



**Perception of Higher Secondary Level Tribal Students Towards Their Teachers
Behavior in Special Reference to Kalinga Institute of Social Sciences**

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Abstract

The aim of the present study is to explore the perception of higher education +2 students of Kalinga Institute of Social Sciences (KISS) with special reference to the behaviour of teacher of their class room, also researcher focussed on effectiveness of teaching methods using in higher secondary level in different sections of institution and students understanding in the same time also tried to highlight the issues like friendly and unfriendly behaviour of their teachers within the classroom and outside. To gain an in-depth understanding of the topic, descriptive survey type of research design employed with 100 students of +2 second year were divided into two groups i.e. 60 female and 40 male. Two groups were assigned with two set of attitude scale to study their perception regarding teacher educator's behavior and their friendly nature within the institution. To justify the title of the topic we framed two objectives along with same number of research questions. The findings of the study were that That is as much as the role of the teacher in the teaching-learning process cannot be underestimated; the study revealed that most of the respondents perceive their teacher as the custodian of knowledge, students like their teachers educators behaviour are knowledgeable, qualified, punctual, respectful, sincere, helpful, friendly and humorous behaviours etc.. in the last we also made some valuable suggestions for the teachers to handle such a huge tribal organization like: Care for children and should love to be with them, Understand children with social, cultural and political context, Be receptive and constantly learning., View learning as a search for meaning out of personal experience and knowledge etc.

Key Words: Perception, higher secondary level, tribal, teacher educator, KISS



Introduction

Since, education is a dynamic process, it is inevitable for the teacher to be dynamic himself through self-development. Going forward some of the key areas that teachers would have to look into would be developing in students a robust character which is mentally tough, it retains and maintains social sensitivity and emotional maturity and above all is fueled by ethics, Teacher are involved in the process of inculcating the same and transmitting it from generation to generation. It is the teacher moral responsibility to extract the immense potentiality of the pupils and help to blossom up to the optimum to meet the aspirations of society. Learning to live together is the most important mechanism to organize the planet earth towards the global earth.

It is not a disagreement that the quality in education expect from a quality teacher and a quality teacher demands effective teacher training extended by a quality teacher educator in this present digital age. In the present context of changes in the higher secondary curriculum, communication technology and approaches to teaching and learning a need for developing professionalism among teachers is seriously felt. However, the concern for teacher education is a long history. Many significant efforts like Indian University Education Commission (1948-49) on Professional Education to recent introduction of NCF(2005), National curriculum framework for teacher education by NCTE in 2009 and call for revitalising teacher education in 12th five year plan have been made to bring quality teacher education. Still then the present teacher education system is unable to produce quality teachers.

Need for Professionally Qualified Teacher@ KISS

Kalinga Institute of Social Sciences is the largest tribal residential institution where there are 25000 children from 62 tribes, and 60 per cent of them are tribal girls. The campus sprawls out over 80 acres and the built up area is a whopping 10,00,000 square feet. The library alone occupies 15,000 square feet and holds over more than 30,000 titles. This makes it the largest residential tribal institution in the world. KISS provides accommodation, food, healthcare, education, vocational training absolutely free in the aim of achieving millennium development goals (MDGs).

With connecting to the above review at KISS the role of education in facilitating social and economic progress along with health and waste management has long been recognized not only in the country's education system but also by the UNO council. At KISS



education improves functional and analytical ability of the tribal students and thereby opens up opportunities for individuals and also groups to achieve greater access to labour markets, health healthy practices, reuse of waste material to improve economy and livelihoods of the tribal which helps them to be a part of mainstream. A better educated labour force and proper management of local waste material is essential if we are to meet the labour supply requirements of faster growth. So here education is not only an instrument of enhancing efficiency but is also an effective tool of widening and augmenting democratic participation and upgrading the overall quality of individual and societal life.

Although Prof. Samanta Sir establishes the institution with best modern amenities and make the campus Wi-Fi, but the mission of him to provide education to the child only to be a good human being in life, so one notable saying of him i.e. “Krutangya Hua, Krutaghna Hua nahin” “Be grateful, not ungrateful” to his students and society and also he preached it throughout globe. His mission to provide education to child only to serve the purpose of human life, so he emphasized value education, life skill education and spiritual enlightened topic to students in the school only to facilitate the Govt. aims of achieving Millennium Development Goals (MDGs). Along with above holy thinking he has also many mission to provide the proper health and hygiene practice by the tribal and proper use of local material to improve their economy.

With connecting the above type of great educational institution, there should be established new and innovative mechanisms to create a professional cadre of teacher those can only handle the tribal students within the campus, especially at pre-primary, the elementary stage and the higher secondary stage. But most teacher educators, training pre- primary and elementary school teachers for example, are themselves trained in secondary education where there is no provision of providing technique to handle tribal people and multi-cultural education. Existing programmes of Teacher Education, such as the M.Ed. have become, in many Universities, programmes of liberal studies in education and are woefully inadequate in facilitating a deeper discourse in education and an opportunity for inter-disciplinary enquiry. These offer little scope for professional development and research in key areas of school education such as curriculum enquiry and design, pedagogic studies, epistemological concerns and issues related to school and society. As a consequence, the dominant ethos of teacher education remains confined to a positivist approach drawn from classical schools of



thought in educational psychology and having little contact with a large number of innovative experiments that have mushroomed across India since the 1980s.

