

A study on attitude of the primary school teachers of Mayurbhanj district of Odisha towards education of the tribal students

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Abstract : *In the 21st century, the emphasis is always given on the inclusive growth of each and every individual. But after 74 years of independence, the literacy rate of the tribal community is still far behind the target. Lots of policies and programmes have been undertaken by the Central Govt. and the State Governments of India to bridge the literacy gap of tribal and non-tribal communities but the goal is still unachieved. To overcome the literacy gap, the role of the teacher is one of the most important elements that affect the achievement of the students. In the present study, the attitude of the primary school teachers working in Mayurbhanj district of Odisha, towards the education of tribal students was studied with a self-made attitude scale and statistical techniques like t-test and ANOVA were used to compare the Mean Attitude scores of different groups with different variables like gender, community (tribal-nontribal), age and year of teaching experiences.*

Key Words : *Attitude, Primary, Teacher and Education.*

1. INTRODUCTION:

India, the second-largest tribal-dominated area after Africa, is one of the most fascinating Nations of the World. The tribal population of India is 8.6 percent (Census of India, 2011) of the total population. As many as 427 tribal communities are residing in India, of whom 75 are declared as primitive tribal groups who are spread across the country. They have their own culture, tradition, lifestyle and language. They widely differ from the non-tribal people. Factors like economic, social, educational, etc. compel them to be underdeveloped after 74 years of independence. But after the independence, both the Central Government and the Government of Odisha are seriously trying to bridge the gap of educational variations between the tribes and non-tribes. Though many facilities are being provided to the tribal people in many aspect, the goal is still not achieved.

The literacy rate is an important indicator for measuring the educational development of various groups. It is an indicator of any society and plays a central role in human development that impacts overall social-economic development. In the 1991 Census, it was decided that all children in the age group of 0-6 years be treated as illiterate by definition and population aged seven years and above only be classified as either 'literate' or 'illiterate'. So it can be defined as the percentage of literates among the population aged seven years and above. Although literacy levels of STs have improved, the gap in literacy level, both for tribal men and women, has not declined significantly. Table No. 1 shows the comparative literacy rate of the total population and tribal population of India, Odisha and Mayurbhanj (present study district) from 1961 to 2011.

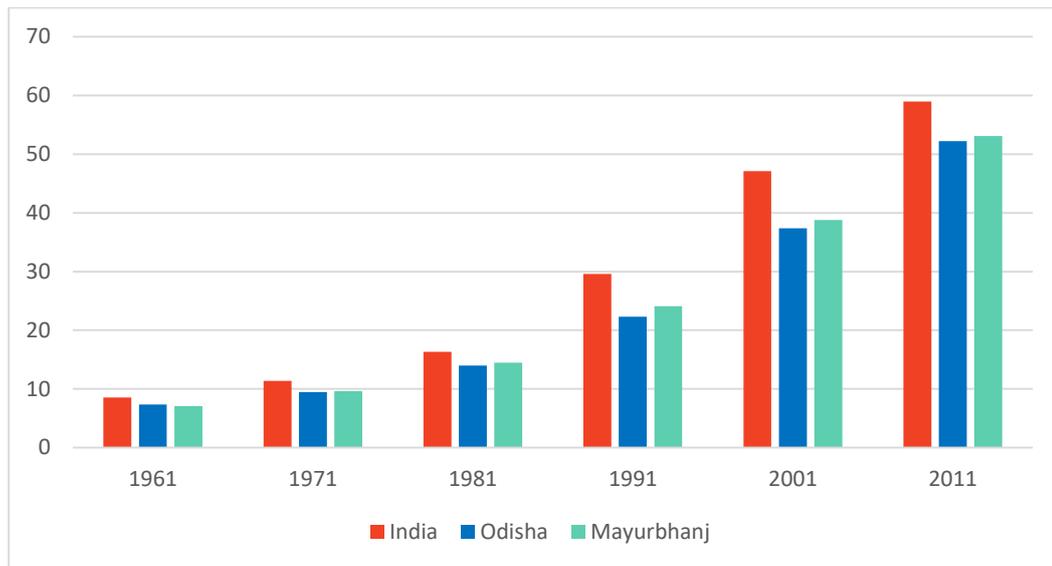
Table No: – 1, Comparative Literacy Rates of STs and Total Population (in %)

