APPENDIX - 1 & 2

TESTS AND QUESTIONNAIRES
APPENDIX - 1

TEACHER'S PERSONAL INFORMATION SHEET

Name of the teacher : 
Male/Female : 
Tribal/Non-tribal : 
Name of the village : 
Type of School : Tribal/Non-Tribal/Mixed School.
Educational Qualification : 
Years of Service : 
Family type : 
Family Income : 
Teacher's opinion on tribal education -
1. Its Present State : Good/Bad/Satisfactory/Unsatisfactory.
2. Causes of backwardness :
To what extent these factors exist in the institution you work -

To a very great extent Moderate To some extent Not at all
(4) extent (3) (2) (1)

Teacher's Personal Information Sheet

The following scoring pattern was followed to rate the teachers characteristics and their responses to various items.

<table>
<thead>
<tr>
<th>Teacher type</th>
<th>Gender</th>
<th>School type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tribal teacher = 1</td>
<td>Male = 1</td>
<td>Tribal school = 1</td>
</tr>
<tr>
<td>Non-tribal teacher = 2</td>
<td>Female = 2</td>
<td>Non-tribal school=2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mixed school = 3</td>
</tr>
</tbody>
</table>
Educational qualifications  | Years of service  | Income
--- | --- | ---
M.E = 1  | Below 10 years = 1  | Below Rs 1000/ = 1
Matric/H.S.C = 2  | 10 to 20 years = 2  | Rs 1000 to 1500/ = 2
I.A = 3  | 20 to 30 years = 3  | Rs 1500 to 2000/ = 3
B.A = 4  | 30 to 40 years = 4  | Rs 2000 to 2500/ = 4
M.A = 5  | 40 to 50 years & above = 4

Age

20 to 30 years = 1, 30 to 40 years = 2, 40 to 50 years = 3, 50 years & above = 4

On present state of primary education

Good = 1, Bad = 0, Satisfactory = 1, Unsatisfactory = 0

The factors responsible for educational backwardness and the extent to which these are found in the schools in which they work.

To a very great extent = 4, To a moderate extent = 3
To some extent = 2, Not at all = 1

TEACHER EXPECTATION FORM

Teachers expect certain things from the school, self and colleagues, parents of the students and students. As a teacher you indicate the extent to which your expectations will be fulfilled in the setting of the school where you are working at present. If you strongly agree with an item, please tick (/) under column 1 and if you moderately agree, tick (\) under column 2. Similarly, if you disagree with an item/idea tick under column 3 and if you strongly disagree then tick under column 4.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Despite the various difficulties, I expect sympathetic administration from the school.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>2. It is not desirable to expect a hike in salary.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>
3. Despite constraints, possibilities of promotion do exist. ( ) ( ) ( ) ( ) ( )

4. We have sufficient teachings aids and materials. ( ) ( ) ( ) ( ) ( )

5. I don't think good relation among the staff is possible in the present context. ( ) ( ) ( ) ( ) ( )

6. The number of books available in our library is adequate for the students. ( ) ( ) ( ) ( ) ( )

7. I think in-service teachers training will improve the quality of teaching. ( ) ( ) ( ) ( ) ( )

8. It is expected that teaching in local language will not be very beneficial. ( ) ( ) ( ) ( ) ( )

9. I believe in the efficacy of supply of books, clothes, medicines and mid-day meals in enhancing students attendance. ( ) ( ) ( ) ( ) ( )

10. It is unreasonable to expect that parents do not show much interest and encouragement in their children's studies. ( ) ( ) ( ) ( ) ( )

11. I expect very little trust and co-operation from the parents of the students. ( ) ( ) ( ) ( ) ( )

12. I don't expect students to be punctual. ( ) ( ) ( ) ( ) ( )

13. It is not plausible to expect students not to participate in the class. ( ) ( ) ( ) ( ) ( )
14. Special classes for the weak students may not reap desired benefits.

15. I assume that students effort and understanding will lead to better results.

16. It is natural for a teacher not to expect much of respect and obedience from the students.

17. As teachers we can improve students performance by the appropriate application of rewards and praises.

18. It is of little value to expect sociability and friendliness from the students.

19. It is desired that the teachers should be more sincere.

20. I wish teachers had more patience.

21. I don't expect students to show good result.

22. In view of the present economic conditions, it is not unnatural that the teachers will not give more time for classroom preparation.

