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A study of attitude of primary school teachers towards tribal children in Kalahandi district of Odisha

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Abstract

The present study is considered of two dimensions. The first dimension deals with the manifestation of teachers' attitude or influence of teachers' attitude on their behavior with children in and outside the classroom and involvement of teacher in different school activities. The focus is to study the impact of teacher's attitude as related in their behavior with children in teaching learning situation. A significant positive relationship between teacher's attitude and teacher behavior with children is found in the study. It is revealed that the positive attitude of teachers influences their behavior with tribal children positively. The study also found out that there is significant and positive relationship in between teachers' attitude and their involvement in school activities. Thus, it can be inferred that attitude influences the day to day activities of teacher in school. Positive attitude is also manifested in teachers' accountability, responsibility and alertness for rendering better and effective service. The Second dimension deals with relationship between teachers' attitude and students' achievement and perception of those teachers by students. The study found out significant and positive relationship between teachers' attitude and students' achievement and also with students' perception on teachers. It is also found out that there is significant and positive relationship between teachers' attitude and students' perception of teachers. Thus it can be inferred that teachers having positive attitudes were better perceived by the students and students taught by those teachers perform better in academic achievement.

Keywords: Attitude, primary school teacher, tribal children and Kalahandi district

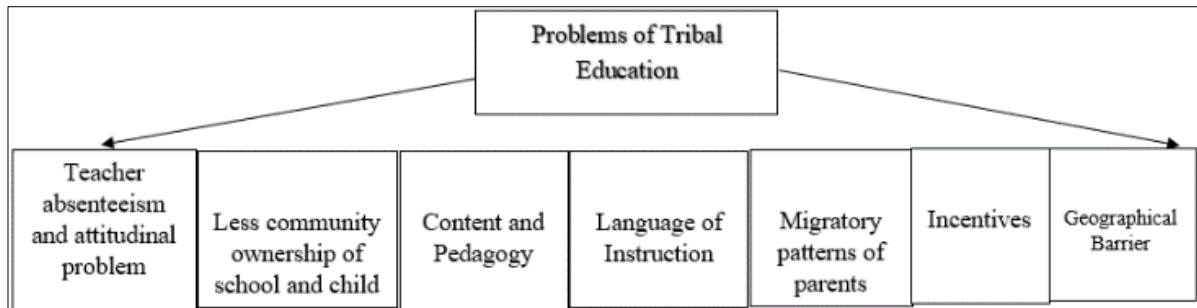
Introduction

After the enforcement of the Act "Right to Free and Compulsory Education 2009", there is a massive effort in terms of constitutional provisions and policies. Programs have been made since independence for streamlining the education of tribal children in term of enrolment, retention and quality learning at primary level. No doubt the status of tribal education has been improved a lot due to initiatives of both public and private agencies. The following are some of the prevalent problems that still stand as barrier to improve the situation as expected. Due to irregular monitoring of administration and indifferent attitude of teachers towards school and tribal community, there is absenteeism of teachers in school. Ownership by the community is one of the most complex issues. The words, terminologies, messages, topics reflected in the syllabus and textbook are often alien to tribal, and can reinforce their differing identity. Tribal children have limited contact with the state language, and tend to speak in their local dialect. Government schools use the state language for teaching and communication, which is very often not familiar to a tribal child at pre-primary and primary levels. They are thus unable to fully comprehend class room teaching and activities, read in the state language or understand the texts properly. It has been observed that migrant population are overwhelmingly from tribal communities. As a result, education of migrant children in tribal areas becomes a potential hurdle. The teachers those who work in remote tribal areas neither get monetary incentive nor the recognition in system. Students' scholarships are not regular and sufficient. There is no such special scheme to nurture creativity among the tribal students. The Tribal habitation are located in hill stations and dense forest. Again these places are cut off by rivers and mountains. The remoteness and scattered of habitations deprive the habitants to get all basic minimum facilities of life in accessible distance. It also maintains a socio-cultural isolation. All the above problems prevail not only in India but also in various parts of the state Odisha.

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The various Govt. Schemes have not yet been able to reach to them due to many reasons. As a result, the rate of literacy

among the tribal people and enrolment, retention and achievement level of tribal children are not up-to the mark.