Year	India		Odisha		Mayurbhanj	
	Total	Tribal	Total	Tribal	Total	Tribal
1961	28.30	8.53	21.66	07.36	14.18	7.10
1971	34.45	11.30	26.18	09.46	18.05	9.63
1981	43.57	16.35	34.23	13.96	25.71	14.50
1991	52.21	29.60	49.09	22.31	37.88	24.10
2001	64.84	47.10	63.08	37.37	51.91	38.80
2011	74.00	58.96	73.45	52.20	63.17	53.11

Source: National Commission for SCs & STs, Fifth Report, Registrar General of India & Census, 2011

As per the above (census data) table, the total literacy rate of Odisha is 73.45 % but the tribal literacy rate is 52.20 % which is 21.25% below the state literacy rate, and also 6.76% below the national tribal literacy rate (58.96). Mayurbhanj district has the highest concentration of tribal (58.7% of tribal, census 2011) population of Odisha, but the Tribal literacy rate is 53.11 % which is 10.06 % below the total literacy rate of the district. Though it is 0.9% above the

state-tribal literacy but 5.85% below the national tribal literacy (58.96). The literacy rate from 1961 to 2011 has been shown in figure – 1.



(Figure :1 Comparative Literacy Rates of the tribal people in %)

From the above figure, it is clear that the literacy rate of India is increasing but the increasing rate is not satisfactory in the case of literacy of the tribal people. A major part of the tribal population (41.04%) of India is deprived of Education. In the case of Odisha and Mayurbhanj, nearly half of the tribal people are not literate yet. Our country is moving toward universalization of elementary education but the above data shows how far the goal is. Many studies were conducted to find the causes of the low literacy rate of the tribal people, but the role of teachers, especially the primary school teachers and their attitude toward the education of the tribal people cannot be denied.

2. REVIEW OF LITERATURE :

Allport (1935) defines, "Attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (cited in Baker, 1992:11). Attitude is a tendency to react in a particular manner towards the stimuli (Anastasi, 1957). Attitude is defined as a state of readiness shaped through the experience and influences the response of individual towards the stimuli. It is precursor of the behaviour and varies from favourable to unfavourable through neutral. Attitude is made up of three components affective, behavioural and cognitive hence acts as a yardstick of the individual behaviour (Feldman, 1985). "Attitude is a convenient and efficient way of explaining consistent patterns in behaviour. It often manages to summarize, explain and predict behaviour" (Baker, 1992).

Attitudes reflect a set of emotions, beliefs, and behaviours toward a particular attitude object (Eagly and Chaiken, 1993). An attitude can also be defined as a predisposition to respond in a favourable or unfavourable manner with respect to a given attitude object (Oskamp and Schultz 2005). It was found that the teacher's attitude and his/her method of teaching can greatly influence the students' attitude (Yara, 2009). Students taught using the right approach or attitude can achieve high because their teachers have displayed the right attitude and also acquired classroom management skills to deal with different types of classroom problems (Slavin, 1987, Evan, 1992, Gibbons et al., 1997).

The role of the teacher cannot be overlooked for education and success of the students. The teacher, through their positive or negative attitude in communication with students, directs the shape of students (learners) lives and affect the abilities like communication, creativity and ability to research (Ataunal, 2003). The behaviours and approaches of the teachers are directly accepted and copied by students, which put a great responsibility on the teachers. While working for providing information, experience and behavior on a certain topic, the teachers become role models for the students. So the behaviours and attitudes of the teachers play a very important in the field of Education. Positive attitudes lead to success while negative attitudes lead to failure and as a result that, success can lead to positive ego attitudes while failure leads to negative ego attitudes. If the teacher engages in belittling comments towards a student due to his/her failure, the negative effects of this will be inevitable (Gecer, 2002). Emotional supports and organizational techniques are major factors for the learning (or achievement) of the students. By providing "emotional support and a predictable, consistent, and safe environment", teachers can motivate the students to learn, willing to take risks and also to become more self-reliant in their real-life (Pianta and Hamre, 2009, p. 113). It was also found that teachers and their

background characteristics contribute to students' performance on standardized tests (Todd & Wolpin, 2003, Hanushek & Rivkin, 2010).