23. I expect improvement in teaching style.

24. I expect teachers should be more knowledgeable.

25. It is expected that at present teachers can prove themselves as models before the students.
Scoring for Teacher Expectation Form

Teachers indicated their responses on a 4 point rating scale of (1) strongly agree, (2) Agree, (3) Disagree and (4) Strongly disagree. The scale value ranged from 4 to 1 for positive sentences i.e a score value of 4 was given for strongly agree and 1 was given for strongly disagree. The scoring was reversed for the negative statements.

TEACHER CHARACTERISTICS DESCRIPTION FORM

Stated below, under various heads, are a number of characteristics supposed to make a teacher effective. You are requested to consider these carefully and indicate the extent to which you as a teacher possess these characteristics. For example, if it is strongly characteristic of you that 'personal appearance' determines your effectiveness, then please tick mark (/) under column 1 or if it is moderately characteristic of you, then tick mark under column 2. Similarly if it is slightly characteristic of you tick under column 3 and if it is completely uncharacteristic of you tick under column 4.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Strongly Characteristic of me</th>
<th>Moderately Characteristic of me</th>
<th>Slightly Characteristic of me</th>
<th>Uncharacteristic of me</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appearance:</td>
<td>(Well-groomed, neat and clean; having attractive posture).</td>
<td>( ) ( ) ( ) ( )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Good health:</td>
<td>(has stamina, endurance and alertness).</td>
<td>( ) ( ) ( ) ( )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Good manners:</td>
<td>(refined, cultured, likeable).</td>
<td>( ) ( ) ( ) ( )</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I. PERSONAL CHARACTERISTICS

1. Appearance: (Well-groomed, neat and clean; having attractive posture).
   ( ) ( ) ( ) ( )

2. Good health: (has stamina, endurance and alertness).
   ( ) ( ) ( ) ( )

3. Good manners: (refined, cultured, likeable).
   ( ) ( ) ( ) ( )
4. Pleasant and Distinct Voice: (can be heard and understood by pupils).

5. General Personal personality: (Sociable, has sense of humour and cheerful).

6. Emotional Stability: (exhibits self-control; unruffled by situations that develop in classroom).

7. Self-confidence (self assured; confident and able to meet classroom situations).

8. Quality of leadership: Purposeful; popular; capable of taking initiative).

9. Sense of Duty and Responsibility: (Regular and punctual painstaking and dependable.)

10. Sound judgement: (Clear headed and methodical).

11. Sportsmanly spirit: (can take criticism graciously; responsive to supervisory suggestions; does not pretend to know every thing).

II. PROFESSIONAL CHARACTERISTICS

12. Planning and preparation for lesson: (Teacher decides in advance what and how to teach, organises the pertinent material and keeps it handy).

13. Flexible Plan Execution: (Teacher changes planned outline in accordance with the needs, interests and pace of students).
14. Systematic organisation of subject matter: (teaches in an orderly manner, gives practical demonstration using local materials, emphasizes on learning by doing the things).
   ( ) ( ) ( ) ( ) ( )

15. Clear presentation of subject matter: (Presentation is clear, illustrative and alive).
   ( ) ( ) ( ) ( ) ( )

16. Ability of Expression: (good use and command of language, clear communication).
   ( ) ( ) ( ) ( ) ( )

17. Skill of relating subject matter to reality: (can relate subject to practical life situations; draws examples and gives explanations from various life experiences).
   ( ) ( ) ( ) ( ) ( )

18. Skill in use of Dynamic Teaching Devices: (Uses variety of teaching method and lesson effectively. He varies his approach in accordance with the needs of class as well of individual students).
   ( ) ( ) ( ) ( ) ( )

19. Flexible Approach (Willing to try new ideas and approaches).
   ( ) ( ) ( ) ( ) ( )

20. Ability to conduct Discussions: (able to draw out every student into discussion; encourages all students to participate).
   ( ) ( ) ( ) ( ) ( )

21. Skill in Questioning: (Asks thought provoking questions, questions relating to classroom work).
   ( ) ( ) ( ) ( ) ( )

22. Knowledge of Evaluation technique: (Asks good questions and checks answer books methodically; he is impartial, unbiased in evaluation).
   ( ) ( ) ( ) ( ) ( )
23. Skill in use of Instructional material: (Makes judicious selection of instructional material, draws figures, diagrams on the black boards and whenever necessary uses maps, pictures and other teaching aids like local made materials to explain lessons).

( ) ( ) ( ) ( ) ( )

24. Skill in stimulation of interest and motivation of students (Has ability to arouse interest and critical thinking in student).

( ) ( ) ( ) ( ) ( )

25. Provision for individual needs of students: (Recognises the individual differences in ability and assigns work accordingly).

