanliness of the classroom & blackboard	11	44%	9	36%
4.	Discipline in the class	8	32%	8	32%
5.	Attendance of the students	6	24%	2	8%
6.	Examination of 'Homework' / Assignments	4	16%	6	24%
7.	Availability of books	2	8%	2	8%



The teacher's responses were :  
'Examination of the seating arrangements' (48% by each group), 'Examination of students dress, cleanliness, and neatness' (TST 44% and NTST 36%). 'Cleanliness of the classroom and the blackboard' (TST 44% and NTST 36%). 'Discipline in the classroom' (32% by each group), 'Attendance of the students' (TST 24% and NTST 8%) Teachers examine the assigned 'Home work' (TST 16% and NTST 24%) 'The availability of books' (8% by each group).

Both the groups of teachers do the examination of the seating arrangement and the cleanliness and there is no much variance is found between both the groups. But in regard to examination of attendance TST are superior to NTST.

#### **The Result Of The Children.**

The examination results largely depend on teachers. If the teacher has adapted effective teaching-learning method and has sincerely worked hard, naturally the result would be good. The teachers were requested to mention about the results of the fifth standard. The table 4.14 shows the result of the children.

Table 4.14 Examination Results

S.No.	Primary teacher	Below 40%	40-60%	60-80%	Above 80				
1	Tribal teachers	5	20%	6	24%	10	40%	4	10%
2.	Non Tribal teachers	5	20%	8	32%	9	36%	3	12%

Both the groups of teachers stated that 20% students of both the areas secure below 40% marks. 24% students of tribal areas and 32% teachers of non tribal areas secure marks ranging from 40 - 60% category. 40% students of tribal areas and 36% students of non tribal area secure marks in the range of 60-80 % category. The percentage of tribal students is greater (16%) than the non-tribal students (12%) with respect to securing above 80% category.

From the results that has been shown by the teachers it is clear that there is no much difference found between both the groups.

Child centered approach.

The NPE 1986 clearly explains that teaching-learning process should be child centered. Teacher through different well planned and prepared activities enables the child to learn better and faster. Keeping this in mind the teachers were requested to mention what are the activities organised in the school to enhance the child centered teaching-learning process.



The main activities and approaches being conducted are shown in the table 4.15

Table No.4.15 Child centered approach.

S.No.	Methods/Approaches/Activities	TST	%	NTST	%
1.	Use of surrounding materials/objects	7	28%	2	8%
2.	Through games	4	16%	4	16%
3.	Repetition of the lesson	1	4%	1	4%
4.	Discussion	1	3%	3	12%
5.	Through poems, songs and stories	1	4%	8	32%

Teachers make use of surrounding materials/objects' (TST 28% and NTST 8%) 'through Games' individual/group (16% by each group), 'Repetition of the lesson' (4% by each group) 'Discussion' (4% TST and 12% NTST). Use of songs, poems & stories (TST 4% and NTST 32%).

From the above interpretation it is obvious that regarding use of surrounding materials TST are superior to NTST. But regarding the use of songs and stories NTST superior to TST. The reasons for using these simple methods might be that teachers may not have been introduced to the recent development of child centered activities.



### Activities organised for Joyful learning.

The joyful learning is nothing else, but making teaching-learning process interesting, activity based, and learning by doing, where the child readily, willingly devotes time to learn. This demands the teacher to present the teaching according to child's interest and in an attractive, joyful manner. The teachers were requested what activities they conduct to make a learning joyful. The teachers mentioned some of such activities which are shown in the table 4.16.

Table No.4.16 Activities organised for Joyful learning.

S.No.	Activities	TST	%	NTST	%
1.	Crack Jokes	11	44%	3	12%
2.	Use of stories pertaining to lessons	9	36%	11	44%
3.	Sing poems and enact	10	40%	7	28%

The main activities conducted are 'Crack jokes' for entertainment (TST 44% and NTST 12%) 'Use of stories' pertaining to lessons (TST 36% and NTST 44%) 'Singh Poems and Enacting' (TST 40% and NTST 28%). Besides these traditional approach no innovative methods or activities are adapted by the teachers of both the group.

From the above table it is clear that the activity such as cracking jokes for entertainment and use of songs and poems used by TST are higher and are



superior to NTST. The reasons of using these traditional method may be that the teachers may not have undergone child centered/joyful learning activity, training programs that are recently developed.

**Reasons For Drop-Out And Absenteeism.**

Universalization of elementary education is one of the highest priority programs of the government of India. Every effort is being made to achieve the targets set in this regard. One of the major shortcomings of UEE is the drop-out and absenteeism of the children. Numerous reasons for the drop-out and absenteeism have been analysed and interpreted which are shown in the table. 4.17

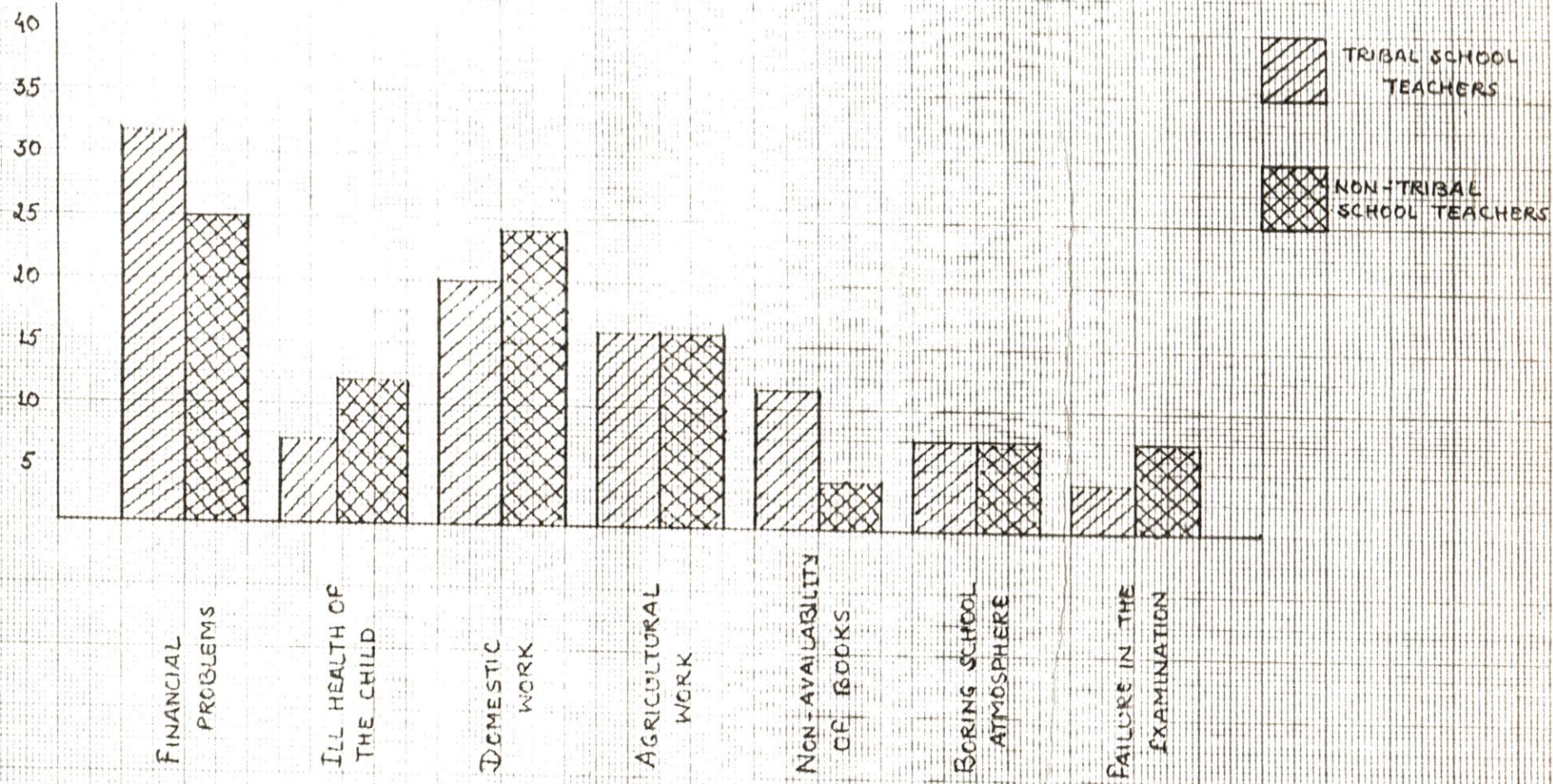
Table No: 4.17 Reasons for Drop Outs and Absenteeism

RANK	TST	NTST
I	Financial Problem (32%)	Financial Problem (28%)
II	Domestic work (20%)	Domestic work (24%)
III	Agricultural work(16%)	Agricultural work (16%)
IV	Non-availability of books (12%)	Ill health of the child (12%)
V	Ill health of the child (8%)	Boring school atmosphere (8%)
V	Boring school atmosphere (8%)	Failure in the examination (8%)
VII	Failure in the examination (4%)	Non-availability of books (4%)

The above table reveals that the



## REASONS OF DROP OUT





'financial problem'- the family poverty is the primary cause of drop out, both the groups, accepted it and gave first place (rank) to it. (TST 32% and NTST 28%). Children engaged in 'Domestic work' is another reason and is placed in second position, (TST 20% and NTST 24%). Other reasons mentioned were 'Agricultural work' (16% by each group), 'ill health of the child' (TST 8% and NTST 12%), 'Non availability of the books' (TST 12% and NTST 4%) 'Boring school atmosphere', (8% by each group) and 'failure in the examination' (TST 4% and NTST 1%).

