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## CHAPTER - IV

### DATA AND ITS ANALYSIS ::

One of the characteristics of an organisation is that it functions within defined parameters to achieve its objectives. An educational institution differs from other types of organisations as the outputs in other organisations are concrete products where as an educational institution aims at causing behavior modification which is a long term goal. The institutional goal is to optimise learners potential for optimum development. It is for this reason that education is considered as an instrument for human resource development.

All primary schools in any administrative jurisdiction function under certain common parameters. For example, Primary schools in the jurisdiction of a notified educational authority have common structure, common education code, common norms for teachers performance, same rules regarding financial provision, fee , funds, grants, accounting procedures, etc. But a significant set of variances is left at the discretion of teachers. To quote, manipulation of teaching learning situation to achieve stated learning goals in the local context is one such aspect.

Further use of inputs like text books, instructional and cocurricular activities, teaching aids and equipments prescribed or suggested are also discreting to teachers own approach. The above example is quoted to convey that schools are organised by teachers to a degree of autonomy which can not be presented to them but which can of course, be expected. Primary schools vary in terms of input processes outputs of each other from outside the school may appear to be more or less common but from inside every school has a difference in terms of its efficiency level. The following variables interact with each other to constitute activites.

1. All Provisions, procedures, norms and rules.
2. Human resources provided and available in functionalising the school.
3. The learner, the learning environment and the performance of the teachers within the organisation.
4. The external environment influencing the school.

In all aspects the teacher's commitment and their perception of roles are important. Teachers are expected to perform their roles by the society

but they also have their own perception. The gaps between the expected and performed roles of primary school teachers could be a pertinent variable in causing and measuring school efficiency. This precisely is the premise of the present investigation.

A brief description of the teachers responses on this aspect is reported here.

An efficient educational institution does not mean a good building with a play ground, routine life for headmaster, teachers and students but infact a good school is the one sharing the responsibility for providing an all round development for students, helping them to achieving mastery in learning, keeping a concern for ones continuous professional growth and mobilising resourcefulness to possible and probable resources in making classroom teaching learning effective. Teachers educational background can be contributory to play their crucial role.

#### ANALYSIS OF DATA ::

The following tables contain data, presentation and also analysis for using Spearman's rank order difference. Method of computing the scores under column 'A' imply responses of teachers of government schools ; those under column 'B' imply

responses of non-government school teachers. In the same view columns 'C' & 'D' describe rank order of scores for columns 'A' & 'B' respectively and column 'E' shows the difference in rank orders.

TABLE - I (a)

Role - I : Teaching and Guidance to pupils inside and outside the class room of Government and non Government Schools - Expectations from the teachers.

S. No.	Description of sub roles	A	B	C	D	E
1.1	Planning of classroom instructional programmes.	154	165	II	II	0
1.2	Replacing traditional teaching by approaches which are more effective.	110	133	IX.5	VIII	1.0
1.3	Adopting different methods of teaching to cause maximum learning.	139	140	V	VII	2.0
1.4	Supplimenting direct teaching by monitorial assistance, peer group work, individualising instruction etc.	110	143	IX.5	VI	3.0
1.5	Motivating and guiding first generation learners	115	201	VII.5	I	6.0
1.6	Motivating and helping children to conduct experiments to understand social and natural phenomena in & around the School.	193	146	I	V	4.0
1.7	Paying individual attention to pupils.	149	163	III	III	0
1.8	Using local environment as the medium of education for explaining various scientific and social concepts.	115	115	VII.5	IX	1.5
1.9	Specially attending to the educational needs of gifted children & slow learners.	146	158	IV	V	1.0
1.10	Conducting research on problem in classroom context to seek appropriate solution.	122	111	VI	X	4.0

TABLE - I (b)

Role - I :Teaching and Guidance to pupils inside and outside the class room of Government and non Government School - performance by the teachers.

S. No.	Description of sub roles	A	B	C	D	E
1.1	Planning of classroom instructional programmes	121	153	VII	II	5.0
1.2	Replacing traditional teaching by approaches which are more effective.	128	137	IV	V.5	1.5
1.3	Adopting different methods of teaching to cause maximum learning.	127	150	V	IV	1.0
1.4	Supplimenting direct teaching by monitorial assistance, peer group work, individualising instruction etc.	120	128	VIII	VII	1.0
1.5	Motivating and guiding first generation learners.	112	154	IX	I	8.0
1.6	Motivating and helping children to conduct experiments to understand social and natural phenomena in & around the School.	137	126	II	VIII	6.0
1.7	Paying individual attention to pupils.	122	152	VI	III	3.0
1.8	Using local environment as the medium of education for explaining various scientific and social concepts.	133	131	III	VI	3.0
1.9	Specially attending to the educational needs of gifted children & slow learners.	142	137	I	V	4.0
1.10	Conducting research on problem in classroom context to seek appropriate solution.	110	99	X	IV	6.0

TABLE - 2 (a)

ROLE - II :: Improving classroom teaching through understanding action research, experimentation an innovation of Government and non-Government Schools Expectations from the teachers.

