

Perceptions of the Teachers working in Tribal Welfare Girls Residential secondary Schools.

A study in 10 districts of Telengana, Andhrapradesh.

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Abstract:

A country like India marked by a spaghetti bowl of languages, castes, religions and ideas; cementing indigenous values while embracing modernity, with a progressive phenomenon. There is also many marginalized communities, one among them is tribals. The tribals in India constitute 8.08. % of the total population. (Singh, et.al, 1996: 16) .The government and non-government bodies had taken many initiatives for the upliftment of tribes through education. It is also observed that marked improvements in access and to some extent in quality of primary education in tribal areas have occurred. However, the number of out-of-school children continues. In order to understand the reasons and to analyse a teachers working in residential girls school perception regarding study habits such as punctuality; attendance; interpersonal relations with teachers; various activities in the school and their performance; perceptions regarding their security; socio-economic conditions and inferiority complex etc is considered.

Keywords: Tribal girls, Punctuality, Interpersonal relation with teachers

1.Introduction:

Tribals is a category of people living in the most primitive manner very far away from development and have not seen much improvement. The main problems faced by these tribal societies lack of education, health facilities and last but not least stringent rules of superstitious nature don't which does not allow them to develop in many ways. After independence several provisions have been incorporated in the Constitution for safeguarding and promoting the interests and rights of the Scheduled Tribes in various spheres so as to enable them to join the national mainstream.

Education is one of the indispensable tools that for help tribal peoples cope with national integration. Education will also determine their prosperity, success and security in life. It is also observed that marked improvements in access and to some extent in quality of primary education in tribal areas have occurred. However, the number of out-of-school children continues. In order to understand the reasons and to analyse a teachers working in residential girls school perception regarding study habits such as punctuality; attendance; interpersonal relations with teachers; various activities in the school and their performance; perceptions regarding their security; socio-economic conditions and inferiority complex etc is considered.

2. Objectives

To analyse the perceptions of teachers working in Tribal Welfare Residential Schools for ST Girls.

3. Hypotheses

There is no significant difference in perceptions of Teachers working in Tribal Welfare Residential Schools in Telangana Region of Andhra Pradesh with the regard to the educational performance of ST Girl students.

4.Research design:

The investigator has selected normative survey method or descriptive survey or status survey for the present study.

5.Universe and sampling:

The universe of the present study consists of ten Telangana Districts in the State of Andhra Pradesh. A sample consists of 60 teachers working ST girls residential schools of 10 Districts Telangana Region.

6.Tools developed for the study:

In any research tools play a significant role. The worth of the data collected which in turn depends on the sensitivity of the tools. Every care has been taken to construct a comprehensive questionnaires is sensitively collected for the present investigation according to the need of objectives and the research questions of the study.

7.Questionnaire:

Hard copies of Questionnaires are prepared for the collection of factual information. The questionnaire has questions or statements to which the subject is expected to respond, often anonymously (Herbert, 1989).

8.Questionnaire for teachers:

A questionnaire for teachers comprises three sections.

Section A: It comprises 20 statements deals with the perceptions of teachers on their ST girls study habits such as punctuality; attendance; interpersonal relations with teachers; various activities in the school and their performance; perceptions regarding their security; socio-economic conditions and inferiority complex.

complex.

Section B: It comprises 10 statements deals with the parental attitudes and their participation towards their child learning process.

Section C: It comprises 5 simple statements related to the role of Heads of Institutions in the educational pursuits of ST Girl Students.

9.Reliability and validity:

From each mandal one student and one teacher were selected from all 10 telengana district of Andhra Pradesh for pilot study to determine the suitability, validity and reliability of the items in the questionnaire.

With all precautions and by clear instructions, tools were administered pre and post with a gap of four-week period. The reliability is established with a very high positive correlation

For the content validity the suggestions and opinions of the experts, especially the field Officers of ST Welfare at the State as well as District level also the faculty at University and the experienced in the field of Tribal Welfare are taken into consideration and necessary modifications are done.

10.Administering the tools.

Questionnaires were administered to the Students as well as to the teachers as stated earlier. Every care has been taken to ensure their responses as objectively as possible.