Review of related literature

We can better understand the importance of teacher educators' role in the school education, health practices and waste management with the following literature which is already proved by many researchers like: Woodering (1957) has said, "Unless the quality at people drawn into the teaching profession is maintained and projected on an increasing high level the education of our children is found to be deteriorating. The long range welfare of our society requires that reasonable proportion of our young people invest their lives in the development of succeeding generation. Tassew et al. (1992) attempted to study The problem of the classroom verbal behaviour of teacher trainees in Ethiopia in relation to their intelligence, self-concept and attitude towards teaching. The objectives of the study were: (i) To study the salient features of the patterns of classroom verbal behaviour of science teacher-trainees of Addis Ababa University, and (ii) to investigate the extent of the impact of the presage variables of intelligence, self-concept and attitude towards teaching upon classroom verbal behaviour. The findings of the study were: (1) the science teacher- trainees were found to be very talkative. (2) Most of the classroom verbal interactions were limited to the question-response pattern and silence and confusion and (3) the interaction between levels of intelligence and types of attitude towards teaching was not significant. Sohoni et al. (1992) studied to develop A training programme for the students to develop their problem-solving skills so as to facilitate their transferring these skills to their students. The objectives of the study were: (1) to develop a training programme for the development of problem- solving skills, (2) to implement the training programme, (3) to study the effect of the training programme on the development of problem- solving skills in the student-teachers, (4) to study the effect of the training programme on the development of creativity in the student-teachers, (5) to study the effect of graduation in different faculties on the development of problem-solving skills, and (6) to study the effect of teaching experience of the student-teachers on the development of problem-solving skills. The findings of the study were: (1) The mean scores of the experimental group on the problem-solving skills were highly significant as compared to those of the control group, (2) the gain of the mean scores of the experimental group on the creativity test was highly significant as



compared to the mean scores of the control group, and (3) the student-teachers appreciated the various aspects of the training programme and they were highly motivated to implement these in the schools.

Singh (1990) revealed that in rural setting, teachers join teaching profession who have positive attitude towards teaching profession. But in case of urban set up, even those people join the teaching profession who may not be having positive attitude towards the profession. But do not differ significantly in their attitude towards teaching profession. Raina (1990) attempted to assess the personality factors of graduate students, and to see if there were any differences in the personality factors of student-teachers belonging to different teaching fields. The objectives of the study were: (i) to study the pertinent personality factors of graduate student-teachers, and (ii) to ascertain whether there is any significant personality factor of student-teachers belonging to different teaching fields, viz. science, arts and commerce. The findings of study were: (1) Student-teachers, by and large, differed considerably on the 16 PF test. (2) The factor pattern for the science student-teachers suggested a picture of marked creativity. (3) The arts student-teachers were found to be warm hearted, ready to cooperate, and prepared to go along with the current, were humble, suspicious, adventurous, responsive, genial and carefree. Shah (1991) attempted to study certain determinants that make teachers effective. The objectives of the study were to predict the effect of aptitude, intelligence, values, self concept, job motivation, job satisfaction, personality, attitude and school climate on teaching effectiveness among 10 secondary-level teachers. The findings of study were: (1) teacher effectiveness was significantly affected by teaching aptitude, job satisfaction, job attitude, job motivation, personality, value pattern, self-concept, intelligence and organizational climate, (2) the variables like locality, type of school, level of educational qualification, grade and teaching experience also determined teacher effectiveness to some extent, (3) teachers' satisfaction with the nature of work and working conditions, positive attitude towards the children and the job, adaptability, mental ability, professional information, intelligence, knowledge value, intellectual self-concept, political value and some job motivation factors, e.g. peaceful quality of job, livelihood, influencing opportunity and enough leisure, were assessed as the paramount determinants of teacher effectiveness. Sharma and Kumar (1993) determined the relative importance of various teaching skills



suitable for effective teaching at the secondary stage in terms of preference of practicing teacher and he found that there are many observable behaviours, which the teacher can use in the class to bring home to the pupil an idea, a point or a thought and such observable behaviours are termed as teaching skills.

The skills of performing pupils participation using teaching aids and questioning were found to be the most important teaching skills. Rayan and Harrison (1995) examined how students weight various teaching factors in arriving at their overall evaluation of teaching effectiveness. They carried out an experiment in three different institutional contexts where students evaluate hypothetical instructors based on manipulation of nine teaching factors; learning; enthusiasm, organization, group interaction, individual rapport, breadth of coverage, examination fairness, assignments and course difficulty. The results indicated that the amount of learning was consistently the most important factor, and courage difficulty was the least important factor. Fraser (2003) of Union Institute and University, studied about "The heart of the classroom: Affective development in teacher education". This study examined the role of the affective domain in teacher development, both in undergraduate and graduate degree programs, focusing on the nature of young teachers' perceptions of such training and development in their formal studies. The inquiry also studied teachers' reflections on the origins of affective competence in their development of teaching skills. Using multiple case study methodology with elements of phenomenology and content analysis, this Project Demonstrating Excellence (PDE) explored the academic backgrounds and perceptions of five teachers selected for their demonstrated commitments to professional development. The project specifically examined the relationship between the teacher and the student and the development of teacher education practices that could positively effect that relationship. The findings lead to the conclusion that teacher development courses in affective development, expanded internships, and affective mentoring may be key contributions toward keeping these intelligent and caring young minds in the profession.

The PDE makes recommendations for curriculum improvements in teacher education leading to more deliberative development of affective skills in teachers. Zayapragassarazan (2007) found that majority of teacher trainees had a favourable perception towards the teaching practice programme. The male and female student-teachers had shown a favourable perception towards the teaching practice programme. The undergraduate and post-graduate student-



teachers had a favourable perception of 64% and 65% respectively. The perception of the rural and urban student-teachers towards the teaching practice programme was found to be 64% and 68% respectively. Axelrod (2008) has found that students' perceptions of what constitutes effective instruction transcend time and mode of delivery. He notes that the characteristics of effective teaching identified by contemporary students are consistent with evidence he has gathered from the study of historical memoirs and biographies. He has isolated seven qualities that he believes are "common elements of good teaching" and "transcend time place, discipline and instruction type" These qualities are: accessibility and approachability, fairness, open-mindedness, mastery and delivery, enthusiasm, humour, Knowledge and inspiration imparted.