Both the groups of teachers agreed that financial problems and domestic works as the main causes or reasons for the drop-out and absenteeism of the students. This is shown in the graph.

## CONCLUSION

After the detailed analysis and interpretation on the performance profile of teachers within the class context different aspects and items regarding teaching-learning process are discussed. From the above analysis it is evident that there is no much difference is found between both the group of teachers.

A brief the performance profile of both the groups of teachers are summarised below.

## MARY

Annual plan of instruction :- No Significant



ference between both the groups.

Daily lesson plan :- No significant difference among both the groups.

Revision of previous lesson :- No significant difference among both the groups.

Use of teaching approach methods :- Most of the teachers are using question answer and explanation method while child centered and activity based approaches are minimum used by both the groups of teachers.

Guide lines for homework :- To write answers to the questions and homework on vocabulary items TST are superior to NTST.

Methods of punishment :- Make children to understand their mistakes and through examples are the methods used by the most of the teachers while scoldings minimum.

Personality development of the children :- The most of the teachers are using cultural activities and games and sports.

Use of the teaching aids :- Most of the teachers from both the groups use maps, charts, flower, and fruits for the teaching learning process. In using maps, flower

& fruits, charts, TST are superior while use of globe models & objects of one's surrounding NTST are superior.

9. Organising discussion among the students :- No significant difference is found.

10. Appreciation and recognition for :- students suggestions and contribution No significant difference is found.

11. Methods of evaluation :- Most of the teachers of both the groups use written and oral examination for the evaluation of the students. In oral examination of daily

fruits, charts, TST are superior while use of globe models & objects of one's surrounding NTST are superior.

9. Organising discussion among the students :- No significant difference is found.

10. Appreciation and recognition for :- students suggestions and contribution No significant difference is found.

11. Methods of evaluation :- Most of the teachers of both the groups use written and oral examination for the evaluation of the students. In oral examination of daily this children TST are superior, which is critical examination NTST are superior.

12. Concept formation among students :- Through samples and practical demonstration are the main approach used by most of the teachers of both the groups through example and TST are superior while is explanation and use of teaching and NTST are superior.

13. Examination of the classroom situation :- Most of the teacher of both the groups to the examination of the seating position and the cleanliness of students and air class while availability of books are minimum examined by the teachers.

Examination Result :- Most of the students of both groups come in the category of 60-80% very few students come above 80% category.



Child centered activities :- Most of the TST uses  
bonding materials/objects are superior while NTST  
of songs and poems stories.

Activities for joyful learning :- Most of the  
ners of both the groups use jokes and stories  
aining to lesson for making joyful learning for the  
dren. TST were superior is \*\*\*jokes and use of songs  
poem, while NTST are superior is use of stories.

Reason for drop out of the students :- Both the  
ps of teachers agreed financial reason as the Prime  
e drop out of the students.

#### 4.03 HYPOTHESIS NO. 2

Both the groups of teachers (TST and NTST) do not differ in performance profile outside the class context.

In order to find out any difference between the tribal and non tribal primary school teachers in respect to the performance profile outside the classroom context 6 questions were asked to the teachers and were analysed. The item wise analysis is given as under.

#### Opportunity to children to play in their own way.

Sufficient time to students to play in their own creative way is of vital importance. It develops co-operativeness and adjustment among themselves. Out of 25 teachers 1 teacher from each group did not respond. The response received from both the groups of teachers were rated and analysed which are given in the table 4.18. Table No : 4.18 Opportunity to children to play in their own way.

Teacher	Never	Sometimes	Frequently Often	Always	Total
Tribal	-	5	6	13	24
Non Tribal	-	2	7	15	24
Total	-	7	13	28	48

The obtained chi<sup>2</sup> value is 0.34 1 df at .05 level where as the critical value at .05 level of significance is 3.841. This indicate that there is no significant difference between tribal and non tribal teachers with respect to giving opportunity to students to play in their own way. The reason for insignificant difference may be same environment and the situation of the school to both the groups.

#### Health and Hygiene of the students

The school activities not only foster the development of the child, but also pay attention to the physical growth of the child. The teachers were requested to mention some of the efforts and activities that are organised in this regard. The table 4.19 gives the details of activities conducted by the teachers.

Table No : 4.19 Health & Hygiene of the students

S.No.	Activities Conducted	TST	%	NTST	%
1.	Periodical medical examination	14	56%	6	24%
2.	Regular supervision of cleanliness	14	56%	12	48%
3.	Instruction on health and hygiene	9	36%	5	20%
4.	Physical training and exercise	3	12%	5	20%
5.	Cleanliness mission Demonstration & Explanation	4	16%	4	16%
6.	Pollution(water,sound,air etc)	4	16%	2	8%



They are :- 'Periodical medical examination' of the children (TST 56% and NTST 24%). 'Regular supervision of cleanliness' of body and clothings of the students (TST 56% and NTST 48%). Other activities conducted are : 'Instruction on health and hygiene' (TST 36% and NTST 20%). 'Cleanliness Mission' (16% by each group) 'Demonstration of adverse effects' of pollution of water, sound, air (TST 16% and NTST 8%), 'Physical training and exercise' (TST 12% & NTST 20%) are some of the efforts and activities conducted for health and hygiene of the children.

From the above interpretation it is obvious that periodical medical examination and supervision of cleanliness are the main activities conducted by both the group of teachers. Besides these usual activities no special activities or programs are organised by the teachers. Regarding periodical medical examination and regular supervision of body and clothing TST are superior to NTST.

#### **Taking the students for the study Tour**

Not only the explanation or lecture method that increase but it doubles, and remains life long when children are taken for a study or excursion out of the school premises. To know this aspect among teachers they were asked whether they take students for the study tour. Two teachers from each group did not

respond. The responses received from both the groups of teachers were analysed which is given in the table 4.20.

Table No : 4.20 Taking the students for the study Tour

Teacher	Never	Sometimes	Frequently Often	Total
Tribal	3	17	3	23
Non Tribal	8	13	2	23
Total	11	30	5	46

$$\chi^2 = 1.53 \text{ (df1) } P > 0.05$$

The obtained chi<sup>2</sup> is 1.53 1 df at 0.05 level where as the critical value at .05 level of significance is 3.841. This indicate that there is no significant difference between tribal and non tribal teachers with respect to taking students for the study tour or the excursion.

The reason for insignificant difference may be that the rural area school may not have sufficient resources, for the purpose.

#### Concept explanation during excursion

In order to provide concrete experience to the students both the groups of teachers organise excursion while, the excursion the teachers introduce the 'environment' (8% by each group) shows geographical things (TST 44%NTST 28%), Historical places (TST 36% NTST 32%). The teachers also provide awareness and show

the different spots, where pollution has occurred water, air and sound (TST 8% NTST 24%). They also take the students to the places where agricultural operational are going (TST 12% NTST 8%).

Table No : 4.21 Concept explanation during excursion

S.No.	Concepts	TST	%	NTST	%
1.	Introducing to environment	2	8%	2	8%
2.	Geographical things	11	44%	7	28%
3.	Historical places	9	36%	8	32%
4.	Pollution	2	8%	6	24%
5.	Agricultural work	3	12%	2	8%

From the above it is clear that the tribal teachers give more emphasis on geographical and historical places where as NTST take the students to the polluted places.

#### Organising work Experience activities

Work experience has been included as an integral part of school curriculum. Both the groups of teacher organise work experience activities in gardening, paper craft, decoration of the school and improving the environment of school premises. The responses of teacher are shown in the table 4.22.



Table No : 4.22 Organising work Experience activities

S.No.	Name of items	TST	%	NTST	%
1.	Gardening	17	68%	15	60%
2.	Paper craft	7	28%	6	24%
3.	Decoration of the school	11	44%	12	48%
4.	Improving environment of school premises	10	40%	18	48%

From the above table it is evident that both the groups organise different activities under work experience programme. But they do not differ, in Organising these.

While collecting the data the investigator observed that in conducting activities there is no protected place for gardening and sufficient room for organising paper craft activity.

#### CONCLUSION

From the above study it is evident the group teachers organise activities outside the classroom. Comparing activities of both groups no much variance or difference is found. Therefore it may be easily conclude by saying that both the groups of teachers organise similar activities outside the class room context.

In short the performance profile of both

the groups of teachers outside the classroom is summarised below.

#### SUMMARY

1. Opportunity to children to play is their own way :- There is no significant different between both the group of teachers.

2. Health and Hygiene of the student :- In regular supervision of the cleanliness of body and clothing and periodical medical examination TST are superior while in physical training NTST were superior.

3. Taking student for study then :- There is no significant difference between both the groups of teachers.

4. Concepts explanation during the excursion :- Showing geographical thing and explaining the importance of historical places are the main activity organised while introducing to the environment is the minimum used activity by both the groups teacher.

5. Organising work experience activity :- Most of the teachers of both the groups organise gardening and the decoration of the school of the class for work experience to the students.

#### 4.04 HYPOTHESIS NO. 3

There is no difference in the performance profile of both the groups of teachers in one's own professional growth.

In order to find out any difference between the tribal and non tribal primary school teachers with respect to one's own professional growth 8 questions were asked to the teachers. The responses were collected and were analysed. The itemwise analysis of this area is given below.