S. No.	Description of sub roles	A	B	C	D	E
2.1	Organising teaching in all the curricular areas scholastic and non-scholastic.	141	105	IV	IX	3.0
2.2	Using diagnostic teaching for finding pupils comprehension & providing feedback to individual pupils.	114	119	VIII	VIII	0
2.3	Influencing pupil by personal example.	147	159	V	I	4.0
2.4	Encouraging children to participate in classroom discussion.	148	140	IV	VI	2.0
2.5	Planning & Organising co-curricular activities for character building.	151	144	III	V	2.0
2.6	Sharing with other fellow teachers the problems & solutions regarding the instructional activities.	138	145	VII	IV	3.0
2.7	Persuading parents to continue education of their children especially the first generation learners.	154	156	I	II	1.0
2.8	Adopting a flexible and democratic attitude towards pupils to encourage them.	153	150	II	III	1.0
2.9	Organising learning in the form of activities where ever possible.	112	156	IX	II.5	6.0
2.10	Performing demonstrative teaching as a matter of regular practice in the	111	130	X	VII	3.0



TABLE - 2 (b)

**ROLE - II** :: Improving classroom teaching through understanding action research, experimentation and innovation of Government and non-Government Schools Performance by the teachers.

S. No.	Description of sub roles	A	B	C	D	E
2.1	Organising teaching in all the curricular areas scholastic and non-scholastic.	123	91	IV	VII	3.0
2.2	Using diagnostic teaching for finding pupils comprehension & providing feedback to individual pupils.	99	88	IX	VIII	1.0
2.3	Influencing pupil by personal example.	139	146	I	I.5	0.5
2.4	Encouraging children to participate in classroom discussion.	120	122	V	VI	1.0
2.5	Planning & Organising co-curricular activities for character building.	138	136	II	III	1.0
2.6	Sharing with other fellow teachers the problems & solutions regarding the instructional activities.	107	129	VII	IV.5	2.0
2.7	Persuading parents to continue education of their children especially the first generation learners.	135	146	III.5	I.5	2.0
2.8	Adopting a flexible and democratic attitude towards pupils to encourage them.	135	143	III.5	II	1.0
2.9	Organising learning in the form of activities where ever possible.	114	125	VI	V	1.0
2.10	Performing demonstrative teaching as a matter of regular practice in the teaching of new	106	129	VIII	IV.5	2.0

TABLE - 3 (a)

Role III :: Plays a crucial role in achieving education for all under the jurisdiction of his / her school of Government and Non-Government schools - Expectations from the teacher

S. No.	Description of sub roles	A	B	C	D	E
3.1	Understanding the problem & constraints faced by the childrens of weaker sections in comparision of general population.	143	155	III	II	1.
3.2	Understands how non - formal education is an alternative approach to formal education.	111	131	VII	VI	1.
3.3	Properly implements the scheme of centre & state Govt. to facilitate education of weaker sec. such as distribution of stipends free uniforms, books etc.	119	158	IV	I.5	2.
3.4	Understands the role of village education committee & encourages local people to functionalising it.	102	120	IX	IX	(
3.5	Motivate local communities to persuade parents of the weaker sections to continue the edn. of their girls.	118	150	V	IV	1.
3.6	Identifies potential drop-outs of school children & directs them for admission to non formal edn. centre.	83	129	X	VII	2
3.7	Pays special attention to enrolment of all children of weaker sections.	146	154	II	III	1
3.8	Ensures regular attendance & retention of children for weaker section, particularly girls.	155	158	I	I.5	0
3.9	Conducts examination of children of non formal education centres for their entry in to classes in formal school.	114	130	VI	VII	1
3.10	Conducts survey of school going children & makes effort for continuing edn. by all children	109	145	VIII	V	3

TABLE - 3 (b)

Role III :: Plays a crucial role in achieving education f all under the jurisdiction of his / her school of Governme and Non-Government schools - Performance by the teachers.

