



## Study of Teachers Attitude towards Tribal Children and its relationship with Classroom Behaviors of Teachers

\*Ajaya Kumar Mohanty

\* Member of Teacher Support Unit, District Institute of Education & Training (DIET), Churu, Raj.

### ABSTRACT

*This paper studies the attitude of teachers towards tribal children. The attitude of teachers towards tribal children has been confined to three domains such as Culture, Language and Mental ability of tribal children. Again the classroom behavior of those teachers has been observed and recorded through a five point scale developed by Dr.Kaushik. Lastly the investigator found out a significant relationship in between attitude of teachers and their classroom behavior. As per experts consultation four tips has been given to ongoing in-service teachers training programs for attitudinal change of teachers.*

**Keywords : Attitude of teachers, classroom behavior, tribal children**

All our effort to improve the rate of enrollment, retention and achievement level of tribal children in school education has not been resulted up to the mark. The accessibility of school within a reachable distance and increased awareness among the tribal towards education has resulted increased rate of enrollment. It needs some more efforts on the part of both govt. and private stakeholders. Most of the recent studies (Mishra, (2000), Anitha (2000), Kanungo on Dungaria Kandho (2005) and Mohanty (2012) shows that there are factors related to physical infrastructure, medium of instruction, teachers and socio-cultural background of children which has been negatively affecting the schooling of tribal. Teacher plays crucial role in the successful schooling of tribal children. His/her attitude towards children and other factor greatly influence his/her involvement in this noble activity (DPEP 2000). NCF 2005 says there exist certain stereotypes regarding children of marginalized groups, including Dalit's and tribes, who traditionally have not had access to schooling or literacy. Some learners have been historically viewed as uneducated, slow learner of less educated and even scared of learning. These perceptions are grounded in the notion that inferiority and inequality are inherent in Castes. Teachers need to be properly trained to address such issue.

RtE 2009 says to respect the individual pace of learning followed by Continuous Comprehensive evaluation, fearless and joyful environment and critical pedagogy in the school, which in turn demand much dedication, motivation, positive attitude towards the education of tribal children and efficiency on the part of the teacher.

Teachers' attitudes are connected with instructional behavior which influences students' achievement. Gourneau (2005) stated "Effective attitudes and actions employed by teachers ultimately can make a positive difference on the lives of the students". Teachers caring, rewarding and recognition to individual child greatly influenced by his/her attitude towards that child.

It is known that attitudes have a profound impact on their behaviours. Teaching is multifaceted with each element of skill attitude and daily practice interacting together (Chen and Chang, 2005) other research studies support the link between what individuals think and how they behave.

### Objectives:

1. To study the attitude of teachers towards tribal children
2. To study the classroom behavior of teachers

3. To relate the teachers attitude with their classroom behavior
4. To suggest some action points for attitudinal change of teachers

### Scope

- a. The study is confined to the teachers of govt. primary and Upper primary teachers of Koraput district.
- b. Attitude of teachers towards tribal children includes three domain such as culture, language and mental ability of tribal children
- c. Classroom behavior of teachers denotes teachers activities as well as pedagogical strategies followed in the classroom

### Tools

- a. Attitude Scale Developed by A.K. Mohanty (investigator himself) (2009). The scale is a five point scale having 30 items of three domains such as Culture, Language and Mental Ability of tribal children.
- b. A scale developed by Dr. S.S. Kaushik (1992) named as "Evaluation of teachers behavior during teaching" has been adopted in the study. This five point scale has 14 items representing the major teaching skills of a teacher.

### Sample:

200 teachers were selected randomly from the 10 blocks of koraput District. Each block has the same number of teachers in the sample. Equal representation of gender, experience and type of school was taken into consideration.

Only one class was observed for each sample teacher.

### Administration:

The researcher himself and Cluster Resource Centre Coordinator (CRCC) collected the data. Maximum two teachers were included from a school to collect data and observe the classroom behavior of teachers. The 200 teachers were spread over 124 schools. CRCCs collect data from 140 teachers whereas the remaining work was done by researcher himself.

### Major Findings

More than 56% of teachers agreed that tribal language hamper the learning of Oriya language, tribal language will be not helpful for conceptual understanding of children, and tribal language is inferior to other regional languages. 52% of teachers disagree on the statement that tribal language cannot be attributed as a factor of failure of tribal children. 53% of

teachers agreed text book development in tribal language is a wasteful activity.

More than 50% teachers agreed tribal children are poor in Math. 65% of teachers are agreed that tribal children are slow learner and tribal culture has nothing to do with school. All the above percentage of response of teachers shows the negative attitude of teachers towards tribal children.

62% of teachers agree that tribal drawing and painting have educational value. More than 55% of teachers disagree with the statements that the school should work as local tribal culture and child education has great value in tribal culture. 57% of teachers are agreed that tribal community cannot contribute in the academic work of school. 56% of teachers agreed that no gifted child is a tribal. 53% of teachers are agreed that tribal children cannot perform better like non-tribal.

Thus there is a need to study the teachers' attitude towards tribal children in other variables. This negative side of teacher's attitude has negative impact on teacher's behavior with children (Jain 1982) in and outside the school.

Finding relating teacher's behavior in the classroom reveals that 50% teachers present the topic bringing the concentration of two more than children. 30% teachers did not use the black board during teaching. More than 52% teachers writing are unclear and unsystematic. More than 24% teachers do not use any teaching aid during teaching. More than 53% teachers ask questions to students to test their knowledge. 77% classes are teacher oriented. 44% teacher neither use neither reinforcement nor encouragement to the responses of children. More than 64% of children assign the task above the competency level of children in class. No teacher found confident enough towards the learning of the children. More than 33% of teacher reacts negatively to the wrong answer of children in class.

Researcher try to find out-Is there any relationship exist between teachers attitude towards tribal children and the classroom behavior of those teachers? Product moment correlation was applied. The product moment coefficient of correlation was 0.72. Thus it can be inferred from the above discussion that the attitude of teachers towards tribal children still persists with some preconceived notion/stereotypes/prejudices etc. Which need to be removed from our teachers which has certain positive relationship with teacher's behavior in the classroom? Thus to ensure an encouraging, enquiry, self-learning and dignified learning environment we need to train our teachers in this regard. After consultation with many experienced teachers, educational administrators, educationists and social activist, the research summaries the following tips for the in-service teaching program being organized on by DIET, SSA and other private partners.

1. The common bias or stereotypes should be identified and training should be designed to address such biasness of teachers.
2. The training should address the multilingual skills of teachers and enrich each one on suitable pedagogical strategies to sift children from tribal language to Oriya at Upper primary level
3. Training should enrich each teacher in the skill and Knowledge's of tribal culture in the form of folklores, folktales, dance, painting and drawing etc. Teachers should be encouraged to conserve such cultures and respect in and outside the classroom
4. Training should ensure certain skills to inbuilt teachers to adapt certain practices of equality, independent decision making, value membership and joyful participation of children in school activities.

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