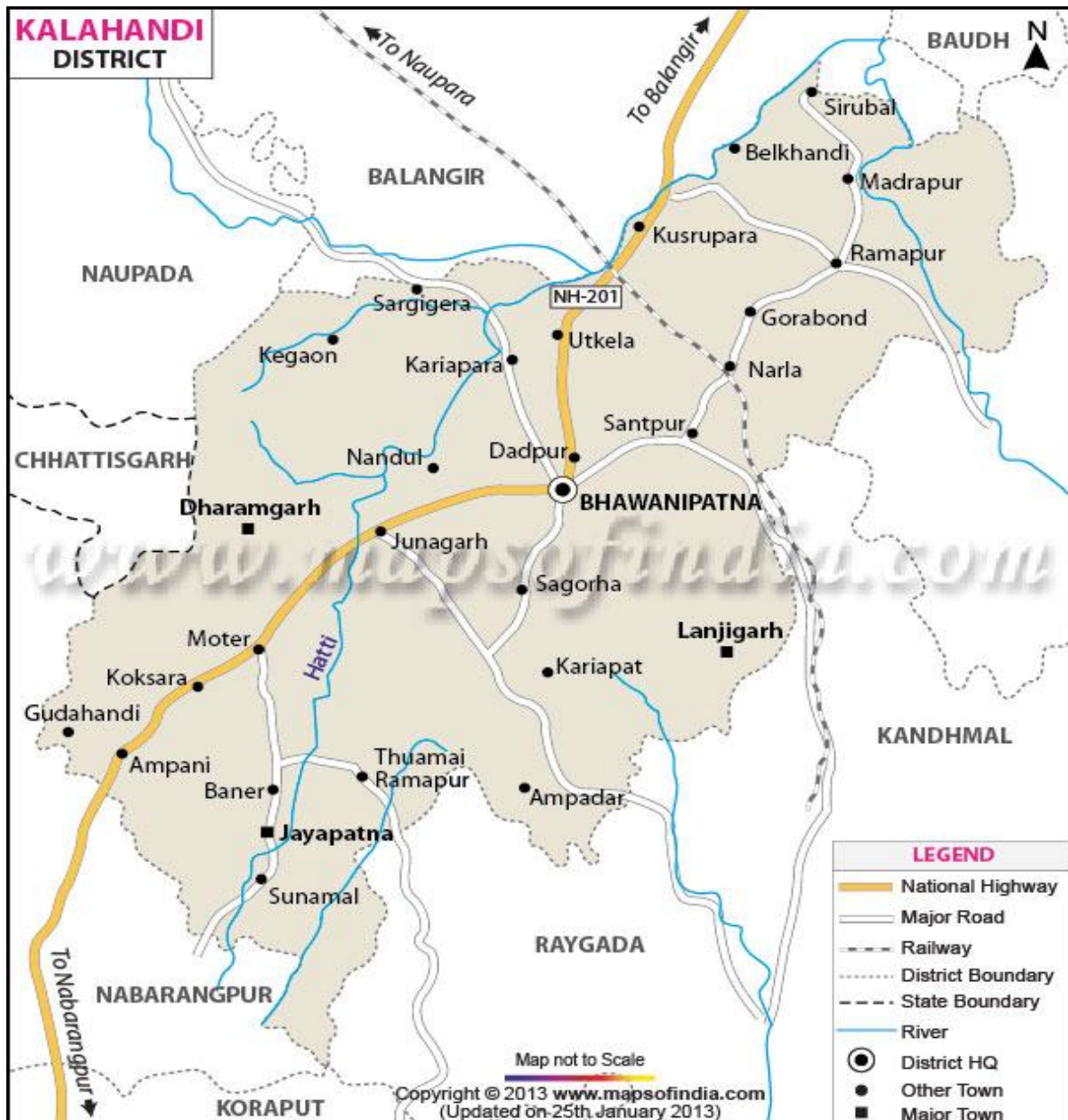


Operational definition of the terms used

1. Achievement is defined as the test score/results of each child against the subject based written test.
2. Attitude is defined as a feeling towards some object, person or behaviour.
3. Behaviour may be defined as goal oriented activities of a person. Generally, the behaviour of person is

4. Perception is the process by which an organism detects and interprets information from the external world by means of the sensor receptors.