#### Use of Teaching aid/material/during teaching-learning process.

The teacher not only use the class text books, but also should make use of teaching aid/materials or other text book for effective teaching-learning process. Three teachers from each group did not respond. The responses of the teachers were analysed which is given in the table 4.23.

Table No: 4.23 Use of Teaching aid/material/during teaching-learning process.

Teacher	Sometimes	Frequently	Often	Always	Total
Tribal	12	2	1	7	22
Non Tribal	12	5	2	3	22
Total	24	7	3	10	44

$$\text{Chi}^2 = 0.0001 \text{ (df 1) } P > 0.05$$



The obtained chi<sup>2</sup> value is .0001 1 df at 0.05 level where as the critical value at .05 level of significance is 3.841. This indicate that there is no significant difference between tribal and non tribal teachers with respect to the use of teaching aid / material for teaching. The reason for insignificance could be that the teaching aid may not be available to the teachers. tour or the excursion.

#### Reason For Choosing Teaching Profession

When the teachers of both the groups were asked above their choice for teaching profession they replied in the manner which is interpreted below.

Table No : 4.24 Reason For Choosing Teaching Profession

S.No.	Reasons	TST	%	NTST	%
1.	Financial Reason	3	12%	5	20%
2.	Interest and Love in Teaching	16	64%	15	60%
4.	Love Towards Children	4	16%	5	20%

64% (16) TST and 60% (5) NTST gave higher priority to interest and love for teaching, reason for choosing teaching profession. The second priority was given for the love toward children. 16% (4) TST and 20 (5) by NTST. 8 (2) TST teacher did not respond to the question.

### Family Income of teachers.

When the teacher were asked to mention their family Income the teachers of both the groups mentioned in the following manner.

Table No : 4.25 Family Income of teachers.

S.No.	Primary Teachers	Below 30,000		31,000 To 40,000		Above 40,000		T
1.	Initial Teachers	6	24%	10	40%	9	36%	25
2.	Non Initial Teachers	6	24%	13	32%	6	24%	25

24% (6) teacher of each group agreed that family income is below 30,000/-, 40% (10) TST and 52% (13) NTST said that this income is between 31,000 - 40,000 /- 36%(9) TST and 24% (6) NTST agreed their family income is above 40,000/-.

### Reading Habits of the Teachers

Every teacher should have a regular habit of reading, and should be able to devote time to the habit of reading. The teachers were asked whether they have any library/reading room facility. Both the groups sincerely confessed that they do not have such facility. Those who have such facility were requested to mention how much time they spend in reading. The table 4.26 shows the detail.

Table No : 4.26 Reading Habits of the teacher

S.No.	Duration of Reading	TST	%	NTST	%
1.	One hour a day	1	4%	3	12%
2.	One and half hour a day	1	4%	1	4%

1 hour a day (TST 4% and NTST 12%) One and half hour a day (4% by each group) spend their time in reading.

From the analysis it is clear that the teachers do not have access to library/reading room and therefore they do not have regular reading habit. The reasons could be teachers are engaged in agricultural or domestic work that they may not get sufficient time for the purpose.

#### **The Habit of Reading The Newspapers**

It is very difficult to have the facility of reading room/libraries in rural areas. But on the other hand every teacher easily can subscribe newspaper or periodicals to keep up the reading. The teachers were requested to mention the newspaper they read daily. The different news paper are read by the teacher are shown in the table 4.27.



Table No : 4.27 The habit of reading the newspapers

S.No.	Names of daily newspaper read	TST	%	NTST	%
1.	Nav Bharat	19	76%	10	40%
2.	Samay	13	52%	5	20%
3.	Dainik Jagran	5	20%	5	20%
4.	Desh Bandhu	4	16%	3	12%
5.	Jan bodh	3	12%	1	4%
6.	Nai Duniya	1	4%	3	12%
7.	Jan Satta	1	4%	1	4%

'Nav Bharat' (TST 76% NTST 40%)

'Samay' (TST 52% NTST 20%) are widely read by the teachers. Other news papers read are : 'Danik Jagaran' (20% by each group), 'Desh Bandhu' (TST 16% NTST 12%) 'Nai Duniya' (TST 4% NTST 12%) 'Jansatta' (4% by each group) 'Jan Bodh' (TST 12% and NTST 4%). These are some of the daily news papers read by the teachers of both the group. Nav Bharat 'Samay' are widely read by the teachers. This is because, these papers are easily available to them. One can conclude that the teachers of both groups have a good habit of reading.

#### Habit of reading the educational periodicals

Reading habit of educational periodical is important to teacher. As a facilitator, he/she should know new trends, development, innovations and research, that is going on in the field of education. The teachers were requested to mention the educational periodicals

they read. The periodicals read are shown in the table 4.28.

Table No: 4.28 Reading Habits of Educational Periodicals

S.No.	Duration of Reading	TST	%	NTST	%
1.	Palash	10	40%	9	36%
2.	Chakmak	2	8%	6	24%
3.	Jhorakha	2	8%	7	28%

The main periodicals read by the teachers are : 'Palash' (TST 40% and NTST 36%) in the first place. 'ChakMak' (TST 8% NTST 24%) 'Jarokha' (TST 8% NTST 28%) are the periodicals read by the teachers of both the groups. This much percentage of teachers have the habit of reading educational periodicals.

From the analysis it is clear that both the group teachers read similar educational periodicals, there is no much variance is found between both the groups of teachers.

#### Academic and Professional Achievement during in-service period

The academic achievement necessarily improve the teaching. It increases the confidence as well as widens and deepens the knowledge.

Under this point teachers were requested to mention the academic achievement attained during In-

Service time. The table 4.29 shows the details.

Table No: 4.29 Academic Achievements Attained

S.No.	Academic Qualifications	TST	%	NTST	%
1.	Post Graduation	7	28%	4	16%
2.	Graduation Degree	2	8%	9	36%
3.	BTE/BTI	1	4%	4	16%
4.	B'Ed	2	8%	2	8%

'Post graduation' (TST 28% NTST 16%)

'Degree' (TST 8% NTST 36%) BTC/BTI (4% TST and NTST 16%)

B.Ed.'(8% by each group ) have attained academic/professional qualification during their in-service period.

Under this no much difference is found. The reasons could be teachers are of advanced years, do not have much aptitude in the attainment of educational qualification, might have been satisfied in their present situation.

#### In-Service Training Programme.

To improve the quality of teaching, periodical training and upto date information help to perform the role of teaching diligently. The teachers were requested whether they have under gone any kind of training programmer and if so, mention the title, duration and the place of such programs. The teachers



have undergone training programme are :- Shown in the table 4.30. Table No :4.30 In-Service training Programme

S.No.	Title of the Programme	Period & Duration	Place	TST	%	NTST	%
1.	MLL Based Training	7 Day	Shahdol	1	4%	2	8%
2.	BRC Programme	6 Day	"	3	12%	4	4%
3.	Teacher Empowerment	6 Day	"	1	4%	1	16%
4.	Language Training Hindi/English	7 Day	"	2	8%	2	8%
5.	NPE 86	7 Day	"	2	8%	2	8%
6.	In-Service Mathematical Science	7 Day	"	2	8%	2	8%

Minimum levels of learning based training programme for 7 days at Shahdol. (TST 4% and NTST 8%) BRC programme for 6 days at Shahdol (TST 12% and NTST 16%) Teacher Empowerment programme (4% by each group). Training on NPE'86. For 7 days at Shahdol. (8% by each group). Inservice-Training programme on language (Hindi,English) for 7 days at Shahdol (8% by each group). In-Service training programme of science and mathematics at Shahdol (8% by each group).

These are some of the training programs in which they have undergone.

#### Problems of the Teacher.

The contribution of the teachers, specially the self-sacrifice, service and dedication is praiseworthy in the field of education. Teachers were

requested to mention some of the problems they are facing. The table 4.31 shows the details :-

Table No : 4.31 Problem of the Teachers

S.No.	Areas of the Problem	TST	%	NTST	%
1.	Housing Problem	17	68%	7	28
2.	Salary Problem	11	44%	6	24
3.	Non Availability of Teaching Aids	9	36%	8	32

The main problems faced by teachers are 'Housing problem' (TST 68% and NTST 28%) where they do not have proper accommodation facility at the place where they teach. 'Salary problem' (TST 44% NTST 24%) where the teachers do not get salary on time. Non availability of teaching-aids (TST 36% and NTST 32%).

These are some of the problems being faced by the teachers of both the groups. Housing (accommodation) problem of the teacher is the common problem. This may be because of transfer of teachers from one place to another frequently.

#### Professional Satisfaction.

Both the groups of teachers were requested to mention the professional satisfaction. Under this point TST 52% and NTST 36% are not satisfied in their professional job. Those who are satisfied on different points are shown in the table 4.32.

Table No : 4.32 Professional Satisfaction

S.No.	Qualities of Satisfaction	TST	%	NTST	%
1.	Acquire New Knowledge	5	20%	1	4%
2.	Mental Satisfaction	2	8%	3	12%
3.	Acquire new skill & Technique	4	16%	1	4%
4.	Social status and prestige	1	4%	1	4%

From the above table it is clear that only TST 20% and 4% NIST 'acquire new knowledges. TST 8% and NIST 12% get 'Mental satisfaction'. 'Acquire new skill and technique' (TST 16% and NTST 4%) receive 'social status and prestige' (4% by each group).