Rational of the study

Quality in and of education has always been a priority area and efforts have been made in the past to improve the quality of elementary education. The NPE 1986 and programme of action 1992 had emphasized the need for substantial improvement in the quality of education to achieve essential levels of learning. Quality of education is that which help children to become conscious and productive citizen. So that they are able to face future challenges in life. The challenge for providing quality education at the elementary level involves improvement in the preparation of motivation and deployment of teachers, the quality of text books, and of infrastructural facilities. Improving the performance of teachers is the most important challenges in all levels like elementary, secondary and higher secondary education as they are the principal instrument of education. They are the backbone of educational system.

People's perceptions towards their professions have effect on their performance. This case is also valid for the profession of teaching. Teaching is like planting a tree, one should wait for a long time for the trees to finally mature. By this standard, teaching is the most demanding job since teachers need a long time to see the result of their action on student. It is perceived as a difficult job among people. Many reasons can be named for this perception. Such as teachers, particularly higher secondary teachers with younger student; have responsibility of their entire student. They should make a critical decision about student in class-room everyday and they are seen as an authority to maintain the control of the class, considering all the those reasons it can be said that teachers face several difficulties when they start teaching, when this happen, they start to feel alone and isolated, and they feel that



they have to do everything by themselves without any kind of support.

The cycle of the relationship between perception and teaching practice can be summarized as follow.

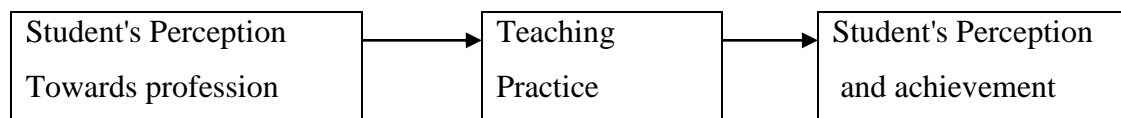


Figure 1 The cycle of the relationship between perception and teaching

When the cycle is examined, It can be obviously understood that teacher's perception towards profession have an effect not only on their teaching practice but also on their student. In this set up world's largest tribal institution teachers have a significant role in their student in shaping their attitude and achievement in the class-room. Realizing the importance of perception of higher secondary students in KISS towards on teaching practice/professions the researcher raised following research question:

Objectives

The present study addressed with the following objectives:

- To study the perception of higher secondary students towards their teacherbehavior in KISS (Kalinga Institute of Social Sciences)
- To highlight student friendly and unfriendly quality behaviour of teacherin different context.

Research Questions

Following are the issues or research questions upon which the analysis will be based on:

- What are the perceptions of higher secondary students towards their teacherbehavior in KISS (Kalinga Institute of Social Sciences)?
- Whether students accepting the present friendly and unfriendly quality behaviour of teacherin different context?

Methodology

Descriptive survey method used in the study as the investigators tried to get information about more than one variable also with better understanding of perceptions of stakeholders (Hittleman and Simon, 1997). Through this method information about conditions, situations and events that occur in the present can be obtained (UNESCO, 2005). Therefore, in the present study the investigator used this method to explore all possibilities to highlight, measure the impact and effectiveness of integration curricula of KISS and present



students perception towards their teacher educator's behavior for the tribal up-liftment and better education, Also the problems and its eradication from the root to achieve Millennium Development Goals.

Sample

The present study involved 100 higher secondary students from +2 Second years, Kalinga Institute of Social Sciences, Bhubaneswar were sample selected in the study.

Description of sample

Table 1 Demographic representation of sample

Gender	Sample Size	% of sample size
Male	40	40
Female	60	60
Total	100	100

Sampling strategy

Multistage stratified random sampling technique was employed for selection of various subjects of the study namely; blocks, clusters, schools. Holton & Burnett (1997) states that: "ultimate function of stratification is to organise the population into homogeneous subsets and then select appropriate number of elements from each. It permits the use of different sample designs for different portions of the population"

Tool for the present study

The present tool is a self made 10 point attitude scale which describes their perceptions towards behavior of the teacher educators. Tools were design in the form of liking weight age scale. Which is basically developed to access the perception of +2 higher secondary students towards their teacher behaviour.

This consists of three sections. The first section was develop to draw personal information of the respondent like name, age, educational background, % of last educational qualification, etc. The second section of the liking weight age contains 60 structured items. The items are quantitative in nature. This section extracts information from the student about the characteristics of their teacher behaviour and last section of the liking weight age extracts



suggestion towards what characteristics is needed for teacher educators. The characteristics are used in linking weight age are as follows:

Table 2 The characteristics in linking weight age

Accessible	Creative	Happy	Positive
Accommodating	<i>Current</i>	<i>Helpful</i>	<i>Practical</i>
Attentive	<i>Dedicated</i>	<i>Humble</i>	<i>Prepared</i>
Available	<i>Dependable</i>	<i>Humorous</i>	<i>Professional</i>
Caring	<i>Diplomatic</i>	<i>Interactive</i>	<i>Punctual</i>
Challenging	<i>Eclectic</i>	<i>Interesting</i>	<i>Qualified</i>
Clear	<i>Efficient</i>	<i>Kind</i>	<i>Realistic</i>
Collaborative	<i>Empathetic</i>	<i>knowledgeable</i>	<i>Reasonable</i>
Communicative	<i>Energetic</i>	<i>Motivating</i>	<i>Reflective</i>
Compassionate	<i>Engaging</i>	<i>Open Minded</i>	<i>Respectful</i>
Competent	<i>Enthusiastic</i>	<i>Organized</i>	<i>Responsive</i>
Concerned	<i>Fair</i>	<i>Patient</i>	<i>Sincere</i>
Confident	<i>Flexible</i>	<i>Passionate</i>	<i>Stimulating</i>
Consistent	<i>Focused</i>	<i>Personable</i>	<i>Trustworthy</i>
Constructive	<i>Friendly</i>	<i>Pleasant</i>	<i>Understanding</i>

Statistical Techniques Use

Quantitative data analysis: It is a powerful research form, emanating in part from the positivist tradition. It is often associated with large scale research, but can also serve smaller scale investigations, with case studies, action research, correlational research and experiments.



