

**PROBLEM DEALING STRATEGIES OF NOVICE  
AND EXPERT TEACHERS AT SECONDARY  
SCHOOL LEVEL**

*Thesis*

*Submitted for the degree of*

**DOCTOR OF PHILOSOPHY IN EDUCATION**

*By*

**BLESSYTHA ANWAR**

*Supervised by*

**Dr. MUMTHAS N S**

*Associate Professor*

**FAROOK TRAINING COLLEGE  
RESEARCH CENTRE IN EDUCATION  
UNIVERSITY OF CALICUT**

**2018**

## **DECLARATION**

I **BLESSYTHA ANWAR**, do hereby declare that this thesis entitled as **'PROBLEM DEALING STRATEGIES OF NOVICE AND EXPERT TEACHERS AT SECONDARY SCHOOL LEVEL'** is a genuine record of research work done by me under the supervision of Dr. MUMTHAS N.S., Associate Professor, Farook Training College, Research Centre in Education, University of Calicut, and that no part of the thesis has been presented earlier for the award of any Degree, Diploma or Associateship in any University.

Place: Farook Training College

Date:

**BLESSYTHA ANWAR**

**Dr. Mumthas N.S.**  
**Associate Professor**  
**Farook Training College**  
**Research Centre in Education**  
**Calicut**

## **CERTIFICATE**

This is to certify that the thesis entitled '**PROBLEM DEALING STRATEGIES OF NOVICE AND EXPERT TEACHERS AT SECONDARY SCHOOL LEVEL**' is an authentic record of research work carried out by **BLESSYTHA ANWAR.**, for the degree of Doctor of Philosophy in Education, Farook Training College, Research Centre in Education, University of Calicut, under my supervision and guidance and that no part thereof has been presented before any other Degree, Diploma, or Associateship in any other University.

Farook Training College  
Date :

**Dr. Mumthas N.S.**  
(Supervising Teacher)

## *ACKNOWLEDGEMENT*

*At the very outset I thank the most benevolent God who enabled me to accomplish this task successfully.*

*Commemorating the occasion with immense pleasure I would like to express my ineffable love and gratitude towards my supervising teacher Dr. Mumthas N.S., Associate professor, Farook Training College, University of Calicut, for her invaluable support, directions, and encouragements. It wouldn't have been possible to make this PhD a reality, without her sincere contributions of time, ideas, patience and suggestions. She has always been a source of wide knowledge and enlightened me with her deep intuitions. She constantly motivated me to perform at the peak level and never let me compromise on perfection. I affirm it is a great opportunity to do my doctoral research under her supervision.*

*I would like to express my deep gratitude to Dr. C.A. Jawahar, Principal, Farook Training College, for his whole hearted cooperation in extending facilities and encouragement to conduct the study. The support of erstwhile Principal Prof. A. Faziluddin in the initial stage of my research period is also appreciated.*

*Immense gratefulness is expressed here to Dr. K. Abdul Gafoor, Professor, Department of Education, University of Calicut for the wholehearted support and valuable suggestions made throughout the development of the study. His scholarly suggestions and out of the box ideas have indeed been an enrichment to my study.*

*Extreme thankfulness and gratitude is expressed here to Dr. Robert J. Sternberg, Professor of Human Development, Cornell University and Elena L. Grigorenko, Professor of Psychology, University of Houston, who showed their great willingness to kindly respond to and clarify my queries regarding the topic.*

*I acknowledge my thanks to Dr. Karunakaran. B. Shaji, Associate Professor, RIE Mysore, for the directions and suggestions provided during my PQE viva. I express my gratitude to Dr. P. Usha, Professor, Department of Education, University of Calicut, for being the chairperson*

*for my pre-submission presentation. Her feedback, guidance, and support were invaluable.*

*The advice and support from Dr. K. Vijayakumari, Associate Professor, Farook Training College has been valuable on both academic and personal level, for which the researcher is extremely grateful. I express my gratitude to the faculty members of Farook Training College who taught me so far and have always rendered a helping hand, at all the stages of my research work.*

*I am also grateful to the non-teaching staff of Farook Training College, for extending support in the clerical works during the tenure of my research. I extend my heartfelt thanks to Mrs. Sabira M., Librarian, Farook Training College, in providing library facilities for carrying out the research effectively. I also extend my deepest thanks to the fellow research scholars at Farook Training College for their sincere favours and valuable feedbacks.*

*Sincere gratitude is hereby expressed to the precious service rendered by the principals and students of B Ed Colleges, headmasters and teachers of various schools who cooperated wholeheartedly with me during my data collection period.*

*I would like to express my heartfelt thanks to Dr. Mahmood Shihab, Principal, and all other faculty members of Ansar Training College for the constant encouragement and support done for the timely completion of this research.*

*Profound indebtedness to the staff of Bina Photostat is hereby extended for rendering a perfect outlook for my thesis.*

*Without the support of my family I wouldn't have accomplished this task. For this I am deeply indebted to my mother P.M. Zuhara, the true inspiration of my life, my husband Anvar A. K., my real mentor, my loving children Naina, Adwin and Aman and my siblings.*

*Finally I express my heartfelt thanks to all those who have helped me, supported me, and prayed for me for the successful completion of my research work.*

**BLESSYTHA ANWAR**

# CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

Chapter	Title	Page No.
<b>I</b>	<b>Introduction</b>	<b>1 – 16</b>
	Need and Significance of the Study	
	Statement of the Problem	
	Definition of Key Terms	
	Variables	
	Objectives	
	Hypotheses	
	Methodology	
	Scope, Delimitations, and Limitations of the Study	
<b>II</b>	<b>Review of Related Literature</b>	<b>17 – 65</b>
	<b>Theoretical Overview</b>	
	Triarchic theory of Successful Intelligence	
	Conceptual Framework of Practical Intelligence	
	Tacit knowledge and Problem Dealing Strategies in the Social Side of teaching	
	Stimulation of Expertise in Social side of teaching	
	<b>Review of Related Studies</b>	
	Practical Intelligence and Tacit Knowledge	
	Strategy wise Solving of Problems and Conflicts in the Social Side of Teaching	
	Expert Novice Studies	
	Conclusions from Review of Related Studies	
<b>III</b>	<b>Methodology</b>	<b>66 – 88</b>
	Variables	
	Objectives	
	Method of the Study	

<b>Chapter</b>	<b>Title</b>	<b>Page No.</b>
	Tools Used for the Study	
	Sample Selected for the Study	
	Data Collection Procedure, Scoring and Consolidation of Data	
	Statistical Techniques Used for Analysis	
<b>IV</b>	<b>Analysis and Interpretation</b>	<b>89 – 237</b>
	Hypotheses	
	Comparison of Extent of Preference for the Problem Dealing Strategies among Expert Teachers	
	Comparison of Extent of Preference for the Problem Dealing Strategies among Novice Teachers	
	Difference in the Extent of preference for each of the Problem Dealing Strategies between Expert and Novice Teachers	
	Difference in the Extent of Preference for the Problem dealing Strategies of Novice Teachers in the Beginning and End of the B. Ed. Programme	
	Difference between Expert Teachers and Novices undergone Two Year B.Ed. Programme in the Extent of Preference for each of the Problem Dealing Strategies	
	Tenability of Hypotheses	
<b>V</b>	<b>Summary, Conclusion and Suggestions</b>	<b>238 – 271</b>
	Restatement of the problem	
	Variables	
	Objectives	
	Hypotheses tested	
	Methodology	
	Major Findings	
	Conclusion	
	Educational Implications	
	Suggestions for Further Research	
<b>VI</b>	<b>References</b>	<b>272 – 288</b>
<b>VII</b>	<b>Appendices</b>	

## **LIST OF TABLES**

<b>Table No.</b>	<b>Title</b>	<b>Page No.</b>
1	Characteristics of the Seven Problem Dealing Strategies with their Merits and Demerits (Stemler, 2006)	35
2	Categorization of the 40 Situations Collected from Experienced Teachers	74
3	Category wise Distribution of Critical Incidents under 'Dealing with Others'	75
4	Final Structure of Tacit Knowledge Scale for Teachers	79
5	Test- Retest Reliability Coefficients of 'Tacit Knowledge Scale for School Teachers'	81
6	Breakup of the Final Sample of Expert and Novice Teachers	86
7	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing 'Stealing Tendency of Student'	92
8	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing 'Drug Mishap'	94
9	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing 'Misunderstanding Teacher's Relation with Student'	95
10	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing 'Mocking Habit of Intelligent Student'	97
11	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing 'Poverty Stricken Student'	98
12	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing 'Insult from Students'	100
13	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing 'Spontaneous Verbal Abuse from Student'	101
14	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing 'Too many Questions from a Student'	103



<b>Table No.</b>	<b>Title</b>	<b>Page No.</b>
15	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert teachers in dealing 'Sexual Abuse at Home'	104
16	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing 'Defamation through Watsapp Messages'	106
17	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert teachers in 'Dealing with Students'	107
18	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing 'Supervision of Student Teacher'	112
19	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing with 'Complaint from Colleagues'	114
20	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing 'Irresponsible Colleague'	115
21	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing 'Interfering in Colleague's Decision'	117
22	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing 'Commanding Nature of Senior Colleague'	118
23	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing with Peers	120
24	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing with 'Principal's Grudge towards the Teacher'	124
25	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert teachers in Dealing 'Division Fall Problem'	126
26	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert teachers in Dealing with Administrators	127
27	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing 'Complaint from Parent in PTA Meeting'	131

<b>Table No.</b>	<b>Title</b>	<b>Page No.</b>
28	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing 'Parent Demanding Higher Grade'	133
29	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert teachers in Dealing 'Complaint Raised in Science Exhibition'	134
30	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in 'Dealing with Parents'	136
31	Data and Results of Paired Comparisons of Extent of Preferences for the Seven PDSs of Novice Teachers in Dealing 'Stealing Tendency of Students'	142
32	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing 'Drug Mishap'	144
33	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing with 'Misunderstanding Teacher's Relation with Student'	145
34	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing 'Mocking Habit of Intelligent Student'	147
35	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing 'Poverty Stricken Student'	148
36	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing 'Insult from Students'	150
37	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing 'Spontaneous Verbal Abuse from Student'	151
38	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing 'Too many Questions from a Student'	153
39	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice teachers in Dealing 'Sexual Abuse at Home'	154
40	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing 'Defamation through Whatsapp Message'	156

<b>Table No.</b>	<b>Title</b>	<b>Page No.</b>
41	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in 'Dealing with Students'	157
42	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing 'Supervision of Student Teacher'	161
43	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing 'Complaint from Colleagues'	164
44	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing 'Irresponsible Colleague'	165
45	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing 'Interfering in Colleagues Decision'	167
46	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing 'Commanding Nature of Senior Colleague'	168
47	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing with Peers	170
48	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing 'Principal's Grudge Towards the Teacher	174
49	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice teachers in Dealing 'Division Fall Problem'	176
50	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice teachers in Dealing with Administrators	177
51	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice teachers in Dealing 'Complaint from Parent in PTA Meeting'	181
52	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice teachers in Dealing 'Parent Demanding Higher Grade'	182
53	Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice teachers in Dealing 'Complaint Raised in Science Exhibition'	184

<b>Table No.</b>	<b>Title</b>	<b>Page No.</b>
54	Data and Results of Paired Comparison of Extent of Preference for the Seven PDSs of Novice teachers in 'Dealing with Parents'	185
55	Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Confer' between Expert and Novice Teachers	192
56	Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Delegate' between Expert and Novice Teachers	193
57	Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Consult' between Expert and Novice Teachers	194
58	Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Retaliate' between Expert and Novice Teachers	195
59	Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Avoid' between Expert and Novice Teachers	197
60	Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Legislate' between Expert and Novice Teachers	198
61	Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Comply' between Expert and Novice Teachers	199
62	Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Confer' between Pre Test and Post Test Novice Group	204
63	Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Delegate' between Pre Test and Post Test Novice Group	205
64	Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Consult' between Pre Test and Post Test Novice Group	206
65	Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Retaliate' between Pre Test and Post Test Novice Group	208
66	Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Avoid' between Pre Test and Post Test Novice Group	209

<b>Table No.</b>	<b>Title</b>	<b>Page No.</b>
67	Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Legislate' between Pre Test and Post Test Novice Group (N=374, df =373)	210
68	Data and Resultst of Test of Significance of Difference in the Extent of Preference for the PDS 'Comply' between Pre Test and Post Test Novice Group (N=374, df =373)	212
69	Data and Result of Test of Significance of Difference in the Extent of Preference for the PDS 'Confer' between Expert Teachers and Novices Undergone Two Year B Ed Programme	217
70	Data and Result of Test of Significance of Difference in the Extent of Preference for the PDS 'Delegate' between Expert Teachers and Novices Undergone Two Year B Ed Programme	218
71	Data and Result of Test of Significance of Difference in the Extent of Preference for the PDS 'Consult' Expert Teachers and Novices Undergone Two Year B Ed Programme	219
72	Data and Result of Test of Significance of Difference in the Extent of Preference for the PDS 'Retaliate' between Expert Teachers and Novices Undergone Two Year B Ed Programme	221
73	Data and Result of Test of Significance of Difference in the Extent of Preference for the PDS 'Avoid' between Expert Teachers and Novices Undergone Two Year B Ed Programme	222
74	Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Legislate' between Expert Teachers and Novices Undergone Two Year B Ed Programme	224
75	Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Comply' between Expert Teachers and Novices Undergone Two Year B Ed Programme	225

## LIST OF FIGURES

<b>Figure No.</b>	<b>Title</b>	<b>Page No.</b>
1	Diagrammatic representation of the three sub theories of Triarchic theory of intelligence	21
2	Diagrammatic representation of the three types of intelligence postulated by Sternberg	22
3	Illustration of how the strategies for dealing with problematic social situations fit within the broader framework of the theory of Successful intelligence	29
4	Outline of the total procedure of methodology of the study	69
5	Pictorial representation of the total procedure of construction of Tacit Knowledge Scale for Teachers	77
6	Graphical representation of the comparison of the mean scores of the preference for the PDSs of Expert teachers in specific and in total situations while dealing with students	109
7	Graphical representation of the comparison of the mean scores of the preference for the PDSs of Expert teachers in specific and in total situations while dealing with peers	122
8	Graphical representation of the comparison of the mean scores of the preference for the PDSs of Expert teachers in specific and in total situations while dealing with administrators	129
9	Graphical representation of the comparison of the mean scores of the preference for the PDSs of Expert teachers in specific and in total situations while dealing with parents	137
10	Tabular representation of the preferred and non preferred PDSs of Expert teachers in various situations coming under the four categories of dealings	139
11	Graphical representation of the mean scores of Expert teachers' category wise preference for PDSs with their corresponding confidence intervals	141
12	Graphical representation of the comparison of the mean scores of the preference for the PDSs of Novice teachers in specific and in total situations while dealing with students	160

<b>Figure No.</b>	<b>Title</b>	<b>Page No.</b>
13	Graphical representation of the comparison of the mean scores of the preference for the PDSs of Novice teachers in specific and in total situations while dealing with peers	172
14	Graphical representation of the comparison of the mean scores of the preference for the PDSs of Novice teachers in specific and in total situations while dealing with administrators	179
15	Graphical representation of the comparison of the mean scores of the preference for the PDSs of Novice teachers in specific and in total situations while dealing with parents	187
16	Tabular representation of the preferred and non preferred PDSs of Novice teachers in various situations coming under the four categories of dealings	189
17	Graphical representation of the mean scores of Novice teachers' category wise preference for PDSs with their corresponding confidence intervals	191
18	Mean plots of the preference for each of the PDSs of Expert and Novice teachers with 95% CI error bars	201
19	Mean plots of the preference for each of the PDSs of pretest and post test Novice teachers with 95% CI error bars	214
20	Mean plots of the preference for each of the PDSs of Expert teachers and Novices undergone two year B.Ed. programme with 95% CI error bars	227
21	Bar Diagrams of the mean scores of the preference for the PDSs with corresponding Confidence Intervals of Expert teachers, Novice teachers (Pre and Post groups) and Novice teachers undergone two year B Ed programme, in Dealing with Students	228
22	Bar Diagrams of the mean scores of the preference for the PDSs with corresponding Confidence Intervals of Expert teachers, Novice teachers (Pre and Post groups) and Novice teachers undergone two year B Ed programme, in Dealing with Peers	231

<b>Figure No.</b>	<b>Title</b>	<b>Page No.</b>
23	Bar Diagrams of the mean scores of the preference for the PDSs with corresponding Confidence Intervals of Expert teachers, Novice teachers (Pre and Post groups) and Novice teachers undergone two year B Ed programme, in Dealing with Administrators	232
24	Bar Diagrams of the mean scores of the preference for the PDSs with corresponding Confidence Intervals of Expert teachers, Novice teachers (Pre and Post groups) and Novice teachers undergone two year B Ed programme, in Dealing with Parents	234



## **LIST OF APPENDICES**

<b>Appendix No.</b>	<b>Title</b>
A.1	Tacit Knowledge Scale for Teachers (Malayalam Version)
B.1	Tacit Knowledge Scale for Teachers (English Version)

BLESSYTHA ANWAR. "PROBLEM DEALING STRATEGIES OF NOVICE AND EXPERT TEACHERS AT SECONDARY SCHOOL LEVEL" THESIS. FAROOK TRAINING COLLEGE, RESEARCH CENTRE IN EDUCATION, UNIVERSITY OF CALICUT, 2018.

# CHAPTER I

## INTRODUCTION

- *Need and Significance of the Study*
- *Statement of the Problem*
- *Definition of Key Terms*
- *Variables*
- *Objectives*
- *Hypotheses*
- *Methodology*
- *Scope, Delimitations and Limitations of the Study*

The progress of a nation depends largely on the effective utilization of its human resources which is better gained through the right process of education. It is a universally accepted fact that it is the teachers, who help the nation to attain such development. Unlike other professionals, teachers have to play a very important role in the society, and normally we expect much more from them as they are the torchbearers of the society. Every aspect of school reforms- the implementation of challenging curriculum, ambitious assessments and decentralized management, the interaction with community and parents, the maintenance of healthy relationships inside and outside the school all depend on highly skilled teachers. The Secondary Education Commission (1953) remarked, "Every teacher and educationist of experience know that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right method of teaching and the right kind of teacher." The part played by the teacher has thus been proved to be a crucial and prime one in our society.

The past 20 years has seen tremendous changes in education as in all other sectors of our social life. Schools and teacher education providers are thus facing considerable challenges on a number of fronts. This makes the teacher education system to take into account the ever-emerging changes and challenges emanating from society, economy, and technology. There is a great need for the development of new strategies and appropriate behavior change programmes parallel to the

changing conditions of the changing world (Ozben, 2010). Teacher education system across the globe is expected to deliver in the backdrop of all these expectations, transformations and challenges.

Need of the hour insists teachers to possess practical and technical knowledge that make them capable of tackling the challenges coming across the dramatic path of their career life, apart from content knowledge. For this teachers need both explicit and implicit knowledge. Explicit knowledge constitute what the teachers gain by reading books, articles, magazines, journals, hand outs, regulations etc. Sun-Ju (2006) defines implicit knowledge as occasionally acquired, implicitly stored, automatically used knowledge. It refers to tacit knowledge which the teacher constructs by modeling, observing or discussing in a social environment. Moreover, the educational environment each teacher is in, and the educational objects that each teacher faces are also special. Therefore, specialty knowledge and capacity in teaching may differ from the educational scientific knowledge that educationists have created, concluded, and coded in certain format. Not all coded knowledge can be blindly applied in all contexts especially when it is to deal with complex problematic situations. The educators still require strategies for interaction and conflict resolution strategies (Stemler, Elliot, Grigorenko, & Sternberg, 2006). Richer practical knowledge of effective strategies with a strong back up of experience can only rescue the teachers in such situations.

In this connection, particular attention is to be paid to this special reflection capacity or tacit knowledge of expert teachers as well as their strategies. In a way teachers shall not only learn the existing educational theories and methods but also

shall explore and learn the tacit knowledge, and promote teachers' implicit knowledge to become explicit, so as to ensure the proper use of successful strategies. A much more guaranteed growth of teachers can be brought if expert teachers' practical competencies and strategies gained out of their experience, can be transformed to young teachers, letting learning and sharing of this gained implicit knowledge and thereby making the implicit explicit.

In fact, it is the ability to learn from experience which can prove as the key to success in teaching domain. Hence teachers should have the expertise, rooted both in their knowledge and experience, to make judgments about what strategy is likely to work in a given context and be able to implement this knowledge into practice in the right time and in the right situation.

### **Need and Significance of the Study**

Imagine the picture that comes to our mind as soon as we hear the word 'Teacher'. Our mind immediately conjure up an image of a teacher giving a lecture or walking around the room or supervising students engaged in some sort of learning activities, either group or individual. All these envision are related with instruction. Yet there is much more to teaching than instruction. Our student teachers at their training institutions are formally trained how to teach in the classrooms in a variety of forms. They are trained how to handle classrooms according to behaviorist approach, constructivist approach, cognitivist approach and a lot other teaching models. Our student teachers excellently acquire all these strategies and gain high academic scores. But still problems arise when they enter into the main stream of

teaching and find it difficult to cope up with teaching profession. There, their academic scores are put aside and they have to struggle to find success in their careers. On the contrary, there are legendary instances of people who are low academic scorers, reaching iconic status and becoming experts in teaching profession. This reveals that academic performance cannot be considered as the yardstick of professional expertise.

In this modern competent world, it is an accepted fact that mere gain in academics is not the only way to expertise. This is evident from the fact that employers today base their recruitment on the basic skills required to excel and not only on the grades obtained in the analytical tests conducted by the institutions. This paradigm shift has its reflection in teacher training too. The days are far gone when a mere teaching degree would decide the fate of a teaching candidate. Hence there is an immense need to improve teachers' basic skills to be an expert in teaching domain.

In order to develop expertise, our innate abilities and intelligence need to be put into practice. Innate abilities differ from person to person; some are highly talented and some are not. Revisiting the fact that abilities differ across people, it is practical intelligence that helps us fill the void that is required to excel or succeed, achieved by making the most apt decisions. It is the ability to adapt to, shape, and select everyday environments (Sternberg, 1997). It is the art of doing the right thing in the right time, or saying the right thing in the right time to the right person, or applying the right knowledge in the right time. To measure practical intelligence, Sternberg relies on a concept called tacit knowledge. Tacit knowledge is what a

person needs to know to succeed in an endeavor that is typically not explicitly taught and that often is not even verbalized. It is procedural knowledge, and thus is not just a static form of knowledge, but rather, knowledge in use (Sternberg et al., 2000). It is acquired largely from experience, preferably from experience in the environment where the tacit knowledge later will be needed (Patel, Arocha & Kaufman, 1999).

Teacher education is expected to produce teachers who are responsive and sensitive to the social context of education, will keep the varying needs of learners in focus, and work for national concerns of achieving the goals of equity, parity, social justice, and excellence (NCERT, 2005). The current system of teacher education lags behind to accomplish these social concerns and has faced severe condemnation over the years.

Teachers always have to face a wide variety of problems which provide them with conflicting situations that call upon their careful handling and effective solving. Since teaching is naturally a social activity in addition to their constant interactions with students, there is also a wide variety of interactions with parents, peers and administrators. Though the psychological principles to be followed in dealing with students are much highlighted in B.Ed. curriculum, teacher trainees are not given enough exposure in interactions with peers, parents and administrators. All these social interactions come under the theoretical concept 'Dealing with others' (Sternberg et.al., 1997, 1999; Stemler, Elliott, Grigorenko & Sternberg, 2006) which requires strong social and practical interpersonal skills. Though not frequently discussed as a formal part of teaching, practical skills in dealing with others are very much a part of the essence of teaching (Grigorenko, Sternberg & Strauss, 2006;



Stemler, Elliott, Grigorenko & Sternberg, 2006; Kunter et al., 2013). Teachers who have not mastered such skills are likely to struggle to provide a sound teaching and learning environment and may be quicker to burn out and leave the profession (Ingersoll, 2003). Hence teachers especially in their initial stages are to be helped to conceptualize the strategies to deal systematically with such interactions.

The loss of professional autonomy of teachers has resulted in many teachers' perceptions of themselves as deprofessionalised technicians who are little more than deliverers of an externally constructed curriculum (Smyth et al., 2000; Delandshere & Arens, 2001). This necessitates sound practical knowledge among teachers that is knowledge of how to handle challenging situations that arise in the social context of teaching. Such knowledge is inevitable in providing a conducive environment in the school for all its stake holders, thereby ensuring proper functioning and high academic performance. But teachers typically receive little formal preparation, to help them consider approaches in dealing with the variety of social situations they encounter both inside and outside the classroom. The daily work within schools is embedded in contexts, and novice teachers experience unexpected events and situations that occur daily in school life (Lowery, 2010). This makes the novice teachers easily perplexed when they have to face problematic situations in their profession. This bafflement can be avoided only if they are helped to practically deal with problematic situations, and implement right and timely strategies and solutions.

A uniform implementation of strategies is not applicable as the situations' contextual relevance plays as a determinant factor. Sometimes teachers try to discuss the matter openly in order to substantiate their point of view or will simply avoid the

situation or will go for compromising with the situation, doing whatever is asked for. Yet other times they will try to bring authenticity to the solutions by formulating some rules and laws or will take stringent actions against the parties involved, in a vengeful manner. Moreover there is a chance for them to pass over the responsibility to someone else or to consult others for help. The most noteworthy thing here is that, the selection of such strategies in different situations can usually create confusion in teachers. And it may further change in accordance with different stakeholders they are dealing with.

Only skilled and expert teachers can deal effectively, by carrying out practical strategies in such social situations and make judgments about what is likely to work in a given context in response to students' and school's needs. Experts possess knowledge enabling them to efficiently distinguish relevant from irrelevant information and focus on what is important in the situation at hand (Haider & Frensch 1996; Meeuwen et al., 2014). Novices lack contextualized, purposeful, practice-oriented event knowledge to selectively guide their attention to the kinds of cues and classroom events that needs to be noticed in the first place. Such pedagogical knowledge gaps make it difficult for novices to interpret and monitor relevant cues (Wolff, Jarodzka, Bogert & Boshuizen, 2016). The confusion may be at its peak when they are to handle secondary school students, as this stage is considered as the most complicated phase of students, marked by the beginning of adolescent traumas. In the given context, it would be helpful to have a clearer and more precise picture of what strategies exactly differentiates the expert from the novice and skilled from the less skilled in relation to the management of difficult interpersonal encounters in teaching domain.