Teaching is the combination of both art and science (John Dewey). It is much more than saying and explaining (Gundogdu, Silman, 2007: 264). Nothing has been taught until it has been learned and this happens when the teacher succeeds in causing a change in behaviour in the learner (Abimbade, 1999). It is therefore important that the teacher must see teaching as an attempt on his own part to transfer what he/she has learned, to his/her students using the right approach or attitude. So the success of any teaching-learning process is highly dependent on two things, the extent to which the desired objective(s) is/are achieved and the performance (applicability) of the students. But the student's performance is not completely the result of their own work; performance is affected by many factors and the most important one (founded by many studies) is the attitude of the teacher. A positive attitude of the teacher is very essential and can affect the students' motivation, attitude towards school and schoolwork, the student's self-confidence, and as a result personality development is desirable (Ulug, Mucella, Melis Seray Ozden, and Ahu Eryilmaz., 2011: 738-742).

It was found that one of the most basic principles of teaching abilities is supporting the students by the teachers and for the teachers to put for their positive expectations to motivate the students to learn (Yavuzer, 2000). The positive behavior of the teacher allows him/her to create a positive relationship with students, it also allows the teacher to create the positive behavior among the students as opposed to the negative, taking on a reinforcing role as well (Yavuzer, 2000). The effect of positive behaviours of the teacher (like giving feedback for student works, complimenting, wanting to listen to students and being interested) on the student's motivation level, it was found that teachers' nonverbal actions (smiling, having a relaxed stance, various gestures and facial expressions) come first in improving the learning experience for students whereas the topic of the class itself comes in second (Frymier, 1993).

1.2 Rationale of the study :

Several studies were conducted on the problem of tribal education. Lots of studies were also found on enrolment, retention, drop-out, personality, achievement and motivation of the tribal people. But there were no sufficient studies on the attitude of the primary school teachers (who are the key to any educational system) towards the education of the tribal students at the primary level, which is very essential for education at the higher level, the present study is in hand. In this study, the attitude of the primary school teachers was investigated who were working in Mayurbhanj district, the highest tribal populated district of Odisha.

1.3 The objective of the study

The main objective of the study is "To study the Attitude of the primary school teachers, working in Mayurbhanj district of Odisha, towards the education of the tribal students with special reference to gender, community (tribal and non-tribal), age and teaching experience.

1.4 Hypothesis of the study

The following Null hypotheses are formed for the present study-

- H_0 : There is no significant difference between the Mean Attitude score of male and female primary school teachers towards the education of the tribal students.
- H_0 : There is no significant difference between the Mean Attitude score of tribal and non-tribal primary school teachers towards the education of the tribal students.
- H_0 : There is no significant difference between the Mean Attitude score of the Primary School teachers in relation to teaching experience towards the education of the tribal students.
- H_0 : There is no significant difference between the Mean Attitude score of the Primary School teachers in relation to their age towards the education of the tribal students.

1.5 Delimitation of the study

The present study is delimited to the primary school teachers of the five sampled blocks of Mayurbhanj district only. It is also delimited to the scores of the primary school teachers in response to the self-made attitude scale used in this study.

2. PROCEDURE OF THE STUDY

2.1 Population and sample of the study

A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which results of the research are generalized. This group is also referred as the target population or universe. For the present study, primary school teachers working in Mayurbhanj district of Odisha, were taken as population. But for convenience of the present study, 50 teachers were selected who were working in different Primary (only primary) schools from five sample blocks in Mayurbhanj district of Odisha. Blocks were selected by the Stratified random sampling method. The strata adopted to differentiate them were gender (Male/ Female) and community (Tribal

/ Non-tribal). Ten teachers were selected from each block, including both male and female and tribal and non-tribal communities. Gender and Community wise distribution of sampled school teachers are given in table No:2.

Table No:2 Gender and Community wise distribution of the sample

Gender	No. of Teacher	% of Teacher	Community	No. of Teacher	% of Teacher
Male	26	52 %	Tribal	17	34 %
Female	24	48 %	Non-Tribal	33	66 %
Total	50	100 %	Total	50	100 %

Further, the selected 50 primary school teachers were classified into three age groups and they were also classified into three groups as per their teaching experience (year wise). Age-wise and teaching experience (year) wise distribution of primary school teachers are given in table No :3.