Analysis and Interpretation

Perceptions of higher secondary students towards their teacher behavior @ KISS

Table 3 Perceptions of higher secondary students towards their behaviour

<i>Liking Weight age</i>											
<i>Sl.</i>	<i>Characteristic</i>	<i>Perceived</i>		<i>Expected</i>		<i>Sl</i>	<i>Characteristic</i>	<i>Perceived</i>		<i>Expected</i>	
		<i>Below 5</i>	<i>Above 5</i>	<i>Below 5</i>	<i>Above 5</i>			<i>Below 5</i>	<i>Above 5</i>		
<i>1</i>	<i>Enthusiastic</i>	<i>44</i>	<i>56</i>	<i>23</i>	<i>77</i>	<i>31</i>	<i>Accessible</i>	<i>42</i>	<i>58</i>	<i>36</i>	<i>64</i>
<i>2</i>	<i>Available</i>	<i>36</i>	<i>64</i>	<i>21</i>	<i>79</i>	<i>32</i>	<i>Prepared</i>	<i>38</i>	<i>62</i>	<i>32</i>	<i>68</i>
<i>3</i>	<i>knowledgeable</i>	<i>5</i>	<i>95</i>	<i>15</i>	<i>85</i>	<i>33</i>	<i>Confident</i>	<i>31</i>	<i>69</i>	<i>24</i>	<i>76</i>
<i>4</i>	<i>Stimulating</i>	<i>46</i>	<i>54</i>	<i>26</i>	<i>74</i>	<i>34</i>	<i>Friendly</i>	<i>13</i>	<i>87</i>	<i>17</i>	<i>83</i>
<i>5</i>	<i>Personable</i>	<i>39</i>	<i>61</i>	<i>34</i>	<i>66</i>	<i>35</i>	<i>Trustworthy</i>	<i>32</i>	<i>68</i>	<i>26</i>	<i>74</i>
<i>6</i>	<i>Humorous</i>	<i>38</i>	<i>62</i>	<i>39</i>	<i>61</i>	<i>36</i>	<i>Positive</i>	<i>29</i>	<i>71</i>	<i>18</i>	<i>82</i>
							<i>Empathetic</i>				
<i>7</i>	<i>understanding</i>	<i>35</i>	<i>65</i>	<i>12</i>	<i>88</i>	<i>37</i>		<i>62</i>	<i>38</i>	<i>38</i>	<i>62</i>
<i>8</i>	<i>Flexible</i>	<i>33</i>	<i>67</i>	<i>12</i>	<i>88</i>	<i>38</i>	<i>Dedicated</i>	<i>44</i>	<i>56</i>	<i>21</i>	<i>79</i>
<i>9</i>	<i>Collaborative</i>	<i>40</i>	<i>60</i>	<i>16</i>	<i>84</i>	<i>39</i>	<i>Current</i>	<i>46</i>	<i>54</i>	<i>42</i>	<i>58</i>
<i>10</i>	<i>Open Minded</i>	<i>40</i>	<i>60</i>	<i>15</i>	<i>85</i>	<i>40</i>	<i>Dependable</i>	<i>62</i>	<i>38</i>	<i>38</i>	<i>62</i>
	<i>Communicative</i>						<i>Caring</i>				
<i>11</i>	<i>e</i>	<i>60</i>	<i>40</i>	<i>10</i>	<i>90</i>	<i>41</i>		<i>57</i>	<i>43</i>	<i>21</i>	<i>79</i>
<i>12</i>	<i>Punctual</i>	<i>11</i>	<i>89</i>	<i>3</i>	<i>97</i>	<i>42</i>	<i>Engaging</i>	<i>59</i>	<i>41</i>	<i>22</i>	<i>78</i>
<i>13</i>	<i>Responsive</i>	<i>34</i>	<i>66</i>	<i>17</i>	<i>83</i>	<i>43</i>	<i>Happy</i>	<i>33</i>	<i>67</i>	<i>24</i>	<i>76</i>
<i>14</i>	<i>Sincere</i>	<i>26</i>	<i>74</i>	<i>17</i>	<i>83</i>	<i>44</i>	<i>Constructive</i>	<i>47</i>	<i>53</i>	<i>17</i>	<i>83</i>
<i>15</i>	<i>Concerned</i>	<i>43</i>	<i>57</i>	<i>35</i>	<i>65</i>	<i>45</i>	<i>Competent</i>	<i>41</i>	<i>59</i>	<i>32</i>	<i>68</i>
<i>16</i>	<i>Organized</i>	<i>44</i>	<i>56</i>	<i>22</i>	<i>78</i>	<i>46</i>	<i>Creative</i>	<i>44</i>	<i>56</i>	<i>13</i>	<i>87</i>
<i>17</i>	<i>Interesting</i>	<i>45</i>	<i>55</i>	<i>25</i>	<i>75</i>	<i>47</i>	<i>Realistic</i>	<i>37</i>	<i>63</i>	<i>22</i>	<i>78</i>
<i>18</i>	<i>Patient</i>	<i>35</i>	<i>65</i>	<i>26</i>	<i>74</i>	<i>48</i>	<i>compassionate</i>	<i>48</i>	<i>52</i>	<i>44</i>	<i>56</i>
<i>19</i>	<i>Fair</i>	<i>51</i>	<i>49</i>	<i>27</i>	<i>73</i>	<i>49</i>	<i>Professional</i>	<i>31</i>	<i>69</i>	<i>33</i>	<i>67</i>
<i>20</i>	<i>Motivating</i>	<i>12</i>	<i>88</i>	<i>13</i>	<i>87</i>	<i>50</i>	<i>Qualified</i>	<i>3</i>	<i>97</i>	<i>12</i>	<i>88</i>
<i>21</i>	<i>Clear</i>	<i>48</i>	<i>52</i>	<i>20</i>	<i>80</i>	<i>51</i>	<i>Pleasant</i>	<i>35</i>	<i>65</i>	<i>28</i>	<i>72</i>
<i>22</i>	<i>Respectful</i>	<i>13</i>	<i>87</i>	<i>18</i>	<i>82</i>	<i>52</i>	<i>Humble</i>	<i>33</i>	<i>67</i>	<i>30</i>	<i>70</i>
<i>23</i>	<i>Challenging</i>	<i>56</i>	<i>44</i>	<i>26</i>	<i>74</i>	<i>53</i>	<i>Accommodating</i>	<i>38</i>	<i>62</i>	<i>36</i>	<i>64</i>
<i>24</i>	<i>Practical</i>	<i>40</i>	<i>60</i>	<i>22</i>	<i>78</i>	<i>54</i>	<i>Reasonable</i>	<i>46</i>	<i>54</i>	<i>36</i>	<i>64</i>
<i>25</i>	<i>Energetic</i>	<i>35</i>	<i>65</i>	<i>17</i>	<i>83</i>	<i>55</i>	<i>Consistent</i>	<i>42</i>	<i>58</i>	<i>34</i>	<i>66</i>
<i>26</i>	<i>Diplomatic</i>	<i>34</i>	<i>66</i>	<i>56</i>	<i>44</i>	<i>56</i>	<i>Passionate</i>	<i>48</i>	<i>52</i>	<i>28</i>	<i>72</i>
<i>27</i>	<i>Helpful</i>	<i>11</i>	<i>89</i>	<i>26</i>	<i>74</i>	<i>57</i>	<i>Kind</i>	<i>32</i>	<i>68</i>	<i>24</i>	<i>76</i>
<i>28</i>	<i>Attentive</i>	<i>26</i>	<i>74</i>	<i>23</i>	<i>77</i>	<i>58</i>	<i>Interactive</i>	<i>47</i>	<i>53</i>	<i>25</i>	<i>75</i>
<i>29</i>	<i>Eclectic</i>	<i>58</i>	<i>42</i>	<i>49</i>	<i>51</i>	<i>59</i>	<i>Focused</i>	<i>47</i>	<i>53</i>	<i>29</i>	<i>71</i>
<i>30</i>	<i>Efficient</i>	<i>34</i>	<i>66</i>	<i>30</i>	<i>70</i>	<i>60</i>	<i>Reflective</i>	<i>22</i>	<i>78</i>	<i>20</i>	<i>80</i>