**Profile of Kalahandi District, Odisha
Location**



Kalahandi district

Kalahandi district is one of the southern located districts in Odisha. It lies between 82.32-degree to 83.47-degree East longitude and between 19.8-degree to 20.25-degree North latitude. It is bounded by Bolangir districts in North, Rayagada district in South, Kandhamal districts in East and Nuapada District in West

Area and Population

The district has an area of 7920 sq.kms and 15.77 lakhs of population as per 2011 census. The district accounts for 5.09 percent of the state's territory and shares 3.76 percent of state's population. The density of population of the district is 199 per sq.kms as against 270 people per sq.km of the state. It has 2253 villages (including 137 uninhabited villages) covering 13 blocks, 13 Tahasils and 2 subdivisions. As per 2011 census the schedule caste population is 286580 (18.17%) and schedule tribe population 449456 (28.50%). The literacy percentage of the district cover 59.20 against 72.90 of the state.

Climate

The climate condition of the district is generally hot with high humidity during March to August and cold during September to February. The monsoon generally breaks during the month of June. Annual rainfall of the districts was 1996.5 m.m in 2018 which is higher than the normal rainfall (1330.5 m.m).

Agriculture

The net area sown was 201 thousand hectares against 3863 thousand hectares of the state. The production of paddy was 6502054 quintals, 18518 quintals maize, 6081 quintals of ragi, 28371 quintals of mung, 12955 quintals of biri, 6951 quintals of kulthi, 9370 quintals of groundnuts and 1548 quintals of mustard. During 2017-18 the total fertilizers used in Kalahandi districts about 33702 MT with a breakage of 20439 MT nitrogenous, 8764 MT phosphatic and 4499MT pottasic and the consumption of fertilizer per hectare is 62.63 kg. During the year 2017-18, it is reported by the Deputy Director, Agriculture, Kalahandi that the irrigation potential created in various sources during kharif and Rabi are 174873 hectares and 52686 hectares respectively.

Forest

Districts of Kalahandi has abundant of Forest area that contributed 32.05% of the total geographical area of the district.

Industry and Mining

There are 1831 nos. of Micro small and Medium Enterprises have established with total capital investment of about Rs.10982.25 lakhs with 9152 nos. of Employment generated in Kalahandi districts. Besides various kinds of handicraft work like wood craft & terakata have been developed by the skilled workers and artisans of the district.

Transport & Communication

It have 206 kms of National Highways, 304kms of State highways, 212 kms of Major districts roads, 616 kms of other districts roads, 5590 kms of Inter village roads, 2958 kms of Intra village roads, 1254 kms of Village roads and 311kms of forest roads are operating in the districts. Besides, 92.73 kms of Railway lines with 10 nos. of railway stations and passenger halts are continuing in the district.

Education

As far as Education is concerned, Kalahandi Districts has got 49.21 percent literacy rate. There are 3,40,843 literate males and 2,27,247 females in the districts. There are many educational institutions in Kalahandi such as 1639 nos. of primary schools, 792 nos. of Up-Primary schools, 413 nos. of Secondary schools and 70 nos. of general colleges in the districts during 2017-18. Besides there is 1 no. of Engineering and 1 no. of Diploma Engineering in the districts during year 2017-18 to impart technical education. The pupil-teacher ratio in the primary, upper primary, secondary school at 314:97, 488:79 and 518:86 respectively.

Historical Place

There are various historical places to be visited in the Kalahandi Districts. Places like Phurli Jharan Falls, Rabandhara Waterfall, Karlapat Wildlife Sanctuary, Ambipani Sanctuary, Bhagirathi Park, Maa Manikeshwari temple are visited by lots of tourists round the year. District of Kalahandi celebrates many festivals with great enthusiasm. Common festivals of the District are Chhatra Jatra, Kalahandi Utsav, Khandabasa, Nuakhai, Holi, Ratha Yatra etc.

Review of related literature

Akshaya (2005) ^[6] studies the problems of education of Dongria Kondh children. His experience has been indicating the discriminative attitude of teachers towards children.

DPEP conducted (1997) a study to know the attitude of teachers towards tribal community and children. It was found out that the teachers have their own understanding regarding the tribal children.

Mishra (1996) ^[39, 40] studies the strategy of tribal intervention, under DPEP. He found out seven areas of problem. He found that teachers have preconceptions relating to tribal culture and tradition, language and tribal children and communities. The non-tribal teachers adapt an attitude of indifference to tribal language, culture and life style. The idea of non-tribal teachers about tribal environment and culture is narrow. For this they fail to cite example from the surroundings and make the concepts complicated for tribal students. The inbuilt creativity of tribal children remains unknown to teachers.