The respondents were requested to record their free, frank and independent responses. An assurance was given to the respondents that their responses shall be kept confidential and information collected will be used only for the purpose for it was collected. Suitable statistical techniques were employed to analyze the data and draw inferences.

11.Analysis and interpretation of data:

To determine inherent facts and meanings of the present study the data is tabulated.

The deductive and inductive logic analysis and interpretation of data is done. In the present investigation, the researcher has adopted the cohesion statistical methods for the analysis and interpretation of data.

1.1 ANALYSIS AND INTERPRETATION OF QUESTIONNAIRE FOR TEACHERS

S.No	Item	Disagree	Unknown	Agree
01	Tribal Girl students have poor study habits	22 (36.7%)	06 (10.6%)	32 (52.3%)
02	Students attend classes regularly and punctual	40 (66.7)	05 (8.3%)	15 (25.0%)
03	Their comprehension levels are very poor	30 (50.0%)	11 (18.3%)	19 (31.7%)
04	They pay attention in class and are courteous and polite.	44 (73.3%)	01 (1.7%)	15 (25.0%)
05	They keep their classroom tidy and neat	40 (66.7%)	04 (6.7%)	16 (26.7%)
06	They see their teachers before and after class for academic help	45 (76.7%)	02 (3.3%)	12 (20.0%)
07	They know they are responsible for their own success.	37 (61.7%)	06 (10.0)	17 (28.3%)
08	If they feel they need extra help, they let their teacher know.	34 (56.7%)	09 (15.0)	17 (28.3%)
09	They are mostly from lower socio-economic status	23 (18.3)	11 (8.4%)	26 (73.3%)

10	Does well at math, reasoning, logic, and problem solving	42 (70.0%)	0 (0%)	18 (30.0%)
11	Are good at imagining things, sensing changes, mazes/puzzles, reading maps and charts	37 (61.7%)	08 (13.3%)	15 (25.0%)
12	If they do have to miss classes, they find out what they missed and make sure they understand all that was covered.	47 (78.3%)	03 (5.0%)	10 (16.7%)
13	They seem to be higher average age.	26 (43.3%)	09 (15.0%)	25 (41.7%)
14	They are good at physical activities.	31 (51.6%)	07 (11.7%)	22 (36.7%)
15	Their assignments are done neatly.	39 (65.0%)	02 (3.3%)	19 (31.7%)
16	They feel more insecure in the school	36 (60.0%)	05 (8.3%)	19 (31.7%)
17	They do not turn up in time to the school after the vacation.	34 (56.7%)	04 (6.7%)	22 (36.7%)
18	They are totally different in using technology.	27 (45.0%)	12 (20.0%)	21 (35.0%)
19	They bind more with socio-economic conditions	29 (48.3%)	16 (26.7%)	15 (25.0%)
20	They are more prone to inferiority complex	28 (46.7%)	20 (33.3%)	12 (20.0%)

The table explicitly demonstrates the perceptions of teachers on the educational pursuits of their ST Girl Students and they are presently succinctly as follows:

1. As per the statement that tribal girl students have poor study habits, a majority of (53.3%) agreed and another (36.7%) of the sample disagreed, whereas, a little number (10.0%) opted for unknown.

2. Students attend classes regularly and punctual was the statement disagreed by a large majority of (66.7%), while (25.0%) agreed and the residual sample (8.3%) ticked unknown.

3. In a statement their comprehension levels are very poor, half of the teachers (50.0%) disagreed and another (31.7%) of the sample agreed to it. On the other hand, (18.3%) admitted unknown.

4. With regard to paying attention in the class and are courteous and polite, a thumping majority (73.3%) of the respondents disagreed; and (25.0%) agreed, whereas, a meager number (1.7%) opted for unknown.

5. As per keeping the classroom tidy and neat, a good majority (66.7%) disagreed, whereas, another (26.7%) agreed to it, while, a simple number (6.7%) opined unknown.

6. ST Girls approach the teachers for academic help before and after the class was corroborated by an overwhelming majority (76.7%) disagreed, whereas, just a simple number (20.0%) agreed and a scanty number (3.3%) kept unknown.

7. They knew they are responsible for their own success was the statement disagreed by a large majority (61.7%) of the sample; followed by another (25.0%) agreed, while, a little majority (13.3%) perceived it as unknown.