From the above table, researcher identify the major characteristics of teacher which perceived by the student teachers. There majority of the students perceived that their teacher are knowledgeable, qualified, respectful, friendly, professional, punctual, sincere, helpful, attentive, confident, trustworthy, positive. More so ever 95% student gives weightage on knowledge and 85% students agree that knowledge is essential part of teacher behaviour. 97% percent students responds that their teacher are well qualified on other hand 88% percent students expected this character in teacher behaviour. On the aspect of punctual 89% percent respondents are agree that their teacher are punctual, 97% respondents say that it is the important part of teacher behaviour.

In the same time 87% percent students perceived the characteristics of respectful and friendly behaviour of their teacher during their education, on same side 82 and 83 % students weight the behaviour of teacher respectively. 69% students identify the professional behaviour in their educators. Only 67% students agree with that it is an important aspect of teacher behaviour. Helpful nature is perceived by 89% students but only 74% percent students are expecting these characteristics in teacher educators. 69% students identify the confident characteristics in their teachers as well as they expect at least 76% in teachers behaviours which is really a negative side of the professional ethics of the teacher.

The researcher found that 90% students expect the communicative behaviour is very essential but they perceived by their teacher only 40% percent, which is the obstacles of the students out spoken attitude and flourishment of the creativity. On the dependable characteristic, 38% like this behaviour but 62% students teacher expected in teacher educators. On the basis of reflective behaviour they get only 78% from their teacher but by the eases it as 80% necessary for teacher behaviour. 88% students perceived that their teacher are motivating and clear in his/her concept, but they expect 87% of this behaviour in teacher. Characteristics of interactive and focused they perceived 47%, and in the assumption of teacher behaviour they agreed on 75 and 71% is necessary.

Friendly and unfriendly behaviour perceived by the student

On the above mentioned data researcher found that a significant aspects of the data collected is that respondents perceived by the pre service student teachers. Most of time they like or dislike the behaviour of their teacher in classroom transaction. After completing the coding process, the data was filtered according to these unique characteristics identified. The



descriptions and teacher behaviours identified by the students or each characteristics were separated on the perception of likeness . The analysis of these behaviours are identified as: They perceived that their teachers educators are Knowledgeable. They are also well qualified, punctual in all sense, they also likes the friendly behaviour of their educators.They also access the good quality of respectfulness in their behaviour which likes by the most of the students. They also like the helpful and confident behaviour. Researcher found that most of the pre service studentsare disliked the diplomatic and eclectic behaviour. Fifty six percent students perceived their teacher are less challenging, and seventy four percent student teacher expected more is need for teacher behaviour.