#### CONCLUSION

Under this area of analysis we know what all the efforts are done to grow and develop in one's own profession. Both the group of teachers strive in their own way to perform better is their professional growth. Though do not find much difference in this context, which could be summarised in brief.

#### SUMMARY

1. Use of teaching-aid during teaching-learning process :--There is no significant difference between both the groups of teachers.

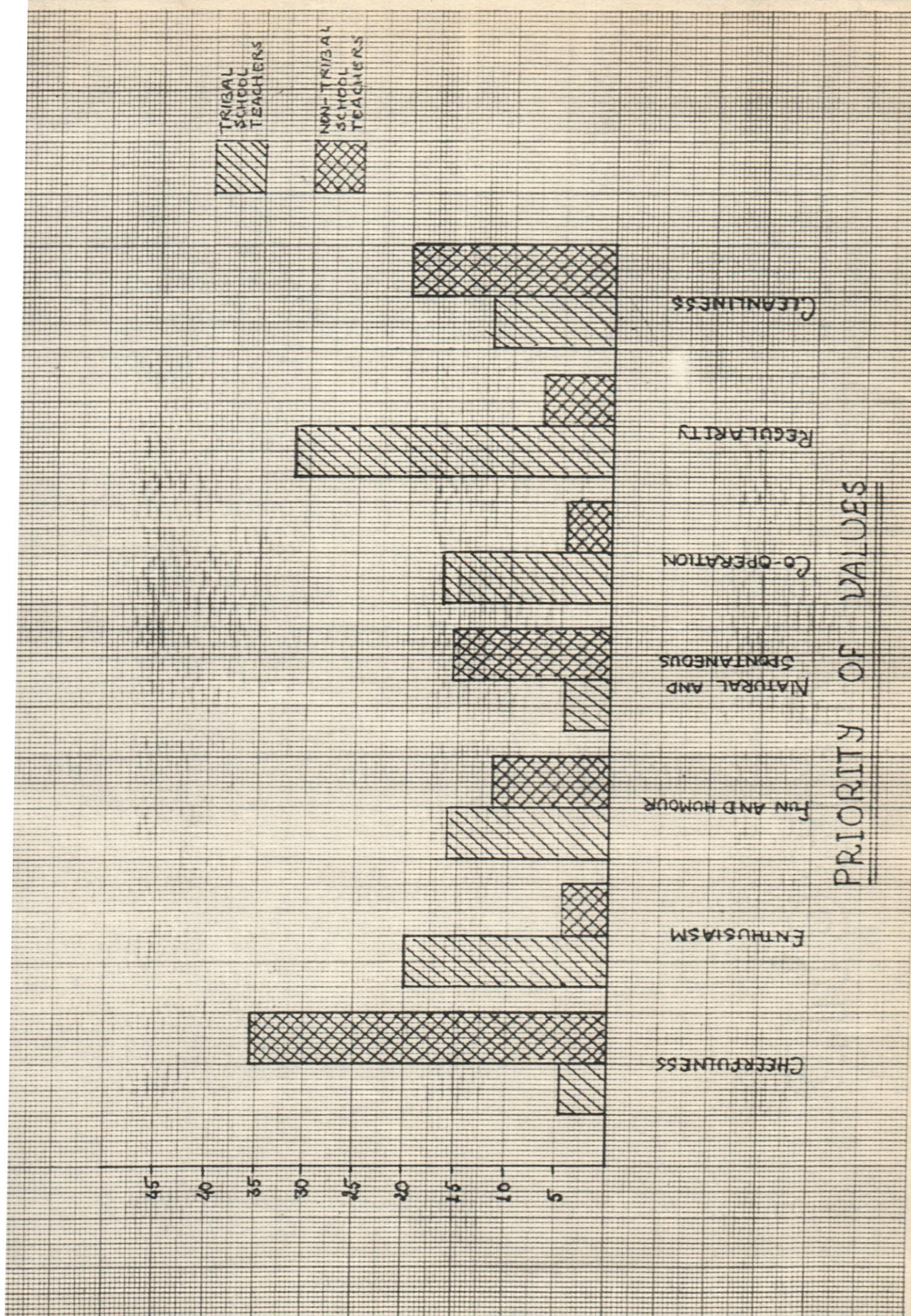
2 Reading habit of the teachers :-- Teachers of both the groups spend very little time in reading.



- 3 Reading habit of news papers :-- Most of the teachers of both the groups read newspapers such as 'Nav Bharat' 'Samay'. TST are superior in reading newspaper to NTST.
4. Reading habit of educational periodicals :-- Most of the teachers of both the groups read educational periodicals such as 'Palash' while other periodicals are very rarely read. In reading 'Palash' TST are superior.
5. Academic achievement during the service period :-- The teachers of both the groups have achieved academic and professional achievement. Mainly the Post Graduation. In post Graduation TST are superior while in Graduation qualification NTST are superior.
6. In-Service training period :-- Many of the teachers have attended the 'BRC' Programme at Shahdol, and very few teachers of both the groups have attended other training programme.
7. Problem of the teacher :-- Housing Problem of both the group of teachers. In this TST have got more problems regarding Housing, Salary & Availability of teaching aid.
8. Professional Satisfaction :-- Many of the teachers of both the groups are not satisfied in the teaching Professional job. Regarding Acquisition of Knowledge, Skill and technique, TST are more satisfied.







PRIORITY OF VALUES



#### 4.05 HYPOTHESIS NO. 4

'Performance profile of teachers in values and social relationship do not differ'

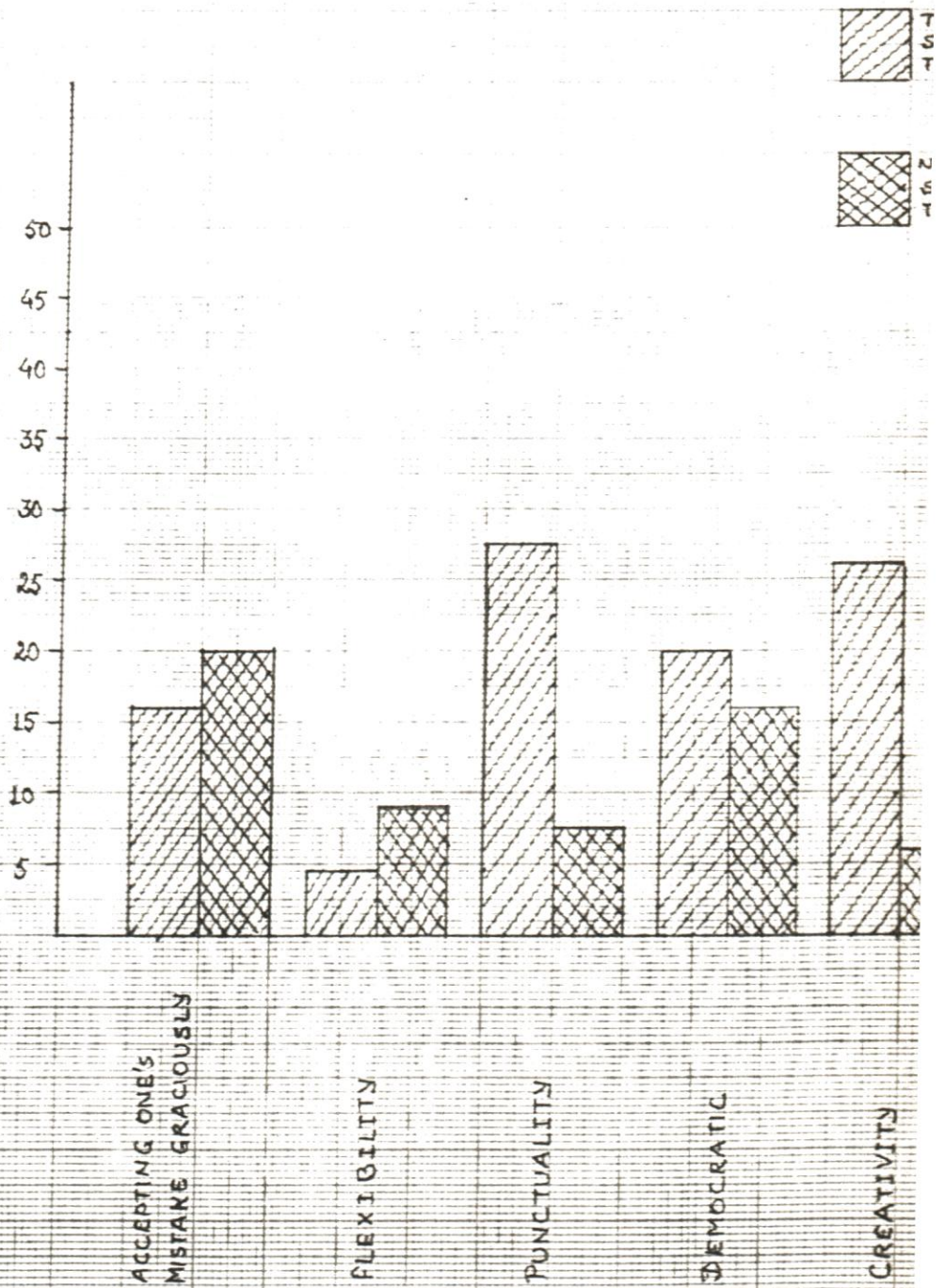
In order to find out any difference between the Tribal and Non-Tribal primary school teachers with respect to values and social relationships 13 (7 + 6) questions were asked. The responses of the teachers were analysed. The itemwise analysis is given below.