S. No.	Description of sub roles	A	B	C	D	E
3.1	Understanding the problem & constraints faced by the childrens of weaker sections in comparision of general population.	144	127	II	V	3.
3.2	Understands how non - formal education is an alternative approach to formal education.	100	107	VII	IX	2.
3.3	Properly implements the scheme of centre & state Govt. to facilitate education of weaker sec. such as distribution of stipends free uniforms, books etc.	104	119	V	VII	2.
3.4	Understands the role of village education comm- ittee & encourages local people to functionalising it.	70	50	IX	X	1
3.5	Motivate local commun- ities to persuade parents of the weaker sections to continue the edn. of their girls.	112	138	IV	III	1
3.6	Identifies potential drop- outs of school children & directs them for admission to non formal edn. centre.	67	117	X	VIII	
3.7	Pays special attention to enrolment of all children of weaker sections.	140	136	III	IV	
3.8	Ensures regular attendance & retention of children for weaker section, particularly girls.	149	145	I	I	
3.9	Conducts examination of children of non formal education centres for their entry in to classes in formal school.	103	125	VI	VI	
3.10	Conducts survey of school going children & makes effort for continuing edn. by all children under the school's	91	141	VIII	II	6

TABLE - 4(a)

Roll-IV :: Special attention to be paid to children of weaker sections of the society such as scheduled castes, scheduled tribes, particularly girls of Government & Non-Government School - Expectations from the teachers.

S. No.	Description of sub roles	A	B	C	D	E
4.1	Takes special classes for the weak students for these communities after the school hours.	108	119	VIII	VI	2.0
4.2	Persuades parents of children with disabilities such as polio, deafness, blindness, etc. to send their children to school.	148	118	II	VII	5.
4.3	Plans special incentives & awards to raise self image of children of SC & ST's.	115	143	VI	IV	2.
4.4	Supplies current information on school enrolment & pupils achievement to Block & District level educational authorities.	98	149	X	II	8.
4.5	Appreciates the tribal life & learning styles & uses it in explaining themes given in text books.	152	74	I	IX	8.
4.6	Enthusias the children to perform tribal dances, songs & other cultural programmes.	143	92	V	VIII	3.
4.7	Understands the tribal dialects & helps children for a smooth transition from dialect to first language.	99	67	IX	X	1.
4.8	Understands the disadvantages of traditional approaches of teaching.	111	133	VII	V	2.
4.9	Makes effort to help each child for high performance.	147	162	III	I	2.
4.10	Encourages learners to adopt enquiring approach & discovery method.	144	146	IV	III	1.

**TABLE - 4(b)**

Roll-IV :: Special attention to be paid to children of weaker sections of the society such as scheduled castes, scheduled tribes particularly girls of Government & Non-Government School - Performance by the teachers.

S. No.	Description of sub roles	A	B	C	D	E
4.1	Takes special classes for the weak students for these communities after the school hours.	84	95	IX	VI	3.
4.2	Persuades parents of children with disabilities such as polio, deafness, blindness, etc. to send their children to school.	143	111	II	V	3.
4.3	Plans special incentives & awards to raise self image of children of SC & ST's.	107	123	VI	IV.5	1
4.4	Supplies current information on school enrolment & pupils achievement to Block & District level educational authorities.	86	151	VIII	II	6
4.5	Appreciates the tribal life & learning styles & uses it in explaining themes given in text books.	139	66	III	VIII	'
4.6	Enthusias the children to perform tribal dances, songs & other cultural programmes.	125	77	V	VII	
4.7	Understands the tribal dialects & helps children for a smooth transition from dialect to first language.	59	64	X	IX	
4.8	Understands the disadvantages of traditional approaches of teaching.	93	123	VIII	IV.5	
4.9	Makes effort to help each child for high performance.	153	156	I	I	
4.10	Encourages learners to adopt enquiring approach & discovery method	136	141	IV	III	

TABLE 5 (a)

Role - V :: Adopts learner centred & activity based approach of Government & Non-Government Schools  
Expectations from the teachers.

S. No.	Description of sub roles	A	B	C	D	E
5.1	Explains pupils how to develop skills for self learning.	157	145	I	IV	3.0
5.2	Minimises failures by attending learning difficulties of individual pupil.	151	150	II.5	I.5	1.0
5.3	Understands that learner centered approach requires planning of instructions at individual level.	110	150	VIII	I.5	6.5
5.4	Plans various projects & group work inside and outside the classroom to introduce activity based learning as a regular feature of classroom learning.	142	146	VI	III	3.0
5.5	Does not insult any child in classroom, howsoever, be his fault.	144	152	V	VI	1.0
5.6	Discourages rote memory & drill methods.	108	118	X	VII	3.0
5.7	Ensures continuity of learning in case of pupils who were absent from previous lessons.	151	111	II.5	VIII	5.5
5.8	Generates interaction between pupils by adopting various methods.	146	149	IX	II	7.0
5.9	Discourages exploitation of child labour by individuals, parents and employers.	134	105	VII	IX	2.0
5.10	Helps each pupil to learn of his own.	150	136	III	V	2.

**TABLE 5 (b)**

Role - V :: Adopts learner centred & activity based approach of Government & Non-Government Schools Performance by the teachers.