Mishra (2000) again conducted an attitudinal survey of teachers of Gajapati District. He found the following misconceptions of teachers by conducting interview with the teachers.

Sam (May 2001) conducted a case study of Paniya tribe in relation to their societal and psychological involvement to their mother tongue as medium of instruction. He found out that a child coming from preliterate society (tribal community) is learning Tamil only as a second language in his school. In this context, tribal children experience a total psychological set back in the social environment as well as in the school environment.

Singh and Mohanty (2003) ^[30] studied the attitudinal differences towards pupil centred practices. He found out that was no significant statistical difference in attitudinal differences among teachers. Regarding nature and dynamisms of discrimination and exclusion it was found that there is discrimination in the classroom.

Larsen (2003) studied the child labour education of tribal children working in Shankargarh mining area. He found out that the main reason of dropping of children is the

discouraging tendency of upper caste teachers towards tribal children. In the words of a Headmaster “if all the children are educated then who will do our works”

Edgier (2002) studied basic requirements of kindergarten teachers. He found out teachers having positive attitude towards subject matter and students is highly important. Teachers should possess adequate self-concept. A concept relating to human beings and competency in subject matter knowledge is of utmost importance. He prepared a questionnaire to collect data.

Anna and Octaviana (2005) [23] studied the attitude of pre-service teachers towards the inclusion of native languages and cultures in Schooling.

Rao (2001) studied the in-service teachers training packages in Schools; he found out that the in-service teachers training package meant for attitudinal change of teachers made a difference in the teacher behaviour with students. It focuses on the knowledge and skills intended to bring out describe changes in attitude. They were consciously utilizing knowledge and skills provided in the intervention.

Kishilallwari (2003) found out that due to indifferent attitudes of teachers towards tribal children, the teachers use rarely audio visual aids and innovation teaching techniques in class. He found out that there is significant relationship in between teachers' attitude towards tribal children and their teaching innovation.

Parida (2003) [44] studied the effect of socio economic status on school environment and medium of instruction on the mental abilities and academic achievement of school children. The study revealed that the schools having high level of teacher input, material input and process input along with adequate schooling facility were found to contribute significantly in the development of mental abilities by academic achievement.

Jadava (2008) [26] studied the effect of advance organizer model on student teacher teaching and its influence on the school pupils' performance in science. The study concluded with the findings that AOM group of teachers was found more effective than conventional method group in relation to classroom situations. The performance of AOM group of student teachers was found superior in terms of pupils' achievement than that of the conventional group.

Methodology

Objectives of the study

1. To study the impact of teachers' attitude and their behavior upon children in teaching learning situation.
2. To study the relationship of teachers' attitude and their involvement with school activities.
3. To study the relationship of teachers' attitude with children achievement.
4. To relate teachers' attitude with children's perception about teachers.

Hypotheses of study

The following hypotheses have been formulated keeping in view the objectives of the study.

1. There is positive impact of Teachers' attitude and their behaviour upon children.
2. There is positive attitude and active involvement of teachers towards school activities.
3. There is positive relationship in teachers' attitude with children's achievement.
4. There is positive relationship of teachers' attitude with children's perception about teachers.

The sample of the study

Table 1: Block wise distribution of schools in sample

Block	Rural School Primary School	Urban School Primary School	Total
Bhawanipatna	18	8	26
Dharmagarh	17	3	20
Total	35	10	45

Table 2: Gender wise Distribution of teachers' number of in the Sample

Block	Rural School		Urban School		Total
	Male	Female	Male	Female	
Bhawanipatna	10	8	3	7	28
Dharmagarh	11	6	10	6	33
Total	21	14	13	13	61

Scope of the study

Attitude Scale includes the three major factors of attitude building towards tribal children i.e. tribal culture, tribal language and faith on capability of tribal children.

The study is confined to the measurement of attitude of teachers working in govt. Odiya medium schools and particularly teachers teaching in class 4th and 5th students.

Study is confined to the school having more than 80% tribal children.

Teachers behaviour is measured by a scale named as Evaluation of Teachers skill/ Behaviour during Teaching developed by Dr. Shyam Sunder Kaushit (1992).

Teachers behaviour in school activities is measured through day long observation in school with the help of an observation schedule developed by the researcher with reference to QMT of SSA.

Assessment of children's achievement is confined to Annual Examination Marks of Class 4th and 5th children.

Children's perception has been perceived through Focus Group Discussion with children who appeared achievement test.