#### **Priority of Values**

Values are those important characters in the life of a person which forms his/her personality and behaviour. The teachers were asked to rank the values according to their priority.

The rank order according to their priority, shown in the table 4.33 which reveal the details





PRIORITY OF SOCIAL VALUES

Table No :4.33 Priority of Values.

Rank.	TST	NTST
I	Regularity (32%)	Cheerfulness (36%)
II	Enthusiasm (20%)	Cleanliness (20%)
III	Fun and Humour (16%)	Natural Spontaneous (16%)
IV	Co-operation (12%)	Fun and Humour (12%)
IV	Cleanliness (12%)	Regularity (12%)
VI	Cheerfulness (4%)	Enthusiasm (4%)
VII	Natural and Spontaneous (4%)	Co-operation (4%)

From the above analysis it is evident that values such as cheerfulness, cleanliness, regularity given priority in life of teachers.

#### Priority Of Characters

The good and strong characters in a teacher makes the class- room teaching-learning process interesting, and effective. The teachers were requested to give their priority and rank the important characters.

The teachers ranked characters according to their priority. Table 4.34 shows the detail and they are :



TRIBAL SCHOOL  
TEACHERS

NON-TRIBAL  
SCHOOL TEACHERS

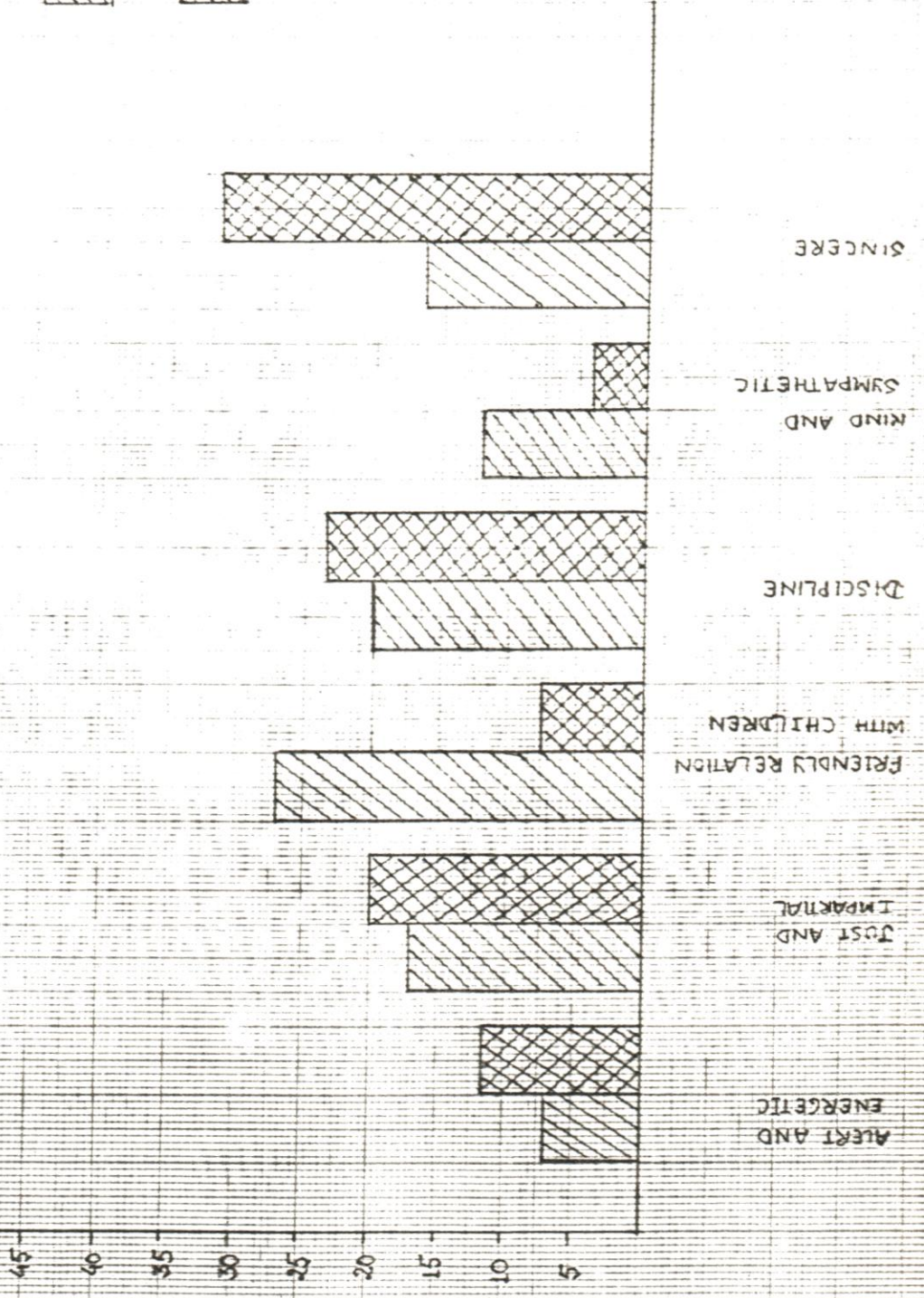




Table No :4.34 Priority of Character.

Rank.	TST	NTST
I.	Friendly relation with pupil (28%)	Sincere (32%)
II.	Discipline (20%)	Discipline (24%)
III.	Just and Impartial(16%)	Just and Impartial (20%)
III.	Sincere (16%)	Alert and Energetic (12%)
V.	Kind and Sympathetic (12%)	Friendly relation with pupil (8%)
VI.	Alert and Energetic (8%)	Kind and Sympathetic (4%)

The TST gave friendly relation with pupil (28%) the first place while NTST gave to Sincere (32%). Second place was given to Discipline by (TST 20% and 24% NTST). Just and Impartial (16%) Sincere (16%) get 3.5 position, given by TST while NTST gave to just and Impartial the third place. TST have fifth place to kind and sympathetic (12%). While NTST gave fifth place to friendly relation with pupil (8%) TST gave sixth place to Alert and energetic (8%) while NTST gave to kind and sympathetic (4%).



From the above table it is clear that discipline, sincere, just and impartial are some of the important character that receive priority.

#### Priority of social values.

The society shapes, moulds and controls human beings to fit within, as well to become a useful,

productive and responsible member of the society. The teachers were requested to give their priority (rank) to some of the important social values. The priority given are shown in the table 4.35

Table No :4.35 Priority of Social Values.

Rank.	TST	NTST
I.	Creativity (32%)	Punctuality (32%)
II.	Punctuality (28%)	Creativity (24%)
III.	Democratic (20%)	Accepting one's mistake graciously (20%)
IV.	Accepting one's mistake graciously (16%)	Democratic (16%)
IV.	Flexibility (4%)	Flexibility (8%)

The TST preferred creativity (32%) in the first place where as NTST preferred Punctuality (24%) in the first place. Punctuality (28%) is given second place by TST where as NTST preferred creativity, (24%) for second place. The priority given to other values are Democratic (TST 20%) accepting one's mistake graciously (TST 16%) in third and fourth place where as NTST preferred accepting one's mistake graciously (20%) Democratic (16%), in third and fourth place respectively. Flexibility was given by both the group the last place (TST 4% and NTST 8%).

From the above table and analysis it is evident that Punctuality, Creativity and Democratic are

some of the values which are given first, second and third place by both the groups of teachers.

Increase of reasoning power of students through teaching of the subject.

Every teaching-learning process is not just a input of knowledge but should stimulate students to think creatively and logically. The teachers were asked whether their teaching subject increases the reasoning power among students. Five teachers from each group did not respond. Responses from other teachers were analysed. The table 4.36 gives the detail.

Table No: 4.36 Increase of reasoning power of students through teaching of the subject.

Teacher	Sometimes	Frequent	Often	Always	Total
Tribal	1	4	6	9	20
Non Tribal	3	5	5	7	20
Total	4	9	11	16	40

$$\chi^2 = 0.41 \text{ (df1) } p > 0.05$$

The obtained  $\chi^2$  value is 0.41 at 1 df at .05 level, where the critical value at .05 level of significance is 3.841. This indicate that there is no significant difference between tribal and non tribal teachers with respect to increase in reasoning power of students through their teaching subject.



The reason for insignificance could be that the teachers may not stimulate the students to think logically.

#### The Important Characters in Teachers.

A teacher has to inculcate good habits, principles and values in life, so that he/she may become a model or exemplary to the students as well as to the community. The teachers were requested to mention five important values of a good teacher. The table 4.37 shows the details.

Table No :4.37 The Important Values and Characters in Teachers

S.No.	The Values	TST	%	NTST	%
1.	Punctuality	11	44%	14	56%
2.	Discipline	10	40%	11	44%
3.	Responsible and Dutiful	7	28%	9	36%
4.	Knowledge of the context	9	36%	3	12%
5.	Friendly attitude with the pupil	6	24%	8	36%
6.	Regularity	4	16%	2	8%
7.	Sincerity	3	12%	8	32%
8.	Enthusiastic	3	12%	5	20%
9.	Creative	2	8%	4	16%
10.	Patriotism	3	12%	1	4%
11.	Equality	1	4%	1	4%
12.	Sympathetic	2	8%	3	12%

Both the group teachers accepted Punctuality as the important aspect in a teacher and gave to it first place (TST 44% and NTST 56%). Discipline was given the second place (TST 40% and NTST 44%). Other important values mentioned in a life of a teacher were : Responsible and dutiful (TST 28% and NTST 36%), knowledge of the content (TST 36% and NTST 12%), Friendly attitude with children (TST 24% and NTST 32%), Regularity (TST 16% and NTST 8%), Sincerity (TST 12% and NTST 32%), Enthusiastic (TST 12% and NTST 20%), Creative (TST 8% and NTST 16%), Patriotism (TST 12% and NTST 4%), Equality (4% by each group), Sympathetic (TST 8% and NTST 12%) were some of the values for which the top priority was given by the teachers.