Table No: 3. Age and Teaching experience wise distribution of the sample

Age groups	No. of Teacher	% of Teacher	Teaching experience	No. of Teacher	% of Teacher
Bellow 35	14	28%	Bellow 10	19	38%
Between 35 to 45	18	36%	Between 10 to 20	18	36%
Above 45	18	36%	Above 20	13	26%
Total	50	100%	Total	50	100%

2.2 Design of the study

The present study was designed as a descriptive survey as the objective was to know the attitude (opinion in attitude scale) of the primary school teachers (working in Mayurbhanj district) towards the education of the tribal students.

2.3 Instrument used

In any social Science research, tolls play a significant role. The worth of the data collected from different resources is highly dependent on the tools and the techniques. For the present study, a self-made Attitude scale has been used which was consist of 30 (thirty) items in 5 (five) point scales such as SA (Strongly Agree), A (Agree), UD (Undecided), DA (Dis-Agree), and SDA (Strongly Dis-Agree). Out of them, 15 items were positive and 15 were negative. Care had been taken to encompass the maximum aspect of the problems and prospects of the education of the tribal children. After the development of the Attitude scale, it was put into a pilot study selecting 10 percent of the sampled teachers. Originally the above attitude scale was consisted of 40 items but after the pilot study and taking the suggestion of the Experts and Educationists, 10 items were deleted and some were modified and 30 items were selected as final. The subjects were requested to put a tick mark in the chosen alternatives against the box of the attitude statements given in the sheet. Though there was no time limit on responding, yet teachers were asked to complete it as soon as possible. Once the exercise was over, different categories were sorted out like male/female, tribal/non-tribal, age-wise and teaching experience-wise. The attitude score of a subject is the sum total of item scores of the scale, having a theoretical range of 30 to 150. A score more than 90 indicates a favourable attitude towards the education of tribal students whereas less than 90 indicates an un- favourable attitude. The details of the scoring key is discussed in table No : 4

Table No – 4. Scoring key of the self-made Attitude scale

Types of Items	SA (Strongly Agree)	A (Agree)	UD (Undecided)	DA (Dis-Agree)	SDA (Strongly Dis-Agree).	Highest Score
Positive	5	4	3	2	1	150
Negative	1	2	3	4	5	30
Interpretation of result		unfavourable < 90 < favourable (sum of scores)				

2.4 Procedure of data collection

The researcher personally established a good rapport with all the respondents of the study and administrated the tool and data were collected. Before collecting data the researcher suggested to all the respondents that their responses (opinion) were confidential and would not be disclosed in any circumstance, only used for this study. The raw scores

obtained from the respondents were converted to attitude scores and used for the present study. Statistical techniques, 't'-test and ANOVA (two-way) have been used for analysis and interpretation of the obtained data.

3. METHOD OF DATA ANALYSIS AND INTERPRETATION

Analysis and interpretation of data is the most important part of any research work. It through the light into the findings of the study. The statistical method like t-test and ANOVA were applied for analysis and interpretation of data in the present study.

3.1 Comparison of Mean attitude of the primary teacher as per Gender (Testing of Null Hypothesis - 1)

In order to test the 1st null hypothesis, "There is no significant difference between the Mean Attitude score of male and female primary school teachers towards the education of the tribal students" inferential statistics *t* - test for small independent sample has been used by the formula

$$t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\right)\left(\frac{N_1 + N_2}{N_1 N_2}\right)}} \quad \text{(Formula No. 13.7, Page No 404, Methodology of Educational Research, L. Koul, 4th Edition, Vikash Publishing House Pvt. Ltd.)}$$

The necessary values for calculation of t-values like $\sum X$ (the sum total of the scores of the teacher in attitude scale), Mean, $\sum x^2$ (sum of the squared deviations of the score from the mean) and calculated t-value are given in table No : 5.

Table No : 5 Necessary values for comparison of Mean attitude of male and female.

Teachers	$\sum X$	Mean	$\sum x^2$	<i>t</i> -value (Calculated)	<i>t</i> -value (Table Value)		<i>df</i> .
Male (N=26)	2927	112.58	6000.35	0.47	0.05 level	0.01 level	$N_1+N_2 - 2$
Female (N=24)	2752	114.66	5507.33		2.02 level	2.69	48

From the data discussed in the above table, it is stated that the calculated t-value is 0.47. It is less than the table value at 0.05 (2.02) and 0.01(2.69) level of significance with *df* 48. Hence it was not significant at both levels and the null hypothesis cannot be rejected. The Mean attitude score of the male teachers did not significantly differ from the Mean attitude score of the female teachers towards the education of the tribal children. The Mean attitude score of male-teachers (112.58) was statistically and significantly equal to the Mean attitude score of the female teacher (114.66). So the value could be interpreted that gender could not play any role in the attitude of primary school teachers towards the education of the tribal children.