Methodological protocol

Descriptive survey method attempts to determine the present status of the phenomenon under investigation.

Variables

This study includes independent and independent variable as follows: -

1. Attitude of teachers towards tribal children as independent variable.
2. Classroom behaviour, Involvement in school Activities, Students Achievement, Students Perception of teachers as dependent variables.

The tools and techniques used

The data required for the test of hypotheses were being collected from teachers, CRCCs, students and school achievement registers. The following tools were employed for the collection of data

1. Attitude scale to study the attitude of teachers towards tribal children.
2. Evaluation of Teachers' Behaviour in Classroom situation developed by Dr. Kaushik (1992).
3. Questionnaire for CRCCs to observe the involvement of teachers in school activities.
4. Checklist for Focus Group Discussion with Children.
5. Achievement Data Sheet to collect data from achievement register.

Analysis and Result

Table 3: Distribution of teachers in the Sample

Block	No. of School	Gender		Place of work		Experience of teaching in years			Total No. of teachers
		Male	Female	Urban	Rural	Less Than 5 years	5 years to 10 years	10 years above	
Bhawaniapatna	50	62	38	10	90	20	25	55	100
Dharmagarh	50	74	26	10	90	17	42	41	100
Total		136	64	20	180	37	67	96	200

Distribution of Teacher Attitude Score

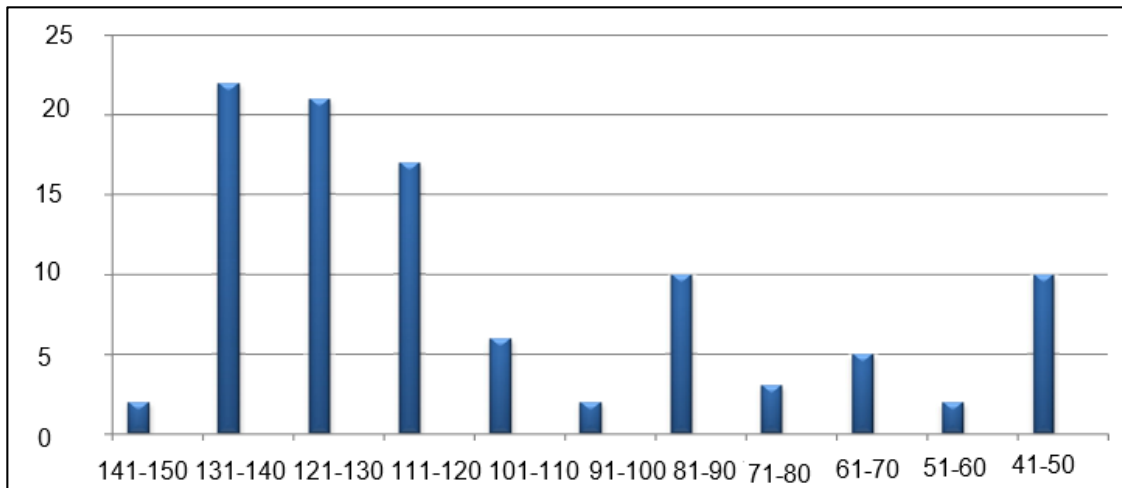


Fig 1: C.I of teachers Attitude Scores Distribution of Attitude Scores of Teachers in Language Domain