The investigator felt that, first there arises a need for analyzing the common and recurring problems in the present school and classroom conditions. Such an analysis could help the teachers, and prospective teachers to get easily and well accustomed with the day-to-day problems faced by the teachers in their career life. Once the problems are located and identified, the investigator felt that there is a need to know what strategies expert teachers prefer and whether their preference differ from those of novices while handling these situations. These strategies may provide a robust framework for teachers to be aware of the potential approaches in dealing with challenging situations that frequently occur within the context of teaching. Furthermore, these strategies could provide the novice teachers, a palette of potential courses of action which they can choose and reflect upon, when dealing with such problems. The investigator hopes that such a study would eventually help the teachers to develop their practical skills to adopt effective problem dealing strategies while confronting the day-to-day problems that arise in their career life.

### **Statement of the Problem**

The present study is entitled as **PROBLEM DEALING STRATEGIES OF NOVICE AND EXPERT TEACHERS AT SECONDARY SCHOOL LEVEL.**

The study identifies the preferred Problem Dealing Strategies of Novice and Expert teachers at secondary school level in handling problem situations while dealing with students, peers, administrators and parents. Further the study proceeds to compare the preferences for the Problem Dealing Strategies of Novices undergone both one year and two year B.Ed. programme against Expert teachers.

## **Definition of Key Terms**

Definition of the key terms used in the statement of the problem are given for clarity and precision.

### **Problem Dealing Strategy**

Problem Dealing Strategy stands for the practical strategies such as confer, delegate, consult, retaliate, avoid, legislate and comply for handling a particular social interaction that occurs within a particular context in the social side of teaching (Stemler 2001; Stemler, Elliott, Grigorenko & Sternberg, 2006).

Problem Dealing Strategy (PDS) is operationally defined as the preferred strategy used by teachers, from among the seven strategies suggested by Stemler et al.(2001,2006) viz., confer, delegate, consult, retaliate, avoid, legislate and comply while dealing problems with students, peers, administrators and parents.

### **Novice Teachers**

Novice teachers are defined as student teachers those with little or no mastery experience ( Mahmoudi, 2015).

In the context of present study, Novice teachers stand for prospective teachers undergoing B.Ed. programme with no prior teaching experience.

### **Expert teachers**

An expert is someone widely recognized as a reliable source of technique or skill, whose faculty for judging or deciding rightly, justly, or wisely is accorded authority and status by peers or the public, in a specific well distinguished domain.

In the study, Expert teachers stands for the teachers, whom the head of the institution nominates as expert in dealing with professional problems on the basis of their dependence on them for daily problem solutions in the institution.

### **Secondary School Level**

Secondary School Level comprises of classes VIII, IX, and X of the government and aided schools of Kerala.

### **Variables**

The variables involved in the study are the Problem Dealing Strategies viz. confer, delegate, consult, retaliate, avoid, legislate and comply.

### **Objectives**

This study is to identify the preferred Problem Dealing Strategies of Novice and Expert teachers at secondary school level and to find out how they differ in adopting strategies to resolve problematic situations which they face in their career life while dealing with students, peers, administrators and parents. This is achieved through the following specific objectives.

1. To identify the preferred PDSs among Expert teachers in total and in specific problem situations while dealing with
  - a) students
  - b) peers
  - c) administrators and
  - d) parents

2. To identify the preferred PDSs among Novice teachers in total and in specific problem situations while dealing with
  - a) students
  - b) peers
  - c) administrators and
  - d) parents
3. To find out whether there exists significant difference in the extent of preference for the PDSs between Expert and Novice teachers.
4. To find out whether there exists significant difference in the extent of preference for the PDSs of Novice Teachers in the beginning and end of the B.Ed. programme.
5. To find out whether there exists significant difference in the extent of preference for the PDSs between Expert Teachers and Novice Teachers undergone two year B.Ed. Programme.

### **Hypotheses**

The hypotheses of the present study are stated as follows:

1. There is significant difference in the extent of preference for each of the PDSs among Expert teachers in Dealing with Students, in specific problem situations and problem situations in total.

2. There is significant difference in the extent of preference for each of the PDSs among Expert teachers in Dealing with Peers, in specific problem situations and problem situations in total.
3. There is significant difference in the extent of preference for each of the PDSs among Expert teachers in Dealing with Administrators, in specific problem situations and problem situations in total.
4. There is significant difference in the extent of preference for each of the PDSs among Expert teachers in Dealing with Parents, in specific problem situations and problem situations in total.
5. There is significant difference in the extent of preference for each of the PDSs among Novice teachers in Dealing with Students, in specific problem situations and problem situations in total.
6. There is significant difference in the extent of preference for each of the PDSs among Novice teachers in Dealing with Peers, in specific problem situations and problem situations in total.
7. There is significant difference in the extent of preference for each of the PDSs among Novice teachers in Dealing with Administrators, in specific problem situations and problem situations in total.
8. There is significant difference in the extent of preference for each of the PDSs among Novice teachers in Dealing with Parents, in specific problem situations and problem situations in total.
9. There is significant difference in the extent of preference for each of the PDSs between Expert and Novice teachers.

10. There is significant difference in the extent of preference for each of the PDSs among Novice teachers in the beginning and end of the B.Ed. programme.
11. There is significant difference in the extent of preference for each of the PDSs between Expert teachers and Novice teachers undergone two year B.Ed. programme.

### **Methodology**

The investigator makes use of two methods in this study. For identifying Expert and Novice teachers' preference for the PDSs in problematic situations, a survey using a situational judgement scale is conducted. In order to check whether the B.Ed. programme bring any difference in Novice teachers' preference for PDSs, a single group pretest posttest design is also employed. In the midst of the research period the duration of B.Ed. programme got extended from one year to two year. Hence the same test is conducted in Novices undergone two year B.Ed. programme to check whether the two year B.Ed. programme make any difference in the preference for PDSs than one year novices.

### **Sample**

The sample for the present study constitutes 65 secondary school teachers (Expert teachers), 374 teacher trainees (undergone one year B.Ed. programme) and 120 teacher trainees (undergone two year B.Ed. programme) from four districts of Kerala viz., Thrissur, Palakkad, Malappuram and Kozhikode.



In selecting novice teachers, as the population belongs to teacher community, stratified sampling technique is used since it ensures representativeness and is applicable when the population is composed of subgroups or strata of different sizes.

### **Tool used for data collection**

The tool ‘Tacit Knowledge Scale for Teachers’ (Blessytha & Mumthas, 2015) is constructed to measure the extent to which teachers endorse a set of Problem Dealing Strategies across a variety situations which may arise in their career life while ‘Dealing with Others’. In teaching domain, ‘Dealing with Others’, one of the most important component of Practical Intelligence (Sternberg, 1997, 1999) comprises of four subcategories viz. (i) Dealing with Students, (ii) Dealing with Peers (iii) Dealing with Administrators and (iv) Dealing with Parents which in turn is studied by presenting Tacit Knowledge items, in the form of stem stories or vignettes followed by response options corresponding to seven strategies put forward by (Stemler et al. 2006).

### **Statistical Techniques Used**

The various statistical techniques used are given below.

- A. Two tailed test of significance of difference between means for large dependent samples
- B. Two tailed test of significance of difference between means for large independent samples

### **Scope, Delimitations and Limitations of the Study**

The present study is an attempt to identify the preferred Problem Dealing Strategies of Expert and Novice teachers, viz. confer, delegate, consult, retaliate, avoid, legislate and comply, the strategies commonly used by teachers to tackle the problematic situations arising in the social side of their teaching. Along with, it provides a framework for developing practical problem solving skills or tacit knowledge of teachers that will prepare them to effectively deal with challenging situations in career life. For assessment of the preferred strategies a ‘Tacit Knowledge Scale for teachers’ is developed with the help of some contextual situations or vignettes, selected from a pool of problematic situations collected from experienced teachers and sorted into the four categories of dealings viz. students, peers, administrators and parents. The present scale TKS Scale can thus be considered as a valid tool for measuring the tacit knowledge and understanding the problem dealing strategies of teachers.

Identification of Expert teachers’ Problem Dealing Strategies, in the commonly occurring problematic situations in their social side of teaching would help the Novice teachers to choose the right strategies to be followed, when they face similar situations in their career life. Finally such an endeavour could definitely be used as a guideline for teachers to modify their strategies and will throw light to those aspects of the social side of teaching which need to be highlighted and practiced in the B.Ed. programmes, for creating practically intelligent and socially skilled teachers.

The investigator delimited the study in certain aspects. The study focused only on the teacher preferences for dealing with the social side of teaching by studying only one component of Practical Intelligence i.e. 'Dealing with Others', the other components being 'Dealing with Self' and 'Dealing with Tasks'. The study is conducted only in secondary school level, where students enter into teenage, the period of stress and strain and generally considered as the beginning phase of complicated school related issues.

Though the investigator tried the best to render objectivity to the study, it is not free from limitations. Some of the limitations are

1. The first and major limitation of the study is that the investigator selected the sample of expert teachers only on the basis of the Headmasters' nominations. No attempt is done to understand those teachers' perceptions regarding their own expertise.
2. The investigator selected only 20 situations which seemed more frequent and common from among a wide variety of teaching related problematic situations for the scale construction.
3. As majority of the students enrolled in teacher training programmes are women, a gender wise comparison of preference for PDSs among Novice teachers is not attempted.
4. Not much situations are included under the categories 'Dealing with Peers' and 'Dealing with Administrators' owing to the reluctance from the part of teachers in revealing such situations.
5. Sample of the study is limited to 65 Expert teachers and 494 prospective teachers gathered from four districts of Kerala.

BLESSYTHA ANWAR. "PROBLEM DEALING STRATEGIES OF NOVICE AND EXPERT TEACHERS AT SECONDARY SCHOOL LEVEL" THESIS. FAROOK TRAINING COLLEGE, RESEARCH CENTRE IN EDUCATION, UNIVERSITY OF CALICUT, 2018.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

- *Theoretical Overview*
  - *Triarchic theory of Successful Intelligence*
  - *Conceptual Framework of Practical Intelligence*
  - *Tacit knowledge and Problem Dealing Strategies of Teachers in the social Side of Teaching*
  - *Stimulation of Expertise in Social side of teaching*
  
- *Review of Related Studies*
  - Studies on*
    - *Practical Intelligence and Tacit Knowledge*
    - *Strategy wise Solving of Problems and Conflicts in Social Side of Teaching*
    - *Expert Novice Studies*
  - Conclusions from Review of Related Studies*

An analytical review of the literature and a thorough critical evaluation of the existing research, leads to new insights in research, by synthesizing previously unconnected ideas, providing methods for the data collection and suggesting solutions tried in similar situations. In this chapter the investigator has thus made an earnest effort to analyze the theoretical framework of the variables involved in the study and to examine the related studies, for conducting the research in a fruitful manner.

The present study is an attempt to know the extent of preference of Expert and Novice teachers for the Problem Dealing Strategies (PDSs), which are commonly used by teachers to tackle the problematic situations arising in the social side of their career life. Hence an overview of the literature in this area was made by the investigator, which falls under two sections.

- A. Theoretical Overview
- B. Review of Related Studies

### **A. Theoretical Overview**

The theoretical basis of the present study has its roots in Sternberg's theory of Successful Intelligence or Triarchic theory of Intelligence (Sternberg, 1997, 1999). According to this theory, intelligence is composed of analytical, creative and practical skills. The topic for the present study derives from the third type, i.e. practical intelligence, where the skills involve applying intelligence to the kinds of

problems that are confronted in everyday life. As it is the ability to learn from experiences and to apply it effectively in apt situations, it is very much essential for all professionals to succeed in their career life. A knowledge based approach of Sternberg and his colleagues in practical intelligence (Sternberg et al., 1993; Sternberg et al., 1995; Wagner & Sternberg, 1985), established the term tacit knowledge as a construct of practical intelligence, the possession of which distinguishes high from less practically successful individuals. As it is considered as a domain specific knowledge, researches were conducted to tap the tacit knowledge in different professions. In teaching domain also such attempts were done (Sternberg & Grigorenko, 2003; Stemler, Elliott, Grigorenko & Sternberg, 2006; Elliot, Stemler, Sternberg, Grigorenko & Hoffman 2011; Wu, Lin, Lin & Chang, 2013), revealing the scope of exploring tacit knowledge of teachers through a strategic analysis of their response options to problematic situations.

Based on these concepts, the theoretical overview is organized in the following heads.

- I. Triarchic theory of successful intelligence ( Sternberg, 1997,1999 )
- II. Conceptual framework of practical intelligence
- III. Tacit knowledge and problem dealing strategies of teachers of teachers in the social side of teaching
- IV. Stimulation of expertise in social side of teaching

### **I. Triarchic Theory of Successful Intelligence (Sternberg, 1997, 1999)**

Triarchic theory of intelligence is generally considered as a deviation from the traditional theories of intelligence. Bearing in mind the way human beings

process information in executing a mental task, Sternberg( 1997) laid down a triarchic structure for his theory of intelligence based on three sub theories viz. componential sub theory, experiential sub theory and contextual sub theory.

Sternberg (1997) claims, most conventional conceptions of intelligence are too constricted and thus deal with only a small section of intelligence as a whole. The theory attempts to connect cognition to context through its three sub theories given below.

**a. Componential sub theory**

The componential sub theory addresses the relation of intelligence to the internal world (Sternberg, 1985). It states the components that people use to develop information. He enlists three types of components with different functions:

- i. Meta components which stand for higher order executive processes used for planning, monitoring and regulating the implementation of a task such as analysis of the problem, selection of the strategies, monitoring of the possible solutions and interpretations of the feedback about performance etc.
- ii. Performance components which correspond to the actual mental processes used for the execution of a task like task perception, concept identification, response making etc.
- iii. Knowledge acquisition components which represent the processes used in acquiring new information such as synthesizing old ideas in some original and creative ways.



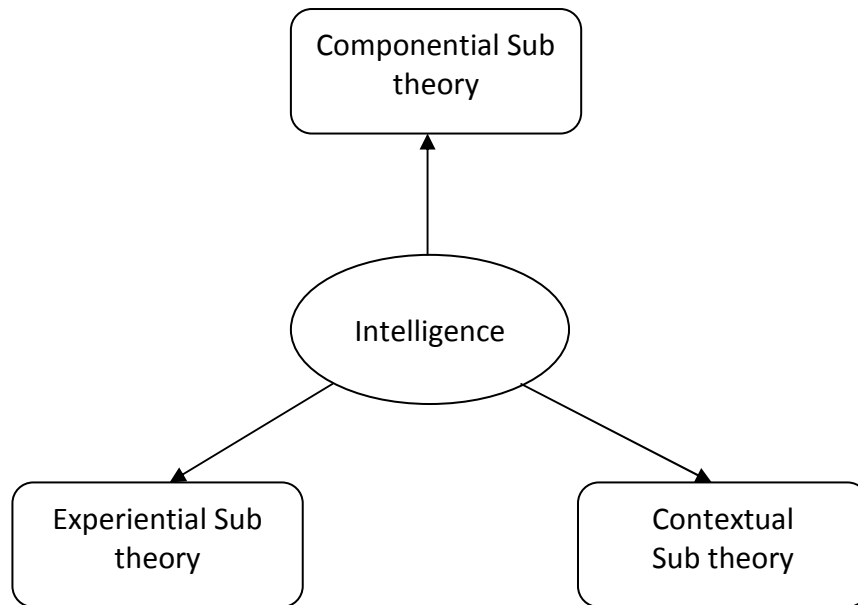
### **b. Experiential sub theory**

Here it is proposed that intelligence represents the ability or capacity of an individual to deal with new tasks , problem and situations by adopting an information processing approach with as little conscious effort as possible. This means that to assess the degree of intelligence of an individual we must give him the opportunity to perform new tasks or face novel situations or problems. This sub theory has thus led psychologists and researchers to identify specific tasks and situations which may be utilized as reliable yardsticks for measuring intelligence (Sternberg, 1985)

### **c. Contextual sub theory**

While proposing this sub theory, Sternberg (1985) stated that intelligence should be regarded as “a mental activity directed towards purposive adaptation to and shaping of, real world environments relevant to one’s life”. This revealed the practical nature of intelligence rather than considering it as a mere abstraction. In fact the real function and purpose of human intelligence was sought out, considering it as a proper mechanism for adaptation, selection and shaping of one’s environment. This proposed concept and structure of intelligence thus went ahead of the notion of IQ measurement and established cognitive processes as it render greater freedom and command to an individual to resolve this day to day crisis and to turn out to be the master of his destiny.

The diagrammatic representation of the three sub theories of Sternberg's theory of intelligence is given as Figure 1.

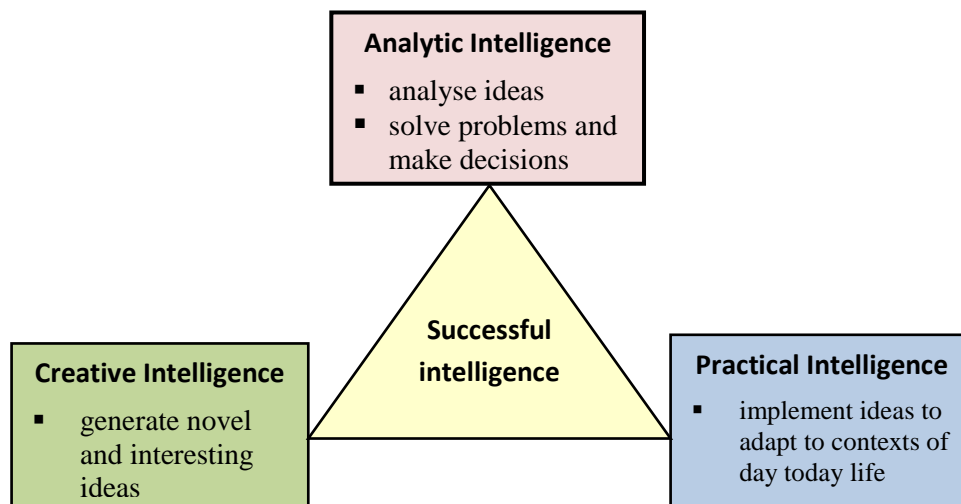


*Figure 1.* Diagrammatic representation of the of the three sub theories of Triarchic theory of intelligence (Sternberg, 1985)

Fundamentally this theory holds the notion that intelligent people are those who recognize their strengths and weaknesses capitalize their strengths and at the same time compensate for or correct their weaknesses. People attain success by finding out how to utilize their own strengths and weaknesses. These strengths and weaknesses can be related to three broad kinds of abilities that are important to successful intelligence viz. analytic, creative and practical (Sternberg, 1988, 1997). The abilities underlying these intelligences are defined as follows. “Analytic ability involves critical thinking; it is the ability to analyze and evaluate ideas, solve problems and make decisions. Creative ability involves going beyond what is given,

to generate novel and interesting ideas. Practical ability involves implementing ideas; it is the ability involved when intelligence is applied to real life contexts” (Sternberg, 1988)

These three abilities are considered as the basis for the three types of intelligences formulated by Sternberg which together leads to successful intelligence viz., analytical intelligence, creative intelligence and practical intelligence. The diagrammatic representation of the three types of intelligence as postulated by Sternberg (1988) in his Triarchic theory of Intelligence is given in Figure 2.



*Figure 2.* Diagrammatic representation of the three types of intelligence that constitutes Successful intelligence as postulated by Sternberg (1988)

## II. Conceptual Framework of Practical Intelligence

The present study is based on the third sub theory of intelligence, called contextual or practical which deals with the mental activity involved in attaining fit to contexts in everyday life. This mental activity constitutes three processes viz.

adaptation, shaping and selection by which individuals create an ideal fit between themselves and their environment (Sternberg, 1985). The three processes are given in detail below.

### ***Adaptation***

Adaptation occurs when one makes a change within oneself in order to better adjust to one's surroundings (Sternberg, 1985). Individuals adapt themselves with the environment by transforming the natural environment to suit their needs. For example when weather changes by reducing temperature, people adapt by wearing extra layers of clothing to remain warm (Sternberg, 1985).

### ***Shaping***

Shaping occurs when one makes a change within their environment to better suit one's needs (Sternberg, 1985). A teacher may implement the new rule of raising hands to speak to make sure that the lesson is taught with slightest possible disruption.

### ***Selection***

Selection is the process undertaken when a completely new alternate environment is found to replace the previous, unsatisfying environment to meet the individuals' goals (Sternberg, 1985). For instance, a teacher may change his/her job to better schools, where more career exposure and less strained career life is ensured.

The effectiveness with which an individual fits to his or her environments and contends with daily situations reflects the degree of intelligence. Practical

giftedness involves the ability to apply synthetic and analytic skills to everyday situations. Practically gifted people are superb in their ability to succeed in any setting (Sternberg, 1997).

An important asset of this theory is to avoid defining intelligence in terms of intelligence test rather performance in the everyday world. Sternberg Triarchic Abilities Test (STAT, 1991, 1993) measures all the three domains of mental processing namely analytical, creative and practical intelligences.

### **Tacit knowledge as a construct of practical intelligence**

A knowledge based approach to understand what distinguishes people, who are more successful from those who are less successful in their everyday lives has been conducted by Sternberg and his colleagues (Wagner & Sternberg, 1985; Wagner, 1987; Sternberg et. al., 1993; Sternberg et. al., 1995; Sternberg et al., 2000). This approach gave light to the construct of practical intelligence that is Tacit Knowledge (TK). Tacit knowledge as a construct of practical intelligence is experience based knowledge pertinent in solving practical problems occurring in real life contexts. It may provide a common approach to understand various forms of nonacademic intelligence. They have found in their research that much of the knowledge needed to succeed in real world tasks is tacit. It is acquired during performance of everyday activities but typically without conscious awareness of what is being learned. Though one's action may reflect their knowledge; they may find it difficult to articulate what they know. The notion that people acquire knowledge without awareness of what is being learned is reflected in the common language of the workplace as people speaks of 'learning by doing' and 'learning by

osmosis'. Terms such as professional intuition and professional instinct further imply that knowledge associated with successful performance has a tacit quality.

The term tacit knowledge was introduced by Polanyi (1966), and now has been widely used to characterize the “knowledge gained from everyday experience that has an implicit, unarticulated quality” (Sternberg, 1997). Sternberg and his colleagues view tacit knowledge as an aspect of practical intelligence. “It is knowledge that reflects the practical ability to learn from experience and to apply that knowledge in pursuit of personally valued goals. Tacit knowledge is needed to successfully adapt to, select to, or shape real life environments” (Sternberg, 1997). Being an aspect of practical intelligence tacit knowledge bestows insight into an important factor needed to successfully perform in real life tasks. Researches by Sternberg and his colleagues (Sternberg et al., 1993; Sternberg et al., 1995; Sternberg et al., 2000; Wagner, 1987; Wagner & Sternberg, 1985; Wagner, Sujan, Rashotte & Sternberg, 1999) have proved that tacit knowledge is an effective measure to understand performance of different job domains.

### **Characteristic features of tacit knowledge**

There are three key features for tacit knowledge namely individual acquisition of knowledge, procedural structure, and practical value which are related to one another in a non arbitrary way. The conditions related with tacit knowledge acquirement, its cognitive structure and the settings under which it is used all are very much associated with the characteristics of tacit knowledge. The first and most important characteristic of tacit knowledge is that it is generally acquired on one's own with little support from the environment (e.g. through personal experience

rather than through instruction). Secondly, it is termed as procedural in nature. It is related with particular uses in particular situations or classes of situations. Thirdly, since it is generally acquired through one's own experiences, tacit knowledge has practical value to the individual (Sternberg, 2000). Each of these features is viewed as a continuous rather than a discrete dimension of tacit knowledge.

### **Identifying and measuring tacit knowledge**

Measuring tacit knowledge takes into consideration the realistic, contextualized quality of knowledge. Responses to realistic and practical problem situations are used as an indicator of an individual's possession of tacit knowledge. Wagner and Sternberg (1985) devised a method of presenting scenarios to individuals that depict the type of problems they face in their given pursuits. These scenarios or vignettes reveal the types of situations in which recognized domain experts have acquired knowledge, characterized as tacit. Because tacit knowledge is not readily expressed, observable indicators are relied on, such as responses to the scenarios, to judge whether individual possess knowledge characterized as tacit, and can use that knowledge to the situation at hand. The responses reflect an individual's ability to identify and take suitable actions in a given situation and most likely reflect that person's procedural knowledge.

Domain experts are the right sources for identifying tacit knowledge because in order to achieve their expert status, they possibly are expected to have gained knowledge that others have not (i.e. knowledge without direct support). Being a subset of procedural knowledge which cannot be articulated readily, tacit knowledge is not likely to be elicited directly from individuals. However, since tacit knowledge

is experience based, a recollection of the experiences of individuals can be used to identify tacit knowledge.

Tacit knowledge tests break down the artificial boundaries between achievement testing and ability testing. They are knowledge based tests built on a theory of human intelligence (Sternberg, 1995). They are intended to measure both practical experience based knowledge and the underlying dispositions or abilities that support the acquisition and use of that knowledge. Thus scores on tacit knowledge tests are expected to predict performance on tests or tasks that draw on either tacit knowledge or the mental abilities that support its development and use.

Tacit knowledge items are considered to measure both acquired knowledge and practical ability. Hence tacit knowledge tests have the potential to shed light on both the content of tacit knowledge and events or experiences through which it was acquired.

### **Role of situational judgment tests in measuring tacit knowledge**

Situational judgment inventories or situational judgment tests are most commonly used in measuring practical intelligence. The contents of a typical situational judgment type tests describe the realistic demands that arise in practical or everyday situations. Performance in such tests is a manifestation of knowledge and ability dimensions which can be collectively referred to as what Sternberg and his colleagues termed Practical Intelligence (Motowidlo, Dunnette & Carter, 1990; Sternberg et al., 2000).



### **III. Tacit Knowledge and Problem Dealing Strategies of Teachers in the Social Side of Teaching**

Teacher preparation programmes have traditionally prepared teachers well for handling the instructional aspect of teaching. However there is much more to the act of teaching than just the delivery of formal instruction. Though teachers have to deal with a dizzying number of social interactions on a daily basis, they typically receive little formal preparation to help them choose the right strategies, to deal with the variety of social situations in their career life.

Within the context of teaching, practical skills are especially important. Teachers must be able to communicate their ideas effectively during instruction. In addition, however, teachers must be able to adapt to a variety of situations that call upon their social perspectives. According to Sternberg and his colleagues (2000), practical skills can be further decomposed into three sub components: a) dealing with self b) dealing with others and c) dealing with tasks. As teaching is inherently a social activity, teachers' practical skills mainly depend on their "dealing with others".