3.2 Comparison of Mean Attitude Score as per Community (Testing of Null Hypothesis – 2)

In order to test the 2nd null hypothesis, "There is no significant difference between the Mean attitude score of tribal and non-tribal primary school teachers towards the education of the tribal students" the inferential statistics *t*- test for small independent sample has been used by the same formula used for testing 1st hypothesis. For comparison of the Mean attitude score of the primary school teachers, in relation to their community, the necessary values are given in table No :6

Table No. : 6, Necessary values for comparison of Mean attitude of the Teachers as per community.

Teachers	$\sum X$	Mean	$\sum x^2$	<i>t</i> -value (Calculated)	<i>t</i> -value (Table Value)		<i>df</i>
Non-Tribal (N=33)	3613	109.48	6556.24	2.83	0.05 level	0.01 level	48
Tribal (N=17)	2066	121.53	3258.24		2.02	2.69	

From the data discussed in the above table, it is stated that the calculated t-value is 2.83 which is greater than the table value at 0.05 (2.02) and at 0.01(2.69) level of significance with *df* 48. So the 2nd null hypothesis is rejected. The Mean attitude score of the Tribal primary school teachers (121.53) significantly differs from the Non-Tribal teachers (109.48) towards the education of the tribal children. It could be interpreted that the tribal teachers having a Mean of 121.53, has a more favourable attitude than the Non-Tribal teachers' group.

3.3 Comparison of Mean Attitude as per teaching Experience: (Testing of Null Hypothesis – 3)

In order to have a clear analysis of the attitude scores of the primary school teachers, they were categorized into three groups basing on their teaching experience (year wise). To compare three Means and test the 3rd null hypothesis, "There is no significant difference between the Mean attitude score of primary school teachers in relation to teaching experience towards the education of the tribal students" the test of ANOVA (two way) had been used. The necessary values for comparison of three mean are given in Table No :7.

Table No : 7, Necessary values for comparison of Mean Attitude of the Teachers as per year of teaching Experiences.

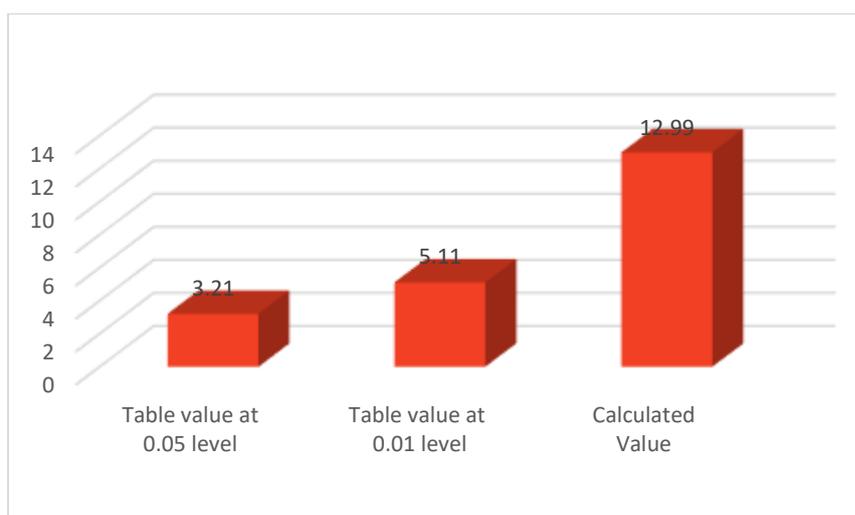
Teaching Experiences (Year) wise	No. of Teacher	Sum of the Scores	Mean	Squared values of Original Score
Bellow 10 Years	$N_1 = 19$	$\Sigma X_1 = 1976$	$M_1 = 104$	$\Sigma X_1^2 = 207292$
Between 10 to 20	$N_2 = 18$	$\Sigma X_2 = 2052$	$M_2 = 114$	$\Sigma X_2^2 = 238882$
Above 20	$N_3 = 13$	$\Sigma X_3 = 1651$	$M_3 = 127$	$\Sigma X_3^2 = 210329$
Total	N = 50 (Grand N)	$\Sigma X = 5679$ (Grand Sum)		$\Sigma X^2 = 656503$ (Grand sum of squared Scores)