( ) ( ) ( ) ( ) ( )

26. Orderly maintenance of Records: (Keeps accurate and upto date records of students all classroom work, examination marks and gradings).

( ) ( ) ( ) ( ) ( )

III. ACADEMIC BACKGROUND AND SCHOLARSHIP

27. Good Academic Record: (General academic record is good).

( ) ( ) ( ) ( ) ( )

28. Superior Intellect: (is intelligent, capable of logical thinking, uses commonsense in day to day dealings).

( ) ( ) ( ) ( ) ( )

29. Accurate knowledge of subject: (Has good grasp of the subject and can discuss the content with ease and confidence).

( ) ( ) ( ) ( ) ( )

30. Ability to bring subject matter to the level of students' understanding: (can give simple elucidations and explanations to be easily understood by the students).

( ) ( ) ( ) ( ) ( )
31. Broad Scholarship: (is thorough in subjects he teaches, adds to what is given in the books by giving additional information and points of view).

32. Interest in the educational field: (understands objective of Education, its purposes, has enthusiasm for teaching).

33. Outstanding professional Achievement: (Teacher is well read).

IV. PUPIL-TEACHER RELATIONSHIP

34. Natural liking for students: (shows understanding, sympathy, and enjoys working with them).

35. Interest in students' Welfare: (shows concern for students' in and outside school, takes note of their particular needs and requirements, helps them to build up their character and personality).

36. Impartiality with students: (Has no specials favourites. In controversy, he allows all concerned to have their say).

37. Recognition of student's Merit: (Recognises merit and compliments deserving students).

V. CLASSROOM MANAGEMENT AND DISCIPLINE

38. Provision of congenial atmosphere in the classroom: (Is able to create an informal atmosphere free from any stress and establishes a proper rapport with students).
39. Good Discipline: (Has definite rules and regulations to which no exception is allowed).

40. Permissiveness: (Makes the students speak their minds freely).

VI. MISCELLANEOUS

41. Friendly with parents: (Welcomes parents to visit the school in connection with their children's academic success and failure, gladly responds to queries).

42. Interested in school activities: (Understands his role as a member of school organisation and takes active interest in all school affairs and co-curricular activities).

Scoring for Teacher Characteristic Description Form

Scale values ranged from 4 to 1. Rating under 'strongly characteristic of me' got a maximum score of 4 and a minimum score of 1 was given for rating under 'uncharacteristic of me'. Thus, the total maximum score was 168 (42x4) and the minimum total score was 42 (42x1).

TEACHING STRATEGY INVENTORY

Given below are sixty four statements which describe the ways you adopt while teaching a particular lesson. Each statement has four alternatives like, (1) strongly agree, (2) Agree, (3) Disagree, and (4) Strongly Disagree. You are required to read one statement at a time and tick mark (✓) your response in the appropriate place provided against each statement.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
1. I make efforts to teach those topics which seemed to me difficult to begin with in an understandable manner.

( ) ( ) ( ) ( ) ( )

2. I question to myself many things that form part of prescribed text books.

( ) ( ) ( ) ( ) ( )

3. I usually set out to see that students understand thoroughly the meaning of what I teach.

( ) ( ) ( ) ( ) ( )

4. When I teach a new topic, I ask myself questions about it.

( ) ( ) ( ) ( ) ( )

5. I try to relate ideas from one topic to another, whenever possible.

( ) ( ) ( ) ( ) ( )

6. In trying to teach new ideas, I often try to relate them to real life situations to which they might apply.

( ) ( ) ( ) ( ) ( )

7. I need to read about a subject pretty widely before I am ready to teach it.

( ) ( ) ( ) ( ) ( )

8. I find it helpful to make an outline of a new topic before I teach it.

( ) ( ) ( ) ( ) ( )

9. In teaching practical things, I like to work out several alternative meanings of the findings.

( ) ( ) ( ) ( ) ( )

10. I make sure that the conclusions drawn are well supported by evidence.

( ) ( ) ( ) ( ) ( )

11. Puzzles or problems fascinate me, particularly where I have to use the material to reach a logical conclusion.
12. When I teach a topic, I generally examine the evidence carefully to make sure that the conclusion is justified.

13. I like this job because I can teach more about the subjects which really interest me.

14. I find that teaching class subjects can often be really exciting.

15. I spend a good deal of my spare time in reading more about the topics which I discuss in the class.

16. I find teaching class topics so interesting that I would like to continue with them.

17. Some teachers feel happy if they make simple facts difficult.

18. I memorize a good deal of what I have to teach.

19. When I read, I try to memorize important facts which may come useful during teaching.

20. I find textbook definitions very useful in understanding technical terms.

21. I usually do not have time to assess the impact of what I teach.

22. Sometimes I teach things without clearly understanding it myself.
23. I like to tell students clearly what to do in their lessons.