Sternberg (2005) has classified 'dealings with others' into four subcategories viz., i) dealing with students ii) dealing with other teachers iii) dealing with administrators and iv) dealing with parents. Using Sternberg's theory of successful intelligence as a guide, Stemler et al. (2006) conducted research on teachers, mainly concentrating on the second aspect of practical intelligence, 'dealing with others'. Further they presented a set of seven strategies for dealing with social situations empirically derived from their research with teachers, such as avoid, comply, confer, consult, delegate, legislate and retaliate.

Figure 3 illustrates how these strategies fit within the broader framework of Sternberg’s theory of Successful Intelligence.

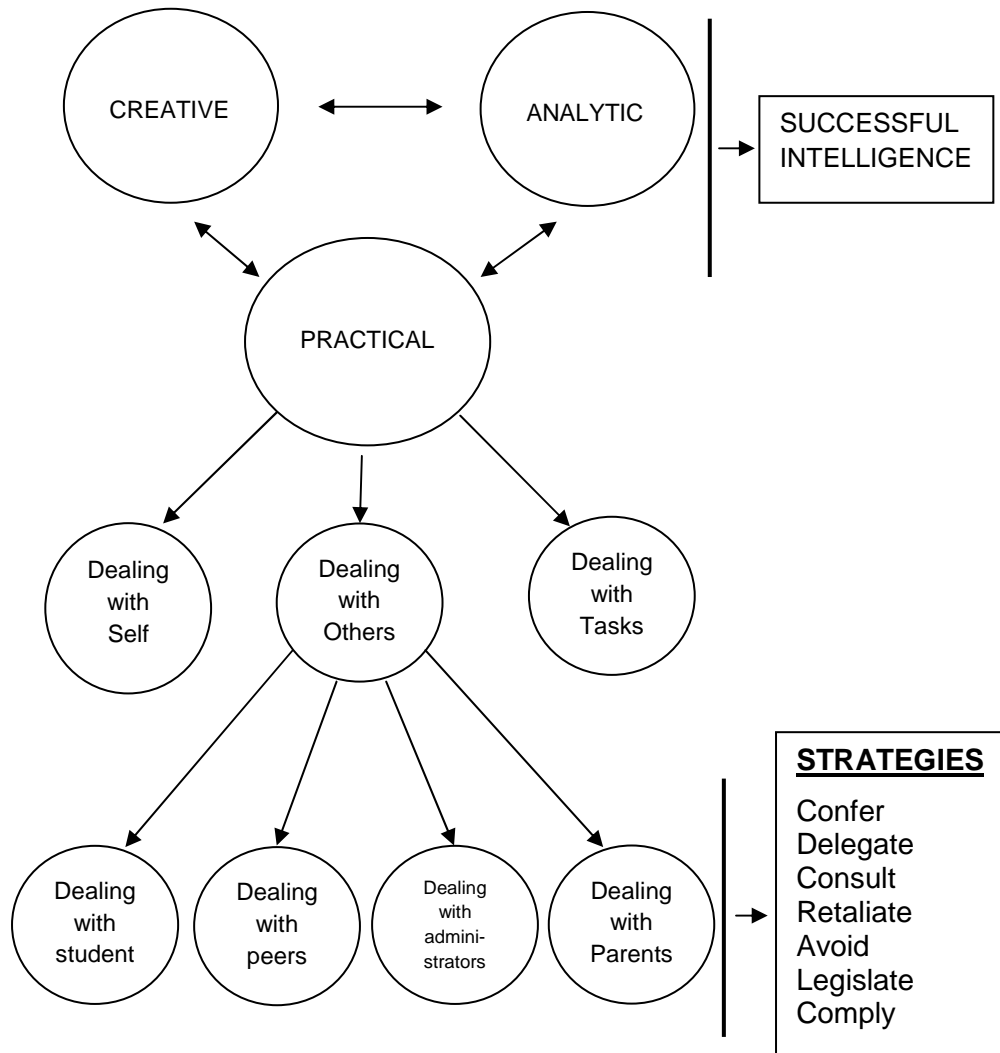


Figure 3. Illustration of how the strategies for dealing with problematic social situations fit within the broader framework of the theory of Successful Intelligence

Each of these strategies is discussed in detail below.

**Confer**

The strategy ‘confer’, means to discuss the issue within the context of a more close and personal sphere. The assumption underlying this approach is that some

problems are best solved at the private, face to face level, without the social pressures and potential embarrassment associated with discussing an issue within the public sphere. The approach requires the person to be verbally expressive and confronting the source of any problem. For example, if a parent is critical of a certain teacher's work, the teacher could explain his or her point of view to the parent. The confer strategy is based on the principle that rational thought dominates human interaction. If people are well aware of the reasons behind your decisions and deeds, then they will be more willing to see your side. A key feature of the strategy 'confer' is that the participant may or may not be open to change his or her viewpoint. For example, if a principal expresses some concern about the teaching method a teacher is following, the teacher may explain to the principal the reason she chose the method, but she may not be willing to compromise or change that method.

### *Delegate*

Another strategy for dealing with social problems is to delegate the responsibility for taking action into someone else. The teacher may be perceived as 'passing the buck' to another party and release him or herself of the responsibility. Or the teacher may delegate a problematic situation to others because the teacher does not have the time or energy to deal with the problem or the teacher may not believe him or herself capable of solving the problem. The key feature of this approach is that the teacher relinquishes responsibility for the problem and its solution. For example if a teacher is faced with a situation in which a child is

misbehaving in class, he or she choose to send the student to the principal's office and let the principal decide how to handle the student's disruptive behaviour.

### ***Consult***

A third strategy for dealing with interpersonal interactions is to appeal to a third party for advice. It could take the form of asking another person for suggestion on how to deal with a particular situation, or it could take the form of asking all the parties affected by a decision to get together and collaborate on potential solutions to a problem. A key feature of the 'consult' strategy is that the decision maker is reaching out to an external third party and asking them to work together to solve the problem rather than asking the third party to solve the problem, for the decision maker. For example if a teacher notices that more and more responsibilities are being assigned to him or her, the teacher may ask a colleague for advice about how to deal with the situation.

### ***Retaliate***

A fourth strategy for dealing with social problems is to 'retaliate'. Retaliation could take the form of passive- aggressive action, such as physical, verbal or psychological abuse. Rather than attempting to communicate directly with a person, a teacher may choose to retaliate in order to teach the person a lesson. Retaliation may also have an element of punishment involved. The goal of the teacher may be to shame or put down the rival. For example if a student talks back angrily to the teacher in front of the entire classroom, the teacher using the retaliation approach might choose to ask the student a potentially embarrassing question , or make fun of

the student in a public way in front of other class members. It could be explicit (e.g., a teacher yells at the student who is breaking the rules), or it could be subtle (e.g. two girls are not getting along in the class because they are fighting, so the teacher may change the lesson plans in order to discuss friendship), but the target of the retaliate are aware that they are being retaliated against.

Individuals opting to retaliate will generally reject the conference approach, instead, believing that, in some circumstances, people are not likely to change on the basis of discussion, but rather will be more likely to change their behaviours only as the result of a direct attack on their egos. In other words, if one can humiliate the other party, the other party will think twice before she tries to humiliate the retaliator again.

### ***Avoid***

One general strategy that people use within the framework of social interactions, particularly those that require social problem solving, is to take no action at all. It can take the form of simply closing the eyes to the problem as it is presented or not attending to the situation. Thus, one essentially separates oneself from the scenario altogether. Avoidance can take different forms depending on the situation, like simple denial (e.g., ‘There is no problem; as nobody is talking to me’) or procrastination (e.g., ‘I will answer your questions about the exam later’). For example, if a teacher received a lower evaluation of his or her portfolio than desired, the teacher might just drop the issue and move on. Avoidance strategies are sometimes desirable; if one perceives that a problem might resolve itself, or that

there is no rush to find a solution and that sufficient information for a solution is not yet available but might later become available.

### ***Legislate***

By choosing 'legislate' strategy, teachers create a new policy in an effort to device a system and thereby the teacher will handle all situation of this particular kind in a consistent manner. For many social encounters that teachers will face, there may not be explicit rules on how to handle the situations. Indeed, much of the knowledge that teachers possess is tacit, it is informal and not written down anywhere. Consequently legislation is a step towards making that tacit knowledge explicit. Thus, when the teacher is faced with the possibility of treating some students differently from others; one strategy is to create a new policy for dealing with the situation. For example, if a student is sleeping in class, teacher will go for formulating a new policy that students caught sleeping will be given detention. The teacher tries to solve the problems according to some acceptable law and order.

### ***Comply***

'Comply' strategy, indicates to act in accordance with whatever is asked of them regardless of whether it comes from a supervisor (e.g. Principal), a peer (e.g. another teacher) or a subordinate (e.g. a student). To some extent, this strategy may reflect a desire to avoid an altercation or an uncomfortable situation. Again there may be various levels of compliance. For example, a person may go along with a course of action just because he or she does not want to deal with the situation, or the individual may comply because of a belief in the idea. The individual therefore

may decide to convince others the merits of his idea. For example suppose a principal suggests the teachers to participate in a voluntary research project for a period of time. The teacher could comply with the suggestion and participate in the project for a variety of reasons. The teacher may believe that, not participating would cast him or her in negative light, and thus the teacher would participate in order to avoid the negative outcomes of nonparticipation. On the other hand the teacher may choose to participate in the project, because the teacher believes that there is a need for such high-quality research being conducted in schools. The end result is same that the teacher will comply with whatever is being requested.

It is important to note that each of these seven strategies has advantages and disadvantages within any given interpersonal reaction. Thus no single strategy is uniformly the best in all situations. All teachers are likely to find themselves in situations where they are confronted by complex social changes and thus the ways in which they deal with these will have an important bearing upon their professional effectiveness.

The characteristics of the seven problem dealing strategies with its possible merits and demerits are given as Table 1.

Table 1

*Characteristics of the Problem Dealing Strategies with their Merits and Demerits*

PDS	Characteristics	Impact /Merits	Impact/ Demerits
Confer	<ul style="list-style-type: none"> <li>• Goes on for a verbal discussion with source of interaction</li> <li>• A private talk on face to face setting takes place explaining the rationale of the action</li> </ul>	<ul style="list-style-type: none"> <li>• Increase awareness and communication</li> <li>• People may change understanding the real reason behind the problem</li> </ul>	<ul style="list-style-type: none"> <li>• Cause time lag as each decision is to be discussed</li> <li>• Exposing much to others makes one liable to being used as a pawn</li> </ul>
Delegate	<ul style="list-style-type: none"> <li>• Either directly or indirectly handover the responsibility to take action to someone else</li> <li>• Restrain him or herself of taking responsibility of any action</li> </ul>	<ul style="list-style-type: none"> <li>• Realizes one's own lack of expertise for dealing with situation</li> </ul>	<ul style="list-style-type: none"> <li>• Avoids action in order to postpone emotionally hard decisions</li> </ul>
Consult	<ul style="list-style-type: none"> <li>• Seek help of others to work together to solve the problem</li> <li>• Request for advice from an external source</li> </ul>	<ul style="list-style-type: none"> <li>• Takes advantage of other people's expertise</li> </ul>	<ul style="list-style-type: none"> <li>• Creates an image of incapability in solving his or her problems</li> </ul>
Retaliate	<ul style="list-style-type: none"> <li>• Reacts physically or verbally in direct response to a situation</li> <li>• Act in a tit for tat manner which involves punishment</li> </ul>	<ul style="list-style-type: none"> <li>• Other strategies are fruitless</li> <li>• No response to rational discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Retaliates as an inherent reaction</li> <li>• Depicts an act of revenge without an attempt to change antagonist's behavior</li> </ul>
Avoid	<ul style="list-style-type: none"> <li>• Avoids, delays, or postpones dealing with a situation or a problem</li> <li>• No action is taken at all, or actions that are taken do not deal directly with the situation</li> </ul>	<ul style="list-style-type: none"> <li>• Belief that the situation or problem could resolve itself</li> </ul>	<ul style="list-style-type: none"> <li>• Creates an image of incapability in solving his or her problems</li> </ul>
Legislate	<ul style="list-style-type: none"> <li>• Formulates rules governing future actions of self and other stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Procedural justice can be ensured</li> <li>• Certain class of situations comes up repeatedly</li> </ul>	<ul style="list-style-type: none"> <li>• Policies may be situation specific</li> <li>• Difficult to recall all policies</li> </ul>
Comply	<ul style="list-style-type: none"> <li>• Whatever is asked of him or her will be done regardless of who is asking</li> <li>• Condone the behaviours of others in the situation</li> </ul>	<ul style="list-style-type: none"> <li>• Agreement with whatever is being asked to do</li> <li>• Short-term compliance may lead to long term benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Fear for emotional consequences of non-compliance</li> <li>• Compliance on short term basis may lead to negative long-term consequences</li> </ul>



#### **IV. Stimulation of Expertise in Social Side of Teaching**

The first years of experience of novice teachers may face some unfamiliar conditions which might cause tension, insecurity and lack of confidence (Saenz-Lopez, Almagro & Ibanez, 2011). Student teachers have voiced much criticism of the perceived failure of initial teacher training programmes to prepare them to handle their social interactions. The teacher training programmes in our country gives too much emphasis to train student teachers to acquire high levels of content and pedagogical knowledge. As a result, the emphasis upon developing novice teachers' interpersonal skills for effective and positive social interactions has been comparatively deemphasized.

Given the need for teachers to demonstrate high levels of expertise to achieve order in their academic life, it is quite relevant to give some sort of training in the social side of teaching too. Such training are to be highlighted in the goals and direction of initial teacher training programmes. Opportunities are to be added to help the teacher trainees to manage strong emotions, resolve conflict, work cooperatively, and to be respectful and considerate to others.

#### **Expert teachers' tacit knowledge as a key to intelligent behavior in the social side of teaching**

Expertise is almost considered as a relative term. But in every field we need the assistance of experts. There is considerable debate whether differences between expert and novices are due to innate talent or quantity and quality of practice in a domain. Anyhow experts are those who have acquired extensive knowledge from

what they notice and how they organize, represent, and interpret information in their environment. This, in turn, affects their abilities to remember, reason, and solve problems.

Many have conducted studies to mark out how experts differ from novices (Wolff, Jarodzka, Bogert & Boshuizen, 2016; Shim & Roth, 2008). But simply finding out the differences cannot make sense unless the findings are curdled into productive measures. If we are able to explore and transmit the so called ‘expert knowledge’ to the novices, it can be productive.

### **What makes experts different from novices**

According to Webster’s online dictionary an expert is someone “having, involving, or displaying special skill or knowledge derived from training or experience.”

For a variety of reasons experts differ from novices.

- Experts notice features and meaningful patterns of information that are not noticed by novices.
- Experts have acquired a great deal of content knowledge that is organized in ways that reflect a deep understanding of their subject matter.
- Experts’ knowledge cannot be reduced to sets of isolated facts or propositions but, instead, reflects contexts of applicability: that is, the knowledge is ‘conditionalized’ on a set of circumstances.
- Experts are able to flexibly retrieve important aspects of their knowledge with little intentional effort.

The difficulty for professional development in behaviour management is that much expert knowledge is tacit and thus not easily articulated as a set of guiding rules for action (Sternberg & Horvath, 1995; Schon, 1983). While tacit knowledge has been shown to be related to teachers' professional effectiveness (Grigerenko, Sternberg & Strauss, 2006), given the complexities involved, it is hardly surprising that expert practitioners often find it difficult to offer guidance to novices. Though such knowledge is context bound and wrapped in personal experience, values and goals of an individual, a meaningful guidance is possible to an extent.

One practical avenue is to try to make teachers' tacit knowledge more explicit. This can be achieved through the use of tacit knowledge inventories using a situational-judgment format. These are widely employed in studies of extremely domain-specific tacit knowledge (Mc Daniel & Nguyen, 2001; Cianciolo, Mathew, Sternberg & Wagner, 2006). Expert teachers' insights and understandings can be explored, articulated and passed to teacher trainees and others. It is here where expert- novice studies are found useful especially in teaching field.

### **Role of expert-novice research in teaching domain**

Expert Novice studies involve natural contrasts between individuals at relatively high and low performance level in a given domain. The word 'relatively' is emphasized because expertise is a continuum rather than two discrete states and such studies usually compare two points along the continuum. In expert- novice research, an expert is someone who has the knowledge required to perform a certain task, distinguishing him or her from a novice who is not able to perform that task. Finally, expertise can be defined in terms of exceptional performance in a domain.

Expert – novice research investigates the consistently superior performance of individuals who excel at representative tasks within that domain. The goal of expert-novice research should not be just to describe differences in task performance between more and less skilled individuals, but to use this information to help less skilled individuals attain higher or even excellent levels of knowledge and skill. Thus less skilled students, teachers and educational administrators can be benefitted.

However when transforming findings from expert- novice research to educational settings or teaching domain there are several challenges. Applying the modalities of such researches require more flexible and individually adaptive instruction. Also it is not an easy task to assess what an individual's level of expertise is and what a challenging level of difficulty would be for him or her. Such researches tend to be more time consuming too.

Expert-novice research is an excellent methodological tool in conveying the knowledge of highly skilled professionals to less skilled or novice professionals. If implemented effectively the findings of such researches can prove to be an effective way for leading the novices to experts without much time lag.

## **B. REVIEW OF RELATED STUDIES**

To gain more information regarding the area under study, the investigator has made an attempt here to review some of the research findings in this area under the following heads.

- I. Practical intelligence & tacit knowledge
- II. Strategy wise solving of problems and conflicts in social side of teaching
- III. Expert-novice studies

## **I. Practical Intelligence and Tacit Knowledge**

Matoskova and Kovarik (2017) examined the extent of correlation between a situational judgment test intended to measure tacit knowledge and the predictors and personality factors of college performance. The test included eight situations pertaining to the life of undergraduate college students and was comprised of 211 behavioral strategies. It was administered on a sample of 448 college students. The findings revealed that with cumulative grade point average (CGPA) tacit knowledge had small, but statistically non significant correlations. And the correlation with personality factor of agreeableness was moderate.

Zhu, Zhang and Jin (2016) proposed through their study a tacit knowledge (TK) model on networks with even mixing based on the propagation property of TK and the application of social networks. They considered two routes of transmission viz. (i) contact through online social networks and (ii) face-to-face physical contact and derived the threshold that governs whether or not a kind of tacit knowledge can be shared in an organization with a few initial employees who have acquired it. The findings confirmed that online social networks contribute significantly in enhancing the transmission of tacit knowledge among employees.

Kratka (2014) conducted a study to evaluate the role of experienced teachers' career related stories in sharing tacit knowledge. Teachers were asked to share stories which had the greatest influence on their career, and which they wanted to convey to their fresh colleagues. Based on the source of knowledge the 24 collected stories were divided into three groups viz. former teachers from their childhood, former pupils and existing pupils. An analysis of these stories revealed that tacit

knowledge is personal, involving emotions and values of the individual and their sharing presume reflection. Findings revealed that through stories expert teachers gave moral, practical and aesthetic meaning to situations and helped the beginning teachers able to better understand themselves, their broader culture and their knowledge.

Wu, Lin, Lin and Chang (2013) in their study tried to explore the characteristics of university professors' tacit knowledge in Taiwan and to unknot the factors underlying its development. Drawn from the data collected by qualitative observations and analysis, this study concluded that the inner factors relating to faculty's tacit knowledge include a high level of intelligence and analysis ability, the consciousness of being privileged, the strong motivation in constant pursuit of accomplishments, and the self-adaptation to the campus culture. Its outer factors contributing to the faculty's tacit knowledge include the peer consensus and competition pressure on campus, and the expectations of being a professional and a role model stereotyped by the society. It gives several suggestions for the cultivation of wide and open tacit knowledge so that the university faculty's profession can be upgraded and more social responsibility can be shouldered.

Enakrire and Uloma (2012) carried out a study to find out the effect of tacit knowledge for effective teaching and learning processes. A descriptive survey research design was used for the study, and a questionnaire was administered on 120 lecturers from various departments of Delta State University. The research findings revealed that (i) all lecturers are not conscious of tacit knowledge (ii) faculty and departments should arrange training programme to enhance tacit knowledge of

lecturers (iii) appropriate infrastructures are to be arranged for better exploitation of tacit knowledge and (iv) tacit knowledge is found to be an appropriate tool for effective teaching and learning.

Ghazali, Azizah and Bahari (2012) in their study tries to elicit tacit knowledge eliciting approaches of special education teachers for the purpose of knowledge sharing. Storytelling and scenario method were found to be effective tools to capture the tacit knowledge from five special education teachers as they could relate the scenario questions with their experience. As a result, tips on effective teaching have been identified based on the situation. The result was effective to be shared among novice teachers, researchers and also can be considered in designing courseware for children with learning disability.

Irene and Elena (2012) introduced a research design, in their study which aims to find useful pedagogical adaptations for teaching pupils with autism. The main focus was to explore teachers' tacit knowledge and interactional co-regulation between the teacher and the pupils. Six video recordings were taken under analysis and the study explored the phenomenon ethno methodologically. The study points out that it is possible to extract episodes from the behaviour of the teachers, revealing their tacit knowledge.

Mahroeian and Forozia (2012) through their study intended to set a theoretical foundation for researches on the tacit knowledge sharing in organizations. They focused on the difficulties related to sharing tacit knowledge. Different difficulties were found related to perception, language, time, value and distance. They found that different methods like apprenticeship, direct interaction,

networking and action learning that include face-to-face social interaction and practical experiences are more suitable for supporting diffusion of tacit knowledge.

Zhong and Qu (2012) attempted through their study to create a platform for the Tacit Knowledge sharing of teachers. The sample for the study comprised of teachers in middle and primary schools in China. A survey was conducted to understand the prevailing conditions of tacit knowledge sharing among teachers. Several aspects including teachers' information capacity and capability, teachers' attention and management of their tacit knowledge, and troubles they have in sharing group knowledge were analyzed and it was concluded that tacit knowledge sharing should be inseparable from educational and instructional practice. In the light of the findings of the survey, a model of teachers' tacit knowledge sharing based on social software was created.

Wang, Su and Hsieh (2011) conducted a study to establish a methodology to accumulate tacit knowledge of specific topics from collected assessments by using an implicit knowledge extraction mechanism and visualized the overall distribution of concepts by using knowledge maps for helping teachers compile their assessments. Several two stage experiments, scheduled for one semester, were conducted in the third grade natural science courses at elementary schools in Taiwan. Eighteen teachers who handled the courses participated in the experiments. There were 30 students in each course. In the first stage, teachers compiled assessments without using IKMAAS's knowledge map features while in the second stage, they did use them. System usage records, questionnaires and interview results were used for evaluating the usability of the methodology and the satisfaction of



using IKMAAS. The results indicate the potential of the methodology, as each of the teachers agreed that the visualised assessment knowledge helped them to comprehend the proportions of concepts they intended to test easily and, additionally, helped them to clearly notice concepts they may have ignored. The study revealed the potential of using knowledge maps and knowledge accumulating methodology in pedagogy paradigm.

Mumthas and Blessytha (2009) in their study made an attempt to find out the how far teachers with high tacit knowledge possess teacher effectiveness. A sample of 50 secondary school teachers was selected as teachers with high tacit knowledge, as per the nominations done by their school principals. The results showed that teachers with high tacit knowledge are effective in their 'Relation with students', 'Adequacy on classroom procedures' and 'Enthusiasm for teaching and knowledge of subject matter'. But they seemed lacking 'Stimulation of cognitive and affective gains in students'.

Peroune (2007) investigated, the role of peer relationships, in making tacit knowledge explicit and accessible in the wider organization and whether they contribute to learning in a learning environment. A dominant-less dominant design, with the qualitative design being the dominant paradigm was used for the study. Semi-structured interviews provided qualitative data while the dimensions of the learning organization questionnaire (DLOQ) yielded quantitative data. It was found that peer relationships could provide the context within which sense making can take place and that the peer relationship by definition is the context within which these constructs already function effectively. The study showed how peer relationships

can contribute to learning within the organization through the use of dialogue, inquiry, and the process of sense making and that learning organization is the environment in which sharing of tacit knowledge could take place effectively.

Ciancola, Grigorenko, Jarvin, Gil, Drebot and Sternberg (2006) presented three studies where three new everyday tacit-knowledge inventories were examined. To evaluate the factorial structure of each inventory and their assessment equivalency across samples a confirmatory factor analysis was done. Also a single-factor model was tested for understanding its fit to the covariance among the three new tacit-knowledge inventories and with the Practical subscale from the Sternberg Triarchic Abilities Test. The results indicated that (i) the tacit-knowledge inventories were reliable and valid in measuring practical intelligence (ii) there is difference between practical intelligence and general intelligence, though some overlap was found.

Grigorenko, Sternberg and Strauss (2006) attempted in their study to find out the relation between practical intelligence and teacher effectiveness. They constructed 'Tacit knowledge inventory' (TKI) for elementary school teachers, in order to determine the teachers' effectiveness through a measure of tacit knowledge. Both Principal's and teachers' self perceptions on teacher effectiveness was considered. Teachers who scored high on TKI were also rated highly effective by their principals, but less effective by themselves. Results indicated that it is possible to measure certain aspects of teacher effectiveness through a measure of tacit knowledge.

Wasonga and Murphy (2006) investigated the impact of internship on its participants in an educational administration program and how they learn from tacit knowledge. It was found that tacit knowledge was both contextual and released spontaneously to capture the nuances of the task or issue or problem at hand. The study suggested that interns should expand their own awareness of learning opportunities posed by life experiences and gain insight into leadership and concluded that opportunities provided for interaction and sharing during internship are the points where knowledge is created to prepare interns for leadership positions.

The purpose of the study conducted by Yi (2006) was to explore how tacit knowledge is externalized in online environments. The results showed that in an online environment, sharing one's own experience is the most effective way for people to share their tacit knowledge.

Baker and Hoy (2005) tried to find out the tacit knowledge of school superintendents of Ohio Public school. Interviews were conducted using a combination of critical incident and sense-making methodologies to elicit examples of tacit knowledge acquired during their careers. The examples were collected and grouped into antecedent and consequent behaviors. A hierarchical cluster analysis was performed using the 469 tacit knowledge items generated. Twenty one categories described the tacit knowledge of the superintendent group. Significant difference was found between 'reputationally successful' and 'typical' superintendents in the categories and tacit knowledge they possessed.

Grigorenko, Meier, Lipka, Mohatt, Yanez and Sternberg (2004) assessed the importance of academic and practical intelligence in rural and urban. They measured

academic intelligence with conventional measures of fluid and crystallized intelligence and practical intelligence with a test of everyday-life knowledge as acquired in Native Alaskan Yup'ik communities. Finally ratings were collected from the adolescents' peers and adults on the traits that are valued by the Yup'ik people; and evaluated the reputation for the Yup'ik-valued competences. The objective of the study was to estimate the relative contributions of conventional knowledge and everyday-life knowledge in predicting the ratings on Yup'ik-valued traits. The results indicated that everyday-life knowledge predicts Yup'ik-valued traits in the presented sample and that the predictive power of this knowledge is higher in adolescents (especially boys) from rural communities than from the semi urban community. The obtained result pattern further strengthens the arguments for the multidimensionality of human abilities and the importance of practical intelligence in nonacademic settings.

