International Journal of Reflective Research in Social Sciences
ISSN: 2581-5733, Impact Factor: RJIF 5.62
www.reflectivejournals.com
Volume 5; Issue 2; Jul-Dec 2022; Page No. 01-05

International Journal of Reflective Research in Social Sciences
AN INTERDISCIPLINARY BI-ANNUAL JOURNAL

A comparative study on the secondary school teacher's attitude, expectations and classroom behaviour towards marginalized children

Dr. Narasingappa HN

Assistant Professor, Hasanamba College of Education, Vidyanagar, Hassan, Karnataka, India

Abstract

This paper examines issues concerning teachers' attitude, classroom behaviour and expectations towards children of marginalized groups. The aim of the study was to examine teacher's attitude, classroom behaviour and expectations toward marginalized children. 40 Schools were randomly selected. A total of 200 teachers were randomly selected for the sample of the study. A structured interview schedule and observation of behaviour in natural classroom setting were used. Findings reveal that secondary school teachers double marginalize children of disadvantaged groups in the classroom settings. There is significant relation between the mean score of Classroom Behaviour and attitudes of teachers towards of Marginalized Children and there is significant relation between the mean score of Classroom Behaviour and Expectations of teachers towards of Marginalized Children.

Keywords: Teachers attitude, expectations classroom, behaviour, marginalized children

Introduction

Instilled social convictions and repugnance towards minimized gathering of society have not been handled as a major issue inside the instruction arrangement of India. Head teachers, teachers and school administrators often produce deeply held and socially endorsed beliefs against marginalized children in both implicit and explicit ways. In the study hall, instructors structure assumptions regarding the understudies. These assumptions structure premise by which understudies are dealt with. Good (1987) [6] defined teacher expectations as "inferences that teachers make about the future behaviour or academic achievement of their students based on their beliefs." Many studies have found that teachers' beliefs and expectations are formed by various sources. Becker (1952) [7] found that teachers consider students' socio-economic background, while judging and communicating with them.

Rist (1970) [8] is of the opinion that some teachers try to link poverty and minority status of the taught with their lack of intelligence and further tend to discriminate the disadvantaged students in the classroom. Based on these attitudes and expectations, prejudiced teachers behave with children differently. Subrahmanian (2005) [5] reported that in almost all government schools teachers show severe forms of stereotyping trend towards Dalit and Adivasi students' learning potential. Nambissan presented the fact that the major proportion of students in government schools is from erstwhile untouchable communities, adding further that: "Upper-caste teachers have low expectations from dalit pupils and similar others considering them as 'dull' and 'ineducative'. A significant proportion of scheduled caste professionals recall their being made to feel 'unintelligent' and 'inferior' by their teachers and also feeling 'ignored' by them (PROBE 1999; p. 50) [9].

In the present scenario, in India, schools are significant for their conduct, and raising the status of its inmates becoming a public recognized status symbol. It means the type of school children attend is an indication of their socio-economic background. In many of the local government schools, children from lower strata of the society join for studies (PROBE, 1999) [9]. Children belonging to the elite group of society, go to private schools. It's thus desirable to evaluate the condition and conduciveness for study of children from the marginalized section of society in these schools forming their only choice and the outcome of a limited study with focus on the problems of children is presented here.

The aim of the study is to examine primary school teachers' attitudes and expectations towards marginalized children in local government schools.

Objectives of the study

1) To study the secondary school teachers attitude towards marginalised children
2) To study the secondary school teachers expectations towards marginalized children

3) To study the secondary school teachers Classroom Behaviour towards marginalized children
4) To compare the secondary school teacher's attitude, expectations and Classroom Behaviour towards marginalized children.

Hypotheses of the study

1. There is no significant difference between the mean attitude score of male and female Teachers' is rejected and alternative hypothesis accepted.
2. There is no significant difference between the mean expectations score of male and female Teachers
3. There is no significant difference between the mean score of Classroom Behaviour of male and female Teachers group
4. There is no significant difference between the mean attitude score of Science and Arts Teachers
5. There is no significant difference between the mean expectations score of Science and Arts Teachers
6. There is no significant difference between the mean score of Classroom Behaviour of Science and Arts Teachers group
7. There is no significant relation between the mean score of attitude and Expectations of teachers towards of Marginalized Children
8. There is no significant relation between the mean score of Classroom Behaviour and Expectations of teachers towards of Marginalized Children
9. There is no significant relation between the mean score of Classroom Behaviour and attitudes of teachers towards of Marginalized Children.

Operational Definition of terms

Attitude

In this study, the investigator used the term "Attitude" to refer to the thoughts or points of view expressed by Secondary School Teachers on various elements of treating Marginalized children

Secondary school

In this study, the phrase "Secondary Institutions" refers to the sorts of schools that provide secondary education (classes 8-10) to pupils.