( ) ( ) ( ) ( ) ( )

24. I prefer lessons to be clearly structured and organised.

( ) ( ) ( ) ( ) ( )

25. I tend to teach very little beyond what is required for completing lessons.

( ) ( ) ( ) ( ) ( )

26. The pressure of correcting homework and routine work makes me tense and depressed.

( ) ( ) ( ) ( ) ( )

27. I get worried because of students poor results.

( ) ( ) ( ) ( ) ( )

28. I find it difficult to speak to the parents of children and their community.

( ) ( ) ( ) ( ) ( )

29. I chose my present job with the hope of getting a good job later.

( ) ( ) ( ) ( ) ( )

30. My main reason for being in this school is to get a better job in future.

( ) ( ) ( ) ( ) ( )

31. I generally teach classes which I am assigned and not according to my interest.

( ) ( ) ( ) ( ) ( )

32. I think, I am more interested in the job than teaching in the class.

( ) ( ) ( ) ( ) ( )

33. I sometimes give hints to what is likely to come in examination.

( ) ( ) ( ) ( ) ( )
34. When I teach a subject, I keep in mind what exactly is to be taught.

35. If conditions are not right for me to teach, I generally manage to change them.

36. I manage to get books I need for teaching.

37. I find it difficult to devote time for preparation for classroom teaching.

38. My habit of postponing work makes my teaching difficult.

39. Distractions (Family work etc.) make it difficult for me to prepare for the class.

40. I am very slow in preparing my lessons in the evening.

41. I am not sure whether my teaching at the school here is really useful.

42. I became a teacher just because I got this job.

43. When I look back, I repent for taking to school teaching.

44. I certainly want to be a teacher, howsoever I do it.

45. I enjoy teaching, I find it exciting.
46. It is important for me to teach the classes here really well.
( ) ( ) ( ) ( ) ( )

47. It is important to teach lessons better, than before.
( ) ( ) ( ) ( ) ( )

48. I hate to admit my lack of understanding.
( ) ( ) ( ) ( ) ( )

49. While teaching in the class, sometimes my ideas are not related to teaching.
( ) ( ) ( ) ( ) ( )

50. My own thinking interferes in the teaching of abstract concepts.
( ) ( ) ( ) ( ) ( )

51. I put my own ideas into teaching even if they are not correct.
( ) ( ) ( ) ( ) ( )

52. Often when I read books to teach, I find all the ideas are not related to each other.
( ) ( ) ( ) ( ) ( )

53. Although I have good general idea of many things, my knowledge of the details is poor.
( ) ( ) ( ) ( ) ( )

54. In teaching new lessons, I often explain them to myself in ways different than other people.
( ) ( ) ( ) ( ) ( )

55. People often criticise me for giving poor examples while teaching.
( ) ( ) ( ) ( ) ( )

56. I draw conclusions hastily without waiting for the proof.
( ) ( ) ( ) ( ) ( )

57. I generally prefer to teach each part of a subject in order, working out one at a time.
( ) ( ) ( ) ( ) ( )
58. I prefer using well tried out methods to solve problems rather than anything new.

( ) ( ) ( ) ( ) ( )

59. I find it better to teach the details of a new lesson and give an overall picture slowly.

( ) ( ) ( ) ( ) ( )

60. I think it is important to look at problems logically without making jumps.

( ) ( ) ( ) ( ) ( )

61. Although, I generally teach details, I often find it difficult to fit them together.

( ) ( ) ( ) ( ) ( )

62. While working on a problem I prefer to follow the method through out.

( ) ( ) ( ) ( ) ( )

63. Being a teacher, I make use of my own ideas.

( ) ( ) ( ) ( ) ( )

64. I teach things best when I follow the order as given in the books.

( ) ( ) ( ) ( ) ( )

Scoring for Teaching Strategy Inventory

All the by 64 items of 'Teaching Strategy Inventory' were scored with a 4 point scale namely, 1. Strongly agree, 2. Agree, 3. Disagree and 4. Strongly Disagree. The assigned scale values were 4, 3, 2, and 1. A score of 4 was given to 'strongly agree' and 1 was given to 'Strongly Disagree'. Reversed scoring was done for the items numbers 37 to 44.
STUDENT'S PERSONAL INFORMATION SHEET AND STORY PICTORIAL EFT
SCORING SHEET

Name of the Student :

Male/Female : Total No. of marks obtained in the final examination:

Class :

Age :

School : Tribal/Non-Tribal/Mixed School.