S. No.	Description of sub roles	A	B	C	D	
5.1	Explains pupils how to develop skills for self learning.	146	142	I	II	1
5.2	Minimises failures by attending learning difficulties of individual pupil.	141	145	IV	I	3
5.3	Understands that learner centered approach requires planning of instructions at individual level.	97	123	VIII	VI	2
5.4	Plans various projects & group work inside and outside the classroom to introduce activity based learning as a regular feature of classroom learning.	133	126	VII	VI	
5.5	Does not insult any child in classroom, howsoever, be his fault.	142	122	III	VII.5	
5.6	Discourages rote memory & drill methods.	94	111	IX	IX	
5.7	Ensures continuity of learning in case of pupils who were absent from previous lessons.	143	117	IV	VIII	6
5.8	Generates interaction between pupils by adopting various methods.	140	130	V	IV	1
5.9	Discourages exploitation of child labour by individuals, parents and employers.	85	122	X	VII.5	2
5.10	Helps each pupil to learn of his own.	138	137	VI	III	3

## DISCUSSION ::

On the basis of data, the following three main roles have been adjudged as primary ones in order of importance.

1. Adopts learner centred and activity based approach.
2. Improving classroom teaching through understanding action research, experimentation and innovation.
3. Teaching and guidance to pupils inside and outside the classroom.

The critical areas where teacher's competence enhance institutional efficiency are :-

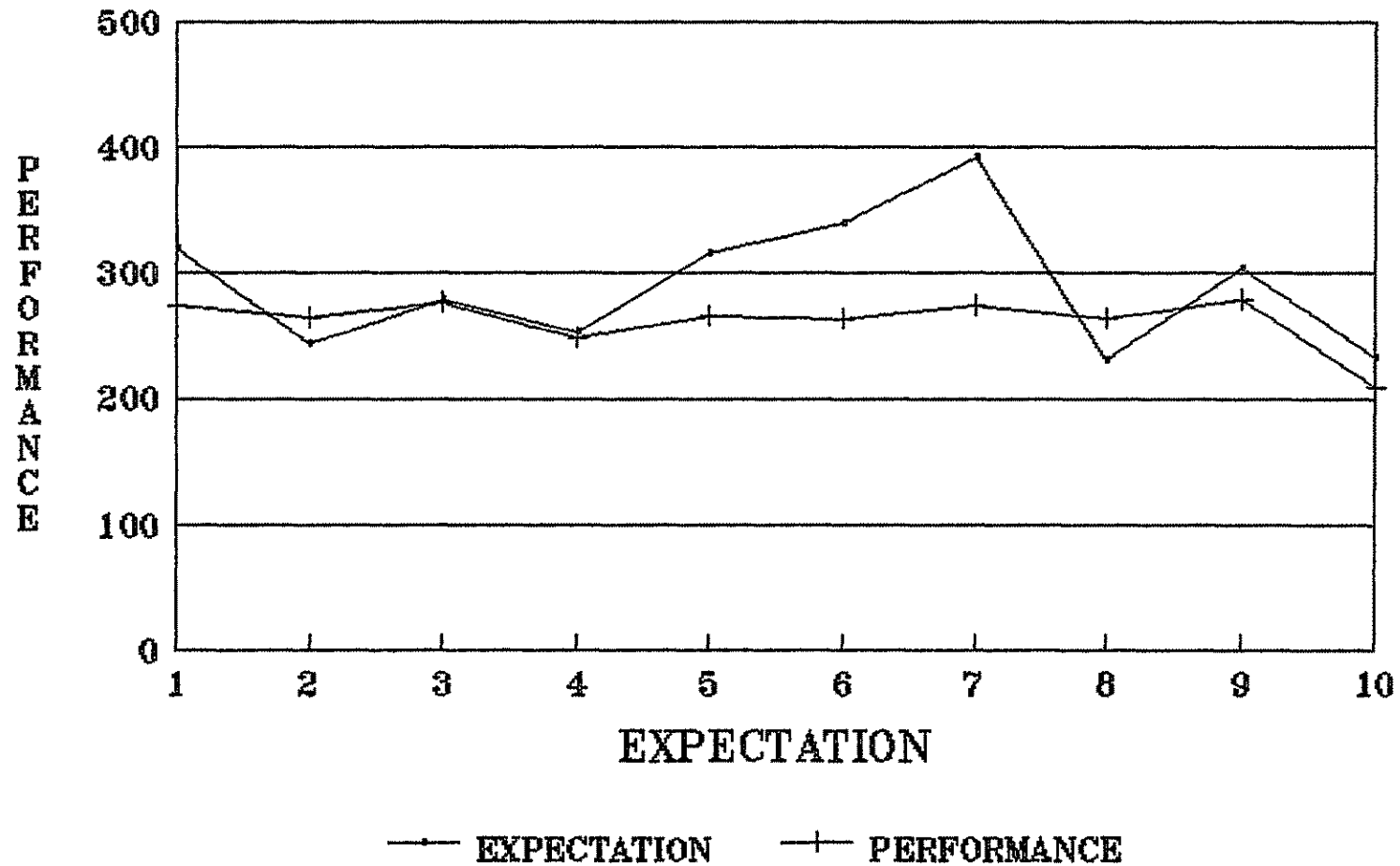
1. Planning of classroom instructional programmes.
2. Paying individual attention to pupils.
3. Specially attending to the educational needs of gifted children and slow learners.
4. Using local environment as the medium of education for explaining various scientific and social concepts.
5. Replacing traditional teaching by approaches which are more effective.