Teacher

In this study, the word "Teacher" refers to those individuals who are employed to educate pupils at the secondary school level.

Marginalized children

A group of children who are restricted to the lowest or peripheral edge of society is referred to as Marginalized Children. This group is barred from participating in mainstream economic, political, cultural, and social activities.

Inclusive education

Inclusive education means all students, young people with or without disabilities person, without social discrimination able to learn together in regular free school provision, school and community educational setting with suitable arrangement of support service.

Design of the study

Method of the study

The descriptive survey method was employed in this study.

Population

All the secondary schools in rural and urban are the population of Mysore and Hassan districts was the population.

Sampling

Teachers of 40 Secondary schools of Mysore and Hassan districts were considered as the Sample for the study. Quota Sampling Techniques (equal proportionate to their demographic characteristics) were used to select the respondents for the study from different educational institutions. The sample was chosen based on Gender, teaching subject of the teachers.

Data collection tools

The following tools were used to collect data

Attitude towards Inclusive Education Rating Scale (ATIERS)

To measure the attitude of teachers towards marginalized children the researcher adopted the "Attitude towards Inclusive Education Rating Scale" developed by Dr. Indu Garg and Smt. Sudha Sameer Pingle. The scale contains total of 42 items in which there were 25 negative statements and 17 positive statements. This scale deals with the four components of inclusive education i.e. basic philosophical issues, feasibility issues, collaboration issues and perception towards children with special needs. It was a three-point Likert scale having three types of response options; Agree, Disagree and Neutral.

For Role Expectations Scale (for High School teachers)

This scale developed and standardized by investigator.

Teachers Class Room Behaviuor Description form (TCRBDF)

This tool is prepared by the researcher. This contains total 38 characteristics The Scoring was done by obtaining the total scores of teachers on each characteristic. There are three level

a) Highly Desirable.
b) Desirable.
c) Not Important.

Total maximum scores of teachers on all characteristic is 104 and 38 lowest score.

Data analysis

As it is a survey type of study, the data analysis for the present study was done quantitatively with the help of both descriptive statistics and inferential statistics. The descriptive statistical techniques like, mean, standard deviation and the inferential statistics like, t-test and r-test for independent means were used during the process of the data analysis.

Gender wise analysis of teachers' Attitude, Expectations and Classroom Behaviour towards Marginalized Children

As per the gender of the Teachers, mainly two groups of Teachers were found, one group with Male and another group with female Teachers group. 50 male Teachers and 50 female Teachers were taken sample. The relation of gender with their Attitude, Expectations and Classroom Behaviour were computed. Attempt had been made to see the difference among different groups of teachers on the basis of their gender in mean Attitude, Expectations and Classroom Behaviour. The t-test for independent means was used for this purpose which is given in Table 1.

Table 1: Means, Standard Deviations and t- value of Groups of male and female Teachers

Variable	Subject	N	Mean	SD	t-value	Significance
Attitude	Male	50	84.5	6.49	48.35	Significant
	female	50	70.4	10.64		
Expectations	Male	50	168.6	8.12	16.54	Significant
	female	50	141.6	11.59		
Classroom Behaviour	Male	50	74.21	2.73	13.46	Significant
	female	50	60.42	2.40		

From table 1, it was observed that the mean scores of male and female Teachers' Attitude were 84.5 and 70.4 respectively. In terms of mean, it can be analyzed that the mean score of attitude of male teachers was found more than that of female teachers. The t-value of 49.05 was found not significant at both 0.05 and 0.01 level. Hence, the null hypothesis that is 'there is no significant difference between the mean attitude score of male and female teachers' is rejected and alternative hypothesis accepted.

From table-1, it was observed that the mean scores of expectations of male and female teachers were 168.6 and 141.6 respectively. In terms of mean, it can be analyzed that the mean score of expectations of male teachers was found more than that of female teachers. The t-value of 16.54 was found not significant at both 0.01 and 0.05 level. Hence, the null hypothesis that is 'there is no significant difference between the mean expectations score of male and female teachers' is rejected and alternative hypothesis accepted.

From table 1, it was observed that the means scores of classroom behaviour of male and female teachers were 74.21 and 60.42 respectively. In terms of mean, it can be analyzed that the mean score of female teachers group was found less than that of male Teachers group. The t-value of 13.46 was found not significant at 0.05 level. Hence, the null hypothesis that is 'there is no significant difference between the mean score of Classroom Behaviour of male and female Teachers group' is rejected and alternative hypothesis accepted. From the analysis of table 1, it can be concluded that the variable `gender' is related significantly with the Attitude, Expectations and Classroom Behaviour of Teachers towards Marginalized Children. The male and female Teachers stand unequally or nearly unequal in Attitude, Expectations and Classroom Behaviour of teachers towards Marginalized Children.