Tribal/Non-Tribal :

Place/Village :

Scoring for Students Information Sheet

The following scoring pattern was adopted for rating the students characteristics.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Class</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Class IV = 4</td>
<td>Age as mentioned 9/10 yrs.</td>
</tr>
<tr>
<td>Female</td>
<td>Class V = 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tribal = 1, Non-tribal = 2,</td>
</tr>
<tr>
<td>Tribal school = 1</td>
</tr>
<tr>
<td>Non-tribal school = 2</td>
</tr>
<tr>
<td>Mixed school = 3</td>
</tr>
</tbody>
</table>

SPEFT SCORING SHEET

<table>
<thead>
<tr>
<th>Sl. No. of Stories</th>
<th>Total No. of Items</th>
<th>Total No. of Correct responses</th>
<th>Grand total of Correct responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scoring for SPEFT

Each stimulus item successfully located was given a score value of 1 and each failure a score of 0. The total score of the child was the total number of stimuli correctly located by the 'subject'. Maximum possible score was 41 and minimum was 0.

APPENDIX - 2

Table - I

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Expectations from school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Expectations from self and colleagues</td>
<td>.66XX</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Expectations from parents</td>
<td>.41XX</td>
<td>.53XX</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Expectations from students</td>
<td>.57XX</td>
<td>.75XX</td>
<td>.47XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Total expectations</td>
<td>.85XX</td>
<td>.90XX</td>
<td>.64XX</td>
<td>.85XX</td>
<td></td>
</tr>
</tbody>
</table>

xx p< .01, df = 118.

Table - II

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal characteristics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Professional characteristics</td>
<td>.49XX</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Academic background</td>
<td>.59XX</td>
<td>.67XX</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Pupil-teacher relation</td>
<td>.40XX</td>
<td>.54XX</td>
<td>.57XX</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Classroom management</td>
<td>.31XX</td>
<td>.43XX</td>
<td>.42XX</td>
<td>.37XX</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Miscellaneous behaviour</td>
<td>.41XX</td>
<td>.52XX</td>
<td>.58XX</td>
<td>.54XX</td>
<td>.41XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Total competency</td>
<td>.74XX</td>
<td>.90XX</td>
<td>.84XX</td>
<td>.67XX</td>
<td>.54XX</td>
<td>.68XX</td>
<td></td>
</tr>
</tbody>
</table>

xx p< .01, df = 118.
### Table - III

**Inter-correlation Matrix on Meaning Orientation and its Dimensions.**

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Deep Approach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Relating Ideas</td>
<td></td>
<td>.51^xx</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Use of Evidence</td>
<td>.29^xx</td>
<td></td>
<td>.54^xx</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Intrinsic Motivation</td>
<td>.30^xx</td>
<td>.36^xx</td>
<td></td>
<td>.05</td>
<td></td>
</tr>
<tr>
<td>5. Meaning Orientation</td>
<td>.69^xx</td>
<td>.79^xx</td>
<td>.52^xx</td>
<td>.77^xx</td>
<td></td>
</tr>
</tbody>
</table>

^xx p < .01, df = 118.

### Table - IV

**Intercorrelation Matrix on Reproducing Orientation and its Dimensions.**

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<td>3. Fear of Failure</td>
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<td>4. Extrinsic Motivation</td>
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^xx p < .01, df = 118.
### Table - V

**Intercorrelation Matrix on Achieving Orientation and its Dimensions.**

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<td>2. Disorganized Study Method</td>
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\[ xx \ p< .01, \ xx \ p< .01, \ df = 118. \]

### Table - VI

**Intercorrelation Matrix on Styles and Pathologies of Teaching and its Dimensions.**

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<td>2. Globetrotting</td>
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</tbody>
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\[ xx \ p< .01, \ df = 118. \]
APPENDIX 3

FIELD PHOTOGRAPHS
APPENDIX - 3

FIELD PHOTOGRAPHS

A Non-tribal School

Students of a Mixed School

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Teachers in a Tribal School

Students Cooking Mid-day Meal
Imaginary Walls: A Multi Classroom Situation

Mid-day Meal being Served
Students Weathering the Harsh Climate - Paucity of Classrooms

A Young Tribal Girl Stitching Leaf Plates
A Tribal Lady with her Face Tattooed

Sacrificial Pole in a Temple Courtyard
A Market Place

Researcher Administering SPEFT on a Tribal Student