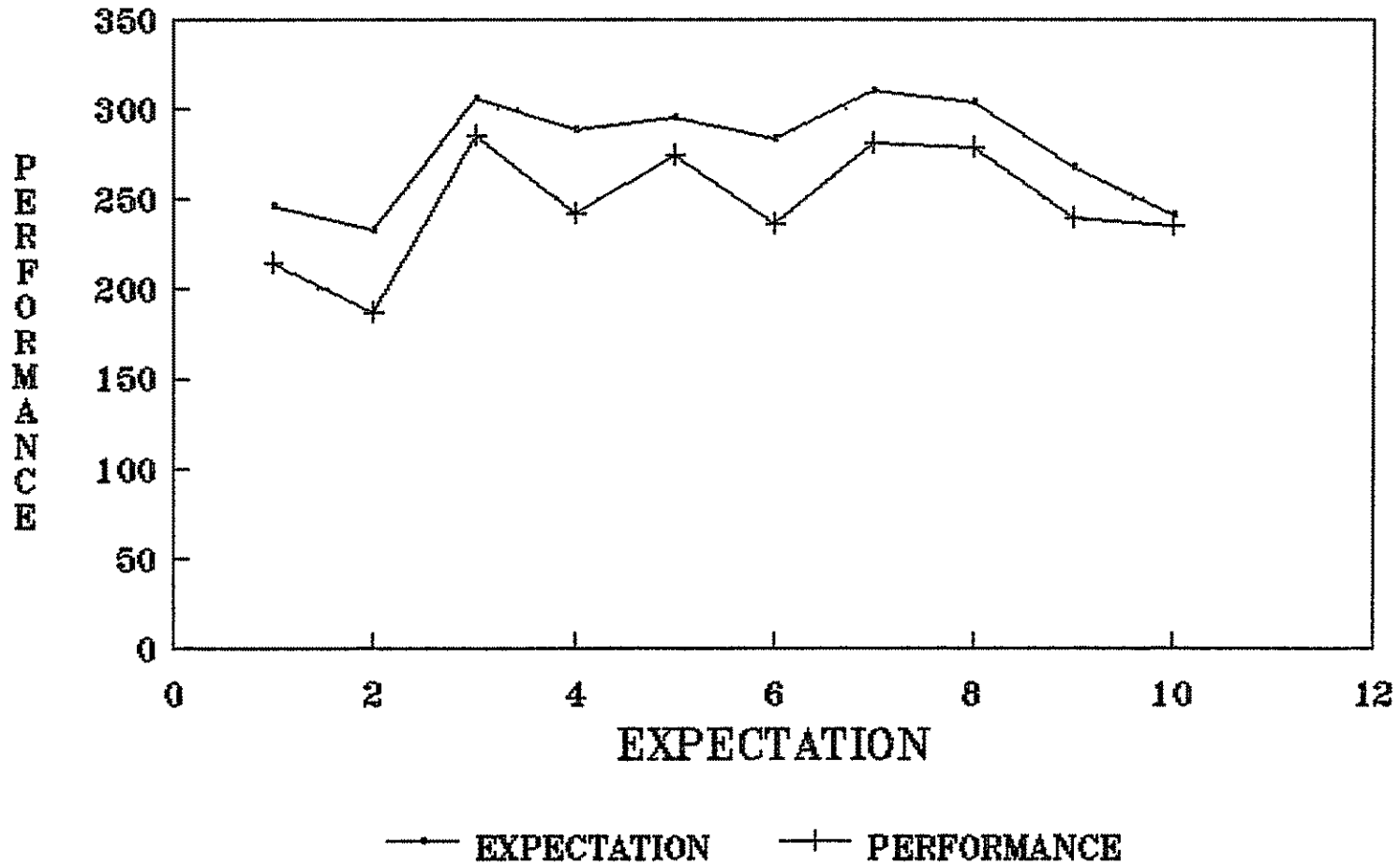
6. Minimising failures by attending to learning difficulties of individual pupil.
7. Does not insult any child in classroom, howsoever, be his fault.
8. Helps each pupil to learn of his own.
9. Discourages exploitation of child labour by individual, parents, employers.
10. Place various projects, and group work inside and outside the class room to introduce activity based learning as a regular feature of classroom learning.
11. Using diagnostic teaching for finding pupil's comprehension and providing feedback to individual pupil .
12. Persuades parents to continue education of their children especially the first generation learners.
13. Adopting a flexible and democratic attitude towards pupils to encourage them.
14. Encourages children to participate in class room discussions.
15. Plans and organises co-curricular activities for character building.