Punctuality, Discipline, Regularity and Friendly relation with children, dutiful, are some of the important as well as top priority values mentioned by the teachers under this point.

#### **Making students a good citizen.**

Teacher is the one who moulds and shapes the child, making him a good citizen, who would foster the unity of the country.

Teachers were requested to mention what kind of activities they organise to make a child a good citizen and inculcate values, in them. Teachers organise

variety of activities for this purpose and they are :  
shown in the table 4.38.

Table No :4.38 Making Students a Good Citizen

S.No.	Activities	TST	%	NTST	%
1.	Celebrations of National days/feast	18	72%	18	72%
2.	Celebration of Great people/martyr's day	18	72%	16	64%
3.	Through cultural activities	19	76%	17	68%
4.	Through tours and excursions	12	48%	7	28%

'Celebrations of National days' such as Jan. 26, Aug. 15 (72% by each group). 'Celebration of Great people/martyrs day', 'tour and excursion' to historical places and monuments (TST 48% and NTST 28%).

Both the groups use similar activities for this purpose other than these activities no special activities are conducted.

#### Socialization of the Child

Socialization means to inculcate good values in a child making a responsible person, and becoming a useful member of the society. The teachers were requested to mention what are the activities they conduct for socialization of the child. The main activities conducted by the teachers are : given in the table 4.39.



Table No :4.39 Socialization of the Child

S.No.	Activities of the Socialization	TST	%	NTST	%
1.	Instruction to take social responsibility	6	24%	8	32%
2.	Cultivate Social and Moral Values	9	36%	10	40%
3.	Education of Social evil and Injustice	2	8%	4	16%
4.	Scout and Guide activities	2	8%	8	8%
5.	Cultural activities	4	16%	4	16%

Instructions to the students on social responsibility (TST 24% and NTST 32%). Instruction on Social and Moral values (TST 36% and NTST 40%) are the main activity conducted. Other activities conducted are : Eradication of social evils and injustice(TST 8% and NTST 16%), Scout and guide activities (8% by each group), cultural activities (16% by each group).

Through cultural, scout and guide activities the main socialization activities are conducted. Besides no other innovative activities are given any priority. These may be because of rural setup and in access to other places.

#### Seeking Help from community resources.

School functions smoothly by the help of all the members of the community, who would sincerely foster the development and the growth. Teacher is a bridge between the institution and the community.

Teachers were requested to mention how they take the help of community (human and material) resources. The table 4.40 shows the detail.

Table No :4.40 Seeking Help From Community Resources

S.No.	Area of Resources	TST	%	NTST	%
1.	Material Resources	5	20%	3	12%
2.	Human Resources	7	28%	4	16%

Help of Human resources (TST 28% and NTST 16%). Utilization of material resources (TST 20% and NTST 12%) is the way, the help is taken by the teachers from the community.

From the above interpretation it is clear that very rarely and very little help is taken from the community. This may be because, in rural areas sufficient co-operation, resources may not be available. This also may be the reason that teachers are not aware of new trends and technique of tapping available resources in the teaching-learning process. Comparing both the groups TST are in better position to NTST in utilizing the community resource.

#### Help from Colleagues

A teacher has no panacea to all the difficulties and problems, he/she faces during the tenure of the profession. Naturally the teacher has to rely on his/her friends or colleagues for the help. The

teachers of both the group were requested to mention whether they take the help from their colleagues and if so, in what manner. The teachers have not answered very positively and those who responded are very vague and ambiguous. Table 4.41 gives the detail.

Table No :4.41 Seeking Help From Colleagues

S.No.	Help Sought	TST	%	NTST	%
1.	Through discussion of the problem	3	12%	3	12%
2.	Help of teaching aids and materials	2	8%	1	4%

The manner help is sought are through discussion of the problem (12% by each group) and asking for teaching aid materials (TST 8% and NTST 4%), prepared and used by their colleagues.

Teachers, do not approach their colleagues for help. Most of the time the teachers try to solve the problems by themselves. There is no variance regarding taking the help from colleagues when faced with problems and difficulties concerned to teaching.

#### Parents Involvement in School Activities.

The help of parents is one of the important factor that influence and increase the enrollment of the children in the attempt of UEE. The teachers were requested to mention how does he/she take



the help of parents specially to solve the problems of the institution/school. The main activities organised through parents are shown in the table 4.42.

Table No :4.42 Parents Involvement in School Activities

S.No.	Help Sought from Parents	TST	%	NTST	%
1.	Invite parent to school & motivate them to guide child to school	14	56%	6	24%
2.	Visit to parents to discuss the problem	3	12%	4	16%
3.	Invites parents for seminar & meetings	3	12%	2	8%
4.	Invite in cultural programme	1	4%	1	4%

Invite parents to the school and motivate them to send their children to the school regularly (TST 56% and NTST 24%). Visit parents to discuss the problems of the school and children (TST 12% and NTST 16%), taking the suggestions of the parents in teaching-learning process, and Invite them for the seminar and meetings (TST 12% and NTST 8%). Invite parents for the cultural programs of the school, (4% by each group).

Other than discussing the problems and difficulties no much help is sought from the parents this may be the reason that in rural area, specially in villages illiteracy is very high. Other reason could be that parents may be very busy in their agricultural or

domestic work. But from the analysis it is clear that TST are in better position to NTST in involving parents participation in school activities.

**Accepting works given by headmaster co-operatively.**

Co-operative and co-ordination in a institute and specially in schools is very important for the smooth functioning. The teachers were asked whether they accept the works given by superior naturally and co-operatively. Five teachers from each group did not respond. Other responses were analysed in the table 4.43 given below.

Table No :4.43 Accepting Works given by the Headmaster Co-operatively.

Teacher	Sometime	Often	Always	Total
Tribal	2	3	15	20
Non Tribal	2	5	13	20
Total	4	8	28	40

$$\chi^2 = 0.60 \text{ (df1) } p > .05$$

The obtained value is 0.60 at 1df at .05 level where as the critical value at .05 level of significance is 3.841. This indicate that there is no significant difference between tribal and non tribal school teachers with respect to accepting the works given by the headmaster in a co-operative manner. This

insignificance could be that with the group teachers accept the work naturally.

#### Help of Gram Sarpanch/Villages head.

After the implementation of NPE 86 and the amendment of article 73 and 74, lot of power and responsibility is handed over to village head or Gram Panchayat. Teachers were asked what time they visit Gram Sarpanch and how they take his help in teaching - learning process. The table 4.44 shows the detail.

Table No :4.44 Help of Gram Sarpanch/ Village Head

S.No.	Help Sought (activities)	TST	%	NTST	%
1.	Invite in seminar or meetings	9	36%	5	20%
2.	Periodical meetings and information of the school	4	16%	2	8%
3.	Invite in school annual programme or other feast days	1	4%	1	4%

Invite Sarpanch to the school for the meeting and the discussion of the problem (TST 36% and NTST 20%). Periodical meetings with the sarpanch to intimate about the school activities (TST 16% and NTST 8%). Other occasion the teachers meet the Sarpanch is : School annual programme and feast day celebrations (4% by each group).

From the above interpretation it is clear that to discuss the problems regarding school/children



teachers meet sarpanch. This could be reason that teacher and Sarpanch may not be fully aware of responsibilities entrusted to him during recent developments. Regarding the help sought TST are better to NTST.

**Seeking Help from Block Education Officer.**

The education officials specially the Block education officer plays a vital role in giving proper suggestions and directions to the teachers. Teachers were requested to mention whether they give proper information of the institution and its activities. The help sought from BEO by the teachers is mentioned in the table 4.45.

Table No :4.45 Seeking Help from Block Education Officers

S.No.	Activities	TST	%	NTST	%
1.	Periodical personal visits	6	24%	2	8%
2.	Attending meetings seminar workshop	3	12%	1	4%
3.	Information in writing through post	3	12%	6	24%
4.	Inviting to school annual Function	3	12%	1	4%

Periodical personal visit (TST 24% and NTST 8%), to have a discussion regarding school improvement and to solve the problems and difficulties.

Attending the meetings, seminars, workshops and programs organised by BEO (TST 12% and NTST 4%).

Other aspects mentioned were sending the reports in writing regarding problems and difficulties of the school (TST 12% and NTST 24%). Invite BEO to school for the annual programme (TST 12% and NTST 4%) are some of the ways the help is sought.

From the above interpretation it is clear that in remote rural areas, it is hard to have regular correspondence with the BEO. Since both the groups of teachers are in rural area they do not have easy access for this. But in taking the help of BEO the TST are in better position.

### CONCLUSION

From the above analysis and the interpretation it is clear that both the groups of teachers have good social relationship as well as give top priority to different values. But there is no much difference of variance among both the groups of teachers.

### SUMMARY

1. Priority of values :-- TST have given top priority to regularity and second highest priority to enthusiasm while NTST have given to cheerfulness the top priority and second highest priority to cleanliness.