8. Regarding the extra help they need, they express it to their teachers was disagreed by more than half of the sample (56.7%) and a simple majority (28.3%) agreed, while the remaining (15.0%) went for unknown option.

9. As per the statement that the respondents mostly from the lower strata of the society, a great number of the sample (73.3%) agreed; followed by a simple majority (18.3%) disagreed, whereas, a meager number (8.4%) opted unknown.

10. A great majority of the sample (70.0%) disagreed that ST Girl Students are good at doing maths, reasoning, logic and problem solving, while the residual simple (30.0%) agreed to it. Surprisingly, none of the sample went for option unknown.

11. In another statement ST Girls are good at imagining things, sensing changes, mazes/puzzles, reading maps and charts was disagreed by a great majority (61.7%) followed by a simple majority (25.0%) agreeing to it, while, a meager number (13.3%) opted unknown.

12. If they do have to miss classes, they find out what they missed and make sure they understand all that was covered was disagreed by a great majority (78.3%) and another simple majority (16.7%) agreed, whereas, a little number (5.0%) opined unknown.

13. Almost an equal number of the sample (43.3%) and (41.7%) either disagreed or agreed, that the students seem to be higher in their average age, while (15.0%) ticked unknown.

14. ST Girl Students are good at physical activities was disagreed by more than half of the sample (51.6%) and another simple majority (36.7%) agreed, whereas, (11.7%) expressed unknown.

15. A large majority (65.0%) disagreed that the students do their assignments neatly, while (31.7%) agreed to it, while a little number (3.3%) admitted unknown.

16. ST Girls feel more secure in the school was disagreed (60.0%); another (31.7%) agreed, whereas, (8.3%) ticked unknown.

17. More than half of the sample (56.7%) disagreed and another (36.7%) agreed and another (6.7%) kept unknown for the statement that they donor turn up in time to the school after the vacation.

18. They are totally different in using technology was the statement disagreed by a good majority (45.0%) of the sample; followed by another simple majority (35.0%) and a meager number (20.0%) confessed unknown.

19. The impact of socio-economic conditions were more was the statement disagreed by a good number of respondents (48.3%); followed by almost the same number of respondents (26.7%) and (25.0%) as agreed and unknown.

20. They are more prone to inferiority complex was the statement disagreed by a good majority (46.7%) of the sample and another simple majority (33.3%), while, a meager number (20.0%) kept unknown as their option.

The role of the school and teachers has always been vital in the all round personality development of the students. In fact, a teacher is a role model influencing every facet of the student's growth and developing their innate potentials, in addition to being a motivator, guide and friend.

Besides, the teacher of today is also responsible to enable and empower the learner to emerge as a competent youth, ready to take on the challenges of the rapidly changing world. Hence, it is imperative that the teacher continuously upgrades his/her knowledge and methodology in order to enhance the quality of teaching. If the quality of teaching is good and the commitment of teachers is high, the standard of the Institution is bound to rise.

Table-1.2 opinions of Teachers on parents

S.No	Item	Disagree	Unknown	Unknown
01	Parents are very irresponsible	22 (36.7%)	01 (1.7%)	37 (61.7%)
02	They frequently disturb/argue with the teachers.	30 (50.0%)	03 (5.0%)	27 (45.0%)
03	Parents do not attend PT meetings.	29 (48.3%)	06 (10.0%)	25 (41.7%)
04	Parents put a lot of demands on teachers	40 (66.7%)	07 (11.7%)	13 (21.6%)
05	They accept their child's uniqueness and respect his or her individuality	40 (66.7%)	04 (6.7%)	16 (26.7%)
06	They recognize and acknowledge child's academic achievements.	34 (56.7%)	09 (15.0%)	17 (28.3%)
07	They just come when the child is admitted and also at the time of leaving the school	30 (50.0%)	06 (10.0%)	24 (40.0%)
08	They never bother to send the child after the vacation	25 (41.7%)	04 (6.7%)	31 (51.7%)
09	They always bring socio-economic conditions for poor education of their wards	29 (48.3%)	04 (6.7%)	27 (45.0%)
10	Parents never encourage to pursue higher education	26 (43.3%)	07 (11.7%)	27 (45.0%)

The table simply demonstrates the perceptions of the teachers on the parents.