The gaps between the expected and performed roles can be seen from the following graphical presentation for each role.

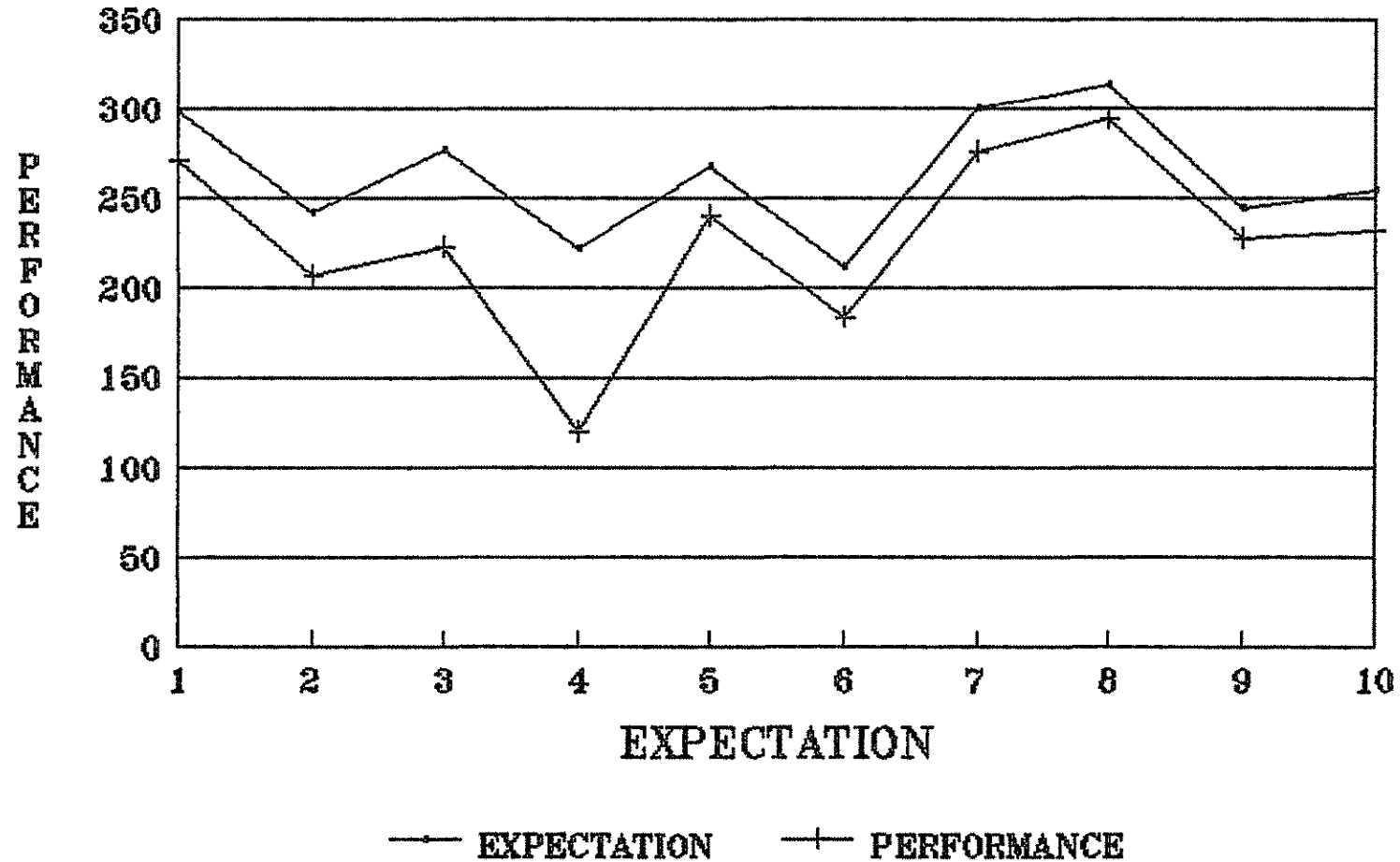
# EXPECTATION VS PERFORMANCE



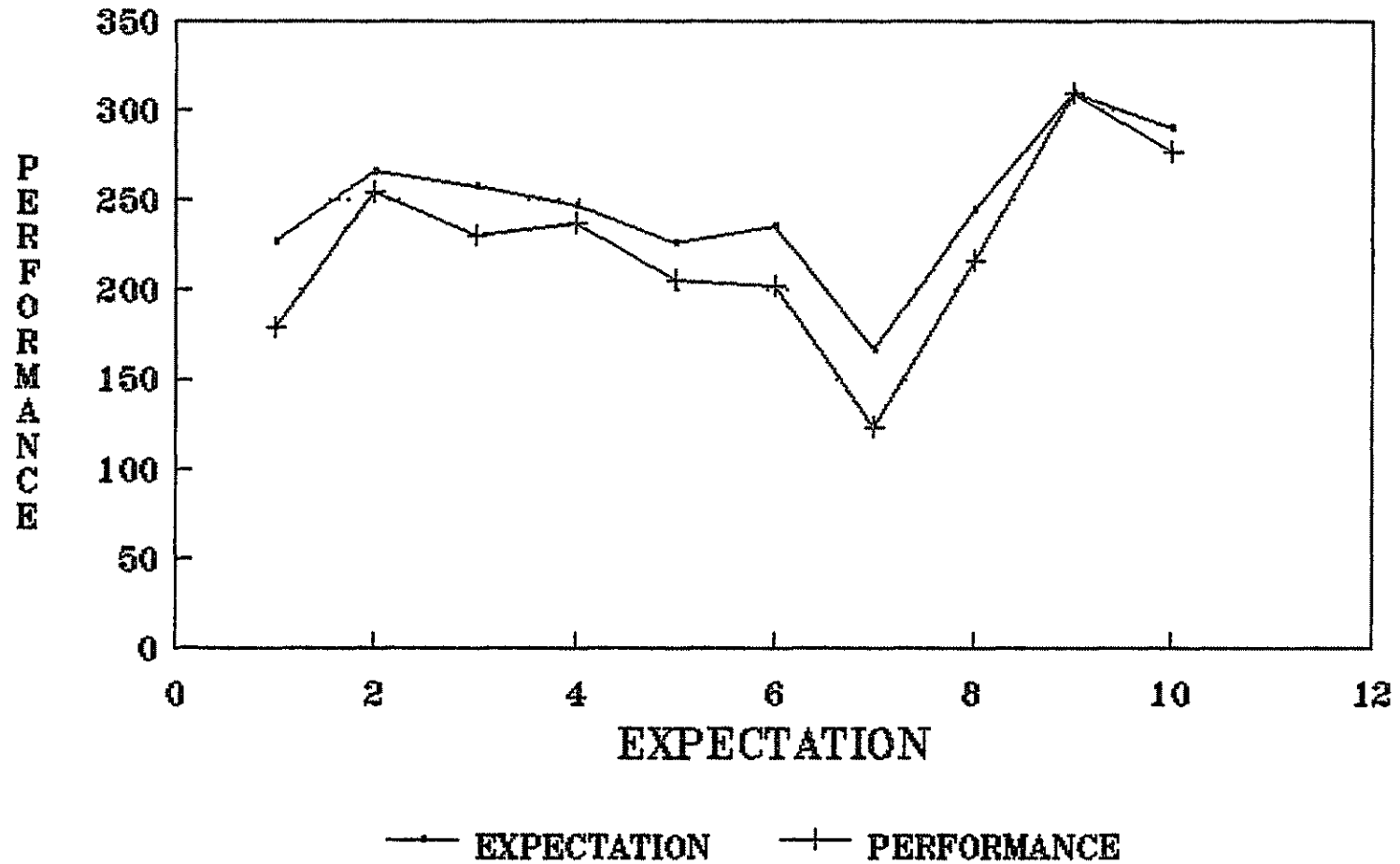
# EXPECTATION VS PERFORMANCE



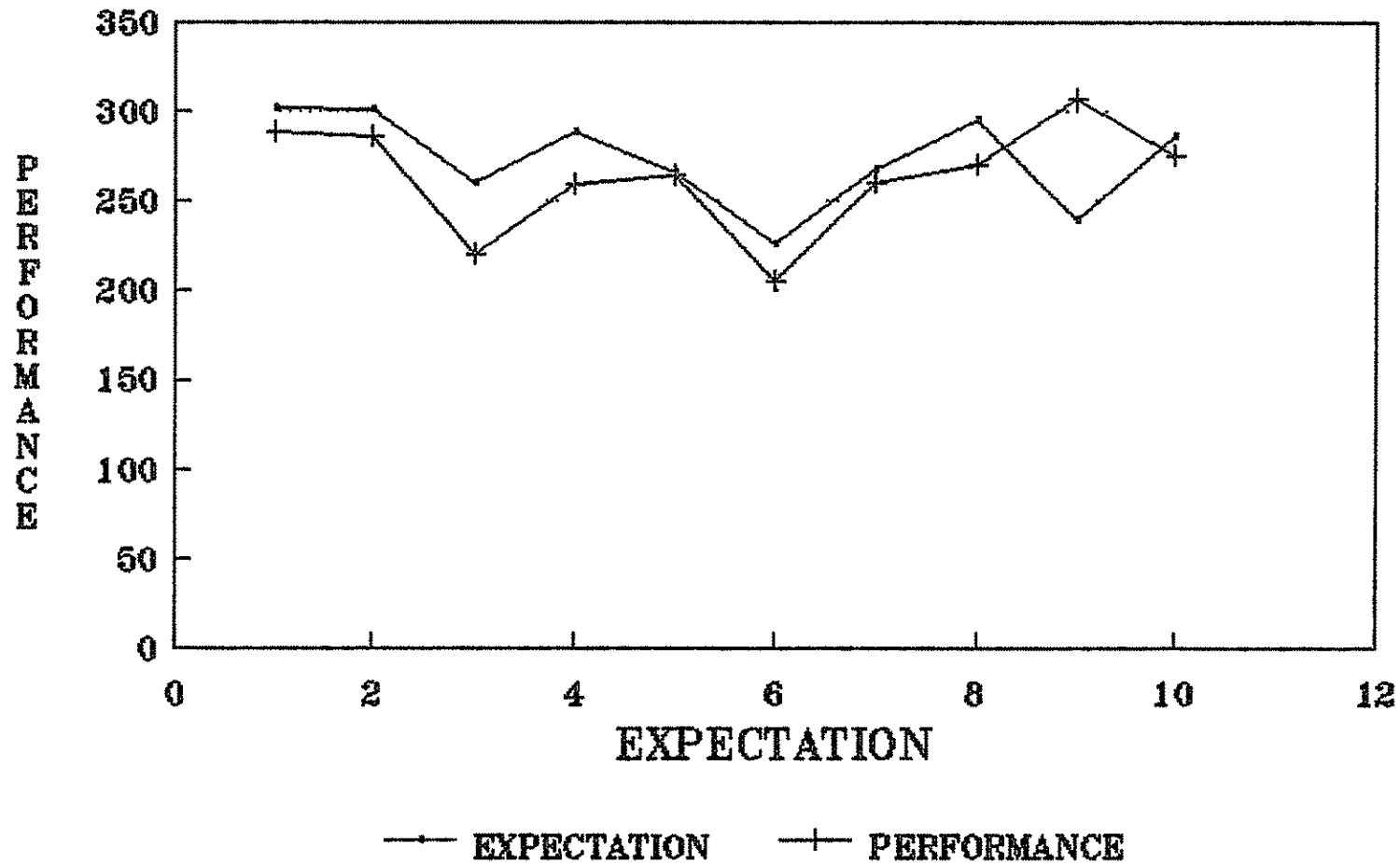
# EXPECTATION VS PERFORMANCE



# EXPECTATION VS PERFORMANCE



# EXPECTATION VS PERFORMANCE



From the curves in the graphs it can be seen that the main areas which exhibit the difference between expected and performed Role of Primary School teachers are described as follows :-

1. In the NPE (1986), it is laid down that a special attention will be paid to children of weaker sections of the society, such as scheduled castes and scheduled tribes particularly girls. There is a great difference between expectation and performance level of teachers on this aspect.