2. Priority of characters :-- TST have given first priority to friendly relation with pupil while NTST have given to 'sincerity'. Both the groups of teachers have given second priority to discipline.
3. Priority of social values :-- TST have given top priority to 'creativity' and while NTST have given to 'Punctuality'. TST have given second priority to punctuality while NTST have given to creativity.
4. Increase of reasoning power of students through teaching of the subject :-- No Significant difference between both the group of teachers.
5. The important values and character in a teacher :-- Both the group of teachers have given top priority to value such as punctuality, discipline, responsible, dutiful and knowledge of the content.
6. Making a student a good citizen :-- Celebration of national days and cultural activities are the important activities organised by most of the teachers of both the groups. TST are superior in celebrating of great peoples / martyrs day / cultural activities & organising tour & execution to NTST.
7. Socialisation of the child :-- Many of the teachers of both the group instruct on social responsibility and inculcate social and moral value. Scout and guide activities are minimum organised. TST



are superior in instruction on social responsibility inculcating social & moral values and eradicating social evils.

8. Seeking help from community resources :-- Most of the teachers of both the groups make use of community resources ( Human + Material ). TST are superior in making use of these resources.

9. Seeking help from colleagues :-- Very few teachers of both the groups take help from their colleagues.

10. Parents involvement in school activities :-- Most of the teachers of both the groups invite parents and motivate them to send the children to the school. For the cultural programme they are called by teachers very rarely. TST are superior in inviting parents to the school while NTST are superior in visiting the parents.

11. Accepting work given by headmaster co-operatively :-  
-There is no significant difference between both the group of teachers.

12. Seeking help from Sarpanch/village head :-- Many of the teachers of both the groups invite sarpanch to seminar or meetings. Very rarely he is called by the teachers of both the groups for school annual programme. TST are superior in inviting the Sarpanch to the school or periodical meetings with him regarding school activities.

13. Seeking help from Block Education Officer :-- Both the group of teachers periodically visits (BEO) to seek help and guidance. TST are superior in periodical personal visit, attending seminar, workshop organised by BRC, & inviting him to the school programme while NTST are superior in sending written report of activities to him.

#### 4.06 HYPOTHESIS NO. 5

In general awareness/knowledge of educational policies commissions and on going programs in the state both the groups of teachers do not differ.

In order to find out depth of general awareness among teachers of both groups regarding policies commissions and on going programs. 16 questions were asked to the teachers. The responses were recorded and analysed. Those items are dealt step by step under this area.

##### **Awareness of NPE'86 and its components.**

The teacher should have upto date knowledge and awareness, specially the policies, commissions, new innovations research, projects and on going programs, in the field of education. To know this awareness, among teachers, they were whether mention they are aware of the NPE'86 and its components.

The analysis of the table 4.46 shows the details.



Table No :4.46 Awareness of NPE '86 and its Components

S.No.	Components of NPE'86	TST	%	NTST	%
1.	Those who aware of NPE'86	8	32%	9	36%
2.	Child centered education	2	8%	2	8%
3.	The quality improvement of education	2	8%	2	8%
4.	Education for all	4	16%	2	8%

Very few teachers are aware of NPE 86 i.e. TST (32% NTST 36%). Moreover teachers are not sure of different components of NPE'86. Some agreed upon that they are aware of NPE 86. The different components of NPE 86 mentioned by them are :

Child centered education 8% by each group). The quality improvement of education 8% by each group). Education for all and all for education (TST 16% NTST 8%).

From the above table is the interpretation we may say that many of the teachers of both groups do not know the concept. This may be because they may not have undergone any training during in service period and did not get chance to know regarding this and many more other programs that are going on.

**Seeking help of village education committee (VEC).**

After the NPE'86 and POA 92 lot of emphasis is given to VEC. The power and the

responsibility has been entrusted to VEC to foster the development of the school. Teachers were asked whether they know the concept of VEC and if so, how do they take the help of VEC. table 4.47 shows the details.

Table No :4.47 Seeking help of Village Education Committee (VEC)

S.No.	Help Sought	TST	%	NTST	%
1.	Periodical meeting & discussion	7	28%	6	24
2.	For Enrollment of the Children	2	8%	5	20
3.	To organise the rallies	1	4%	1	4
4.	To establish NFE centre & Alternative Schooling	1	4%	1	4
5.	Making available teaching aids	1	4%	1	4

VEC is called for Periodical meetings and discussion (TST 28% NTST 24%) to solve the problems and difficulties help of VEC for the purpose of Enrollment of the children, to reduce absenteeism and dropouts (TST 8% and NTST 20%). To organise the rallies (4% by each group). To establish and promote NFE centers and alternative schooling (4% by each group) and make provision in teaching aid materials (4% by each group).

From the above analysis it is clear that both the groups of teachers take help of UEE mainly for organising the rallies, In enrollment. Other than this no new activities are conducted. This may be because that UEE is recent concept and trend or development in

the field of education. Taking the help regard to drop out NTST are superior to TST. On other activities much variance is not found.

#### Effect of Mid day meal on enrollment

Both the groups of Teachers were asked about the implementation of the mid day meal scheme in the schools and Whether this scheme is helpful in increasing the enrollment.

Table No :4.48 Effect of Mid-Day Meal on enrollment

S.No.	Effects	TST	%	NTST	%
1.	Increase in enrollment	16	64%	8	52%

In response to the implementation of scheme it is feeding in 64% schools of tribal and 32% schools of non tribal areas as per the.

These some of the opinions shared by the teacher regarding effect of mid day meal. Since this programme is not implemented in many of the places schools. One can not draw conclusion this period of time.

#### Use of Tribal Dance, Crafts, Culture, Tradition.

The NPE'86 gives special emphasis on tribal and promotes its culture, dance, crafts and dialects in teaching - learning process. The teachers were asked whether they adapt the tribal dance,



dialects, crafts, culture and traditions in teaching-learning process. The table 4.49 shows the details.

Table No :4.49 Use of Tribal aspects

S.N.	Areas	TST	%	NTST	%
1.	Tribal Dance	4	16%	5	20%
2.	Tribal Dialect	3	12%	1	4%
3.	House hold crafts	2	8%	3	12%

The main aspects of tribals used by the teachers are Tribal dances (used cultural programs) (TST 16% & NTST 20%) use of tribals dialect in teaching learning process (TST 12% & NTST 4%) use of house hold crafts (TST 8% NTST 12%). These are some of the areas teaches make use of tribal aspects in teaching learning process.

From the above table it is clear that both the group of teachers equally use all the aspects of the books and there is no much variance is found between both the groups.

#### Activities Organised to Reduce the Drop-Out

Activities of general to reduce the teachers have to strive hard to reduce the drop out and absenteeism. They were asked what activities are being conducted to reduce the dropout. Some of the activities conducted by them are shown in the table 4.50.

Table No :4.50 Activities Organised To Reduce Drop-outs

S.No.	To reduce drop-out	TST	%	NTST	%
1.	Periodical visit by parents	5	20%	6	24%
2.	Motivation to the Children	7	28%	5	20%
3.	Making school atmosphere attractive	1	4%	1	4%
4.	Informing parents about governmental provision	3	12%	2	8%
5.	Mass awareness programs	1	4%	3	12%
6.	Excursion and Tour	1	4%	1	4%

Periodically visits to parents to motivate and discuss about the importance of education (TST 20% and NTST 24%) Motivation to the children (TST 28% NTST 20%). Other activities to reduce drop out are making the school more attractive' (4% by each group) informing parents about the governmental provisions such as mid day meal, free text books, fees etc) (TST 12% NTST 8% ) Organising Mass awareness programs (rallies, street play and other activities (TST 4% NTST 12%) Excursion and tour to children (4% by each group).

These are some of the activities conducted to reduce the drop out and absenteeism of the students from the school.

Both the groups generally organise mass awareness programme and enrollment drive for the purpose. The TST motivate children to continue schooling

more than the NTST. On other activities both groups of teachers equally organise.

#### Activities organised for Enrollment and Achievement

The universal enrollment of children and minimum level of achievement based on competency is very much needed for UEE. Every teacher has to make sincere effort in this regard. Both the groups of teachers were required to mention what effort and activities are conducted to increase the enrollment and achievement of the pupils. The table 4.51 gives the details.

Table No :4.51 Activities for Enrollment & Achievement of the children.

S.No.	Activities	TST	%	NTST	%
1.	Motivation to parents	8	32%	1	4
2.	Taking the Help of UEC	2	8%	3	12
3.	Mass awareness programme attractive	3	12%	1	4
4.	Door to Door visit	2	8%	2	8
5.	Making school atmosphere attractive	1	4%	3	12

The main activities conducted by the teacher are :

Motivation to parents to enroll the names of their children (TST 32% and NTST 4%) taking the help of VEC' for the purpose (TST 8% and NTST 12%) Mass awareness programs (TST 12% and NTST 4%). Other activities conducted are : Door to door visit for



enrollment (8% by each group), making school atmosphere attractive (TST 4% NTST 12%) are some of the activities conducted by the teachers to increase the enrollment and achievement of the children in the schools.

From the above table it is clear that in mentioning parents and organising most awareness programme TST are more active than NTST.