1. It can be inferred from the given table that a large majority (61.7%) agreed that parents are very irresponsible, whereas another simple number (36.7%) disagreed and just a meagre number (1.7%) opted unknown.

2. Half of the sample(50.0%) disagreed with the statement that the parents frequently disturb or argue with the teachers, whereas, nearly the same number (45.0%) agreed to it, and the residual sample (5.0%) kept unknown.

3. Parents do not attend PT meetings was the statement disagreed by a good majority (48.3%) and agreed by almost the same number of respondents (41.7%), whereas, a little number (10.0%) went for the option unknown.

4. In another statement that parents put a lot of demands on teachers was disagreed by a large majority (66.7%) of the sample ;followed by a simple majority (21.7%) agreed and another (11.7%) ticked unknown.

5. Parents accepting their child's uniqueness and respect their individuality was disagreed by more than half of the sample (66.7%) and another (26.7%) agreed to it, while (6.7%) opted for unknown.

6. More than half of the sample (56.7%) disagreed; another (28.3%) agreed, followed by (15.0%) kept unknown for the statement that parents recognize and acknowledge child's academic achievements.

7. Half of the sample (50.0%) disagreed for the statement that parents just come when the child is admitted and at the time of leaving the school; followed by another simple majority (40.0%) agreed, whereas, the remaining sample (10.0%) went for unknown.

8. More than half of the sample (51.7%) agreed to the statement that parents never bother to send their children to school after the vacation, while a simple majority (41.7%) disagreed and a meager number ((6.7%) opted for unknown.

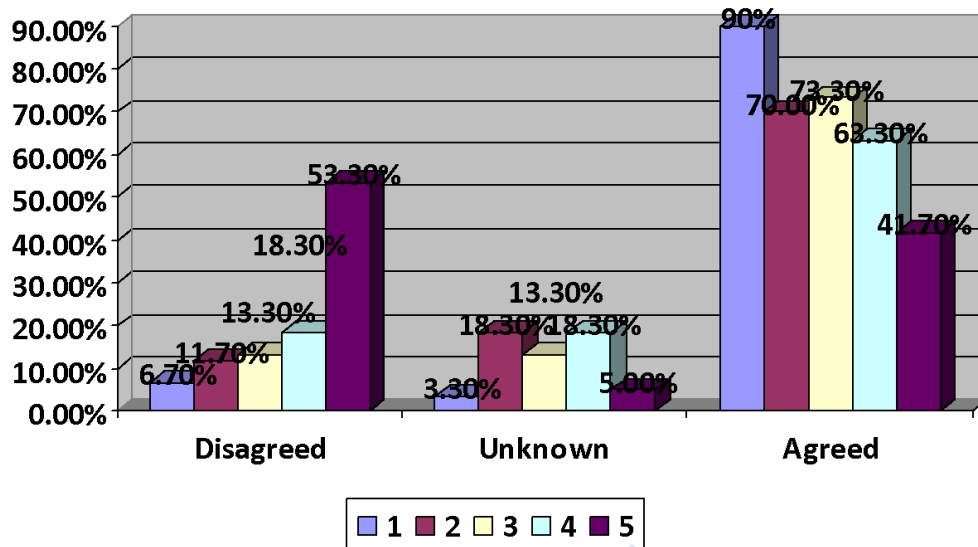
9. Parents bring socio-economic conditions for poor education of their wards was disagreed by a good majority of (48.3%) almost the same number (45.0%) agreed, while (6.7%) ticked unknown.

10. ST Girl Students' parents never encourage them to pursue higher education was agreed by a good number of the respondents (45.0%); followed by (43.3%) disagreed and another (11.7%) preferred unknown.

Parents play an important role in the education of their children. Their involvement and encouragement can help a child excel. The active involvement of parents in the life of the school can help promote a learning community in which pupils can engage positively with school staff and their peers. Schools can benefit from developing positive partnerships with parents by involving them in all decisions affecting their children's education and learning. Where there is a relationship of mutual trust and respect there can be effective communication that supports both parents and teachers. The better the information that school provide to parents, the more they can support their children's learning and the school. Information that parents share with teachers can assist them in adapting their teaching to suit the learning styles of pupils and take account of any particular issues that there may be.