Hedlund, Forsythe, Horvath, Williams, Snook and Sternberg (2003) applied a method for identifying and assessing tacit knowledge of military leadership. Army officers at three levels of leadership were subjected to interviews in order to identify practical, experience-based knowledge which were not part of their formal training. A Tacit Knowledge for Military Leaders (TKML) inventory was developed and its three versions were administered to a total of 562 leaders at the platoon, company, and battalion levels. At all the three levels, TKML scores correlated with ratings of leadership effectiveness. These results indicated that domain-specific tacit knowledge can well explain the individual differences in leadership effectiveness. It also suggested that leadership development initiatives should contain efforts to make possible the acquisition of Tacit knowledge.

Koke and Vernon (2003) attempted to illustrate Sternberg's Triarchic Abilities Test (STAT) as a measure of academic achievement and general intelligence. The degree to which practical, creative, and analytical abilities, measured by the Sternberg Triarchic Abilities Test (STAT) (Sternberg, 1993), significantly contribute to the prediction of academic achievement, independent of general intelligence, was investigated. It was found that STAT scores significantly correlate with measures of general intelligence.

Grigorenko and Sternberg (2001) has done a study to test the efficacy of the triarchic theory of intelligence as a basis for predicting self-reported adaptive functioning in a rapidly changing society, that of Russia. Measures of analytical, creative, and practical intelligence were administered to women and men between the ages of 26 and 60 years. Participants were to answer questions about their physical health as well as questions about their mental health. The findings were (i) there was some relation of creativity to poorer physical health but better mental health and (ii) analytical, practical, and creative intelligence all relate in some degree to self-reported everyday adaptive functioning.

Sternberg et al. (2001) conducted a case study in Kenya to find out the relationship between academic and practical intelligence. It revealed that scores on the test of tacit knowledge correlated trivially or significantly negatively with measures of academic intelligence and achievement, even after socioeconomic status kept under control. The study put forward the notion that academic and practical intelligence can develop autonomously or even at chances with one another.

Wagner and Sternberg (1985) carried out three experiments to examine the role of tacit knowledge in intellectual competence in real life situations. In Experiment 1, subjects were divided into three groups, whose 187 members differed in amounts of experience and formal training in academic psychology. Differences in tacit knowledge useful for managing oneself, others, and one's tasks were related to criterion measures of performance for both academic psychologists and psychology graduate students. In Experiment 2, the subjects were 127 individuals differing in amounts of experience and formal training in business management. Differences in tacit knowledge were associated with criterion measures of performance for business managers. In Experiment 3, the results of the second experiment were cross-validated on 29 bank managers. It was found that tacit knowledge differences were connected to criterion measures of job performance and not related to verbal intelligence as measured by a standard verbal reasoning test. Findings revealed that a practical intelligence in real-world pursuits will encompass general aptitudes, formal knowledge, and tacit knowledge that are used in managing oneself, others, and one's career.

## **II. Strategy Wise Solving of Problems and Conflicts in Social Side of Teaching**

Stemler, Elliot, O'Leary, Scully, Karkakolidis and Pitsia (2018) conducted a cross cultural study to explore the tacit knowledge of High School teachers' interpersonal skills. The sample comprised teachers across three different countries viz. England, Ireland and Russia. Using the Tacit Knowledge Inventory for High School Teachers (TKI-HS), a situational judgement test consisting of 11 challenging interpersonal scenarios, this study compared how experienced teachers in England

(n=108), Ireland (n=45) and Russia (n=492) rated seven possible response options for each scenario, to examine the extent to which the concept of ‘skilled interpersonal behavior’ varies across cultures. Each response option corresponds to one of the seven distinct problem-solving strategies - comply, consult, confer, avoid, delegate, legislate and retaliate, defined in terms of the observable behaviours with which it is associated. Three of the responses viewed as ‘bad’ by teachers in all three countries involved the avoid strategy and three involved the retaliate strategy. Similarly, two of the three responses that were viewed as ‘good’ across all three cultures used the ‘confer’ strategy. Some cultural disparity was also evident, with some strategies like consult and delegate. Teachers in both England and Ireland rated confer as good more than Russian teachers. Teachers in Ireland and Russia rated ‘delegate’ as ‘bad’ more than teachers in England. The results indicated that judgments of ‘bad’ responses are partially similar across these three cultures, with teachers agreeing on approximately one third of these. On contrary, judgments about ‘good’ responses may be more culture-specific, as teachers in the three settings agreed on only approximately one-tenth of these.

The purpose of the qualitative study conducted by Blunk, Russel and Armga (2017) was to explore early childhood teachers’ interventions during peer conflict. Fifteen ethnically diverse teachers in central Texas were asked to reflect on videotaped peer conflict situations. Using thematic analysis they identified 5 strategy themes: prevent aggression, consider timing, stop conflict, promote social competence, and use conflict resolution. A majority of teachers indicated a goal to enhance social competence; however, many disagreements resulted in teachers anticipatorily stopping conflict without discussion of alternatives.

Lasater (2016) tried out a qualitative study to examine the experiences of parents, teachers, and students when parents and teachers disagreed about student's abilities. Data collected from 10 in-depth interviews with students, parents, and teachers revealed four themes: impressionability of student attitudes, failure to resolve conflicts, challenging parents, and lack of teacher training. The themes 'impressionability of student attitudes' and 'failure to resolve conflicts' describe the perceived impact of discrepant parent and teacher perceptions of student abilities on students and the family-school partnership. 'Challenging parents' and 'lack of teacher training' were revealed as barriers to partnership development.

Mumthas and Blessytha (2012) through their study analysed the problem dealing strategies of secondary school teachers in specific situations. The study was conducted on a sample of 150 secondary school teachers of Kerala. A 'Tacit Knowledge Scale for Teachers' containing 18 problematic situations in dealing with students, peers, administrators and parents was constructed for collecting data. The results showed that in majority of situations teachers preferred to 'comply', 'confer' and 'consult'. They were not willing to 'avoid' and 'retaliate' in any of the situations.

Sun and Shek (2012) investigated to find out the conceptions of junior secondary school student misbehaviors in classrooms and identified the most common, disruptive and unacceptable student problem behaviors from teachers' perspective. Individual interviews with 12 teachers, selected from 3 schools were conducted. A list of 17 student problem behavior was generated. Results showed that the most common and disruptive behavior was talking out of turn, followed by



non attentiveness, daydreaming and idleness. The most unacceptable problem behavior was disrespecting teachers in terms of disobedience and rudeness, followed by talking out of turn and verbal aggression. The findings revealed that teachers perceived student problem behaviors as those behaviors involving rule-breaking, violating the implicit norms or expectations, being inappropriate in the classroom settings and upsetting teaching and learning, which mainly required intervention from teachers.

Chou (2011) through his study made an attempt to probe into the cognitive sources and reflective content of student teachers' socialization, such as job proficiency, goals and values, school culture, and role regulation by 'teaching blog'. Through action research, this study examined educational practices related to teaching practices, home teacher practices, administrative practices, and service learning from teaching blogs constructed by student teachers and online feedback. Qualitative data were collected via in-depth interviews, tour visits, school meetings, teaching demonstrations, practice communications, and mail and analyzes the data with software by ATLAS.ti. Findings revealed that (1) student teachers' teaching demonstration can enhance the socialization strategy of 'job proficiency' and (2) student teachers' cognitive sources for socialization strategies of 'school culture' is based on peer student teachers, mentor teachers, and internet communities.

Elliot,Stemler, Sternberg, Grigerenko and Hoffman (2011)examined the tacit knowledge of expert teachers and trainee teachers in relation to various problematic interpersonal aspects of career life. The sample consisted of 501 trainee teachers and 163 expert teachers of secondary school level. 'Tacit Knowledge Inventory for High

school teachers' in the form of situational judgment test was used administered in the target group. It consisted of 12 scenarios of problem situations typically faced by secondary school teachers. The scenarios, were connected to one of the four categories (i) relating to students ii) relating to other teachers (iii) relating to senior staff and (iv) relating to parents. They were followed by several response options each corresponding to any of the 7 problem solving strategies viz. avoid, comply, confer, consult, delegate, legislate or retaliate, used in 'dealing with others' for dealing with the practical side of teaching. The results showed that Experts selected 'confer' as good response more frequently than novice teachers, whereas novices preferred 'consult' as a good strategy than experts. Expert teachers were twice more likely to their novice counterparts in identifying 'comply' as bad response. Conversely novices tended to identify 'avoid' strategy as bad responses more frequently than did the experts.

Ozben (2009) through his research tried to find out the student misbehaviors in the classroom, and the strategies of the teachers to cope with them. The sample population comprised of 869 teachers: 518 female and 351 male participants and a questionnaire was used to collect the data. The data was analyzed through frequency and chi square tests. The result indicated that there are significant differences in misbehaviors in terms of the gender of the teachers, their experience, and their coping strategies. Teachers expressed that the most frequent misbehaviors are not listening to the teacher, students' talking to each other, avoiding the responsibility, physical and verbal aggression, walking in the class, displaying odd behaviors, cheating, stealing and challenging the teachers' authority. Teachers' coping

strategies were found as warning, ignoring, using an eye contact, changing the lesson plans, asking questions, having a talk with the student in person, talking to the parents, cooperating with the student, rewarding the model behavior, praising and giving responsibility to the learners. All of these strategies show differences regarding the gender and experience of the teachers.

The study of Tartwijk, Brok, Veldman and Wabbels (2009) aimed at estimating teachers' practical knowledge about classroom management in multicultural classrooms. Shared practical knowledge about classroom management strategies of teachers who were successful in creating a positive working atmosphere in their multicultural classrooms was identified. Data about the practical knowledge of these teachers was elicited using some video stimulated interviews. The teachers were found to understand the importance of providing clear rules and correcting student behaviour whenever necessary, but also wanted to reduce potential negative influences of corrections on the classroom atmosphere. They focused on developing positive teacher–student relationships and adjusted their teaching methods anticipating students' responses.

Wu and Badger (2009) attempted to find out the teachers' strategies for dealing with unpredicted problems in subject knowledge during class. The study was conducted in seven teachers teaching English for specific purpose. The findings revealed that, the strategies that the teachers used when dealing with unpredicted problems can be described in terms of avoidance or risk taking. The teachers were of the belief that the occurrence of such unpredicted problems reflects poorly on their competence as teachers. But the strategies they adopted meant that the lesson

proceeded smoothly and allowed them to maintain their students' respect as experts in the field.

Stemler, Elliot, Grigorenko and Sternberg (2006) highlighted the importance for sound practical strategies of teachers while interacting with students, parents, administrators and other teachers and provided a new framework for conceptualizing practical skills in dealing with others that derives directly from Sternberg's theory of successful intelligence. Authors argued that such skills should be considered in professional teacher training programmes. They outlined and discussed an approach to measure teachers' preferred strategies such as avoid, comply, confer, consult, delegate, legislate or retaliate, used in 'dealing with others' for dealing with the practical side of teaching.

Sternberg et al. (2005) conducted a study to find out what makes teachers more effective and which problem solving strategies make them effective. The major findings were (i) the more effective teachers are less likely to use 'legislation' as a strategy for dealing with conflicts than their less effective counterparts (ii) teachers in rural areas are more likely to 'comply' and to 'confer' than their peer teachers in urban context (iii) teachers in low SES schools tended to rate the 'legislate' strategy higher than teachers in high SES schools (iv) males tended to use 'retaliate' strategy more than females (v) the practically intelligent strategies that differentiate more effective teachers from less effective teachers are not always the same strategies that differentiate those teachers who are more experienced from those who are less experienced.

Leung and Lam (2003) aimed at exploring the regulatory focus on teacher's classroom management strategies and the emotional consequences they experience when these strategies failed. For the purpose of the study primary school teachers were assigned to two framing conditions; promotion focus and prevention focus. It was found that, teachers with promotion focus adopted more approach strategies (e.g. praise) but less avoidance strategies (e.g. punish) than the teachers with prevention focus. When the strategies failed, teachers with promotion focus experienced more dejection-related emotion (e.g., disappointment) than agitation-related emotion (e.g., anger) whereas teachers with prevention focus experienced more agitation-related emotion than dejection-related emotion. However, some results were inconsistent with the prediction. Compared to their counterparts with prevention focus, teachers with promotion focus experienced less negative emotion, either dejection-related or agitation-related.

Berg (1989) through his study tried to determine the knowledge of strategies for dealing with everyday problems from childhood through adolescence. It was found that strategy effectiveness was dependent on the context of the specific problem. Age differences (favoring older adolescents) and gender differences (favoring females) were found when students' strategy knowledge was compared with teachers' strategy knowledge. Students' strategy knowledge was related to teachers', parents', and students' ratings of the student's practical intellectual skills as well as to achievement test scores and grades.

Campbell (1988) developed a grounded theory of adaptive strategies of experienced expert teachers generated from data obtained during interviews of

twelve experienced outstanding teachers at three suburban high schools located in two cities in Nebraska. A constant comparative method was used to simultaneously collect and analyze data. The grounded theory indicated that the core variable associated with adaptive strategies of experienced expert teachers was their personal norms. The propositions of the grounded theory were supported by evidence presented discursively in sections corresponding to the factors of the theory: a strong sense of mission, determination to be the best teacher possible, a holistic view of teaching, personal and professional security, a self-selected peer support system, the support of significant others, an important sense of professional autonomy, and the ability to not allow the external work environment to interfere with their sense of mission or self. The research findings implied the identification and nurturing of these qualities in pre service and in service teachers and a reformation policy to impact classroom teachers.

### **III. Expert Novice Studies**

Wolff, Jarodzka, and Boshuizen (2017) investigated how expert and novice teachers differ in their visual processing of the classroom management scenes. They compared elements of expert and novice teachers' visual processing to determine how experts and novices differed in terms of word usage linked to cognition, perception, actions, and events. Findings suggested that when representing classroom management events, novices' management focus is often framed around issues of behaviour and discipline from their own point of view. Experts' focussed on actions and events themed around student learning, consider management concerns from multiple points of view (their own, that of students, and

that of another teacher), predict problems before they intensify, and keep track of the continuity of classroom events and interactions.

Wolff, Jarodzka, Bogert and Boshuizen (2016) examined in their study the differences in the expert and novice teachers' interpretations of problematic classroom management events. Thirty five expert teachers and 32 novices comprised the sample selected for the study. Two types of videos presented problematic events, displaying either unrelated problems, such as disengaged, off-task students, or interrelated problems leading to a deliberate disruption. Predicted differences in teachers' verbalized interpretations were analyzed through a multi-category coding scheme. All coding categories showed significant main effects for expertise. Novices' interpretations focused on issues of behavior and discipline. Experts markedly focused on student learning, stressing the influential role of the teacher on events arising in the classroom.

Ali, Talib and Ismail (2015) conducted a study to identify the differences between expert and novice in terms of their behavior and knowledge organization in solving physics problem. There are differences between expert and novice in terms of their behaviour and knowledge organization in solving physics problem. It was found that in terms of behavior, experts employ planning, monitoring, evaluating and making qualitative analysis in their solution as compared to novices.

Mahmoudi and Ozken (2015) explored experienced and novice teachers' perceptions about professional development programme (PDP). The study was conducted in 32 experienced teachers and 28 novice teachers. The objectives of the study were to investigate which PDP is more beneficial to them and whether there

are differences in the perception of PDP from the perspective of novice and experienced teachers. The result showed that both the group benefitted from PDPs but they differed in the type of PDPs. Also it was revealed from the results that the most occurring activities among the experienced teachers were: discussing and coordinating homework practice across subjects, exchanging teaching materials with colleagues, and discussing and deciding on the selection of instructional media. But frequently used activities by novice teachers were: exchanging teaching materials with colleagues, ensuring common standards in evaluations for assessing student progress, and discussing and deciding on the selection of instructional media.

Cakmak (2013) investigated novice teachers' perceptions about their initial years. Interviews were conducted on 15 novice teachers enrolled in Master programme in Education. Content analysis of the data was done and the findings were categorized into different themes. The results indicated that (i) novice teachers should cooperate with experienced teachers to understand their competency and expertise (ii) more attention is to be given in the initial years of teaching, to provide novice teachers with meaningful opportunities for their professional learning and development and (iii) there is a need for adoption of strategies to make their transition from novices to experts more smoothly and less problematically.

Reuland (2012) studied the differences between novice and experienced principals of public middle schools in Illinois in remediating tenured teachers. Qualitative methodologies were used to analyze the data collected through a questionnaire from a sample of 186 principals. Principals with less than five years of experience were considered as novices and more than five years as experienced. The



findings of the study showed that novice principals are more likely to remediate tenured teachers than experienced principals.

Kim and Roth (2011) through their qualitative case study made an attempt to explore the work- related information that novice teachers search for and learn which is related with their daily work tasks. Eighteen experienced teachers were interviewed to recollect how they gained such knowledge when they were novice to teaching profession. The findings revealed that (i) teachers' contexts were dominated by unwritten or implicit information and can frustrate and create confusion in novice teachers (ii) established routines and work tasks are affected by multiple factors, and broad capabilities are needed to successfully carry out these tasks.

Case study conducted by Shim and Roth (2008) was to find out the possibility of knowledge sharing between expert teaching professors and their mentees. Professors of USA University recognized as expert teachers were selected as sample. It was found that Expert teaching professors felt difficulty in articulating their teaching expertise. Sharing tacit knowledge was found to be a difficult task because of the nature of tacit knowledge. It was found that methods of sharing tacit knowledge can be categorized in two ways: 'observation' and 'bringing it to surface'.

Lorraine and Quinn (2006) investigated how tacit knowledge was used by expert and novice principals during problem-solving situations. The focus was on the strategic and practical knowledge that these principals display as they encounter myriad tasks on a daily basis. Results suggested that experience may not be the most

critical factor in expertise. The major findings were (i) the principals articulated the ability to build and maintain strong relationships with staff members. (ii) expert principals tacitly knew how to build relationships by gaining trust and interacting supportively with staff. (iii) experience alone was not sufficient to gain expertise (iv) the lack of a causal relationship between experience and tacit knowledge distinguished experience from expertise.

Johnson (2003) analysed the difference between expert and novice principals' strategies in dealing with conflicts. The results indicated that expert principals have developed a healthy other-centered perspective rather than self centered, on running their schools. Conversely, novice principals employ knowledge and skill gained to support only self-survival in the principalship, which will lead to personal and professional disappointment.

Ho (2001) conducted a study to find out the difference of novices and experts in problem decomposition strategy for design thinking. The results suggested that the obvious difference between experts and novices was in their problem-decomposing strategies. Experts' explicit problem-decomposing strategies were the important factors in their design efficiency.

### **Conclusion from Review of Related Studies**

The review of literature helped the investigator to have a wider perspective on the concept of Practical intelligence, Tacit Knowledge, Problem Dealing Strategies and expert and novice studies. The conclusion derived from the review can be briefed as follows.

***Domain specific and implicit tacit knowledge can be made explicit and transferrable if appropriate platforms are provided***

Domain-specific tacit knowledge is basically implicit in nature and can explain individual differences in domain efficiency ‘as it is personal and involves emotions and values of the given individual’ (Kratka, 2014). Studies reveal that assessment of tacit knowledge is possible in different domains, using situational judgement tests (Sternberg et al. 2003; Baker & Hoy, 2005; Grigorenko et al. 2006). Extracting episodes from the behaviours of teachers has proved to be an effective method for making the implicit explicit (Irene & Elena, 2012; Shim & Roth 2007). There is also a need for development initiatives among teachers, incorporating efforts to facilitate the acquisition of tacit knowledge. Cultivation of wide and open tacit knowledge can upgrade teachers and hence more social responsibilities can be shouldered upon them (Wu et al., 2013).

***Novice teachers struggle to cope up with unexpected problems in the social side of teaching***

B.Ed. programmes are not providing much training to teacher trainees to cope up with the unexpected but complicated problems that arise in the social side of teaching (Stemler et al., 2006). Hence when they are put into their job there is high chance for them to get confused and disappointed whenever they have to choose between different strategies and decisions (Johnson, 2003; Kim & Roth 2011). Such problems are even considered as the stumbling blocks in the social development of teachers (Lasater, 2013). Moreover such problems can cast poor reflection in their teaching competence (Badger & Wu 2009). Prevailing conditions thus demands

initiatives to enhance the social competence of teachers (Blunk et.al. 2017). Teachers lack the ability to plan effective and purposive intervention programmes for handling the crisis occurring in classrooms (Sun & Shek, 2012). Interpersonal relationships and the strategies to deal with the problems emerging out of it are thus to be highlighted in teacher education programmes.

***Experience based career stories act as a catalyst for the transmission of tacit knowledge***

The fact that stories of experienced teachers can play an important role in improving the tacit knowledge of beginning teachers was proved with the study of Kratka, 2014. This reveals that an exposure to problematic situations and stories of experienced teachers can give moral, practical and aesthetic meaning to situations and help the beginning teachers able to better understand themselves, their broader culture and their knowledge. If a transfer of knowledge from less experienced to the more experienced can be made possible, a lot many developments can be witnessed in the teaching domain. Studies have given substantiate evidences to this fact (Win et al., 2013; Ghazali, Azizah & Bahari, 2012) and given several suggestions for the cultivation of wide and open tacit knowledge so that the teachers can be upgraded and more social responsibility can be shouldered upon them. The research findings of Enakrire and Uloma (2012) revealed that not all lecturers are aware of tacit knowledge, hence there is need for faculties and departments to organize training programme to boost teachers' tacit knowledge. Opportunities provided for interaction and sharing during internship are the points where knowledge is created to prepare interns for leadership positions. The identification and nurturing of these

qualities in pre service and in service teachers can impact teaching process positively.

***Identification of the problem dealing strategies of expert teachers and novice teachers can create a positive impact in teacher education***

Some of the studies concentrated to find out the differences between experts and novices in their level of tacit knowledge ( Ho, 2001; Lorraine & Quinn, 2006; Wolff, Jarodzka, & Bosuizen, 2017) in different domains. Some studies directly focused on the Problem dealing strategies of teachers in the social side of teaching (Sternberg et al., 2005; Stemler et al., 2006; Elliot et al., 2011; Stemler et al., 2018). Studies are also conducted to reveal the conflicts resolution strategies between teacher-pupil, teacher-teacher, teacher-parents and teacher- administrators. (Lasater, 2016; Blunk et al., 2017).

The review of related studies and the revelations throws light to the importance of having practically skilled, tacitly knowledgeable, strategically efficient teachers. The studies also highlight the need for better initiatives in this area, along with a transfer of tacit knowledge from experts to novice teachers. It also emphasizes the need for fruitful attempts to be done in the teacher training programmes. Surprisingly, no studies were found in our cultural context indicating the need for popularizing this aspect in our country. Though problem dealing strategies were examined with different samples of the teacher community, all the studies tried to find out the strategical preference of problematic situations as a whole. No attempt has been made to analyze whether there is any general trend in choosing a particular strategy for handling various types of stakeholders viz.

students, peers, administrators and parents. Such an attempt can discover wide implications in the teaching domain, through which the whole community can be eventually benefitted.

BLESSYTHA ANWAR. "PROBLEM DEALING STRATEGIES OF NOVICE AND EXPERT TEACHERS AT SECONDARY SCHOOL LEVEL" THESIS. FAROOK TRAINING COLLEGE, RESEARCH CENTRE IN EDUCATION, UNIVERSITY OF CALICUT, 2018.

## CHAPTER III

# METHODOLOGY

- *Variables*
- *Objectives*
- *Method of the Study*
- *Tool Used for the Study*
- *Sample Selected for the Study*
- *Data Collection Procedure, Scoring and Consolidation of Data*
- *Statistical Techniques Used for Analysis*



Methodology involves various methods, techniques and tools adopted by a researcher in studying his/her research problem along with the logic behind them. Research methods play a pivotal role in the success of a research process, as the validity and reliability of the findings of the research depends largely upon the methods adopted for the study. Thus it is necessary for a researcher to design his/her methodology in a systematic and scientific manner to solve the problem successfully.

The present study is an attempt to find out the Problem Dealing Strategies of Novice and Expert teachers and to understand in what way their preferences for these strategies differ. The main stages followed by the investigator in deciding the research approach, identifying data requirements and subjects, and the tools and techniques by which data is gathered and analyzed are given under the following subsections.

Variables

Objectives

Method of the Study

Tool Used for the Study

Sample Selected for the Study

Data Collection Procedure, Scoring and Consolidation of Data

Statistical Techniques Used for Analysis

### **Variables**

The variables involved in the study are the Problem Dealing Strategies viz. confer, delegate, consult, retaliate, avoid, legislate and comply.

### **Objectives**

This study is to identify the preferred Problem Dealing Strategies of Novice and Expert teachers at secondary school level and to find out how they differ in adopting strategies to resolve problematic situations which they face in their career life while dealing with students, peers, administrators and parents. This is achieved through the following specific objectives.

1. To identify the preferred PDSs among Expert Teachers in total and in specific problem situations while dealing with
  - a) students
  - b) peers
  - c) administrators and
  - d) parents
2. To identify the preferred PDSs among Novice teachers in total and in specific problem situations while dealing with
  - a) students
  - b) peers
  - c) administrators and
  - d) parents
3. To find out whether there exists significant difference in the extent of preference for the PDSs between Expert Teachers and Novice Teachers.

4. To find whether there exists significant difference in the extent of preference for the PDSs of Novice Teachers in the beginning and end of the B Ed programme.
5. To find out whether there exists significant difference in the extent of preference for the PDSs between Expert Teachers and Novice Teachers undergone two year B Ed Programme.

### **Method of the Study**

The investigator makes use of two methods in this study. For identifying Expert and Novice teachers' preference for the PDSs in problematic situations, a survey using a situational judgment test is conducted. In order to check whether the B Ed programme bring any difference in Novice teachers' preference for PDSs, a single group pretest posttest design is also employed. In the midst of the research period the duration of B Ed programme got extended from one year to two year. Hence the same test is conducted in Novices undergone two year B Ed programme to check whether the two year B Ed programme make any difference in the preference for PDSs than one year novices.

For obtaining a summarized view of the methodology at a glance, an outline of the total procedure of is given as Figure 3.