### Help of Disadvantaged Group

The NPE 86 clearly defines and emphasis the special concern and provision for disadvantaged groups namely scheduled tribe, schedule caste, and socially deprived girls. The teachers of both the groups were requested to mention to what kind of effort and activities being conducted to this disadvantaged group in this regard. The table analysis (4.52) shows the details. The main efforts done by the teacher are:-

Table No :4.52 Help of disadvantaged group

S.No.	Activities	TST	%	NTST	%
1.	Intimation of Governmental provision	7	28%	2	8%
2.	Social work	1	4%	1	4%
3.	Use of Mother tongue for teaching	1	4%	3	12%

Firstly the Governmental provisions are made known such as (Scholarship, free text books free

tutions midday meal(TST 28% and NTST 8%). Other activities conducted are social work (4% by each group) Teaching learning through local dialect or mother tongue of the students (TST 4% & NTST 12%) are some of the efforts and activities conducted by the teachers in imparting education to the disadvantaged groups.

From the analysis it is obvious that is organising mass awareness programme and visiting parents regarding governmental provisions TST are superior to NTST. In teaching learning powers NTST are more active in using mother tongue (dialect) of the student. During the visit to the schools the experimental found NTST conducting classes and explaining difficulties in mother tongue (dialects ) of the students.

#### **Parents Teachers Association (PTA)**

The Cordial attitude and generous help towards the school by the parents bring a effectiveness in teaching learning process and swift in achievement of the goals. The teachers were requested to mention whether they have formed PTA and if so, what activities are conducted through this. The table (4.53) shows the activities conducted through this association.



Table No :4.53 Parents Teachers Association (PTA)

S.No.	Activities	TST	%	NTST	%
1.	Periodical Meetings	6	24%	3	12%
2.	Discussion with PTA	4	16%	2	8%

The activities conducted are a periodical meetings (TST 24% and NTST 12%) to discuss on school problems and its development. In regarding the problems of the children (TST 16% & NTST 8%) are some of the activities being conducted with the help PTA.

On taking the help from PTA the analysis reveals that TST are better compared to NTST in regard to organisation of periodical meetings. Other than discussion of the problems of school and children no creative and active activities are conducted by both the groups of teachers.

#### Minimum Requirement of the school

For the purpose of UEE, the governments is keen to provide all the necessary and minimum facilitates, so that the enrollment may increase. Teachers were requested to mentioned available provisions in their school.

The table 4.54 shows the percentage of teacher agreed on the availability of such provision in their schools. and they are :



Table No :4.54 Facilities with school

S.No.	Requirements	TST	%	NTST	%
1.	Scholarship	17	68%	15	60%
2.	Free list books	16	64%	14	56%
3.	Drinking water	14	56%	6	24%
4.	Play ground	13	52%	9	36%
5.	Toilet for Boys and girls	2	8%	2	8%
6.	Free uniform	10	40%	5	20%

Availability of scholarship (TST 68% and NTST 60%) Free text books (TST 64% & NTST 56% ) Drinking water facility (TST 56% and NTST 24% ) Playground (TST 52% & NTST 36%) Toilet facility 8% by each group) Free uniform (TST 40% and NTST 20%).

From the interpretation it is obvious that minimum provisions are available in all the schools of both the groups.

#### Efforts Done to Receive Required Provisions

Under the same point teacher were requested to mention that, if the provisions are not available what efforts are done to receive this provisions. The efforts done by the teacher are shown in the table 4.55 and they are:-

Table No :4.55 Efforts done to receive the provision

S.No.	Activities Conducted	TST	%	NTST	%
1.	Taking children to the near-by play-ground	1	4%	2	8
2.	Forwarding the proposal to UEC	1	4%	3	12
3.	Informing to concerned authority	1	4%	3	12

‘Taking the children to the near by play ground or barren land ‘ to play (TST 4% and NTST 8% (regarding provision of play ground ). ‘Forwarding the proposal to village education committee ‘ (TST 4% NTST 12%) to make certain provisions available,. ‘ Information to the concerned authority (TST 4% & NTST 12%) to make necessary arrangement for the provision and facility.

These many percentage of teachers conduct this effort and activities for receiving the provisions to the children in their respective schools.

Regarding efforts conducted to receive the above mentioned provisions the NTST are more active and superior to TST.

**Organisation of rally/meetings street play to increase enrollment.**

To achieve the target of universal elementary education, people are made aware of importance of children’s studying to the school through

enrollment drive or such other programs. The teachers were asked whether they organise or participate in such programs. 7 teachers from each group did not response. The responses received are shown in the table 4.56.

Table No :4.56 Organisation or rallies / meetings / streetplay to increase enrollment.

Teacher	Sometimes	Frequently	Often	Always	Total
Tribal	4	3	4	7	18
Non Tribal	6	4	5	3	18
Total	10	7	9	10	36

$$\chi^2 = 0.015(1 \text{ df}) p > .05$$

The obtained value is 0.015 at 1 df at .05 level where the critical value at .05 of significance is 3.841. This indicate that there is no significant different between the tribal and non tribal teachers, with respect to organisation to rallies/meetings/streetplay or partaking in it for the purpose of enrollment. The insignificance could be that the teachers of both equally and actively take part in such programs.

#### District Primary Education Programme. (DPEP)

DPEP (DISTRICT PRIMARY EDUCATION PROGRAMME) is one of the fore runner in the field of education. This programme envisages primary education for all, and conducts variety of activities and



programs at different levels. The teacher should be aware of this recent development of programs to enhance UEE. The teachers were requested to mention some of the activities conducted under DPEP in their respective schools or area.

The main activities conducted are shown in the table (4.57) and they are :

Table No :4.57 District Primary Education Programme.  
(DPEP)

S.No.	Activities Conducted	TST	%	NTST
1.	Mass awareness programme	10	40%	4
2.	Periodical cluster programme	2	8%	3
3.	Teacher empowerment	2	8%	1
4.	Alternative schooling	4	16%	2

'Mass awareness programs' (TST 40% and NTST 16%) such as rallies, street play puppet show come in first place. 'Periodical cluster meetings, (TST 8% and NTST 12%) 'Teacher and empowerment training programme (TST 8% and NTST 4%). Training of the teachers' for 'Alternative schooling' for drop out children (TST 16% and NTST 8%) are some of the other activities conducted under DPEP.

Under DPEP conducted programs TST is better position and are more active in organising mass awareness programme comparing to non tribal teachers,

were as on the other activities, there is no much variance.

#### **Minimum Level of Learning Based Text Books (MLL)**

The NPE '86 recommended that MLL be led down for each stage of school education and that steps be undertaken to ensure that students achieve this MLL. The urgency for ensuring MLL of all students has again be re-emphasised in the revised policy formulation and programme of action 1992.

The implementation of MLL based text books is in progress in many of the places. The teachers were requested to mention the MLL based textbooks are being adapted in their schools and if so, what type of difficulty they encounter.

Though the teachers are aware of such development, but all of them clearly confessed that MLL based text books are not yet implemented or adapted in their schools.

#### **Provisions Available Under Operation Black Board (OB).**

Under different schemes for the quantitative and qualitative improvement of primary education are in progress. One of such has been symbolically termed 'operation black board (OB) which aims at the substantial improvement of facilities in primary education.

Table No :4.58 Availability Operation Black Board (OB)

Provisions

S.No.	TST	%	NTST	
1.	Not available (not implemented)	7	28%	19
2.	Available	-	-	6

Under this point the teachers of both the groups are were asked, whether they know this concept, and if so how it is how it is implemented in their schools. The table analysis reveals 4.48 that: among 72% TST and 24% NTST did not respond this point. This scheme is not implemented in the schools are (TST 28% and NTST 76%). Those who agreed that his scheme is implmented are very few, that is only (24% NTST) agreed materials provided under OB is 'available' with them.

From the above analysis it is clear that OB provisions are not sufficiently made available in many of the schools.

**CONCLUSION**

From the above interpretation we know that the general knowledge/awareness of policies and commissions and on going programs of the teachers of both the groups. From the interpretation it is evident that both the groups of teachers are aware of ongoing programs to a certain degree. But in general many of the policies, and programs these teachers are unaware. This



could be, that the teachers may not have received the periodical training programme but may conclude saying that there is no remarkable difference between both the groups teachers in any area that is mentioned above.

#### SUMMARY

1. Awareness of NPE '86 and its components :- Most of the teachers of both the groups are unaware of NPE '86 and its components.
2. Seeking help of village education committee :- Many of the teachers of both the groups have periodical meeting and discussion with UEE.
3. Effect of mid-day meal :- Very few places this scheme is functioning (only 64% TST and 32% NTST area)
4. Use of tribal aspects :- Many of the teachers of both the groups make use of tribal dance and dialect in teaching learning process.
5. Activities organise to reduce drop outs :- Most of the teachers of both the groups motivate parents and children to continue the schooling while excursion and trees are minimum used.
6. Activities organised for enrollment and achievement :- Motivating parents by TST and taking help of UEE by NTST are the activities organise by the teachers of both the groups.

7. Help to disadvantaged group :- Teachers tribal school give intimation about governmental provision while NTST used local dialect helping the disadvantaged group.
8. Formulation of parent teacher association :- Periodical meeting and discussion of the problems concerning student and school are conducted by many of the teacher of both groups.
9. Requirement in the school :- Minimum requirement and provisions are available in every tribal and non tribal schools.
10. Organisation of rallies/meetings to increase enrollment :- There is no significant difference between both the groups of teachers.
11. Organisation of DPEP and in the schools :- Most of the teacher of both the groups conduct mass awareness programs under DPEP.
12. Minimum levels of learning text books :- Not yet implemented among tribal and non tribal school in areas.
13. Provision available under operation black board :- In many of the school of tribal and non tribal area this provision is not available.