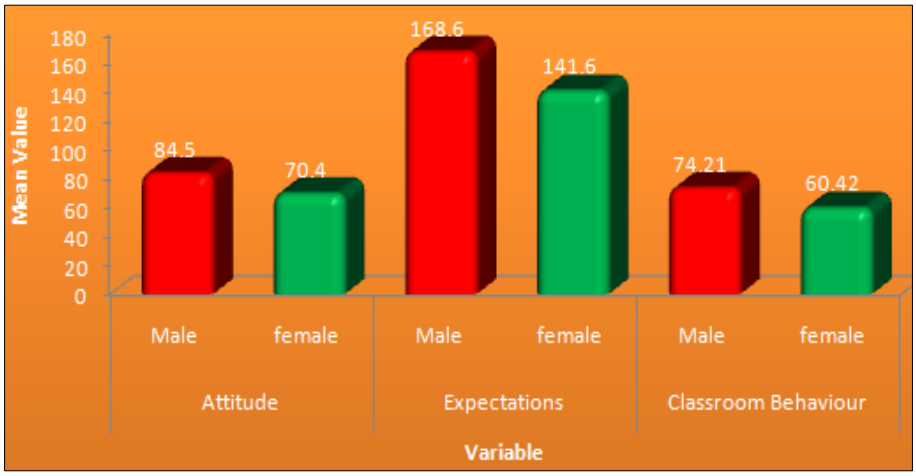

Fig 1: Comparision of mean scores of groups of male and female teacher's

Teaching subject wise analysis of teachers' Attitude, Expectations and Classroom Behaviour towards Marginalized Children

As per the gender of the teachers, mainly two groups of teachers were found, one group with Science and another group with Arts Teachers group. 50 Science teachers and 50 Arts teachers were taken sample. The relation of teaching subject with their Attitude, Expectations and Classroom Behaviour were computed. Attempt had been made to see the difference among different groups of teachers on the basis of their teaching subject in mean Attitude, Expectations and Classroom Behaviour. The t-test for independent means was used for this purpose which is given in Table 2.

Table 2: Means, Standard Deviations and t- value of Groups of Science and Arts teachers

Variable	Subject	N	Mean	SD	t-value	Significance
Attitude	Science	50	94.24	5.49	6.87	Significant
	Arts	50	81.32	9.31		
Expectations	Science	50	174.25	7.81	7.15	Significant
	Arts	50	151.22	12.31		
Classroom Behaviour	Science	50	78.23	4.45	8.45	Significant
	Arts	50	61.24	3.21		

From table-2, it was observed that the means of Science and Arts teachers' Attitude were 94.24 and 81.32 respectively. In terms of mean, it can be analyzed that the mean score of attitude

of Science Teachers was found more than that of Arts teachers. The t-value of 6.87 was found not significant at both 0.05 and 0.01 level. Hence, the null hypothesis that is 'there is no significant difference between the mean attitude score of Science and Arts Teachers' is rejected and alternative hypothesis accepted.

From table-2, it was observed that the mean scores of expectations of Science and Arts teachers were 174.25 and 151.22 respectively. In terms of mean, it can be analyzed that the mean score of expectations of Science teachers was found more than that of Arts teachers. The t-value of 7.15 was found not significant at both 0.01 and 0.05 level. Hence, the null hypothesis that is 'there is no significant difference between the mean expectations score of Science and Arts Teachers' is rejected and alternative hypothesis accepted.

From table 2, it was observed that the t-value of 13.46 was found not significant at 0.05 level. Hence, the null hypothesis that is 'there is no significant difference between the mean score of Classroom Behaviour of Science and Arts teachers group' is rejected and alternative hypothesis accepted. We can conclude that there is significant difference between the mean score of Classroom Behaviour of Science and Arts teachers group.

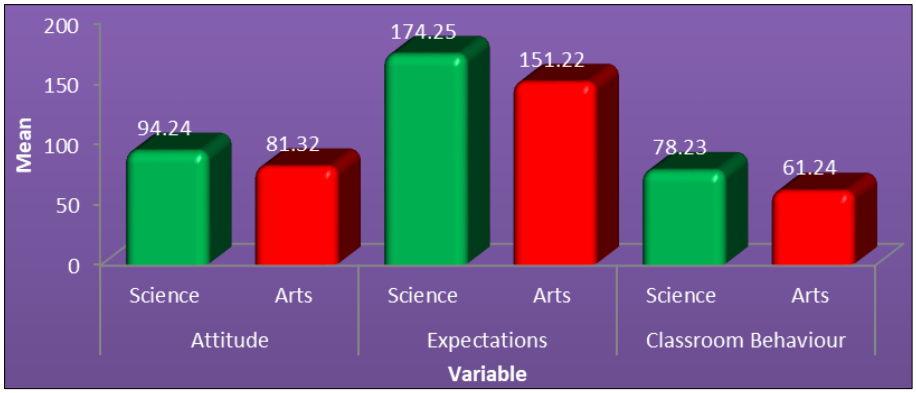

Fig 2: Comparision of mean scores of groups of science and art teacher's

Relationship of Attitude, Classroom Behaviour and Expectations towards Marginalized Children