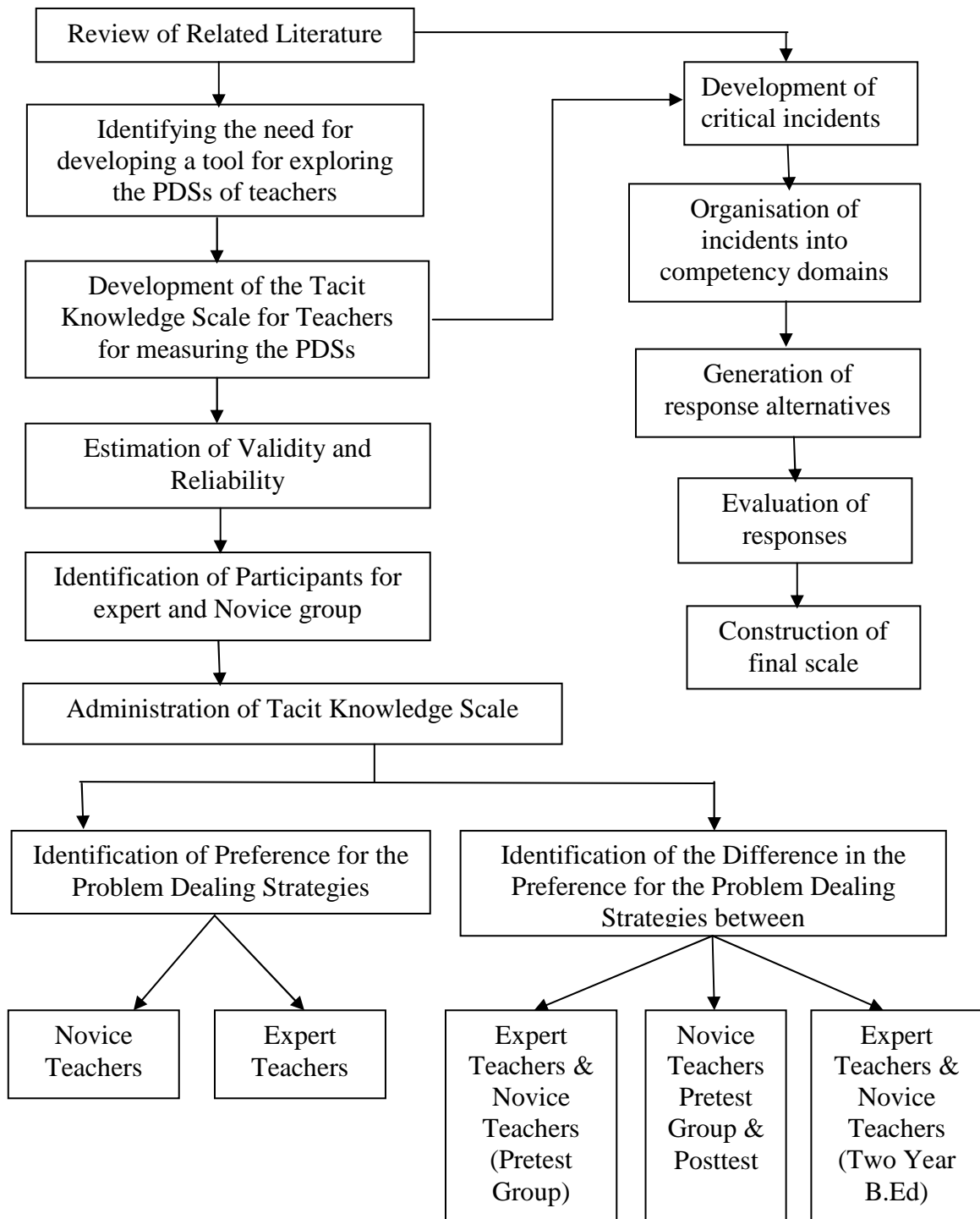


Figure 4. Outline of the total procedure of methodology

### **Tool Used for the Study**

The tools of the research are the instruments that provide for the collection of data upon which hypothesis may be tested (Good, 1959). Quality and quantity of the data depends upon the tools and techniques the researcher has made use of. The success of the investigation thus depends on the proper choice and intelligent application of the tools.

The tool ‘Tacit Knowledge Scale for Teachers’ (Blessytha & Mumthas, 2015) which is in the format of situational judgment test is constructed to measure the extent to which teachers endorse a set of Problem Dealing Strategies across a variety situations which may arise in their career life while ‘Dealing with Others’. In teaching domain, ‘Dealing with Others’, one of the most important component of Practical Intelligence (Sternberg, 1997, 1999) comprises of four subcategories viz. (i) Dealing with Students, (ii) Dealing with Peers (iii) Dealing with Administrators and (iv) Dealing with Parents which in turn is studied by presenting Tacit Knowledge items, in the form of stem stories or vignettes followed by response options corresponding to seven strategies put forward by (Stemler et al. 2006). A brief description of the seven Problem Dealing Strategies is stated below:

*(1) Confer*

Teacher engages in verbal discussion with source of dealings. Discussion takes place in a private, one-on-one setting and is characterized by rational explanation of the actor’s point of view.

*(2) Delegate*

Teacher either implicitly or explicitly handover the responsibility for taking action to someone else or free him or herself of responsibility for action.

*(3) Consult*

Teacher appeals to an external source for advice or asks people to work together to tackle the problem.

*(4) Retaliate*

Teacher retorts verbally or physically in direct reaction to a problematic situation. Direct reaction is often in the form of like for like or involves punishment.

*(5) Avoid*

Teacher stays away from or postpones dealing with a situation or problem. No action is taken at all, or if actions are taken they do not deal directly with the situation.

*(6) Legislate*

Teacher formulates set of laws or rules governing future actions of self and others. The attempt is to solve the problem according to some acceptable law and order.

*(7) Comply*

Teacher does whatever is asked of him or her, regardless of who is asking. Actor takes action that can be inferred as keenly condoning behaviours of others in the situation.

‘Tacit Knowledge Scale for Teachers’ comprises of vignettes which present problematic situations arising in normal teaching scenario, while dealing with students, peers, administrators and parents. These vignettes are followed by response options each corresponding to a particular Problem Dealing Strategy which are used by teachers in handling problematic social situations, while ‘Dealing with Others’. Each situation is thus followed by seven response options. It was decided to frame a Likert type scale with five responses ranging from Strongly Disagree (SD) to Strongly Agree (SA) for every items coming under each situation.

The construction of the Tacit Knowledge Scale (TKS) is based on the construction procedure of situational judgment inventory done by incorporating the guidelines adapted from the studies of Sternberg and his colleagues (Sternberg et al., 1993; Sternberg et al., 1995; Wagner & Sternberg, 1985, Stemler et al., 2006 and Motowidlo et al., 1990). The construction procedure falls into five major phases such as:

- a. Development of critical incidents
- b. Organization of incidents into competency domains
- c. Generation of response alternatives
- d. Evaluation of responses, and
- e. Construction of the final scale

#### **a. Development of critical incidents**

It is the most important and first step of Tacit Knowledge Scale construction. Collection of critical incidents proves as the core material for the construction of this tool as it is in the form of a situational judgment inventory. Here critical incidents

mean tacit knowledge items, in the form of stem stories or vignettes, which the teachers may find difficult to handle, while dealing with others in their career life.

The initial step in the development of critical incidents was to find out currently working and experienced secondary school teachers, who can provide stories of problematic situations they faced, while dealing with students, peers, administrators and parents. It was thus decided to select teachers with experience of 10 years and above for this purpose. To start with, the investigator visited 18 secondary schools in Kerala, sought information from the school Head Masters, and prepared a list of 35 such experienced teachers. The next step was to conduct interviews with the listed teachers for the collection of critical incidents.

A semi structured interview was conducted to elicit challenging situations they have faced in their career life that they were never formally taught how to handle, and to explore the tacit knowledge gained from or reflected in those situations. They were asked to narrate the challenging incidents, to explain the actions they have taken to cope up with the situations, how it was applicable to the situation and what its aftermaths were. Follow-up questions were also asked to explain all the possible options which can be used for the solution of the problems.

#### **b. Organization of incidents into competency domains**

The collected 40 situations during the interview were then pooled together for further organization. These situations were then categorized into the four subcategories of Dealing with Others viz., i) Dealing with Students ii) Dealing with Peers iii) Dealing with Administrators and iv) Dealing with Parents. As teachers are to spend most of their school time with students a major portion of the problems



were raised from Dealing with Students and then came from Dealing with Peers. Comparatively fewer problems were reported from Dealing with Parents and Administrators. The investigator thus obtained 18 situations related with students, 10 situations with peers, 5 situations with administrators and 7 situations with parents.

Table 2 shows the categorization of the 40 situations into the four types of dealings.

Table 2

*Categorization of the 40 Situations Collected from Experienced Teachers*

Type of Dealing	No: of Situations
Dealing with Students	18
Dealing with Peers	10
Dealing with Administrators	5
Dealing with Parents	7

The collected situations were then subjected to further scrutiny to identify similar and related situations. Situations with somewhat similar themes were clubbed together and necessary modification and restructuring was done to avoid stereotyped situations. Situations which seemed trivial and irrelevant were removed from the list. Thus 20 situations (10 under Dealing with Students, 5 under Dealing with Students, 2 under Dealing with Administrator and 3 under Dealing with Parents) were finally selected out of the total 40 situations for the ‘Tacit Knowledge Scale for Teachers’.

Table 3 shows the categorization of the select 20 situations in the ‘Tacit Knowledge Scale for Teachers’.

Table 3

*Category wise Distribution of Critical Incidents under 'Dealing with Others'*

Category	Sl. No.	Description of the situation
<b>Dealing with Students</b>	1	Stealing tendency of student
	2	Drug mishap
	3	Misunderstanding of teacher's relation with student
	4	Poverty stricken student
	5	Insult from students
	6	Mocking habit of intelligent student
	7	Spontaneous verbal abuse from student
	8	Too many questions from student
	9	Sexual abuse at home
	10	Defamation through whatsapp messages
<b>Dealing with peers</b>	11	Supervision of student teacher
	12	Complaint from colleagues
	13	Irresponsible colleague
	14	Interfering in colleague's decision
	15	Commanding nature of senior colleague
<b>Dealing with Administrators</b>	16	Principal's grudge towards the teacher
	17	Division fall problem
<b>Dealing with parents</b>	18	Complaint from parent in PTA meeting
	19	Parent demanding higher grade
	20	Complaint raised in science exhibition

**c. Generation of response alternatives**

The 20 critical incidents were then structured into a format resembling situational judgment inventory consisting contextual explanations of situations or vignettes which are followed by a set of possible response options or items. In the first phase of tool construction while interviewing the respondents (experienced teachers), they were also asked to give possible responses which teachers may adopt to tackle problems in such contexts. These response options were listed under each situation ensuring the relevancy of the responses for the situations. Further a well scrutiny of the situations and their response options and corresponding strategies was done and superfluous, ambiguous and repetitive response options were eliminated or modified. Thereafter the investigator selected the seven most appropriate response options which clearly fit into the seven strategies viz. confer, delegate, consult, retaliate, avoid, legislate and comply.

**d. Evaluation of responses**

The next step is to evaluate the response options for an external authentication. The draft situation items were given to five external experts to check the aptness of the tool. They were asked to verify whether the response options fit visibly to the corresponding strategies. Their remarks on aspects such as the realistic depiction of situations or vignettes, clarity, precision and accuracy of language and easiness of comprehension were also asked for.

**e. Construction of the final Scale**

By incorporating the suggestions of experts, some modifications were made. External experts confirmed the aptness of the seven response options viz. confer, delegate, consult, retaliate, avoid, legislate and comply, in correspondence with the respective situations.

The final scale was thus prepared consisting of 20 situations related with teaching domain each followed by a set of seven response options, which the participants have to rate on a five point scale ranging from Strongly Disagree (SD) to Strongly Agree (SA).

The total procedure of tool construction is summarized as Figure 5.

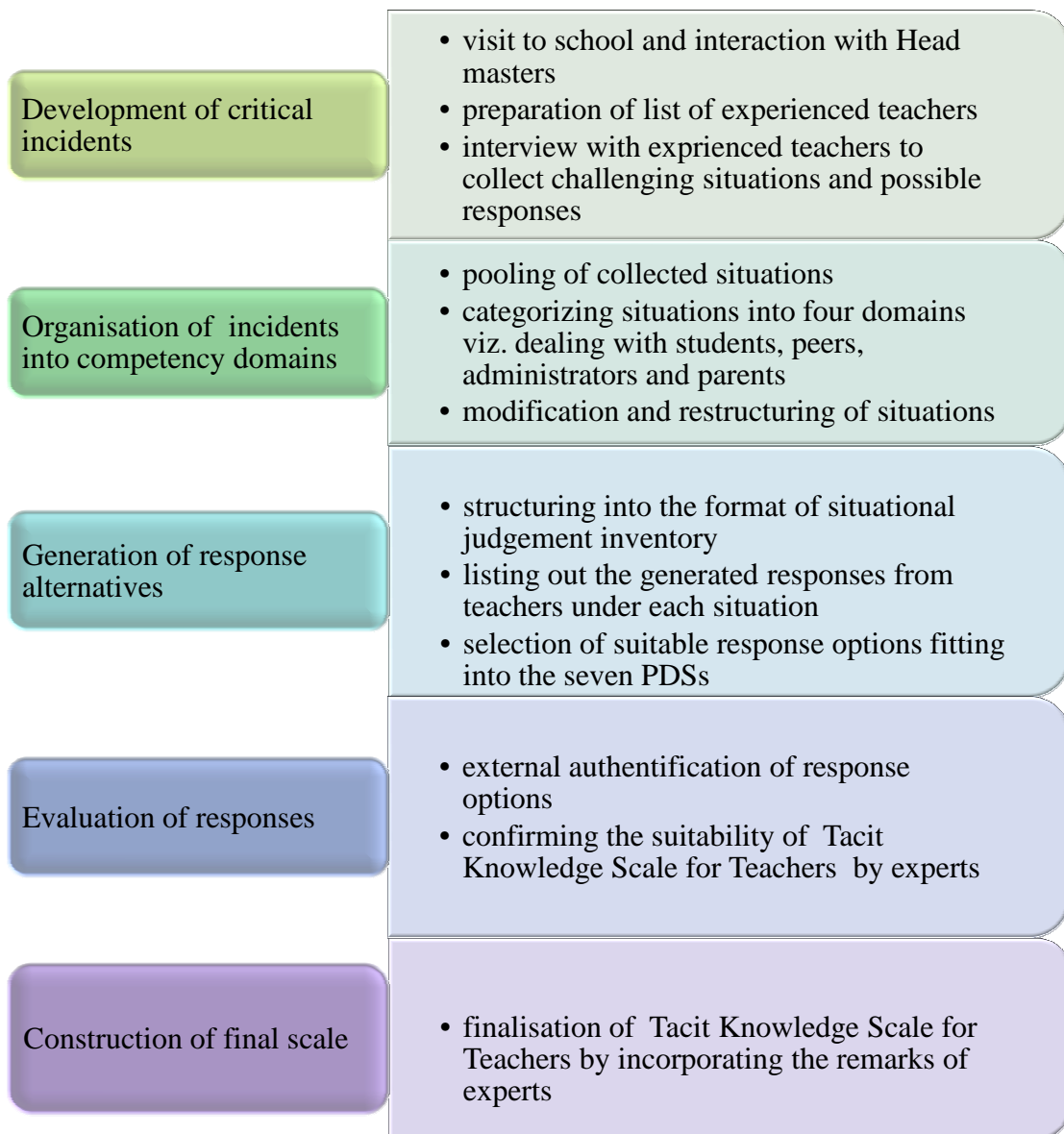


Figure 5. Pictorial representation of the total procedure of construction of Tacit Knowledge Scale for Teachers

Example for an item in TKS for Teachers is given below.

*Devan is a high school teacher working in an aided school. He has noticed that since the very first day in that school, the Principal is behaving to him as if he has some sort of grudge against him. Quite often the Principal assigned extra classes to Devan. One of Devan's colleagues tells him that actually the Principal had preferred to hire his relative in Devan's post but due to the interference of the management he couldn't do so.*

Given the situation please rate the possible response actions of Devan according to your opinion ranging from strongly disagree to strongly agree.

1. He would obey whatever he is told to do by the Principal. (comply)
2. He would discuss the matter with an intimate colleague to take decision.  
(consult)
3. He would avoid doing extra works given by the Principal. (avoid)
4. He would present the matter in front of staff council or Teacher Associations  
(delegate)
5. He would have an open talk with the Principal. (confer)
6. He would suggest for norms for equal distribution of additional work among  
the teachers (legislate)
7. He would oppose the Principal. (retaliate)

The final copy was then prepared consisting of two sections, Section I and Section II. In section I, personal information of the participants and the information regarding their institutions were included. In Section II, the 20 situations and their corresponding response options were given.

Details of the Final Structure of Tacit Knowledge Scale for Teachers are given as Table 4.

Table 4

*Final Structure of Tacit Knowledge Scale for Teachers*

Sit No.	Description of Situation	Dealing with	Problem Dealing Strategies of Respective Response Options						
			1	2	3	4	5	6	7
1	Complaint from parent in PTA meeting	Parent	Com	Avd	Cons	Conf	Del	Leg	Ret
2	Stealing tendency of student	Student	Conf	Del	Cons	Ret	Avd	Leg	Com
3	Supervision of student teacher	Peer	Leg	Ret	Conf	Cons	Del	Com	Avd
4	Drug mishap	Student	Del	Cons	Ret	Conf	Avd	Com	Leg
5	Complaint from colleagues	Peer	Ret	Com	Leg	Cons	Avd	Conf	Del
6	Misunderstanding of teacher's relation with student	Student	Conf	Avd	Com	Cons	Del	Leg	Ret
7	Principal's grudge towards teacher	Admin	Com	Cons	Avd	Del	Conf	Leg	Ret
8	Mocking habit of intelligent student	Student	Leg	Avd	Ret	Cons	Conf	Del	Com
9	Division fall problem	Admin	Avd	Ret	Leg	Conf	Cons	Com	Del
10	Poverty stricken student	Student	Avd	Leg	Conf	Com	Cons	Ret	Del
11	Insult from students	Student	Avd	Del	Conf	Cons	Ret	Leg	Com
12	Spontaneous verbal abuse from student	Student	Com	Avd	Ret	Leg	Conf	Cons	Del
13	Too many questions from student	Student	Com	Leg	Conf	Ret	Avd	Cons	Del
14	Sexual abuse at home	Student	Cons	Leg	Avd	Ret	Del	Conf	Com
15	Parent demanding higher grade	Parent	Conf	Del	Cons	Ret	Avd	Leg	Com
16	Defamation through whatsapp messages	Student	Conf	Del	Cons	Ret	Avd	Leg	Com
17	Irresponsible colleague	Peer	Del	Com	Conf	Cons	Avd	Ret	Leg
18	Interfering in colleague's decision	Peer	Avd	Conf	Cons	Del	Com	Ret	Leg
19	Commanding nature of senior colleague	Peer	Avd	Leg	Conf	Del	Ret	Com	Cons
20	Complaint raised in science exhibition	Parent	Conf	Cons	Del	Avd	Ret	Com	Leg

\*Conf-Confer, Del-Delegate, Cons-Consult, Ret-Retaliante, Avd- Avoid, Leg-legislate, Com-Comply

A copy of the Final Version of ‘Tacit Knowledge Scale for School Teachers’ (Malayalam and English Version) are given as Appendix A.1 and B.1 respectively.

### **Scoring Procedure**

TKS for Teachers contains a series of 20 situations with seven response options corresponding to the seven PDSs. The respondents mark their level of agreement with each of the seven response options on a five point Likert type Scale that range from Strongly Disagree (SD) to Strongly Agree (SA). In order to obtain the preference of a teacher to adopt a particular PDS in dealing with a particular situation, the responses Strongly Disagree (SD) , Disagree (D) , Neutral (N), Agree (A), and Strongly Agree (SA) were scored as -2, -1,0,1 and 2 respectively. To obtain the category wise preference of a teacher to adopt a particular PDS irrespective of the situations, the sum of the response options corresponding to that particular strategy in respective categories were averaged.

### **Reliability**

Reliability of a test is its ability to yield consistent result from one set of measures to another. According to Best and Kahn (2006), “Reliability is the degree of consistency that instrument on procedure demonstrates; whatever it measures it does so consistently”.

The reliability of the present scale was established by Test-Retest method. At first, the scale was administered on a group of 30 teacher trainees and then repeated in the same group with an interval of two weeks. The scores obtained from the two

tests were correlated by using Pearson's 'r' separately for the seven Problem Dealing Strategies viz. confer, delegate, consult, retaliate, avoid, legislate and comply.

The reliability coefficients obtained for each of the Problem Dealing Strategies are given as Table 5.

Table 5

*Test- Retest Reliability coefficients of 'Tacit Knowledge Scale for School Teachers'*

Problem Dealing Strategy	Pearson Correlation (N=30)
confer	.54
delegate	.71
consult	.63
retaliate	.60
avoid	.67
legislate	.62
comply	.56

The reliability co-efficients found for each of the Problem Dealing Strategies suggests that 'Tacit Knowledge Scale for Teachers' is reliable to measure the preference for the Problem Dealing Strategies among teachers.

### **Validity**

"Validity is the quality of a data gathering instrument or procedure that ensures to measure what is supposed to measure" (Best & Kahn, 2006). For the present study content and face validity of the tool are reported.



### ***Content Validity***

Content validity is the situation included in the test which is representative of the group of situation that the test is supposed to sample (Travers, 1964). It is a non statistical type of validity that involves “the systematic content to determine whether it covers a representative sample of behaviour domain to be measured” (Anastasi and Urbina, 1997).

The tool TKS for Teachers is constructed based on the stages put forward by Motowidlo et al. 1990. It evidently contains the performance related contextual situations in measuring the Tacit Knowledge of Teachers, since the critical incidents for the situations were developed after interview with experienced teachers. This process also ensured the inclusion of critical incidents under the four type of dealings viz. Dealing with Students, Dealing with Peers, Dealing with Administrators and Dealing with Parents coming under Dealing with Others. A panel of expert teachers was also asked to scrutinize the whole situations and their corresponding response options to authenticate the tool constructed. These procedures have thus contributed to the establishment of content validity of the instrument.

### ***Face Validity***

Face validity is the extent to which a test is subjectively viewed as covering the concept it purports to measure. It refers to the transparency or relevance of a test as it appears to test participants.

The Scale was constructed by keeping in view their face validity requirements from the initial stage itself. It was ensured by the investigator that each

of the critical incidents and their corresponding response options are effectively stated using clear and unambiguous language. Further during the development stage of the tool, it is provided to a group of experts to scrutiny. They have also ensured the meaningful conveyance of the situations involved. Thus the tool has face validity.

### **Sample Selected for the Study**

Selection of sample is an important aspect of any research. The sample for the present study is drawn from different categories of teachers viz. experienced teachers, expert teachers and novice teachers (teacher trainees).

#### **Sample selected for tool preparation**

The sample selected for the preparation of the tool consists of 35 experienced teachers with minimum 10 years of experience drawn from 18 secondary schools of Kerala from four districts viz. Thrissur, Palakkad, Malappuram and Kozhikode.

#### **Sample selected for survey**

The sample selected for survey comprises the categories viz. expert teachers and novice teachers.

The initial sample of expert teachers comprises of 70 secondary school teachers, selected on the basis of the nomination of school Head Masters, whom they refer to as experts in solving the day today issues in the social side of teaching. As there is a chance for difference in the attitudes of urban and rural population the investigator decided to give due weightage to locale of school. The existing schools

in Kerala fall into three broad categories as government, aided and private sectors. For the present study teachers only from government and aided schools were selected.

A total number of 500 teacher trainees constitute the initial sample of novice teachers. In selecting novice teachers, as the population belongs to teacher community, stratified sampling technique is used since it ensures representativeness and is applicable when the population is composed of subgroups or strata of different sizes. The strata viz. gender, locale of the institution, type of management and subject of specialization are considered.

#### **Data Collection Procedure, Scoring and Consolidation of Data**

As the sample of the study for the survey constitutes two categories of teachers viz. Novice Teachers and Expert Teachers separate procedure was adopted for data collection.

#### **Procedure of Data Collection on Expert Teachers**

After having an idea of the sample, the investigator made necessary arrangements with the selected schools and sought permission from the school authorities. The investigator met the Head Masters and explained the nature and confidentiality of the study and conducted informal interviews with them. In the interview they were asked to list out the names of teachers, whom they always found immensely helpful, in tackling the crucial problems of the schools, which arise from the social side of teaching. These teachers were selected as Expert teachers for the

purpose of the study. After providing necessary instruction, the tools were distributed among these Expert teachers and collected back after responding.

### **Procedure of Data Collection on Novice Teachers**

To avail novice teachers for the study six training colleges were selected and permission was sought from the Principals of these training colleges. They were made aware of the nature of the study and data collection especially the pre tests and post tests. Pre test was done in the beginning of their academic year and post test after their teaching practice, towards the end of the academic year. After providing necessary instruction, the tools were distributed among these Novice teachers and collected back after responding.

In the midst of the research period the duration of B Ed programme got extended from one year to two year. Hence the same test with same procedure was conducted in 120 Novices undergone two year B Ed programme selected from three training colleges, to check whether the two year B Ed programme make any difference in the preference for PDSs than one year novices.

### **Scoring and Consolidation of Data**

The responses were scored according to the scoring scheme prepared. The incomplete data sheets were removed and this resulted in a final sample of 65 Expert Teachers from Secondary Schools, 374 Novice teachers (undergone one year B Ed programme) and 120 Novice teachers (undergone two year B Ed programme). The breakup of the final sample of Novice and Expert Teachers is given in Table 6.

Table 6

*Breakup of the Final Sample of Expert and Novice Teachers*

		Expert	Novice	Novice (undergone two year B.Ed.)
Gender	Male	32	95	86
	Female	33	279	34
Locale	Urban	28	120	67
	Rural	37	254	53
Type of Management	Govt	30	80	32
	Aided	35	116	38
	Private	-	178	50
Subject specialization	Arts	35	198	72
	Science	30	176	48

### Statistical Techniques Used for Analysis

The score obtained by data collection from Expert and Novice teachers were subjected to statistical treatment. The various statistical techniques used were given below.

- A. Two tailed test of significance of difference between means for large dependent samples
- B. Two tailed test of significance of difference between means for large independent samples
- A. *Two-tailed test of significance of difference between means for large dependent samples*

The two tailed test of significance of difference between means for large

dependent samples was used for

- the paired comparison of the Problem Dealing Strategies of Expert teachers while dealing with students, peers, administrators and parents.
- the paired comparison of the Problem Dealing Strategies of Novice teachers while dealing with students, peers, administrators and parents.
- the comparison of the scores of pretest and post test conducted in Novice teachers.