They also assessing that their teacherare less communicative as well as less reflective, which demand lots of in the field of education. They also get less focused, empathetic, dedicated, and constructive in behaviour in their teacher.Studentsperceived less fairness in the instructors behaviour during classroom transaction.

Table 4 Perception and expected behaviour of teacher perceived by the male student teachers.

<i>Liking Weight age</i>											
<i>Sl. No.</i>	<i>Characteristics</i>	<i>Perceived</i>				<i>Expected</i>					
		<i>Belo w 5</i>	<i>Above 5</i>	<i>Below 5</i>	<i>Above 5</i>	<i>Belo w 5</i>	<i>Above5</i>	<i>Below 5</i>	<i>Above 5</i>		
1	Enthusiastic	50	50	20	80	31	Accessible	40	60	34	66
2	Available	40	60	14	86	32	Prepared	40	60	30	70
3	Knowledgeable	23	77	17	83	33	Confident	30	70	24	76
4	Stimulating	70	30	27	73	34	Friendly	40	60	17	83
5	Personable	40	60	30	70	35	Trustworthy	40	60	30	70
6	Humorous	40	60	34	66	36	Positive	34	66	24	76
7	Understanding	44	56	7	93	37	Empathetic	50	50	40	60
8	Flexible	44	56	10	90	38	Dedicated	30	70	20	80
9	Collaborative	40	60	7	93	39	Current	44	56	30	70
10	Open Minded	47	53	4	96	40	Dependable	34	66	26	74
11	Communicative	22	78	10	90	41	Caring	40	60	27	73
12	Punctual	15	85	08	92	42	Engaging	44	56	17	83
13	Responsive	47	53	14	86	43	Happy	37	63	10	90
14	Sincere	34	66	17	83	44	Constructive	50	50	14	86



15	<i>Concerned</i>	54	46	37	83	45	<i>Competent</i>	44	56	27	73
16	<i>Organized</i>	47	53	20	80	46	<i>Creative</i>	47	53	14	86
17	<i>Interesting</i>	37	63	20	80	47	<i>Realistic</i>	44	56	10	90
18	<i>Patient</i>	47	53	30	70	48	<i>compassionate</i>	44	56	37	63
19	<i>Fair</i>	28	72	22	78	49	<i>Professional</i>	20	80	05	95
20	<i>Motivating</i>	54	46	14	86	50	<i>Qualified</i>	20	80	10	90
21	<i>Clear</i>	60	40	17	83	51	<i>Pleasant</i>	34	66	20	80
22	<i>Respectful</i>	20	80	10	90	52	<i>Humble</i>	40	60	27	73
23	<i>Challenging</i>	41	59	24	76	53	<i>Accommodating</i>	37	63	24	76
24	<i>Practical</i>	43	57	23	77	54	<i>Reasonable</i>	44	56	34	66
25	<i>Energetic</i>	37	63	4	96	55	<i>Consistent</i>	50	50	27	73
26	<i>Diplomatic</i>	21	79	50	50	56	<i>Passionate</i>	50	50	24	76
27	<i>Helpful</i>	13	87	14	86	57	<i>Kind</i>	47	53	14	86
28	<i>Attentive</i>	37	63	17	83	58	<i>Interactive</i>	40	60	17	83
29	<i>Eclectic</i>	54	46	37	63	59	<i>Focused</i>	44	56	17	83
30	<i>Efficient</i>	44	56	30	70	60	<i>Reflective</i>	27	73	10	90

From the above table the response of male student that 80% male students perceived their teachers are professional and qualified, 95% male students expect professional behavior and 90 percent are agree that qualified characteristics is important aspect of teacher educator. 77% respondents perceive the knowledgeable characteristics in their teacher educators, 83% respondents expected these characteristics in teachers educators, here researcher found great variations cause may be the teachers may not updated themselves with the current techniques of learning and knowledge explosion also may be the cause lack of proper FDP and workshop on recent trends. 85% student's access their teachers are punctual and they assume these characteristics in teacher at 92%, this is because of their professional ethics and dedication to the profession. The diplomatic behavior is perceived by 79% male students but they expect this character in teacher is only 50%, this is because the recent teacher subjects are special and needed diplomatic technique to provide learning environment. The perceived characteristic of respectful is 80%, it expected in teacher is up to 90%, the present variations may have the cause like proper care and nurturance to the special group as guided by the organizations and somehow the overloaded work does not provides proper working conditions because of the huge institution and students strength. Helpful nature perceived by 87% of teachers, 86% male respondents are expecting this behaviour is



important dimension for teacher educators; this is because of the best teacher recruitment process by the organization as required to the institution.

On the other hand 78% male students gives less weight age to the communicative behavior in their teacher but they expect 90% is essential for teaching purpose, this exception may be the language difficulty of the teachers means they may not know the all tribal languages and their style of pronunciations of English after all it needs continuous and rigorous training and developmental programs (Ozfidan, Machtmes, & Demir, 2014). In the same time near about 73% male representative access the kind, and reflective behavior they perceived in their teacher but they need 90% in teacher behavior which is a matter of concern now should be focused. At the same time approximately 70% male students get the stimulating, fair, dependable behavior in their teacher, and they access these characteristics about near about 75% in expectation, the persisting variation may be the result of teachers motivation to know new opportunities in the market which will help them to help, guide and stimulate towards particular course or profession. At least 58% student perceived the challenging and practical behaviour in teacher but they assume 76% is necessary for teaching purpose, this is because lack of ultra modern facilities in particular reference to the teaching learning process, so this may be taken in to account by the organization for the better outlook and competitiveness of the tribal students.