Table-1.3: Opinions of Teachers on the Heads of Institutions

no	tem	disagree	unknown	agree
1	headmaster show highest regard for st girls education	04 (6.7%)	02 (3.3%)	54 (90%)
2	headmaster is aware of various programmes earmarked for st girl students	07 (11.7%)	11 (18.3%)	42 (70%)
3	headmaster emphasizes the socio-economic upliftment of st girl students	08 (13.3%)	08 (13.3%)	44 (73.3%)
4	headmaster acts as a liaison between school and educational authorities for st girls education.	11 (18.3 %)	11 (18.3%)	38 (63.3%)
5	headmaster never encourages teachers for st girls education.	32 (53.3%)	03 (5.0%)	25 (41.7%)



The table demonstrates the perceptions of teachers on Heads of Institution.

1. A large majority of the respondents (90%) agreed to the statement that their Heads of institutions show highest regard for ST Girl's education, while a simple majority (6.7%) disagreed and the residual sample (3.3%) opted for unknown.

2. In the same manner, for a statement that Headmaster is aware of various programmes earmarked for ST Girl students, a large majority of the sample (70.0%) agreed. On the other hand, a simple majority (18.3%) and (11.3%) opted for unknown and disagreed.

3. As per the statement that Headmaster emphasize the socio-economic upliftment of ST Girls, a great majority of (73.3%) agreed; whereas, an equal number of the respondents (13.3%) each either disagreed or opted for unknown.

4. It can also be inferred that a large majority (66.3%) agreed that Headmaster acts as a liaison between school and educational authorities for education ST girls. Surprisingly, an equal number of respondents (18.3%) either opted unknown or disagreed.

5. More than half of the sample (53.3%) disagreed to the statement that Headmaster never encourages teachers for ST Girls education; followed by a good number of the sample (41.7%) agreed, while a simple number (5.0%) opined unknown.

The most important role of the headmaster is that of head master. The headmaster should be a master teacher, and serve as a model for excellence both in and out of the classroom. Additionally, the headmaster should serve as a model for integrity. The head should work in concert with the faculty for the development of individual success and self esteem among the students and the faculty in his school. Additionally, the faculty and the headmaster should be dedicated to encouraging, supporting, and nurturing students in their pursuit of excellence.

12. Conclusion.

The results of the present study reveal many things that go along with the educational pursuits of ST Girl students. It can be seen from the perceptions of the teachers that nearly confessed (73.3%) that ST Girl Students do possess poor study habits; (66.7%) confirmed they are never punctual; their comprehension levels are very poor (50.0%); they belong to lower strata of the society; approach the teachers for academic help (76.7%); they are good at doing maths, reasoning, logic and problem solving (70.0%); they seem to be higher in their average age.

The results also demonstrated that teachers had a pessimistic attitude towards parents of ST Girl Students. It can be explicitly seen that (50.0%) of the teachers admitted that parents disturbs the teachers unnecessarily; (66.7%) parents put lot of demands on teachers; (50.0%) believed that parents bring socio-economic conditions for poor performance of their wards; (50.0%) parents just come to school at the time of joining and also at the time of leaving the school.

The results also exhibited that teachers had high regard for their Heads of Institutions and they regarded them as the liaison between the students and the higher educational authorities.

Discussion:

Teachers are to be trained a lot to instill among the ST Girl Students a sense of courage, confidence and belongingness, so that they can be an asset to the school as well as to the family. The National Institutes like NCERT, NEPA and State institutions like SCERT and Universities have to regularly organize orientation courses, workshops to the teachers mostly in tribal areas. Expert teams may be constituted by involving Sociologists, Psychologists, educationists and these teams must visit the institutions which are getting poor results in the public examinations and suggest measures for the academic upliftment and quality improvement of education of the Scheduled Tribe Girl Students.

Residential School authorities as well as Tribal Welfare Department have to constitute these teams. Teaching learning materials are to be prepared on local culture and Environment. Local Tribal Folk dances and music should be included in the curricular and co-curricular activities. The Heads of Institutions are also to be trained and reoriented from time to time with regard to the new trends in the field of education from the sociological point of view.

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