With the values discussed in the above table, Analysis of Variance has been done to know the value of F-ratio which furnished a comprehensive test of significance of the differences between those three Means. The computation summary of F-ratio is given in table No. : 8

Table No. : 8, Calculated values of Mean Square Variance (F- ratio)

Sources of Variation	SS	df	Mean Square Variance	F- ratio (Calculated)	F- ratio Table value	Correction (C) = $\frac{(\sum X)^2}{N}$
Between Group	$SS_b = 4088.18$	2	2044.09	12.99	3.21 (0.05) 5.11(0.01)	645020.82
Within Group	$SS_w = 7394$	47	157.32			
Total	$SS_t = 11482.18$	49				

From the data discussed in the above table, it is stated that the calculated F-ratio is 12.99. Referring to the F-ratio from the table with *df* 2 and 47 it was found that 3.21 at 0.05 and 5.11 at 0.01 level of significance. The comparison of table values (F-ratio) and calculated values can be better understood with the help of figure No: 2.



(Figure 2 : Calculated and table F-ratio as per teaching experience)

Data are shown in the above figure clearly stated that the calculated F-ratio (12.99) is greater than the table value at 0.05 and at 0.01 level of significance. So the null hypothesis is rejected. The difference between the Mean attitude score of primary school teachers in relation to their teaching Experiences (year) was significant at both levels. It could be interpreted that the difference between the three Mean attitude scores of primary school teachers was significant.

3.4 Multiple comparisons of Mean Attitude score of the primary school teachers on the basis of their teaching experiences

Though it was found that the difference of Mean Attitude score of the primary school teachers in relation to their teaching experiences was significant, for a more clear idea, three Mean Attitude scores were compared with each other by *t-test*. The comparison is given in table No :9.

Table No. : 9, Summary of Multiple comparisons of Mean Attitude scores of the primary school teachers’ in relation to their teaching Experience

Details of the groups	N	Mean	Σx^2	t-value (Calculated)	df.	t-value (Table Value)
Bellow 10 Years of teaching experience (A₁)	N ₁ = 19	M ₁ = 104	1829	(A₁) (A₂) t = 2.16	35	2.03 (at 0.05) 2.72 (at 0.01)
Between 10 to 20 Years of teaching experience (A₂)	N ₂ = 18	M ₂ = 114	4954	(A₂) (A₃) t = 2.59	29	2.04 (at 0.05) 2.76 (at 0.01)
Above 20 Years of teaching experience (A₃)	N ₃ = 13	M ₃ = 127	652	(A₁) (A₃) t = 7.01	30	2.04 (at 0.05) 2.75 (at 0.01)

From multiple comparisons of Mean Attitude scores of the primary school teachers on the basis of their teaching experience, it was clear that the calculated t-value of Mean attitude score of the teacher having bellow 10 years of teaching experience (**A₁**) and teacher between 10 to 20 years of teaching experiences (**A₂**) (2.16), is more than the table value (2.03 with *df*-35 at 0.05 level) which was significant at 0.05 level (not significant at 0.01 level). So it could be interpreted that teachers having more teaching experience have a more positive attitude towards the education of tribal children (at 0.05 level only).

Again when the Mean Attitude score of the primary school teachers compared among teacher having 10 to 20 years of teaching experiences (**A₂**) and teacher having more than 20 years of teaching experience (**A₃**), it was found that the calculated t-value (2.59) is greater than the table value (2.04 at 0.05 level and 2.76 at 0.01 level with *df* 29) and significant at both levels. So it was again observed that teachers having more teaching experience have a more positive attitude towards the education of tribal children.

In the comparison of the Mean Attitude score of teachers having less than 10 years of teaching experience (**A₁**) and teacher having more than 20 years of teaching experience (**A₃**), it was found that the calculated t-value (7.01) is greater than the table value (2.04 at 0.05 level and 2.75 at 0.01 level with *df* 30). So it was significant at both 0.05 and 0.01 level. From the above multiple comparison, it was found that the difference between the three Mean Attitude scores is significant. It could be again concluded that teachers having more teaching have a favourable attitude towards the education of tribal children.