The critical value is calculated by the formula

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2 + \sigma_2^2}{N_1 + N_2} - 2r \left( \frac{\sigma_1 \sigma_2}{\sqrt{N_1 N_2}} \right)}}, \quad df = (N - 1) \quad (\text{Garrett, 2007})$$

Where,

$M_1$  = mean of the first group

$M_2$  = mean of the second group

$\sigma_1$  = standard deviation of the first group

$\sigma_2$  = standard deviation of the second group

$N_1$  = size of group 1

$N_2$  = size of group 2

$r$  = coefficient of correlation between the scores of matched pairs

If the obtained critical ratio is greater than the required table value at 0.05/0.01 levels of significance, the mean difference is considered to be significant.

***B. Two-tailed test of significance of difference between means for large independent samples***

The two tailed test of significance of difference between means for large independent samples was used for the

- comparison of the PDSs of Expert teachers and Novice teachers undergone one year B Ed programme while dealing with students, peers, administrators and parents.
- the comparison of the PDSs of Expert teachers and Novice teachers undergone two year B Ed programme while dealing with students, peers, administrators and parents.

The critical value is calculated by the formula

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}} \quad (\text{Garrett, 2007})$$

Where,  $M_1$  = mean of the first group

$M_2$  = mean of the second group

$\sigma_1$  = standard deviation of the first group,

$\sigma_2$  = standard deviation of the second group,

$N_1$  = size of group 1

$N_2$  = size of group 2

If the obtained critical ratio is greater than the required table value at 0.05/0.01 levels of significance, the mean difference is considered to be significant.

BLESSYTHA ANWAR. "PROBLEM DEALING STRATEGIES OF NOVICE AND EXPERT TEACHERS AT SECONDARY SCHOOL LEVEL" THESIS. FAROOK TRAINING COLLEGE, RESEARCH CENTRE IN EDUCATION, UNIVERSITY OF CALICUT, 2018.



## CHAPTER IV

# ANALYSIS AND INTERPRETATION

- *Hypotheses*
- *Comparison of Extent of Preference for the Problem Dealing Strategies among Expert teachers*
- *Comparison of Extent of Preference for the Problem Dealing Strategies among Novice Teachers*
- *Difference in the Extent of Preference for each of the Problem Dealing Strategies between Expert and Novice Teachers*
- *Difference in the Extent of Preference of the Problem Dealing Strategies of Novice Teachers in the Beginning and End of B.Ed. programme*
- *Difference between Expert Teachers and Novices undergone Two year B.Ed. Programme in the Extent of Preference for each of the Problem Dealing Strategies*
- *Tenability of Hypothesis*

Statistical analysis of the study so as to test the hypotheses stated and a discussion of the results are presented in this chapter. To have a clear picture of the study, hypotheses set up for the study are restated below.

### **Hypotheses**

The hypotheses of the present study are stated as follows:

1. There is significant difference in the extent of preference for each of the PDSs among Expert teachers in Dealing with Students, in specific problem situations and problem situations in total.
2. There is significant difference in the extent of preference for each of the PDSs among Expert teachers in Dealing with Peers, in specific problem situations and problem situations in total.
3. There is significant difference in the extent of preference for each of the PDSs among Expert teachers in Dealing with Administrators, in specific problem situations and problem situations in total.
4. There is significant difference in the extent of preference for each of the PDSs among Expert teachers in Dealing with Parents, in specific problem situations and problem situations in total.
5. There is significant difference in the extent of preference for each of the PDSs among Novice teachers in Dealing with Students, in specific problem situations and problem situations in total.

6. There is significant difference in the extent of preference for each of the PDSs among Novice teachers in Dealing with Peers, in specific problem situations and problem situations in total.
7. There is significant difference in the extent of preference for each of the PDSs among Novice teachers in Dealing with Administrators, in specific problem situations and problem situations in total.
8. There is significant difference in the extent of preference for each of the PDSs among Novice teachers in Dealing with Parents, in specific problem situations and problem situations in total.
9. There is significant difference in the extent of preference for each of the PDSs between Expert and Novice teachers.
10. There is significant difference in the extent of preference for each of the PDSs among Novice teachers in the beginning and end of the B.Ed. programme.
11. There is significant difference in the extent of preference for each of the PDSs between Expert teachers and Novice teachers undergone two year B.Ed. programme.

The analysis of data and discussion of results are presented under the following sections.

- I. Comparison of Extent of Preference for the Problem Dealing Strategies among Expert teachers
- II. Comparison of Extent of Preference for the Problem Dealing Strategies among Novice teachers

- III. Difference in the extent of preference for each of the Problem Dealing Strategies between Expert and Novice teachers
- IV. Difference in the extent of preference for the Problem Dealing Strategies of Novice teachers in the beginning and end of the B.Ed. programme
- V. Difference between Expert teachers and Novices undergone two year B.Ed. programme in the extent of preference for each of the Problem Dealing Strategies.

**I. Comparison of Extent of Preference for the Problem Dealing Strategies among Expert Teachers**

The Problem Dealing Strategies of Expert teachers are studied, categorizing the problematic situations under a) Dealing with Students b) Dealing with Peers c) Dealing with Administrators and d) Dealing with Parents.

**a) Dealing with Students**

This section examines whether there exists significant difference in the extent of preferences of Expert teachers for the seven Problem Dealing Strategies while Dealing with Students. There are 10 situations under Dealing with Students viz. Stealing tendency of student (Situation 2), Drug mishap (Situation 4), Misunderstanding teacher's relation with student (Situation 6), Mocking habit of intelligent student (Situation 8), Poverty stricken student (Situation 10), Insult from students (Situation 11), Spontaneous verbal abuse from student (Situation 12), Too many questions from student (Situation 13), Sexual abuse at home (Situation 14) and Defamation through whatsapp messages (Situation 16).

The situation wise analysis of Dealing with Students followed by the category wise analysis is given below.

**1. Strategies for dealing with Stealing tendency of student**

Table 7 displays the mean, standard deviation (*SD*), co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers while handling ‘Stealing tendency of student’ (Situation 2).

Table 7

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing ‘Stealing Tendency of Student’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	0.74	1.16	-	-0.81	0.58	14.27**	12.96**	2.75**	9.98**
Delegate	0.88	0.96	(.17)	-	1.58	14.77*	16.73**	3.33**	11.11**
Consult	0.63	0.91	(-.02)	(.11)	-	13.47*	15.3**	2.14*	9.27**
Retaliate	-1.28	0.76	(.36)	(.08)	(.08)	-	2.2*	-7.59**	-2.54*
Avoid	-1.52	0.69	(-.1)	(.04)	(.01)	(.23)	-	-10.34**	-4.41**
Legislate	0.18	1.26	(.11)	(-.12)	(-.17)	(-.13)	(.17)	-	5.2**
Comply	-0.89	0.94	(.23)	(.08)	(-.03)	(-.02)	(.02)	(-.11)	-

Note: N=65, *df* =64

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes *p* < .01, \* denotes *p* < .05

The mean scores in Table 7 reveals that in dealing ‘Stealing tendency of student’ Expert teachers prefer the strategies in the order ‘delegate’ (0.88), ‘confer’ (0.74), ‘consult’ (0.63) and ‘legislate’ (0.18) and tend to evade the strategies ‘avoid’ (-1.52), ‘retaliate’ (-1.28) and ‘comply’ (-0.89). Expert teachers prefer the strategy

'delegate' ( $M=0.88$ ,  $SD=0.96$ ) significantly more than 'legislate' strategy ( $M=0.18$ ,  $SD=1.26$ ) [ $t=3.33$ ,  $p<.01$ ] and equally with the strategies 'confer' ( $M=0.74$ ,  $SD=1.16$ ) [ $t=-0.81$ ,  $p>.05$ ] and 'consult' ( $M=.63$ ,  $SD=.91$ ) [ $t=1.58$ ,  $p>.05$ ]. Moreover Expert teachers evade the strategy 'avoid' ( $M=-1.52$ ,  $SD=0.69$ ) significantly more than 'comply' ( $M=-0.89$ ,  $SD=0.94$ ) [ $t=-4.41$ ,  $p<.01$ ] and 'retaliate' ( $M=-1.28$ ,  $SD=0.76$ ) [ $t=2.2$ ,  $p<.05$ ]

In dealing 'Stealing tendency of student', Expert teachers prefer the strategies 'delegate', 'confer' and 'consult' almost equally; 'legislate' strategy is also preferred though to a significantly less extent and tend to evade the strategies significantly in the order 'avoid', 'retaliate' and 'comply'.

## ***2. Strategies for dealing with Drug mishap***

Table 8 displays the mean,  $SD$ , co-efficient of correlation and  $t$ -value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers while handling the situation 'Drug mishap' (Situation 4).

Table 8

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing 'Drug Mishap'*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.22	0.62	-	1.41	3.72**	18.65**	21.46**	-3.11**	9.29**
Delegate	1.03	0.87	(.02)	-	2.00*	16.40**	17.64**	-3.50**	6.93**
Consult	0.74	0.91	(.13)	(.07)	-	13.46**	15.62**	-6.08**	5.26**
Retaliate	-1.15	0.67	(-.26)	(.04)	(-.02)	-	3.27**	-21.19**	-5.18**
Avoid	-1.51	0.64	(-.31)	(-.17)	(-.10)	(.11)	-	-24.98**	-6.92**
Legislate	1.49	0.59	(.30)	(-.03)	(.16)	(-.28)	(-.24)	-	9.77**
Comply	-0.32	1.26	(.13)	(-.06)	(-.10)	(.22)	(.06)	(-.20)	-

Note: N=65, *df* =64

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

In Table 8, mean scores reveal that in dealing the situation 'Drug mishap' Expert teachers prefer the strategies in the order 'legislate' (1.49), 'confer' (1.22), 'delegate' (1.03) and 'consult' (0.74) and tend to evade the strategies 'avoid' (-1.51) 'retaliate' (-1.15) and 'comply' (-0.32). Expert teachers' preference for the strategy 'legislate' ( $M=1.49$ ,  $SD=0.59$ ) is significantly more than 'confer' ( $M=1.22$ ,  $SD=0.62$ ) [ $t=-3.11$ ,  $p<.01$ ], 'delegate' ( $M=1.03$ ,  $SD=0.87$ ) [ $t=-3.5$ ,  $p<.01$ ] and 'consult' ( $M=0.74$ ,  $SD=0.91$ ) [ $t=-6.08$ ,  $p<.01$ ]. They tend to evade the strategy 'avoid' ( $M=-1.51$ ,  $SD=0.64$ ) significantly more than the strategies 'retaliate' ( $M=-1.15$ ,  $SD=0.67$ ) [ $t=3.27$ ,  $p<.01$ ] and 'comply' ( $M=-0.32$ ,  $SD=1.26$ ) [ $t=-6.92$ ,  $p<.01$ ].

In dealing ‘Drug mishap’, Expert teachers prefer the strategies in the order ‘legislate’, ‘confer’, ‘delegate’ and ‘consult’; where ‘legislate’ is preferred significantly higher than others. At the same time they tend to evade the strategies significantly in the order ‘avoid’, ‘retaliate’ and ‘comply’.

### 3. Strategies for dealing with Misunderstanding teacher’s relation with student

Table 9 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers while handling the situation ‘Misunderstanding teacher’s relation with student’ (Situation 6).

Table 9

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing ‘Misunderstanding Teacher’s Relation with Student’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.22	0.54	-	4.20**	5.44**	23.66**	18.83**	-1.72	6.38**
Delegate	0.60	0.93	(-.23)	-	0.83	16.17**	13.29**	-3.00**	2.00*
Consult	0.48	0.95	(.01)	(.20)	-	13.08**	10.91**	-4.10**	1.31
Retaliate	-1.48	0.56	(-.37)	(.11)	(-.21)	-	-4.51**	-20.84**	-9.68**
Avoid	-1.18	0.63	(-.52)	(.09)	(-.16)	(.63)	-	-18.93**	-8.01**
Legislate	1.03	0.73	(.10)	(.04)	(.18)	(-.12)	(.05)	-	4.18**
Comply	0.23	1.21	(.16)	(.03)	(.03)	(-.18)	(-.11)	(-.22)	-

Note: N=65, *df* =64

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes *p*< .01, \* denotes *p*< .05

The mean scores in Table 9 reveal that in dealing with the situation ‘Misunderstanding teacher’s relation with student’, Expert teachers prefer the



strategies in the order ‘confer’ (1.22), ‘legislate’ (1.03), ‘delegate’(0.6), ‘consult’ (0.48) and ‘comply’ (0.23) and tend to avoid the strategies ‘retaliate’ (-1.48) and ‘avoid’ (-1.18). Expert teachers prefer the strategy ‘confer’( $M=1.22$ ,  $SD=0.54$ ) significantly more than the strategies ‘delegate’ ( $M=0.6$ ,  $SD=0.93$ ) [ $t=4.20$ ,  $p<.01$ ], ‘consult’ ( $M=0.48$ ,  $SD=0.95$ ) [ $t=5.44$ ,  $p<.01$ ] and ‘comply’ ( $M=0.23$ ,  $SD=1.21$ ) [ $t=6.38$ ,  $p<.01$ ] but equally with the strategy ‘legislate’ ( $M=1.03$ ,  $SD= 0.73$ ) [ $t=-1.72$ ,  $p>.05$ ]. Moreover Expert teachers avoid the strategy ‘retaliate’ ( $M=-1.48$ ,  $SD=0.56$ ) significantly more than the strategy ‘avoid’ ( $M=-1.18$ ,  $SD=0.63$ ) [ $t=-4.51$ ,  $p<.01$ ].

In dealing with ‘Misunderstanding teacher’s relation with student’, Expert teachers prefer the strategies in the order ‘confer’, ‘legislate’, ‘delegate’, ‘consult’ and ‘comply’; where ‘confer’ shows a significant difference from the rest of the preferred strategies except ‘legislate’. In the mean time they tend to evade the strategy ‘retaliate’ significantly more than ‘avoid’.

#### ***4. Strategies for dealing with Mocking habit of intelligent student***

Table 10 displays the mean,  $SD$ , co-efficient of correlation and  $t$ -value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers while handling the situation ‘Mocking habit of intelligent student’ (Situation 8).

Table 10

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing 'Mocking Habit of Intelligent Student'*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.31	0.47	-	19.97**	4.92**	21.93**	9.73**	3.96**	25.91**
Delegate	-0.82	0.73	(.01)	-	-18.23**	1.59	-3.30**	-16.71**	4.65**
Consult	0.88	0.55	(.03)	(.33)	-	18.15**	7.14**	-0.18	21.42**
Retaliate	-0.98	0.62	(-.18)	(.20)	(.01)	-	-4.95**	-18.90**	4.48**
Avoid	-0.25	1.12	(-.18)	(-.10)	(-.05)	(.14)	-	-7.93**	7.74**
Legislate	0.89	0.71	(.01)	(.34)	(.45)	(.29)	(.26)	-	17.74**
Comply	-1.40	0.61	(-.22)	(-.15)	(-.10)	(.26)	(.13)	(-.25)	-

Note: N=65, *df* =64

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

The mean scores in Table 10 show that in dealing the situation 'Mocking habit of intelligent student', Expert teachers prefer the strategies in the order 'confer' (1.31), 'legislate' (0.89) and 'consult' (0.88) and tend to keep away from the strategies 'comply' (-1.4), 'retaliate' (-0.98), 'delegate' (-0.82) and 'avoid' (-0.25). The paired comparison of mean scores depicts that Expert teachers prefer the strategy 'confer' ( $M=1.31$ ,  $SD=0.47$ ) significantly more than the strategies 'legislate' ( $M=0.89$ ,  $SD=0.71$ ) [ $t=3.96$ ,  $p<.01$ ] and 'consult' ( $M=0.88$ ,  $SD=0.55$ ) [ $t=4.92$ ,  $p<.01$ ]. In addition Expert teachers tend to avoid the strategy 'comply' ( $M=-1.4$ ,  $SD=0.61$ ) significantly more than the strategies 'retaliate' ( $M=-0.98$ ,  $SD=0.62$ ) [ $t=4.48$ ,  $p<.01$ ], 'delegate' ( $M=-0.82$ ,  $SD=0.73$ ) [ $t=4.65$ ,  $p<.01$ ] and 'avoid' ( $M=-0.25$ ,  $SD=1.12$ ) [ $t=7.74$ ,  $p<.01$ ].

While dealing ‘Mocking habit of intelligent student’, Expert teachers prefer the strategies in the order ‘confer’, ‘legislate’ and ‘consult’; where ‘confer’ exhibits a significant difference with the strategies ‘legislate’ and ‘consult’. They tend to evade the strategies in the order ‘comply’, ‘retaliate’, ‘delegate’ and ‘avoid’.

**5. Strategies for dealing with Poverty stricken student**

Table 11 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers while handling the situation ‘Poverty stricken student’ (Situation 10).

TABLE 11  
*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing ‘Poverty Stricken Student’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.18	0.58	-	12.11**	1.56	18.70**	18.92**	2.44*	1.10
Delegate	-0.46	0.94	(.02)	-	-10.36**	5.14**	5.79**	-9.93**	-11.20**
Consult	1.03	0.75	(.31)	(.07)	-	16.59**	16.89**	0.31	-0.52
Retaliate	-1.14	0.68	(-.25)	(.17)	(-.08)	-	1.10	-17.84**	-16.78**
Avoid	-1.23	0.58	(-.57)	(.06)	(-.31)	(.43)	-	-17.51**	-19.31**
Legislate	1.00	0.56	(.43)	(-.21)	(.30)	(-.21)	(-.63)	-	-1.00
Comply	1.09	0.63	(.38)	(.02)	(.06)	(-.33)	(-.28)	(.22)	-

Note: N=65, *df* =64  
 Values in parantheses denote the correlation coefficients between the corresponding PDSs  
 \*\* denotes *p*< .01, \* denotes *p*< .05

In Table 11 the mean scores reveal that in dealing with the situation 'Poverty stricken student', Expert teachers prefer the strategies in the order 'confer' (1.18), 'comply' (1.09), 'consult' (1.03) and 'legislate' (1.00) but tend to evade the strategies 'avoid' (-1.23), 'retaliate' (-1.13) and 'delegate' (-0.46). The paired comparison of mean scores reveal that Expert teachers prefer the strategy 'confer' ( $M=1.18$ ,  $SD=0.58$ ) significantly more than the strategy 'legislate' ( $M=1.00$ ,  $SD=0.56$ ) [ $t=2.44$ ,  $p<.05$ ] and equally with the strategies 'comply' ( $M=1.09$ ,  $SD=0.63$ ) [ $t=1.10$ ,  $p>.05$ ] and 'consult' ( $M=1.03$ ,  $SD=0.75$ ) [ $t=1.56$ ,  $p>.05$ ]. Expert teachers evade the strategy 'avoid' ( $M=-1.23$ ,  $SD=0.58$ ) significantly more than the strategy 'delegate' ( $M=-0.46$ ,  $SD=0.94$ ) [ $t=5.79$ ,  $p<.01$ ] but equally with the strategy 'retaliate' ( $M=-1.14$ ,  $SD=0.68$ ) [ $t=1.10$ ,  $p>.05$ ].

In dealing with 'Poverty stricken student', Expert teachers prefer the strategies in the order 'confer', 'comply', 'consult' and 'legislate'; where 'confer' is preferred significantly higher than 'legislate' but equal with 'comply' and 'consult'. Expert teachers try to evade the strategies in the order 'avoid', 'retaliate' and 'delegate'; where they disfavour 'avoid' significantly higher than 'delegate' but equally with 'retaliate'.

#### **6. Strategies for dealing with Insult from students**

Table 12 displays the mean,  $SD$ , co-efficient of correlation and t-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers while handling the situation 'Insult from students' (Situation 11).

Table 12

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing 'Insult from Students'*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	0.65	0.86	-	4.89**	4.57**	10.34**	3.13**	4.49*	1.20
Delegate	-0.14	1.12	(.16)	-	-1.26	4.75**	-0.81	-0.24	-3.19**
Consult	0.02	1.02	(.31)	(.58)	-	6.13**	0.00	0.64	-2.44*
Retaliate	-0.88	0.80	(-.03)	(.18)	(.19)	-	-4.86**	-4.46**	-9.65**
Avoid	0.02	1.08	(-.40)	(.04)	(-.16)	(-.22)	-	0.55	-2.27*
Legislate	-0.09	1.06	(.05)	(.00)	(.16)	(-.15)	(.09)	-	-2.73**
Comply	0.45	1.03	(-.01)	(.06)	(.04)	(.29)	(-.05)	(-.16)	-

Note: N=65, *df* =64

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

The mean scores in Table 12 reveal that in dealing with the situation 'Insult from students', Expert teachers prefer the strategies in the order 'confer' (0.65), 'comply' (0.45), 'consult' (0.02) and 'avoid' (0.02) and tend to keep away from the strategies 'retaliate' (-0.88), 'delegate' (-0.14) and 'legislate' (-0.09). The paired comparison of mean scores shows that their preference for the strategy 'confer' ( $M=0.65$ ,  $SD=0.86$ ) is significantly more than the strategies 'consult' ( $M=0.02$ ,  $SD=1.02$ ) [ $t=4.57$ ,  $p < .01$ ] and 'avoid' ( $M=0.02$ ,  $SD=1.08$ ) [ $t=3.13$ ,  $p < .01$ ] but equal with the strategy 'comply' ( $M=0.45$ ,  $SD=1.03$ ) [ $t=1.2$ ,  $p > .05$ ]. In addition Expert teachers avoid the strategy 'retaliate' ( $M=-0.88$ ,  $SD=0.80$ ) significantly more than the strategies 'delegate' ( $M=-0.14$ ,  $SD=1.12$ ) [ $t=4.75$ ,  $p < .01$ ] and 'legislate' ( $M=-0.09$ ,  $SD=1.06$ ) [ $t=-4.46$ ,  $p < .01$ ].

In dealing with ‘Insult from students’, Expert teachers prefer the strategies in the order ‘confer’, ‘comply’, ‘consult’ and ‘avoid’; where the preference for ‘confer’ is significantly higher than the strategies ‘consult’ and ‘avoid’ but equal with ‘comply’. Expert teachers tend to avoid the strategies in the order ‘retaliate’, ‘delegate’ and ‘legislate’.

**7. Strategies for dealing with Spontaneous verbal abuse from student**

Table 13 displays the mean, *SD*, co-efficient of correlation and t-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers while handling the situation ‘Spontaneous verbal abuse from student’ (Situation 12).

Table 13

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing ‘Spontaneous Verbal Abuse from Student’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.22	0.48	-	10.92**	7.04**	22.64**	14.58**	2.84**	3.84**
Delegate	-0.48	1.08	(-.16)	-	-5.13**	5.44**	1.83	-9.93**	-6.94**
Consult	0.22	0.99	(-.10)	(.45)	-	10.59**	6.13**	-6.22**	-3.65**
Retaliate	-1.22	0.54	(-.41)	(.22)	(.09)	-	-4.59**	-22.90**	-16.13**
Avoid	-0.75	0.81	(-.38)	(.19)	(.01)	(.33)	-	-13.74**	-9.81**
Legislate	0.98	0.48	(.08)	(-.01)	(.24)	(-.13)	(-.19)	-	2.35*
Comply	0.77	0.77	(-.08)	(-.21)	(.05)	(-.12)	(-.26)	(.37)	-

Note: N=65, *df* =64  
 Values in parantheses denote the correlation coefficients between the corresponding PDSs  
 \*\* denotes *p*< .01, \* denotes *p*< .05

In Table 13 the mean scores depicts that in dealing with the situation ‘Spontaneous verbal abuse from student’, Expert teachers prefer the strategies in the order ‘confer’ (1.22), ‘legislate’ (0.98), ‘comply’ (0.77) and ‘consult’ (0.22) and tend to disagree the strategies ‘retaliate’ (-1.22), ‘avoid’ (-0.75), and ‘delegate’ (-0.48). The paired comparison of mean scores reveals that Expert teachers prefer the strategy ‘confer’ ( $M=1.22$ ,  $SD=0.48$ ) significantly more than the strategies ‘legislate’ ( $M=0.98$ ,  $SD=0.48$ ) [ $t=2.84$ ,  $p<.01$ ], ‘comply’ ( $M=0.77$ ,  $SD=0.77$ ) [ $t=3.84$ ,  $p<.01$ ] and ‘consult’ ( $M=0.22$ ,  $SD=0.99$ ) [ $t=7.04$ ,  $p<.01$ ]. However Expert teachers disagree with the strategy ‘retaliate’ ( $M=-1.22$ ,  $SD=0.54$ ) significantly more than the strategies ‘avoid’ ( $M=-0.75$ ,  $SD=0.81$ ) [ $t=-4.59$ ,  $p<.01$ ] and ‘delegate’ ( $M=-0.48$ ,  $SD=1.08$ ) [ $t=5.44$ ,  $p<.01$ ]

In dealing with ‘Spontaneous verbal abuse from student’, Expert teachers prefer the strategies in the order ‘confer’, ‘legislate’, ‘comply’ and ‘consult’; preferring ‘confer’ significantly higher than all the other preferred strategies. They tend to evade the strategies significantly in the order ‘retaliate’, ‘avoid’, and ‘delegate’.

### **8. Strategies for dealing with Too many questions from a student**

Table 14 displays the mean,  $SD$ , co-efficient of correlation and  $t$ -value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers while handling the situation ‘Too many questions from a student’ (Situation 13).

Table 14

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing 'Too many Questions from a Student'*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.05	0.60	-	14.13**	2.03*	9.13**	16.27**	7.88**	3.96**
Delegate	-0.71	0.84	(.07)	-	-10.69**	-3.55**	0.91	-3.28**	-8.35**
Consult	0.83	0.70	(.13)	(-.13)	-	6.22**	13.71**	6.09**	2.51*
Retaliate	-0.18	1.01	(.17)	(.19)	(-.16)	-	4.39**	-0.09	-4.30**
Avoid	-0.85	0.78	(.09)	(-.14)	(.11)	(.10)	-	-4.12**	-8.20**
Legislate	-0.17	1.08	(-.01)	(.07)	(-.06)	(.14)	(.01)	-	-3.07**
Comply	0.48	0.95	(-.07)	(.19)	(.08)	(.21)	(-.12)	(-.39)	-

Note: N=65, *df* =64

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

In Table 14 the mean scores reveal that in dealing with the situation 'Too many questions from a student', Expert teachers prefer the strategies in the order 'confer' (1.05), 'consult' (0.83) and 'comply' (0.48) whereas they tend to evade the strategies 'avoid' (-0.85), 'delegate' (-0.71), 'retaliate' (-0.18) and 'legislate' (-0.17). The paired comparison of mean scores depicts that they prefer the strategy 'confer' ( $M=1.05$ ,  $SD=0.6$ ) significantly more than 'comply' ( $M=0.48$ ,  $SD=0.95$ ) [ $t=3.96$ ,  $p < .01$ ] and 'consult' ( $M=0.83$ ,  $SD=0.7$ ) [ $t=2.03$ ,  $p < .05$ ]. Besides Expert teachers evade the strategy 'avoid' ( $M=-0.85$ ,  $SD=0.78$ ) significantly more than the strategy 'retaliate' ( $M=-0.18$ ,  $SD=1.01$ ) [ $t=4.39$ ,  $p < .01$ ] and 'legislate' ( $M=-0.17$ ,  $SD=1.08$ ) [ $t=-4.12$ ,  $p < .01$ ] but equally with the strategy 'delegate' ( $M=-0.71$ ,  $SD=0.84$ ) [ $t=0.91$ ,  $p > .05$ ].