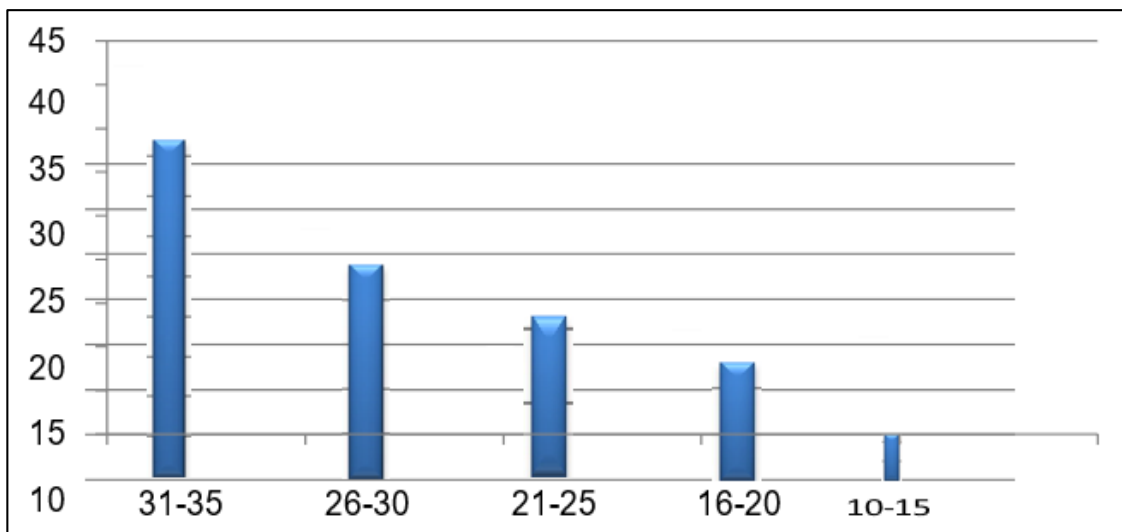


Fig 2: C.I of Teachers Attitude Scores Distribution of Attitude Scores of Teachers in Culture Domain

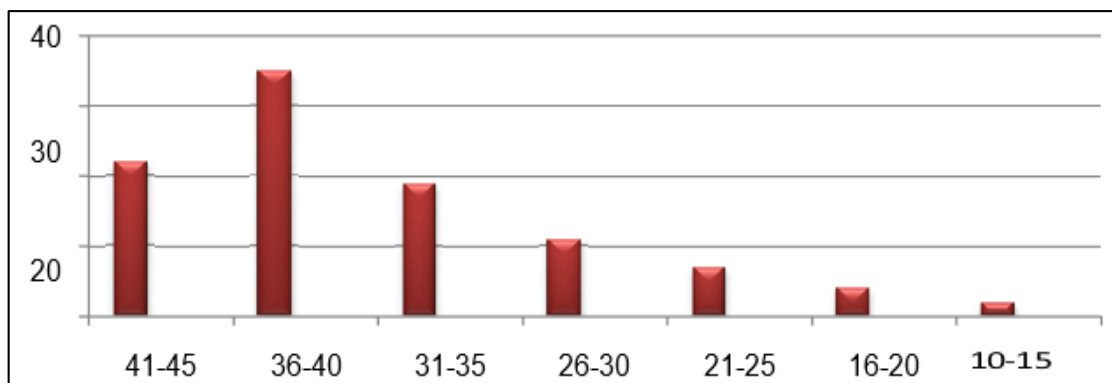


Fig 3: No of Teachers Distribution of Attitude Scores of Teachers in Mental Ability Domain

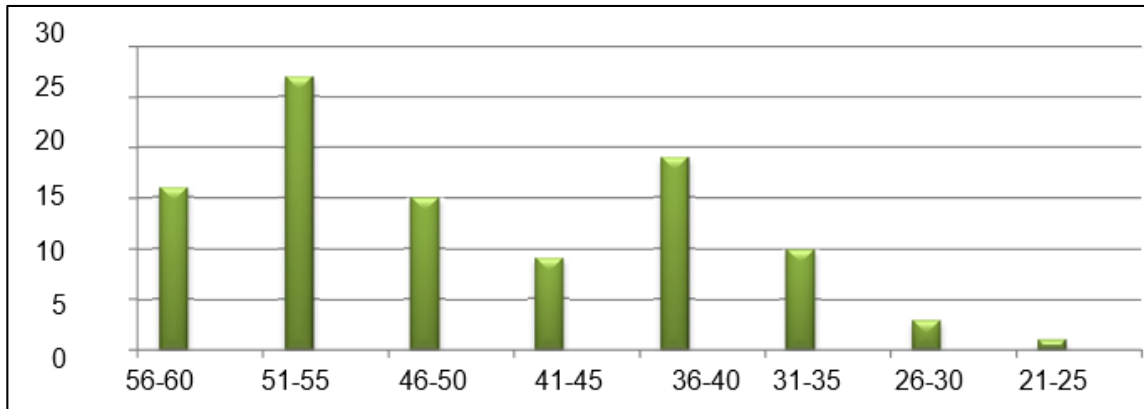


Fig 4: C.I of Attitude Scores Percentage of Teachers' Responses to language Domain of Attitude Scale

Table 4: Types of responses in positive side and Negative

Stat. No	Statement	Responses in positive side	Responses in Negative side
1	Home language facilitates the learning of other languages.	76	23
2	Use of home language is only advisable in Class 1 & 2	32	67
9	There is no relation between Home language and foreign language	45	51
14	Learning of mother tongue of children is essential for an effective teacher.	72	25
16	Home language can be used in all primary classes.	78	12
19	Language is the cause of low achievement of children in tribal area.	62	35