3.5 Comparison of Mean Attitude as Age group of the primary teachers (Testing of Null Hypothesis – 4)

In order to test the last null hypothesis “There is no significant difference between the mean attitude score of primary school teachers in relation to their age towards the education of the tribal students” the test of ANOVA has been used to compare three Means. The necessary values for comparison of three Means are given in table No :10.

Table No: 10, Necessary values for comparison of Mean attitude of the primary Teachers as per Age

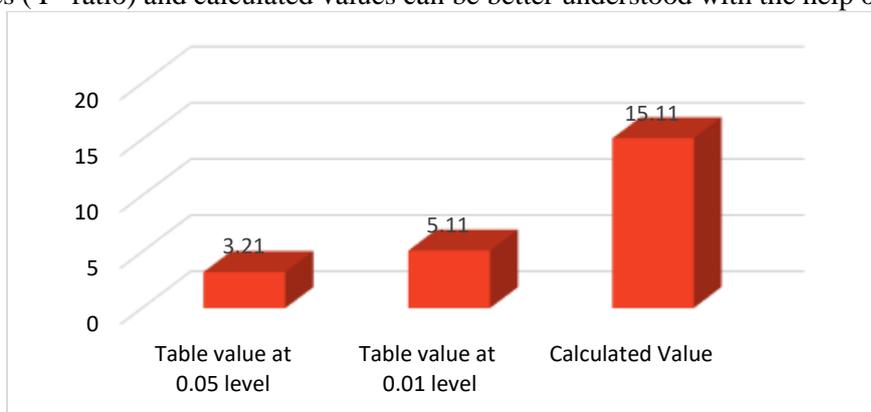
Teaching Experiences (Year) wise	No. of Teacher	Sum of the Scores	Mean	Squared values of Original Score
Bellow 35Years	N1 = 14	$\Sigma X1 = 1418$	M1 = 101.28	$\Sigma X1^2 = 144722$
Between 35 to 45	N2 = 18	$\Sigma X2 = 2011$	M2 = 111.72	$\Sigma X2^2 = 227589$
Above 45	N3 = 18	$\Sigma X3 = 2250$	M3 = 125.00	$\Sigma X3^2 = 284272$
Total	N = 50	$\Sigma X = 5679$ (Grand Sum)		$\Sigma X^2 = 656583$ (Grand sum squared of Scores)

From the values discussed in the table, Analysis of Variance has been done to know the value of F-ratio furnished a comprehensive test of significance of the difference between those three Means. The necessary data and computation summary is given in table No. : 11.

Table No. : 11, Calculated values of Mean Square Variance (F- ratio)

Sources of Variation	SS	df	Mean Square Variance	F- ratio (Calculated)	F- ratio Table value	Correction $C = \frac{(\sum X)^2}{N}$
Between Group	SSb = 4525.71	2	2262.85	15.11	3.21	645020.82
Within Group	SSw = 7036.47	47	149.71		(0.05)	
Total	SSt = 11562.18	49			5.11(0.01)	

From the data discussed in the above table, it is stated that the calculated F-ratio was is 15.11. Referring to the F-ratio from the table with *df* 2 and 47 it was found that 3.21 at 0.05 and 5.11 at 0.01 level of significance. The comparison of table values (F- ratio) and calculated values can be better understood with the help of figure No: 3.



(Figure 3 : Calculated and table F-ratio values as per age groups)

Data are shown in the above figure clearly stated that the calculated F-ratio is greater than the table value at 0.05 and at 0.01 level of significance, so the null hypothesis is rejected. It could be interpreted that the difference between the three Mean attitude scores of primary school teachers was significant.

3.6 Multiple comparisons of the Mean Attitude score of the primary school teacher on the basis of their Age.

Though it was found from the above the difference of Mean Attitude score of the primary school teachers were significant in relation to their age, but for a more clear idea, the three Mean Attitude Scores were compared with each other by *t-test*. The comparison is given in table No :12.