In dealing with ‘Too many questions from a student’, Expert teachers prefer the strategies in the order ‘confer’, ‘consult’ and ‘comply’; where ‘confer’ is preferred significantly higher than the rest. In the mean time they tend to evade the strategies in the order ‘avoid’, ‘delegate’, ‘retaliate’, and ‘legislate’; where the disapproval for ‘avoid’ is significantly higher than ‘retaliate’ and ‘legislate’ but equal with ‘delegate’.

**9. Strategies for dealing with Sexual abuse at home**

Table 15 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers while handling the situation ‘Sexual abuse at home’ (Situation 14).

Table 15

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert teachers in dealing ‘Sexual Abuse at Home’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.20	0.67	-	3.37**	4.02**	14.05**	19.31**	7.17**	1.14
Delegate	0.74	0.87	(-.02)	-	1.03	10.34**	15.04**	4.70**	-2.86**
Consult	0.62	1.00	(.05)	(.48)	-	9.44**	12.49**	3.49**	-3.55**
Retaliate	-0.78	0.91	(-.02)	(.11)	(.21)	-	3.35**	-4.42**	-15.47**
Avoid	-1.12	0.70	(-.01)	(.20)	(.16)	(.51)	-	-7.68**	-20.44**
Legislate	0.00	1.12	(-.08)	(.21)	(.10)	(.02)	(.22)	-	-7.36**
Comply	1.11	0.56	(.44)	(-.01)	(.05)	(.17)	(.03)	(.08)	-

Note: Note: N=65, *df* =64

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes *p*< .01, \* denotes *p*< .05

The mean scores in Table 15 shows that in dealing with the situation ‘Sexual abuse at home’, Expert teachers prefer the strategies in the order ‘confer’ (1.20), ‘comply’ (1.11), ‘delegate’ (0.74) and ‘consult’ (0.62) and disfavour the strategies ‘avoid’ (-1.12) and ‘retaliate’ (-0.78). The paired comparison of mean scores reveals that Expert teachers prefer the strategy ‘confer’ ( $M=1.20$ ,  $SD=0.67$ ) significantly more than the strategies ‘delegate’ ( $M=0.74$ ,  $SD=0.87$ ) [ $t=3.37$ ,  $p<.01$ ] and ‘consult’ ( $M=0.62$ ,  $SD=1.00$ ) [ $t=4.02$ ,  $p<.01$ ] but equally with the strategy ‘comply’ ( $M=1.11$ ,  $SD=0.56$ ) [ $t=1.14$ ,  $p>.05$ ]. Moreover Expert teachers evade the strategy ‘avoid’ ( $M=-1.12$ ,  $SD=0.7$ ) significantly more than the strategy ‘retaliate’ ( $M=-0.78$ ,  $SD=0.91$ ) [ $t=3.35$ ,  $p<.01$ ].

While dealing the situation ‘Sexual abuse at home’, Expert teachers prefer the strategies in the order ‘confer’, ‘comply’, ‘delegate’ and ‘consult’; where ‘confer’ is preferred significantly higher than other preferred strategies except ‘comply’. Expert teachers tend to evade the strategies significantly in the order ‘avoid’ and ‘retaliate’.

#### ***10. Strategies for dealing with Defamation through whatsapp messages***

Table 16 displays the mean, *SD*, co-efficient of correlation and t-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers while handling the situation ‘Defamation through whatsapp messages’ (Situation 16).

Table 16

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing 'Defamation through Whatsapp Messages'*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.18	0.56	-	6.65**	4.45**	12.96**	17.64**	3.29**	8.46**
Delegate	0.28	0.02	(.13)	-	-3.20**	6.46**	8.54**	-3.98**	2.29*
Consult	0.62	0.86	(-.01)	(.60)	-	9.39**	12.16**	-1.75	4.24**
Retaliate	-0.66	0.91	(-.19)	(.27)	(.23)	-	3.01**	-12.07**	-2.63**
Avoid	-1.00	0.75	(-.15)	(.10)	(.12)	(.41)	-	-13.98**	-5.55**
Legislate	0.86	0.73	(.26)	(.12)	(-.01)	(.24)	(-.06)	-	6.42**
Comply	-0.20	1.12	(-.14)	(-.22)	(-.21)	(.04)	(.28)	(.00)	-

Note: Note: N=65, *df* =64

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

From Table 16 the mean scores reveal that in dealing with the situation 'Defamation through whatsapp messages', Expert teachers prefer the strategies in the order 'confer' (1.18), 'legislate' (0.86), 'consult' (0.62), and 'delegate' (0.28) and tend to keep away from the strategies 'avoid' (-1.00), 'retaliate' (-0.66) and 'comply' (-0.2). The paired comparison of mean scores reveal that Expert teachers prefer the strategy 'confer' ( $M=1.18$ ,  $SD=0.56$ ) significantly more than the strategies 'legislate' ( $M=0.86$ ,  $SD=0.73$ ) [ $t=3.29$ ,  $p<.01$ ], 'consult' ( $M=0.62$ ,  $SD=0.86$ ) [ $t=4.45$ ,  $p<.01$ ] and 'delegate' ( $M=0.28$ ,  $SD=0.02$ ) [ $t=6.65$ ,  $p<.01$ ]. In the mean time Expert teachers evade the strategy 'avoid' ( $M=-1.00$ ,  $SD=0.75$ ) significantly more than the strategies 'retaliate' ( $M=-0.66$ ,  $SD=0.91$ ) [ $t=3.01$ ,  $p<.01$ ] and 'comply' ( $M=-0.2$ ,  $SD=1.12$ ) [ $t=-5.55$ ,  $p<.01$ ].

While dealing the situation ‘Defamation through whatsapp messages’, Expert teachers prefer the strategies in the order ‘confer’, ‘legislate’, ‘consult’, and ‘delegate’; where ‘confer’ shows significantly higher preference than rest of the preferred strategies. Whereas Expert teachers tend to evade the strategies significantly in the order ‘avoid’, ‘retaliate’ and ‘comply’.

***Preferred Problem Dealing Strategies among Expert teachers in Dealing with Students***

Table 17 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers in the whole 10 situations clubbed under Dealing with students.

Table 17

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing with Students*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.10	0.71	-	19.05**	11.48**	47.24**	40.52**	10.65**	17.94**
Delegate	0.09	1.14	(.01)	-	-10.02**	19.42**	16.53**	-9.01**	-0.57
Consult	0.60	0.92	(.12)	(.22)	-	33.68**	28.85**	-0.27	7.70**
Retaliate	-0.98	0.83	(-.04)	(.02)	(.07)	-	-0.83	-28.84**	-19.93**
Avoid	-0.94	0.92	(-.21)	(-.18)	(-.10)	(.23)	-	-27.63**	-17.58**
Legislate	0.62	1.03	(.18)	(.06)	(.11)	(-.14)	(-.08)	-	7.29**
Comply	0.13	1.22	(.07)	(-.05)	(-.06)	(.09)	(-.03)	(-.14)	-

Note: N=65, *df* =64

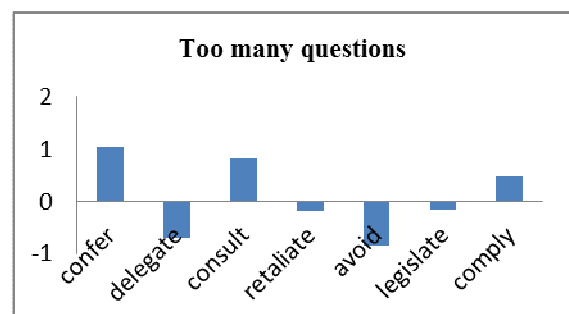
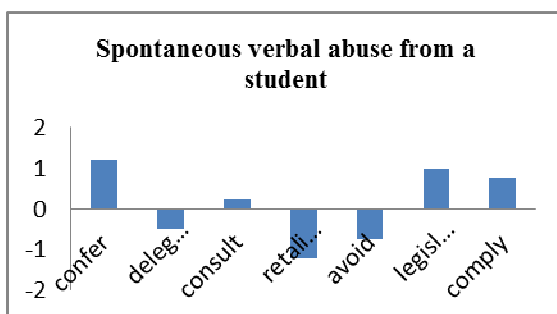
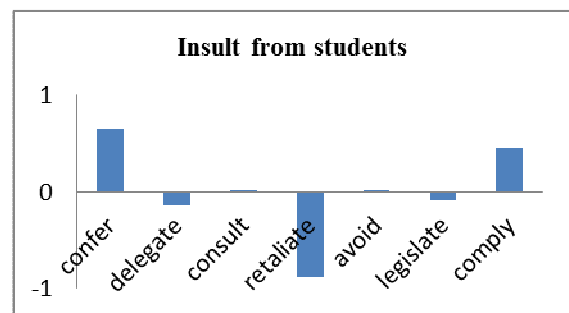
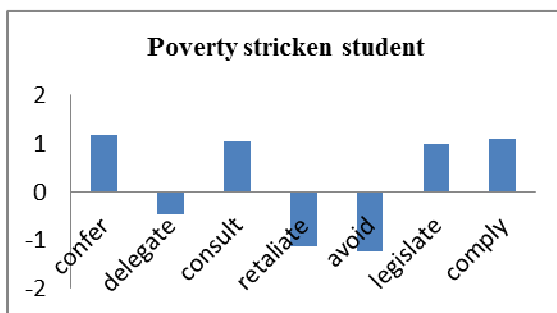
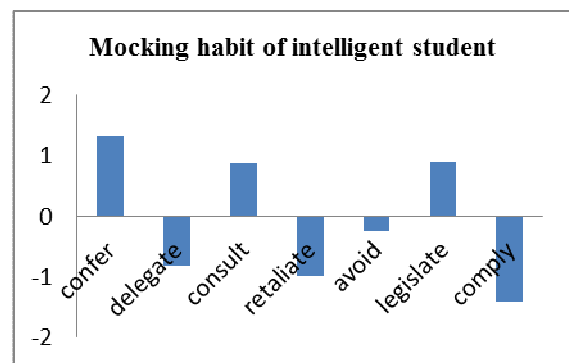
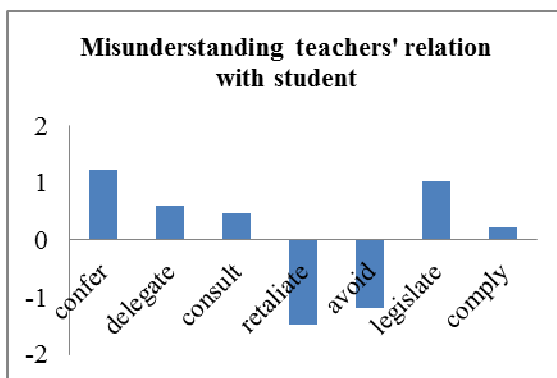
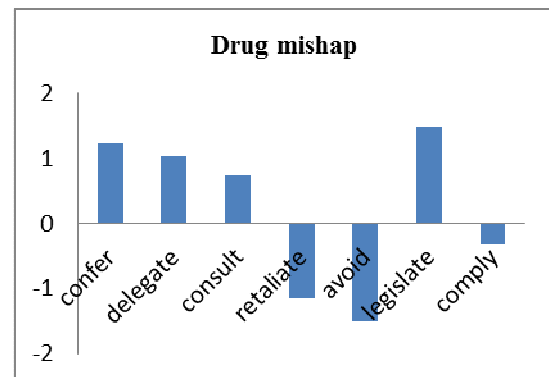
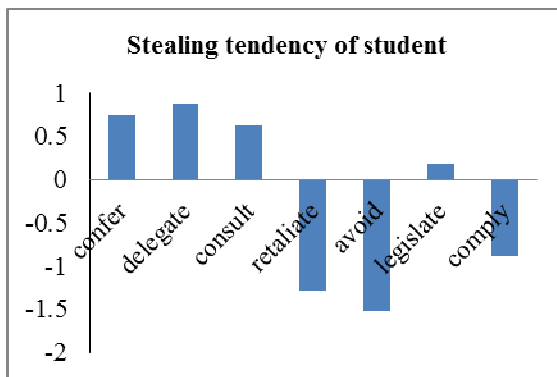
Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes *p*< .01, \* denotes *p*< .05

The mean scores in Table 17 reveal that in Dealing with Students, Expert teachers prefer the strategies in the order ‘confer’ (1.10), ‘legislate’ (0.62), ‘consult’ (0.60), ‘comply’ (0.13) and ‘delegate’ (0.09) and tend to evade the strategies ‘retaliate’ (-0.98) and ‘avoid’ (-0.94). The paired comparison of mean scores reveals that Expert teachers prefer the strategy ‘confer’ ( $M=1.10$ ,  $SD=0.71$ ) significantly more than the strategies ‘legislate’ ( $M=0.62$ ,  $SD=1.03$ ) [ $t=10.65$ ,  $p<.01$ ], ‘consult’ ( $M=.60$ ,  $SD=0.92$ ) [ $t=11.48$ ,  $p<.01$ ] , ‘comply’ ( $M=0.13$ ,  $SD=1.22$ ) [ $t=17.94$ ,  $p<.01$ ] and ‘delegate’ ( $M=0.09$ ,  $SD=1.14$ ) [ $t=19.05$ ,  $p<.01$ ]. However Expert teachers tend to keep away from the strategy ‘retaliate’ ( $M=-0.98$ ,  $SD=0.83$ ) equally with the strategy ‘avoid’ ( $M=-0.94$ ,  $SD=0.92$ ) [ $t=-0.83$ ,  $p>.05$ ].

In Dealing with Students, Expert teachers’ preference for the strategy ‘confer’ shows a significantly high difference from the rest of the preferred strategies ‘legislate’, ‘consult’, ‘comply’ and ‘delegate’ . At the same time they evade the strategies ‘retaliate’ and ‘avoid’ almost equally.

To get a clear picture, visual representations of the preference for the PDSs of Expert teachers in specific and in total situations while dealing with students are given as Figure 6.



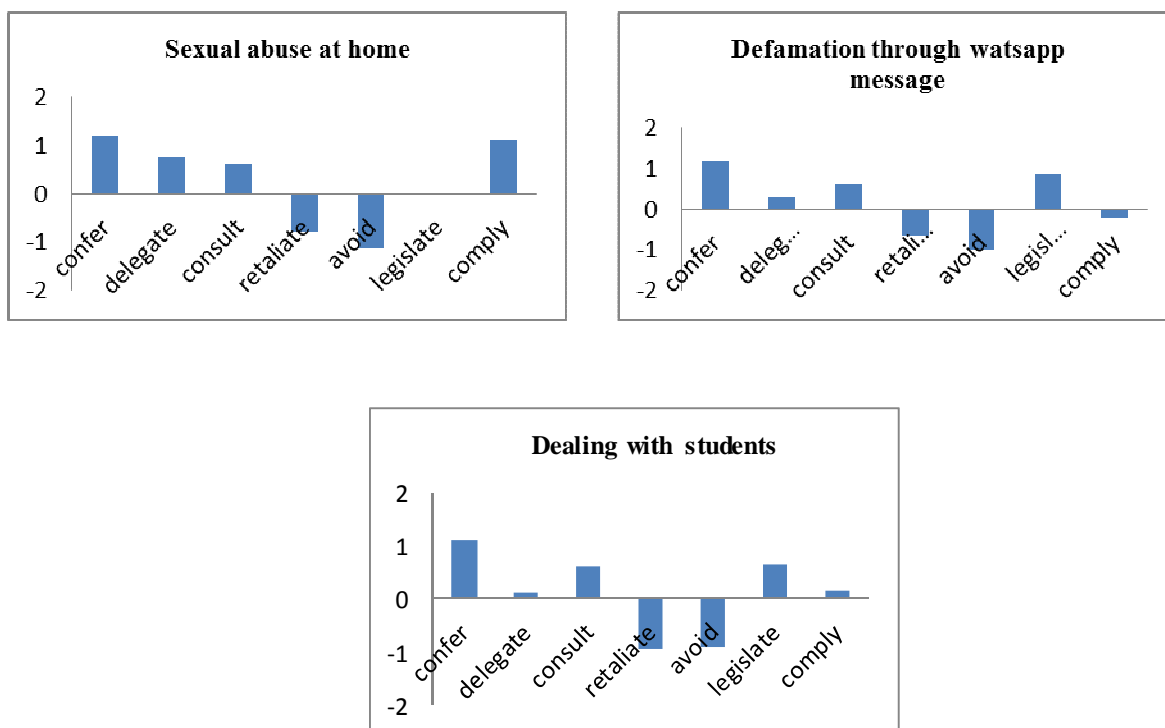


Figure 6. Graphical representation of the comparison of the mean scores of the preference for the PDSs of Expert teachers in specific and in total situations while dealing with students.

### Discussion of Results

When we consider category wise dealing viz. Dealing with Students, Expert teachers prefer to ‘confer’, ‘legislate’, ‘consult’, ‘comply’ and ‘delegate’ and always tend to keep away from ‘retaliate’ and ‘avoid’.

‘Confer’ is generally selected as the most acceptable strategy indicating that when teachers have to cope up with student related problems, they consider the best way is to engage in private discussion with the students, explaining the rationality of the teachers’ point of view. Formulating or following rules for actions (legislate) and asking others to work together for solving the problems (consult) are also considered as fairly acceptable strategies.

It is found that in situations, where students seem helpless (as in 'Poverty stricken Inattentive student' and 'Sexual abuse at home'), teachers show a tendency to 'comply'; going for actions which actively excuse the behaviour of students.

'Delegate', the strategy of passing over the responsibility to someone else, is considered as a preferred strategy only in serious and complicated situations like 'Stealing tendency of Student', 'Drug mishap', 'Misunderstanding teacher's relation with student' and 'Sexual abuse at home'. Here also the tendency to delegate is at its highest when they have to take decision related with 'Sexual abuse at home'.

In all situations, Expert teachers express their disagreement with the strategies 'retaliate' and 'avoid', indicating physically or verbally punishing the students and avoiding or delaying the actions are not the fruitful strategies to solve student related problems.

### **b) Dealing with Peers**

This section examines whether there exist significant difference in the extent of preferences of Expert teachers for the Seven PDSs while Dealing with Peers. There are 5 situations listed under Dealing with Peers in the order Supervision of student teacher (Situation 3), Complaint from colleagues (Situation 5), Irresponsible colleague (Situation 17), Interfering in colleague's decision (Situation 18) and Commanding nature of senior colleague (Situation 19).

The situation wise analysis of Dealing with Peers followed by category wise analysis is given below.



**1. Strategies for dealing with Supervision of Student Teacher**

Table 18 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers while handling the situation Supervision of student teacher (Situation 3).

Table 18

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing ‘Supervision of Student Teacher’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.02	0.74	-	8.90**	9.62**	18.87**	17.44**	4.01**	11.53**
Delegate	-0.57	1.07	(-.23)	-	-0.91	4.18**	4.95**	-3.86**	0.74
Consult	-0.42	0.97	(.03)	(.12)	-	5.98**	7.76**	-2.99**	1.77
Retaliate	-1.17	0.63	(.07)	(.16)	(.24)	-	2.50*	-7.87**	-3.10**
Avoid	-1.40	0.72	(-.16)	(-.10)	(.30)	(.40)	-	-9.64**	-4.94**
Legislate	0.23	1.26	(-.19)	(-.02)	(-.22)	(-.05)	(.14)	-	4.76**
Comply	-0.72	1.01	(.06)	(-.31)	(-.01)	(.05)	(.22)	(.00)	-

Note: N=65, *df* =64  
 Values in parantheses denote the correlation coefficients between the corresponding PDSs  
 \*\* denotes *p*< .01, \* denotes *p*< .05

Mean scores in Table 18 shows that while dealing with the situation ‘Supervision of student teacher’, Expert teachers prefer the strategies in the order ‘confer’ (1.02) and ‘legislate’ (0.23) and tend to disfavour the strategies ‘avoid’ (-1.4), ‘retaliate’ (-1.17) ‘comply’ (-0.72), ‘delegate’ (-0.57) and ‘consult’(-0.42). Their preference for the strategy ‘confer’ (*M*=1.02, *SD*=0.74) is significantly more

than 'legislate' strategy ( $M=0.23$ ,  $SD=1.26$ ) [ $t=4.01$ ,  $p<.01$ ]. Besides Expert teachers disfavour the strategy 'avoid' ( $M=-1.4$ ,  $SD=0.72$ ) significantly more than the strategies 'retaliate' ( $M=-1.17$ ,  $SD=0.63$ ) [ $t=2.50$ ,  $p<.05$ ], 'consult' ( $M=-0.42$ ,  $SD=0.97$ ) [ $t=7.76$ ,  $p<.01$ ], 'delegate' ( $M=-0.57$ ,  $SD=1.07$ ) [ $t=4.95$ ,  $p<.01$ ] and 'comply' ( $M=-0.72$ ,  $SD=1.01$ ) [ $t=-4.94$ ,  $p<.01$ ].

In dealing with 'Supervision of student teacher', Expert teachers prefer the strategies 'confer' and 'legislate', favoring 'confer' significantly higher than 'legislate'. They tend to evade the strategies in the order 'avoid', 'retaliate', 'comply', 'delegate' and 'consult'. Disagreement with the strategy 'avoid' is significantly higher than the other non-preferred strategies.

## ***2. Strategies for dealing with Complaint from colleagues***

Table 19 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers while handling the situation 'Complaint from colleagues' (Situation 5).

Table 19

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing 'Complaint from Colleagues'*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	0.86	0.81	-	-4.20**	0.11	12.76**	9.92**	-0.56	7.28**
Delegate	1.32	0.73	(.34)	-	4.26**	14.68**	12.57**	2.93**	11.52**
Consult	0.85	0.71	(-.04)	(.22)	-	13.18**	10.23**	-0.57	8.70**
Retaliate	-0.80	0.85	(.20)	(-.08)	(.18)	-	-0.84	-13.01**	-1.56
Avoid	-0.69	1.00	(.03)	(-.10)	(.02)	(.39)	-	-10.78**	-0.91
Legislate	0.92	0.82	(.41)	(-.01)	(.01)	(.18)	(.13)	-	8.29**
Comply	-0.51	1.06	(-.30)	(.01)	(.04)	(-.23)	(-.25)	(-.08)	-

Note: N=65, *df* =64

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

In Table 19, the mean scores reveal that in dealing with the situation 'Complaint from colleagues', Expert teachers prefer the strategies in the order 'delegate' (1.32), 'legislate' (0.92), 'confer' (0.86) and 'consult' (0.85) and tend to evade the strategies 'retaliate' (-0.80), 'avoid' (-0.69) and 'comply' (-0.51). The paired comparison of mean scores reveal that Expert teachers prefer the strategy 'delegate' ( $M=1.32$ ,  $SD=0.73$ ) significantly more than the strategies 'legislate' ( $M=0.92$ ,  $SD=0.82$ ) [ $t=2.93$ ,  $p < .01$ ], 'confer' ( $M=0.86$ ,  $SD=0.81$ ) [ $t=-4.2$ ,  $p < .01$ ], and 'consult' ( $M=0.85$ ,  $SD=0.71$ ) [ $t=4.26$ ,  $p < .01$ ]. However Expert teachers disagree with the strategy 'retaliate' ( $M=-0.8$ ,  $SD=0.85$ ) equally with the strategies 'avoid' ( $M=-0.69$ ,  $SD=1$ ) [ $t=-0.84$ ,  $p > .05$ ] and 'comply' ( $M=0.51$ ,  $SD=1.06$ ) [ $t=-1.56$ ,  $p > .05$ ].

In dealing with ‘Complaint from colleagues’ , Expert teachers prefer the strategies ‘delegate’, ‘legislate’, ‘confer’ and ‘consult’; opting ‘delegate’ significantly higher than the rest. They tend to evade the strategies in the order ‘retaliate’, ‘avoid’ and ‘comply’ almost equally.

**3. Strategies for dealing with Irresponsible colleague**

Table 20 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers while handling the situation ‘Irresponsible colleague’ (Situation 17).

Table 20

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing ‘Irresponsible Colleague’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	0.98	0.70	-	6.55**	4.66**	14.17**	19.66**	-0.60	10.56**
Delegate	0.06	1.04	(.20)	-	-1.41	5.57**	8.12**	-6.39**	3.86**
Consult	0.29	1.03	(.07)	(.19)	-	7.80**	9.57**	-5.13**	5.32**
Retaliate	-0.91	0.86	(.06)	(-.08)	(.15)	-	1.66	-14.39**	-2.00*
Avoid	-1.08	0.59	(.15)	(.13)	(.06)	(.41)	-	-17.01**	-4.16**
Legislate	1.06	0.70	(-.09)	(-.01)	(.06)	(.02)	(-.21)	-	9.91**
Comply	-0.58	0.97	(-.01)	(.10)	(.11)	(-.01)	(.33)	(-.27)	-

Note: N=65, *df* =64

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes *p*< .01, \* denotes *p*< .05

The mean scores in Table 20 reveal that in dealing with the situation 'Irresponsible colleague', Expert teachers prefer the strategies in the order 'legislate' (1.06), 'confer' (0.98), 'consult' (0.29) and 'delegate' (0.06) and tend to keep away from the strategies 'avoid' (-1.08), 'retaliate' (-0.91) and 'comply' (-0.58). The paired comparison of mean scores reveals that their preference for the strategy 'legislate' ( $M=1.06$ ,  $SD=0.70$ ) is significantly higher than 'consult' ( $M=0.29$ ,  $SD=1.03$ ) [ $t=-5.13$ ,  $p<.01$ ] and 'delegate' ( $M=0.06$ ,  $SD=1.04$ ) [ $t=-6.39$ ,  $p<.01$ ] but equal with 'confer' ( $M=0.98$ ,  $SD=0.7$ ) [ $t=-0.6$ ,  $p>.05$ ]. However Expert teachers evade the strategy 'avoid' ( $M=-0.08$ ,  $SD=0.59$ ) significantly more than 'comply' ( $M=-0.58$ ,  $SD=0.97$ ) [ $t=-4.16$ ,  $p<.01$ ] and equally with 'retaliate' ( $M=-0.91$ ,  $SD=0.86$ ) [ $t=1.66$ ,  $p>.05$ ].