2. It is mentioned that a teacher has to play a crucial role in achieving universality of quality primary education for all under jurisdiction of his / her school. It is still an unfinished task.

3. It is the duty or responsibility of a teacher to teach and guide pupils inside and outside the class room, but it also bears a great difference something like contriving teaching outside class room may not be in the perception of teachers.

On the basis of analysing above mentioned areas of differences certain sub areas can also be quoted where the difference in perceptions and performance of the teachers is quite seen.

These are that the primary school teacher :

1. Understands the tribal dialects and helps children for a smooth transition of dialects to first language.
2. Encourages learners to adopt inquiring approach & discovery method.
3. Make effort to help each child for high performance.
4. Understands the disadvantages of traditional approaches of teaching.
5. Takes special classes for the weak students of SC & ST's after school hours.
6. Understands the role of village education committee and encourages local people to functionalising it.
7. Understanding the problems and constraints faced by the children of weaker sections in comparison of general population.
8. Understands how non formal education is an alternative approach to formal education.
9. Conducts examination of children of non formal education centre for their entry in classes of formal school.
10. Pays special attention to the enrolment of all children of weaker sections.
11. Plans of class room instructional programmes.



12. Pays individual attention to pupils.
13. Specially attends to the educational needs of gifted children and slow learners.
14. Use local environment as the medium of education for exploring various scientific and social concepts.
15. Replaces traditions teaching by approaches which are more effective.

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