Table 5: Percentage of Teachers' Responses to the Domain of Children's Ability of the Attitude Scale

Stat. No.	Statement	Responses in positive side	Responses in Negative side
4	Tribal children are efficient enough to learn any subject	52	48
5	There is a need for developing special curriculum for tribal children	53	46
8	The pace of learning of tribal children is very slow	56	42
12	Better schooling facility can result in zero percentage drop out in any school	40	58
20	Tribal children are poor in numerical reasoning	47	43
22	Tribal children will always remain poor in writing	45	42
24	Giftedness is not restricted to any culture	56	44
26	Fast learners can be found among the tribal learners	51	43
27	Tribal children need to learn in an indigenous way	62	38
29	Tribal children cannot perform like non-tribal children	48	46

Table 6: Block Distribution of Observation of Classroom Behaviour of Teachers

Block	No. of observations done by researcher	No. of observations done by CRCCs	No. of Schools Covered	No. of Teachers
Bhawanipatna	17	14	20	28
Dharmagarh	15	15	25	33
Total	32	29	45	61

Finding and Discussion

Overview

The present study consists of two dimensions. The first dimension deals with the manifestation of teachers' attitude or influence of teachers' attitude on their behavior with children in and outside the classroom and involvement of teachers in different school activities. The second dimension deals with relationship between teachers' attitude and students' achievement and perception of those teachers by children.

Findings relating to attitude of teachers towards tribal children

The first objective of the study was construction of an attitude scale and study of teachers' attitude towards tribal children. To fulfill this objective, researcher developed an attitude scale following Likert method type. The final scale consists of total 30 items basing the areas of teachers'

attitudes. The Scale has 7, 13, 10 number of items from tribal language, culture and intellectual ability respectively. The scale deals with common prejudices and superstitions relating to tribal language, culture and mental ability of children.

In order to study the attitude of Govt. Primary School teachers, researcher administered the scale on 200 teachers of Bhawanipatna and Dharmagarh blocks of Kalahandi district which are dominated by Schedule Tribe students. The findings of the study reveal that total 76% teachers agreed that home language of child facilitates the learning of any other language. In addition to it, 78% teachers agreed that home language can be used in all primary classes. In contradiction 67% teachers disagreed to use home language only in class 1st and 2nd. Thus majority teachers wanted to implement tribal language as the medium of instruction at primary level rather than Odiya language. Again 62% teachers account Odiya language as the low achievement of

tribal children at Primary School level. The total 62% teachers are agreed to the statement that knowledge at tribal culture is essential to them and 56% of teachers agreed that school should work as museum of local culture for children, teacher and community. Further, 72% teachers did not agree that teaching should be free from cultural practices. Thus it can be conducted that more than 56% teachers realized the importance of learning of tribal culture in schools. Again 77% teachers expressed their views that knowledge of cultural background of society helps a teacher to understand the children in school better. In other side 62% teachers agreed that tribal culture is full of prejudice and superstitions.

Regarding the importance of teacher and child education, 52% teachers agreed to the statement that tribal people do not give importance to teachers working in school. In contradiction 56% teachers agreed that the place of teacher in tribal society is very high. Thus it can be said that tribal culture recognizes and pay respect to school teachers. There may be certain other reasons for which teachers are not getting importance by the tribal community at present. Regarding the importance of child education, 44% teachers agreed that the child education has great value in tribal culture and 56% teachers' opined that tribal parents desire to educate their children. A bulk of teachers did not realize the authenticity of the above statements as true. Thus it can be inferred that this biasness is widely prevalent among the teachers working in tribal areas. Moreover 51% teachers agreed that fast learners can be found in the tribal culture and 52% teachers' agreed that tribal children are efficient enough to learn any subjects. Thus it can have said that more than 50% teachers believe tribal children are fast learners and can perform better in academic achievement whereas the rest of teachers have less faith on the ability of tribal children in academic achievement. As discussed above the scale comprised of common prejudices and biasness of teachers towards tribal children. The measurement of attitude of teachers shows that thought a majority teachers have positive attitude or free from the prevalent prejudices or biasness towards tribal children but a good number of teachers still persists negative attitude towards tribal children. The studies of Mishra (1992 & 2000), Anita (2000) and Akhya (2005) also found out the same findings and recommended teachers capacity building programs to improve the situation. Thus there is an urgent need to eradication such negativism of teachers towards tribal children.