Liking behaviour perceived by male student teachers

On the above mentioned data researcher found that, each responses like or dislike of them regarding their teacher necessary for classroom transactions and play a mind mapping and immense necessary role in their educational path. After completing the coding process, the data was filtered according to these unique characteristics identified. The male students perceived that their teacher are Knowledgeable. They are also well qualified, punctual in all sense they also likes the friendly and helpful nature of their educators. They also access the good quality of respectfulness in their behaviour which likes by the most of the male students. They also like the helpful and confident behaviour.

They also assessing that their teacher educator are less communicative as well as less reflective as expected more before, which demand lots of in the field of education not only for teaching but also providing a proper growth to their professional life. They also get less focused, empathetic, stimulating, dedicated, and constructive in behaviour in their teachers.



Students perceived less fair and clear characteristics in the teacher behavior as expected before and which is also not a good sign for the world's largest tribal organization.

Table 5 Perception and expected behaviour of teacher perceived by the female student teachers

		<i>Liking Weight age</i>															
		<i>Perceived</i>				<i>Expected</i>				<i>Perceived</i>				<i>Expected</i>			
<i>Sl. No.</i>	<i>Characteristics</i>	<i>Below 5</i>	<i>Above 5</i>	<i>Below 5</i>	<i>Above 5</i>	<i>Sl. No.</i>	<i>Characteristics</i>	<i>Below 5</i>	<i>Above 5</i>	<i>Below 5</i>	<i>Above 5</i>	<i>Below 5</i>	<i>Above 5</i>	<i>Below 5</i>	<i>Above 5</i>		
1	<i>Enthusiastic</i>	42	58	25	75	31	<i>Accessible</i>	43	57	38	62						
2	<i>Available</i>	35	65	25	75	32	<i>Prepared</i>	38	62	33	67						
3	<i>Knowledgeable</i>	4	96	15	85	33	<i>Confident</i>	25	75	25	75						
4	<i>Stimulating</i>	40	60	32	68	34	<i>Friendly</i>	07	93	18	82						
5	<i>Personable</i>	39	61	36	64	35	<i>Trustworthy</i>	29	71	25	75						
6	<i>Humorous</i>	38	62	42	58	36	<i>Positive</i>	28	72	16	84						
7	<i>Understanding</i>	32	68	15	85	37	<i>Empathetic</i>	46	54	38	62						
8	<i>Flexible</i>	29	71	13	87	38	<i>Dedicated</i>	50	50	22	78						
9	<i>Collaborative</i>	40	60	20	80	39	<i>Current</i>	48	52	48	52						
10	<i>Open Minded</i>	38	62	20	80	40	<i>Dependable</i>	35	65	80	20						
11	<i>Communicative</i>	19	81	14	86	41	<i>Caring</i>	46	54	19	81						
12	<i>Punctual</i>	26	74	18	82	42	<i>Engaging</i>	40	60	25	75						
13	<i>Responsive</i>	29	71	19	81	43	<i>Happy</i>	32	68	30	70						
14	<i>Sincere</i>	13	87	18	82	44	<i>Constructive</i>	46	54	19	81						
15	<i>Concerned</i>	39	61	35	65	45	<i>Competent</i>	40	60	35	65						
16	<i>Organized</i>	43	57	23	77	46	<i>Creative</i>	43	57	13	87						
17	<i>Interesting</i>	49	51	28	72	47	<i>Realistic</i>	35	65	28	72						
18	<i>Patient</i>	30	70	25	75	48	<i>compassionate</i>	50	50	48	52						
19	<i>Fair</i>	52	48	28	72	49	<i>Professional</i>	26	74	35	65						
20	<i>Motivating</i>	46	54	13	87	50	<i>Qualified</i>	05	95	15	85						
21	<i>Clear</i>	43	57	22	78	51	<i>Pleasant</i>	36	64	32	68						
22	<i>Respectful</i>	20	80	25	75	52	<i>Humble</i>	30	70	32	68						
23	<i>Challenging</i>	58	42	28	72	53	<i>Accommodating</i>	39	61	41	59						
24	<i>Practical</i>	35	65	22	78	54	<i>Reasonable</i>	48	52	38	62						
25	<i>Energetic</i>	52	48	23	75	55	<i>Consistent</i>	39	61	38	62						
26	<i>Diplomatic</i>	42	58	55	45	56	<i>Passionate</i>	48	52	30	70						
27	<i>Helpful</i>	14	86	25	75	57	<i>Kind</i>	26	74	29	71						
28	<i>Attentive</i>	25	75	25	75	58	<i>Interactive</i>	33	67	29	71						
29	<i>Eclectic</i>	60	40	55	45	59	<i>Focused</i>	49	51	35	65						



<i>30 Efficient</i>	<i>30</i>	<i>70</i>	<i>30</i>	<i>70</i>	<i>60 Reflective</i>	<i>53</i>	<i>47</i>	<i>25</i>	<i>75</i>
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As per the analysis of the above table shows that 96% female students perceived their teacher are knowledgeable, whereas 85% female students gives weight age on the expected criteria it is important dimension for teacher for the institution. In the same time 95% female respondents are perceive the qualified behaviour in their teacher and 85 percent are expected that qualified characteristics is important aspect of teacher educators it is because of proper selection process of recruitment. Also 93% respondents perceive the friendly characteristics in their teacher educators, while 82% female respondents expected these characteristics in teacher is essential. Near about 80% female students access their teacher are respectful and they assume this characteristics in teacher at 75% it is the matter of concern and deviation from the male students, also it should be minimized to maintain discipline among students. The punctual behaviour is perceived by 74% female students but they expect this character in teacheris only 82%, also here there is a huge difference from the male students this may be the workload and other assignments. Helpful nature perceived by 86% female student teachers, on other hand 75% female respondents are expected this characteristics is important for teacher in higher education sector. Attentive and confident behaviour is observed by 75% female students and 75% female respondents are think that it is important feature of teacher educators. The perceived characteristic of sincere is 87%, it expected in teacher educator is up to 82%, and this is because of recruitment style and continuous life skill programme within the campus.