Table 3: Statistics of r- value of Groups of teachers' attitude, classroom behaviour and expectations towards marginalized children

Sl. No.	Variable	N	r-value	Significance
1	Attitude	100	0.864 (1and2)	Significant
2	Expectations	100	0.975 (2 and 3)	Significant
3	Classroom Behaviour	100	8.874 (1 and3)	Significant

From table-3, it was observed that the r-value of 0.864 was found significant at 0.05 level. Hence, the null hypothesis that is 'there is no significant relation between the mean score of attitude and Expectations of teachers towards of marginalized children' is rejected and alternative hypothesis accepted. Therefore we can conclude that there is significant relation between the mean score of attitude and Expectations of teachers towards of marginalized children.

From table-3, it was observed that the r-value of 0.975 was found significant at 0.05 level. Hence, the null hypothesis that is 'there is no significant relation between the mean score of classroom behaviour and Expectations of teachers towards of Marginalized Children' is rejected and alternative hypothesis accepted. Therefore we can conclude that there is significant relation between the mean score of classroom behaviour and Expectations of teachers towards of marginalized children.

From table-3, it was observed that the r-value of 8.874 was found significant at 0.05 level. Hence, the null hypothesis that is 'there is no significant relation between the mean score of classroom behaviour and attitudes of teachers towards of marginalized children' is rejected and alternative hypothesis accepted. Therefore we can conclude that there is significant relation between the mean score of classroom behaviour and attitudes of teachers towards of marginalized children.

Finding

1. There is significant difference between the mean attitude score of male and female Teachers' is rejected and alternative hypothesis accepted.
2. There is significant difference between the mean expectations score of male and female Teachers
3. There is significant difference between the mean score of Classroom Behaviour of male and female Teachers group
4. There is significant difference between the mean attitude score of Science and Arts Teachers
5. There is significant difference between the mean expectations score of Science and Arts Teachers
6. There is significant difference between the mean score of Classroom Behaviour of Science and Arts Teachers group
7. There is significant relation between the mean score of attitude and Expectations of teachers towards of Marginalized Children
8. There is significant relation between the mean score of Classroom Behaviour and Expectations of teachers towards of Marginalized Children
9. There is significant relation between the mean score of Classroom Behaviour and attitudes of teachers towards of Marginalized Children

Educational Implications

Therefore, this study have implications for administrators and all those desiring education for all by 2020 is not a dream, but

a reality in the selection and provision of need based special training for teachers engaging in free education of children. With the provision of more resources and extensive opportunities for training at both pre-service and post-service levels, it's hoped that teachers' attitude towards marginalized children become more favourable. Inclusion of more training for teachers in diversity issues and sensitivity, availability of more teachers from lower socio-economic background, providing incentives for the better classroom instruction insisting more rigorous teacher preparation and higher standards for teacher selection are all essential for improving human resource development through education.

References

1. Galloway C. Teacher Non-Verbal Communication. Educational Leadership. 1966;24:55-63.
2. Howsam RB. Who's a Good Teacher? Problems and Progress in Teacher Evaluation. California Teachers Association; c1960. p. 48.
3. Singh AK. An outline of social psychology. Delhi: Sri Jainendra Press; c1991.
4. Srinivasan V, Saihjee A. The new segregation reflections on gender and equity in primary education. Economic and Political Weekly; c2002. p. 1600-1613.
5. Subrahmanian R. Education exclusion and the developmental state. In Chopra, R. and Jeffery, P. (Eds.), Educational regimes in contemporary India. New Delhi: Sage Publications; c2005. p. 62-82.
6. Good TL. Two decades of research on teacher expectations: Findings and future directions. Journal of teacher education. 1987 Jul;38(4):32-47.
7. Becker HS. Social-class variations in the teacher-pupil relationship. The Journal of Educational Sociology. 1952 Apr 1;25(8):451-65.
8. Rist R. Student social class and teacher expectations: The self-fulfilling prophecy in ghetto education. Harvard educational review. 1970 Sep 1;40(3):411-51.
9. Probe RA, Baca M, Adams R, Preece C. Night splint treatment for plantar fasciitis a prospective randomized study. Clinical Orthopaedics and Related Research®. 1999 Nov 1;368:190-5.