Findings relating to influence of teachers' attitude upon their behavior with children in teaching learning situation

The second objective was to study the impact of teachers' attitude and their behavior upon children in teaching learning situation. Researcher found out significant positive relationship between two variables. In this study researcher included skill such as introductory, questioning, answering, stimulus variation, reinforcement, black board writing, exposition, illustration, group discussion, planned repetition, teacher liveliness and closures. Further, space for expression and inquiry, recognition to innovation, motivation, social and cultural identification of each learner etc. which are observed from teachers' behavior with children. Researcher in another attempt tested the impact of attitude on their behavior with children. The result shows that attitude has

significant impact on the behavior of teachers. The studies like Krcitnour and Kinisil (2007), Gelisli (2007) and Rao (2001) supported the parent findings. Thus it can be generalized that the positive attitude of teachers influences positive behavior of teachers in teaching learning situation.

Finding relating to the relationship of teachers' attitude and their involvement with school activities

The third objectives No.3 was to study the relationship that exists between teachers' attitude and their involvement in school activities. The findings revealed that there is significant and positive relationship between teachers' attitude and their involvement in school activities. Thus it can be inferred that attitude manifested in teachers' accountability, responsibility and alertness for rendering better and effective service.

Finding relating to the relationship of teachers' attitude with children's achievement

The study in its third dimension found out the relationship between teachers' attitude and student's achievement and marked significant and positive relationship between two variables. The studies conducted by A.N. George (2006), Avinahilingam and Sharma (2005), S.Parida (2003) [44] and Ogunwuyi (2000) also supported the present findings.

Findings relating to teachers' attitude with children's perception of teachers

It is also found out that there is significant and positive relationship between teachers' attitude and students' perception of teachers. Thus it can be inferred that teachers having positive attitudes were better perceived by the students and performed better in their academic achievement. The studies of Sahu and Sood (2005) and Burdsal (1999) supported the present research findings.

Educational implications

1. Teacher showing extremely positive attitude towards tribal children should be identified through prevalent monitoring mechanism and recognized in different forum.
2. Success stories of any tribal children should be shared with maximum teachers and parents and recognized.
3. Teachers having extremely negative attitude should be identified and counseled by monitoring personnel as soon as possible.
4. Strategies should be designed to build positive attitude of each teacher towards tribal children by training, orientation and other means at state level.
5. Positive Attitude building should be treated as a continuous process and should be integrated in all most all capacity building program of teachers working in tribal pockets.
6. Any example against the prevalent common prejudices towards tribal children should be highlighted from school to state level.
7. Teachers should be made aware about tribal community and their perception towards the issues like importance of child education and role understanding of teachers.
8. Teachers working in tribal pockets should get incentives for their unique contribution in school.
9. In order to orient teachers towards the tribal languages, separate short term packages of different tribal languages should be developed.

10. Maximum effort should be made to educate the teachers on the impact of their classroom behavior on children's achievement and their perception of teachers.
 11. Children should be given maximum freedom in school environment to expose their perception of teachers' behavior.
 12. Community awareness programs on importance of education and school should be organized for the community members with due participation of teachers to extend support in smooth management of school.
 13. Exposure to different tribal culture and language should be a part of pre-service teachers training program.
 14. Tips are to teachers on contextualization of any topic/content in particular and curriculum in general is necessary either in textbook or in teachers' manual.
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Suggestions for Further research

1. A research study can be conducted to design a package for attitudinal change of teachers towards tribal children, culture and language.
2. To counsel the teachers having extremely negative attitude towards tribal children should be developed through a series of pilot projects.
3. A number of tips or activities should be designed through action researchers to change the perception of children towards teachers.
4. Further, race wise and gender wise comparative study of teachers' attitude towards tribal children can be done.
5. Perception of community members towards teachers can be studied and the factors that affect the perception of community members can be identified.

Conclusion

- The attitude of teachers towards tribal children and students' perception of teachers has been studied only through a standardized scale and focus group discussion respectively.
- The study of teachers' attitude towards tribal children does not focus on teacher related variables such as gender, race, professional, experience and educational qualification.
- The study is limited to linear relationship among the variables such as teacher attitude with students' performance, students' perception of teachers, behavior of teachers with tribal children in teaching- learning situation and teachers' involvement in school activities

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