Table No. : 12. Summary of Multiple comparisons of Mean Attitude scores of the primary school teacher age group

Details of the groups	N	ΣX	Mean	Σx ²	t-value (Calculated)	df.	t-value (Table Value)
Bellow 35 Years age group (A ₁)	N ₁ = 14	1418	M ₁ = 101.28	1099	(A ₁) (A ₂) t = 2.50	35	2.03 (at 0.05) 2.72 (at 0.01)
Between 35 to 45 Years age group (A ₂)	N ₂ = 18	2011	M ₂ = 111.72	2916	(A ₂) (A ₃) t = 3.03	29	2.04 (at 0.05) 2.76 (at 0.01)
Above 45 Years of age group (A ₃)	N ₃ = 18	2250	M ₃ = 125.00	3022	(A ₁) (A ₃) t = 5.61	30	2.04 (at 0.05) 2.75 (at 0.01)

From multiple comparisons of the Mean Attitude score of the primary school teacher on the basis of their age, it was clear that the calculated t-value of the Mean attitude score of teachers bellow 35 years (A₁) and teacher between 35 to 45 years (A₂) age (2.50), is more than the table value (2.03 with *df*-35 at 0.05 level). So it is significant at 0.05

level, but less than (2.72) 0.01 level and not significant. So it could be interpreted that teachers having more age have more favourable attitude towards the education of the tribal children (at 0.05 level only).

Again when the Mean Attitude score of the primary school teachers compared with the teachers' age group between 35 to 45 (A_2) and teacher group more than 45 years age (A_3), it was found that the calculated t-value (3.03) is greater than the table value (2.04 at 0.05 level and 2.76 at 0.01 level with df 29). So it is significant at both levels. So it was again observed that the teacher group of more age has more favourable attitude towards the education of the tribal children.

Comparison of Mean Attitude score of teachers below 35 years age group (A_1) and above 45 years of age group (A_3), it was found that the calculated t-value (5.61) is greater than the table value (2.04 at 0.05 level and 2.75 at 0.01 level with df 30). So it was significant at both 0.05 and 0.01 level of significance. It could be again concluded that teachers having more age have more favourable attitude towards the education of tribal children.

4. MAJOR FINDINGS :

The following are the major findings of the present study -

- The factor, gender could not play any role in the attitude of the primary school teachers towards the education of the tribal children. Both of them showed a favourable attitude towards the education of the tribal children in different respect as per the attitude scale used in the study.
- The factor community could play an important role in the attitude of the primary school teachers towards the education of tribal children. Both of them showed a positive attitude towards the education of the tribal children in different respect as per the attitude scale but the Tribal teachers showed a more favourable attitude in comparison with Non-tribal teachers. That might be the effect of tribal cultural background.
- Teaching Experience could play an important role in the attitude of the primary school teacher towards the education of the tribal children. All these three groups of them showed favourable attitude towards the education of the tribal children as per the scores in the attitude scale but the more experienced showed more favourable attitude.
- In the comparison of mean attitude scores of primary school teachers, it was found that the teachers having more than 20 years of teaching experiences had more favourable attitude than the two groups experience between 10 to 20 years and below 10 years teaching experiences group.
- The age of the primary school teachers could play an important role in the attitude of the primary school teachers towards the education of the tribal children. All these three groups of them showed favourable attitude towards the education of the tribal children in different respect as per the attitude scale but the more aged showed a more favourable attitude. Interaction with the tribal children for a long time might be brought that positiveness in the primary school teachers.

5. RESULT DISCUSSION AND CONCLUSION :

Keeping in view the objective of the study, the results of the study highlight that, the teacher having more experienced significantly were seen to be expressing their favourable attitude towards the education of the tribal children in comparison to the other group having fewer experiences. It was also seen in the study that younger teachers having less teaching experienced have comparatively less favourable attitude towards the education of the tribal children in comparison to the more aged teachers' group. The findings related to the attitude of the teachers towards the education of tribal children corroborate with the findings of Schidanda (1975), Ambast (1970), Srivastav (1981) and Gour (1989). It is also found that more experienced teachers are considered to be more able, which relates to the study of Rauden Bush and Williams (1991).

Therefore it could be concluded that most of the teachers working in primary schools of tribal areas of Mayurbhanj districts have favourable attitude towards the education of tribal children, though most of them were belonging to the Non-Tribal group. For better education of tribal children and for good academic achievement, all teachers of the Non-Tribal community should be given attitudinal training from time to time which can enable them to assimilate with tribal culture. It also enables them professionally competent and brings interest to teach the children of diversified tribal communities.

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