In the other hand 81% female students less perceived the communicative behaviour in their teacher but they wants 86% is essential for teaching purpose, this may be the lack of proper tribal language training and also all the subjects are belongs to disadvantaged society. In the same time 65% female representative perceived the dependable behaviour they in their teacher but they need only 20% in teacher behaviour. Also it was found 60% female students gets the eclectic behaviour in their teacher, and they access these characteristics about 45% in expected characteristics.

Liking behaviour perceived by female student teachers

From the above data researcher found that, liking or disliking the behaviour of their teacher are based on the perception of respondents which they perceive during the class room



transaction and during different co-curricular activities within the campus in different context. The female students perceived that their teacher are Knowledgeable, and well qualified, also respectful and punctual as well as they also likes the friendly and helpful nature of their teachers. They also like the helpful and friendly behaviour of their teacher educators. In the same time also assessing that their teacher are less communicative as well as less reflective. They also get less focused, eclectic and compassionate behaviour in their teacher educators. Female students perceived less fair and challenging characteristics in the teacher behavior, it may be negative side of the teacher personality but the institution and person concern should be take it necessity for better organization of the institution.

Findings

Following are the major findings of the present study

1. The results established that the kind of perception that students teachers hold varies. That is as much as the role of the teacher in the teaching-learning process cannot be underestimated; the study revealed that most of the respondents perceive their teacher as the custodian of knowledge at KISS.
2. Most of the students perceived their teacher are well qualified, respectful, professional and punctual, but on the expected behaviour of teacher they weight these characteristics less than they perceived.
3. The female students perceived the helpful, friendly, positive and humble characteristics in their teacher is more in compared to perceive by the male students teachers.
4. Most of the post graduates students perceived the challenging, motivating and open minded characteristics. Where graduate students teachers perceived to the happy, stimulating, enthusiastic, humorous and professional characteristics within the campus.
5. Overall the students like their teachers educators behaviour are knowledgeable, qualified, punctual, respectful, sincere, helpful, friendly and humorous behaviours.
6. Most of the students less perceived the communicative, reflective, focused and challenging behaviour of their teacher during classroom teaching practices.
7. They feels diplomatic, dependable, eclectic and less fair behaviour in their teacher which they perceived in them, but they want less of these characteristics and more fairness in the teachers educators behaviour on expected characteristics.



8. Most of the students disliked the diplomatic, dependable behaviour. And they want more reflective, focused, challenging and communicative characteristics in their teacher teaching practices.

Vision of Teacher/Suggestions for teacher@ KISS

- Teachers need to be prepared to care for children, enjoy to be with them, seek knowledge, own responsibility towards society and work to build a better world in general KISS environment in particular, develop sensitivity to the problems of the learners, commitment to justice and zeal for social reconstruction.
- Teachers need to view learners as active participants in their own learning because they are shy in nature according to their community and not as mere recipients of knowledge; need to encourage their capacity to construct knowledge; ensure that learning shifts away from rote methods. Learning is to be viewed as a search for meaning out of personal experiences and knowledge generation as a continuously evolving process of reflective learning.
- Teachers need to be trained in organizing tribal learner-centered, activity based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits, integrating academic learning with productive work which is need to teach here for the special category of students.
- Present curriculum should provide opportunity to teachers for reflection and independent study to the tribal reference without packing the training schedule with teacher-directed activities alone.
- The programme should engage teachers with tribal children in real contexts rather than teach them about children through theories alone because they all are practical oriented according to their community. It should help them understand the psycho-social attributes and needs of tribal learners, their special abilities and characteristics, their preferred mode of cognition, motivation and learning resulting from home and community socialization.
- The programme should help teachers or potential teachers to develop social sensitivity and consciousness and finer tribal human sensibilities within the campus.



- Teacher need to appreciate the potential of tribal student's hands-on experience as a pedagogic medium both inside and outside the classroom; and work as integral to the process of education.
- Teachers need to re-conceptualize citizenship education in terms of human rights and approaches of critical pedagogy; emphasize environment and its protection, living in harmony within oneself and with natural and social environment; promote peace, democratic way of life, constitutional values of equality, justice, liberty, fraternity and secularism, and caring values which is necessary for tribal students.
- In view of the many-sided objectives of higher education the evaluation protocol needs to be comprehensive and provide due place for the evaluation of tribal attitudes, values, dispositions, habits and hobbies, in addition to the conceptual and pedagogical aspects through appropriate quantitative as well as qualitative parameters.

Conclusion

The overall view of this study reveals that the characteristics of teacher perceived by the students are very fruit full in the field of education and tribal institute like KISS in particular. These characteristics like knowledgeable, qualified, punctual, respectful, helpful and friendly nature of teacher give great strength and good moral values in the tribal learner. There is also need of reflective, focused, challenging and communicative behaviour in teacher educators; it is because it is the need and fundamental part of education outputs. Learners perception towards their teacher play a vital role in the construction of mind mapping and take interest in the field of education for better development of students.

To discharge above stated roles, teacher need to be prepared to (1) Care for children and should love to be with them. 2) Understand children with social, cultural and political context. 3) Be receptive and constantly learning., 4) View learning as a search for meaning out of personal experience and knowledge, 5) View knowledge not as an internal entity included in a text books, but as constructed in the shared context of teaching learning and personal experience 6) Our own responsibility towards society in general tribal land in particular and work to build a better World 7) Appreciate the potential of productive and hards on experience as a medium both inside and outside the class-room 8) Analysis the curricular framework, policy implications and tents.



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