In dealing with 'Irresponsible colleague', 'legislate' is preferred significantly more than the strategies 'consult' and 'delegate' but equally with 'confer'. Their disagreement with 'avoid' is significantly higher than 'comply', but equal with 'retaliate'.

#### ***4. Strategies for dealing Interfering in colleague's decision***

Table 21 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers while handling the situation 'Interfering in colleague's decision' (Situation 18).

Table 21

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing 'Interfering in Colleague's Decision'*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.02	0.41	-	7.24**	5.45**	11.89**	16.69**	9.86**	12.33**
Delegate	0.11	0.95	(.08)	-	-1.61	3.83**	6.79**	3.01**	3.80**
Consult	0.34	0.92	(.03)	(.24)	-	5.01**	8.36**	4.45**	5.44**
Retaliate	-0.51	0.95	(.02)	(.08)	(-.05)	-	3.65**	-0.78	-0.12
Avoid	-0.95	0.69	(-.44)	(-.15)	(-.17)	(.32)	-	-4.69**	-4.29**
Legislate	-0.40	1.00	(-.21)	(.03)	(.03)	(.34)	(.41)	-	0.70
Comply	-0.49	0.83	(-.16)	(-.01)	(.02)	(.33)	(.37)	(.32)	-

Note:  $N=65$ ,  $df=64$

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

The mean scores in Table 21 reveal that in dealing with the situation 'Interfering in colleague's decision', Expert teachers prefer the strategies in the order 'confer' (1.02), 'consult' (0.34) and 'delegate' (0.11) and tend to keep away from the strategies 'avoid' (-0.95), 'retaliate' (-0.51), 'comply' (-0.49) and 'legislate' (-0.4). The paired comparison of mean scores reveals that Expert teachers prefer the strategy 'confer' ( $M=1.02$ ,  $SD=0.41$ ) significantly more than 'consult' ( $M=0.34$ ,  $SD=0.92$ ) [ $t=5.45$ ,  $p < .01$ ] and 'delegate' ( $M=0.11$ ,  $SD=.95$ ) [ $t=7.24$ ,  $p < .01$ ]. Moreover Expert teachers disfavour the strategy 'avoid' ( $M=-0.95$ ,  $SD=0.69$ ) significantly more than 'retaliate' ( $M=-0.51$ ,  $SD=0.95$ ) [ $t=3.65$ ,  $p < .01$ ], 'comply' ( $M=-0.49$ ,  $SD=0.83$ ) [ $t=-4.29$ ,  $p < .01$ ] and 'legislate' ( $M=-0.40$ ,  $SD=1.00$ ) [ $t=-4.69$ ,  $p < .01$ ].

Expert teachers' preference for the PDSs in 'Interfering in colleague's decision' is in the order 'confer', 'consult' and 'delegate', 'confer' being preferred

significantly higher than the rest. At the same time they tend to evade the strategy ‘avoid’ significantly more than ‘retaliate’, ‘comply’ and ‘legislate’.

**5. Strategies for dealing with Commanding nature of senior colleague**

Table 22 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers while handling the situation ‘Commanding nature of senior colleague’ (Situation 19).

Table 22

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing ‘Commanding Nature of Senior Colleague’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.05	0.45	-	5.34**	1.34	13.34**	16.03**	8.54**	15.39**
Delegate	0.40	0.93	(.14)	-	-4.35**	7.02**	7.88**	4.05**	6.31**
Consult	0.92	0.74	(.30)	(.34)	-	12.79**	12.64**	8.00**	11.02**
Retaliate	-0.62	0.82	(-.18)	(.12)	(.23)	-	1.72	-2.75**	0.66
Avoid	-0.83	0.67	(-.39)	(-.21)	(-.26)	(.11)	-	-3.92**	-1.11
Legislate	-0.23	1.00	(-.29)	(.15)	(.13)	(.24)	(-.06)	-	3.14**
Comply	-0.71	0.80	(.01)	(-.33)	(-.20)	(.04)	(.28)	(.09)	-

Note: N=65, *df* =64

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes *p* < .01, \* denotes *p* < .05

The mean scores in Table 22 reveal that in dealing with the situation ‘Commanding nature of senior colleague’, Expert teachers prefer the strategies in the order ‘confer’ (1.05), ‘consult’ (0.92) and ‘delegate’ (0.40) and tend to keep

away from the strategies 'avoid' (-0.83), 'comply' (-0.71), 'retaliate' (-0.62) and 'legislate' (-0.23). Further paired comparison of mean scores reveals that Expert teachers prefer the strategy 'confer' ( $M=1.05$ ,  $SD=0.45$ ) significantly more than 'delegate' ( $M=0.4$ ,  $SD=0.93$ ) [ $t=5.34$ ,  $p<.01$ ] but equally with 'consult' ( $M=.92$ ,  $SD=0.74$ ) [ $t=1.34$ ,  $p>.05$ ]. In addition Expert teachers disfavour the strategy 'avoid' ( $M=-0.83$ ,  $SD=0.67$ ) significantly more than the 'legislate' ( $M=-0.23$ ,  $SD=1.00$ ) [ $t=-3.92$ ,  $p<.01$ ] but almost equally with 'comply' ( $M=-0.71$ ,  $SD=0.80$ ) [ $t=-1.11$ ,  $p>.05$ ] and 'retaliate' ( $M=-0.62$ ,  $SD=0.82$ ) [ $t=1.72$ ,  $p>.05$ ].

In dealing with 'Commanding nature of senior colleague', Expert teachers prefer the strategies in the order 'confer', 'consult' and 'delegate'; preferring 'confer' significantly higher than 'delegate' but equal with 'consult'. Further they tend to disagree with the strategies in the order 'avoid', 'comply', 'retaliate' and 'legislate' where the disagreement with 'avoid' is significantly higher than 'legislate' but almost equal with 'comply' and 'retaliate'.

### ***Preferred Problem Dealing Strategies among Expert Teachers in Dealing with Peers***

Table 23 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers while handling the five situations coming under Dealing with Peers.



Table 23

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing with Peers*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	0.98	0.64	-	10.10**	9.06**	30.91**	33.42**	8.93**	24.11**
Delegate	0.26	1.13	(.03)	-	-2.00*	14.18**	17.19**	-0.63	10.34**
Consult	0.40	1.00	(.03)	(.38)	-	18.32**	21.30**	0.95	13.29**
Retaliate	-0.80	0.86	(.06)	(.09)	(.20)	-	3.67**	-14.54**	-2.85**
Avoid	-0.99	0.78	(-.11)	(.09)	(.15)	(.35)	-	-17.91**	-6.15**
Legislate	0.32	1.13	(-.08)	(.11)	(-.01)	(.05)	(.09)	-	11.42**
Comply	-0.60	0.94	(-.10)	(-.06)	(.02)	(.04)	(.14)	(.03)	-

Note: N=65, *df* =64

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

The mean scores in Table 23 reveal that in dealing with the five situations coming under the category Dealing with Peers, Expert teachers prefer the strategies in the order ‘confer’ (0.98), ‘consult’ (0.40), ‘legislate’(0.32) and ‘delegate’ (0.26) and tend to evade the strategies ‘avoid’ (-0.99), ‘retaliate’ (-0.80) and ‘comply’ (-0.60). The paired comparison of mean scores further reveals that Expert teachers prefer the strategy ‘confer’ ( $M=0.98$ ,  $SD=0.64$ ) significantly more than the strategies ‘consult’ ( $M=0.4$ ,  $SD=1.00$ ) [ $t=9.06$ ,  $p<.01$ ], ‘legislate’ ( $M=0.32$ ,  $SD=1.13$ ) [ $t=8.93$ ,  $p<.01$ ], and ‘delegate’ ( $M=0.26$ ,  $SD=1.13$ ) [ $t=10.10$ ,  $p<.01$ ]. In addition Expert teachers evade the strategy ‘avoid’ ( $M=-0.99$ ,  $SD=0.78$ ) significantly more than the strategies ‘retaliate’ ( $M=-0.80$ ,  $SD=.86$ ) [ $t=3.67$ ,  $p<.01$ ] and ‘comply’ ( $M=-0.60$ ,  $SD=0.94$ ) [ $t=-6.15$ ,  $p<.01$ ].

In Dealing with Peers, Expert teachers give highest preference for the strategies in the order ‘confer’, ‘consult’, ‘legislate’ and ‘delegate’ whereas the preference for the strategy ‘confer’ is significantly higher than the rest of the preferred strategies. At the same time they tend to evade the strategies significantly in the order ‘avoid’, ‘retaliate’ and ‘comply’.

To get a clear picture, visual representations of the preference for the PDSs of Expert teachers in specific and in total situations while dealing with peers are given as Figure 7.

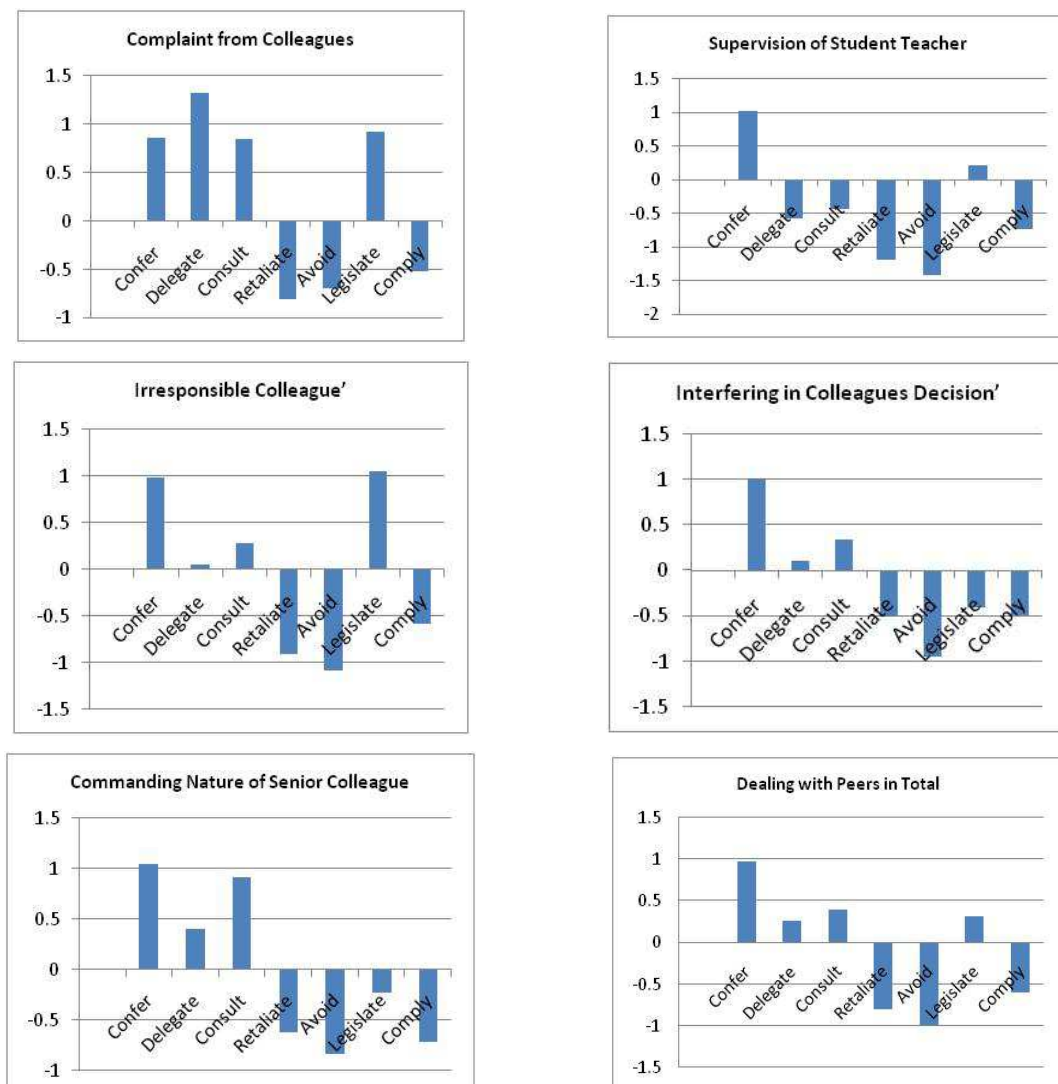


Figure 7. Graphical representation of the comparison of the mean scores of the preference for the PDSs of Expert teachers in specific and in total situations while dealing with peers.

### Discussion of Results

When we consider category wise dealing viz. Dealing with Peers, Expert teachers prefer to ‘confer’, ‘consult’, ‘legislate’ and ‘delegate’ and always tend to keep away from ‘avoid’, ‘retaliate’ and ‘comply’.

Here Expert teachers mostly opt to 'confer', to engage in private discussion with them and explaining the rationality of their point of view. Asking others to work together for solving the problems (consult) and formulating or following rules for actions (legislate) are also considered as fairly acceptable strategies. 'Delegate', the strategy of passing over the responsibility to someone else, is considered as a preferred strategy at its highest in 'Complaint from colleagues', possibly because of the direct and open nature of the situation. Otherwise it is not a much preferred strategy while Dealing with Peers.

It also reveals that in all the situations coming under Dealing with Peers, Expert teachers shows a reluctance to comply, indicating an unwillingness to condone the behaviours of their peers. They are also totally against physical or verbal reactions (retaliate) and avoiding or delaying the actions (avoid).

### **c) Dealing with Administrators**

The main thrust of this section is to examine whether there exist significant difference in the extent of preferences of Expert teachers for the Seven PDSs while Dealing with Administrators. There are 2 situations under Dealing with Administrators viz. Principal's grudge towards the teacher (Situation 7) and Division fall problem (Situation 9).

The situation wise analysis of Dealing with Administrators followed by category wise analysis is given below.

**1. Strategies for dealing with Principal’s grudge towards the teacher**

Table 24 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers while handling the situation Principal’s grudge towards the teacher (Situation 7).

Table 24

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing ‘Principal’s Grudge towards the Teacher’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.31	0.50		5.75**	5.82**	12.45**	14.59**	3.91**	18.16**
Delegate	0.57	0.90	(-.01)	-	-2.00*	9.15**	8.15**	-2.90**	8.02**
Consult	0.85	0.69	(.46)	(.02)	-	9.64**	10.25**	-0.56	11.70**
Retaliate	-0.71	1.01	(-.43)	(.31)	(-.14)	-	-1.26	-10.35**	1.35
Avoid	-0.55	0.83	(-.15)	(.18)	(-.04)	(.44)	-	-9.52**	2.51*
Legislate	0.91	0.80	(.27)	(.40)	(.31)	(.05)	(-.15)	-	10.97**
Comply	-0.95	0.87	(.00)	(-.49)	(-.25)	(-.21)	(-.14)	(-.33)	-

Note: N=65, *df* =64  
 Values in parantheses denote the correlation coefficients between the corresponding PDSs  
 \*\* denotes *p*< .01, \* denotes *p*< .05

The mean scores in Table 24 reveal that in dealing with the situation ‘Principal’s grudge towards the teacher’, Expert teachers prefer the strategies in the order ‘confer’ (1.31), ‘legislate’ (.91), ‘consult’ (0.85) and ‘delegate’ (0.57) and tend to evade the strategies ‘comply’ (-0.95), ‘retaliate’ (-0.71) and ‘avoid’ (-0.55). The

paired comparison of mean scores reveals that Expert teachers prefer the strategy 'confer' ( $M=1.31$ ,  $SD=0.5$ ) significantly more than the strategies 'legislate' ( $M=0.91$ ,  $SD=0.8$ ) [ $t=3.91$ ,  $p<.01$ ], 'consult' ( $M=.85$ ,  $SD=.69$ ) [ $t=5.82$ ,  $p<.01$ ], and 'delegate' ( $M=.57$ ,  $SD=0.9$ ) [ $t=5.75$ ,  $p<.01$ ]. Moreover Expert teachers disfavour the strategy 'comply' ( $M=-0.95$ ,  $SD=0.87$ ) significantly higher than 'avoid' ( $M=-0.55$ ,  $SD=0.83$ ) [ $t=2.51$ ,  $p<.05$ ] but equally with 'retaliate' ( $M=-0.71$ ,  $SD=1.01$ ) [ $t=1.35$ ,  $p>.05$ ].

In dealing 'Principal's grudge towards the teacher', Expert teachers prefer the strategies in the order 'confer', 'legislate', 'consult' and 'delegate'; where 'confer' is preferred significantly higher than the rest. Along with they tend to evade the strategies in the order 'comply', 'retaliate' and 'avoid'; where the disagreement with the strategy 'comply' is significantly higher than 'avoid' but identical with 'retaliate'.

## ***2. Strategies for dealing with Division fall problem***

Table 25 displays the mean,  $SD$ , co-efficient of correlation and t-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers while handling the situation 'Division fall problem' (Situation 9).

Table 25

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert teachers in Dealing ‘Division Fall Problem’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.06	0.70	-	0.97	0.39	8.70**	20.25**	-3.36**	14.30**
Delegate	0.94	0.90	(.20)	-	-0.68	7.40**	16.66**	-3.80**	11.98**
Consult	1.03	0.73	(.61)	(.10)	-	8.61**	18.83**	-3.79**	13.17**
Retaliate	-0.31	1.13	(.10)	(.12)	(.14)	-	6.93**	-11.26**	3.65**
Avoid	-1.37	0.52	(-.24)	(-.18)	(-.34)	(.02)	-	-22.86**	-4.59**
Legislate	1.35	0.60	(.43)	(.36)	(.48)	(.16)	(-.48)	-	16.73**
Comply	-0.97	0.77	(-.21)	(-.18)	(-.34)	(-.15)	(.46)	(-.33)	-

Note: N=65, *df* =64

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

The mean scores in Table 25 reveal that in dealing with ‘Division fall problem’, Expert teachers prefer the strategies in the order ‘legislate’ (1.36), ‘confer’ (1.06) ‘consult’ (1.04) and ‘delegate’ (0.94) and tend to ‘avoid’ the strategies ‘avoid’ (-1.37), ‘comply’ (-0.97) and ‘retaliate’ (-0.31). The paired comparison of mean scores reveals that Expert teachers prefer the strategy ‘legislate’ ( $M=1.36$ ,  $SD=0.60$ ) significantly more than the strategies ‘confer’ ( $M=1.06$ ,  $SD=0.70$ ) [ $t=-3.36$ ,  $p<.01$ ], ‘consult’ ( $M=1.04$ ,  $SD=0.73$ ) [ $t=-3.79$ ,  $p<.01$ ] and ‘delegate’( $M=0.94$ ,  $SD=0.9$ ) [ $t=-3.80$ ,  $p<.01$ ]. Further Expert teachers evade the strategy ‘avoid’ ( $M=-1.37$ ,  $SD=0.52$ ) significantly more than the strategies ‘comply’ ( $M=-0.97$ ,  $SD=0.77$ ) [ $t=-4.59$ ,  $p<.01$ ] and ‘retaliate’ ( $M=0.31$ ,  $SD=1.13$ ) [ $t=6.93$ ,  $p<.01$ ].

In dealing ‘Division fall problem’, Expert teachers prefer the strategies in the order ‘legislate’, ‘confer’, ‘consult’ and ‘delegate’ where ‘legislate’ is preferred significantly higher than the other preferred strategies. In mean time they tend to evade the strategies significantly in the order ‘avoid’, ‘comply’ and ‘retaliate’.

***Preferred Problem Dealing Strategies among Expert teachers in Dealing with Administrators***

Table 26 displays the mean, *SD*, co-efficient of correlation and t-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers while handling the two situations coming under Dealing with Administrators.

Table 26

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing with Administrators*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.18	0.62	-	4.59**	4.18**	14.59**	23.64**	0.73	22.68**
Delegate	0.75	0.92	(.07)	-	-1.89	11.58**	15.54**	-4.73**	13.76**
Consult	0.94	0.71	(.50)	(.08)	-	12.92**	18.46**	-2.75**	17.59**
Retaliate	-0.51	1.09	(-.14)	(.24)	(.04)	-	4.07**	-15.31**	3.51**
Avoid	-0.96	0.80	(-.05)	(-.07)	(-.20)	(.12)	-	-18.75**	0.00
Legislate	1.13	0.74	(.25)	(.41)	(.40)	(.15)	(-.36)	-	18.84**
Comply	-0.96	0.82	(-.11)	(-.34)	(-.29)	(-.18)	(.07)	(-.32)	-

Note: N=65, *df* =64  
 Values in parantheses denote the correlation coefficients between the corresponding PDSs  
 \*\* denotes *p* < .01, \* denotes *p* < .05



The mean scores in Table 26 reveal that in dealing with the situations coming under the category Dealing with Administrators, Expert teachers prefer the strategies in the order ‘confer’ (1.18), ‘legislate’ (1.13), ‘consult’ (0.94), and ‘delegate’ (0.75) and tend to disagree with the strategies ‘avoid’ (-0.96), ‘comply’ (-0.96) and ‘retaliate’ (-0.51). The paired comparison of mean scores further reveals that Expert teachers prefer the strategy ‘confer’ ( $M=1.18$ ,  $SD=0.62$ ) significantly more than the strategies ‘consult’ ( $M=0.94$ ,  $SD=0.71$ ) [ $t=4.18$ ,  $p<.01$ ] and ‘delegate’ ( $M=0.75$ ,  $SD=0.92$ ) [ $t=4.59$ ,  $p<.01$ ], and equally with the strategy ‘legislate’ ( $M=1.13$ ,  $SD=0.74$ ) [ $t=0.73$ ,  $p>.05$ ]. In addition Expert teachers keep away from the strategy ‘avoid’ ( $M=-0.96$ ,  $SD=0.80$ ) significantly more than the strategy ‘retaliate’ ( $M=-0.51$ ,  $SD=1.09$ ) [ $t=4.07$ ,  $p<.01$ ] and equally with the strategy ‘comply’ ( $M=-0.96$ ,  $SD=0.82$ ) [ $t=0$ ,  $p>.05$ ].

While dealing with administrators, Expert teachers prefer the strategies in the order ‘confer’, ‘legislate’, ‘consult’ and ‘delegate’; preferring ‘confer’ significantly higher than the other preferred strategies except ‘legislate’. Along with, they tend to evade the strategies in the order ‘avoid’, ‘comply’ and ‘retaliate’; where the disagreement with the strategy ‘avoid’ is significantly higher than ‘retaliate’ but almost equal with ‘comply’.

To get a clear picture, visual representations of the preference for the PDSs of Expert teachers in specific and in total situations while dealing with administrators are given below as Figure 8.

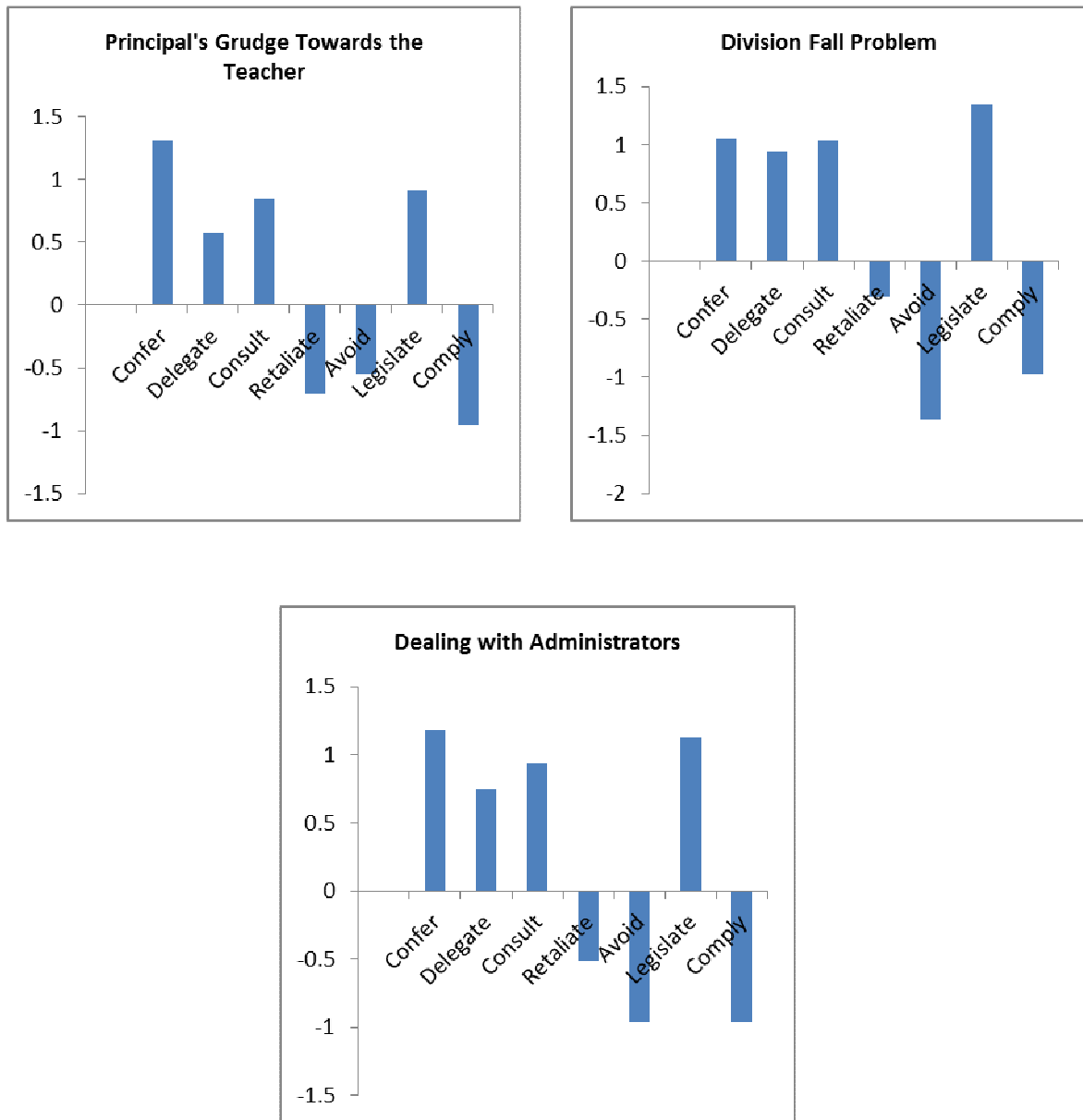


Figure 8. Graphical representation of the comparison of the mean scores of the preference for the PDSs of Expert teachers in specific and in total situations while dealing with administrators.

**Discussion of Results**

When we consider the category viz. Dealing with Administrators, Expert teachers prefer to 'confer', 'legislate', 'consult', and 'delegate' and always tend to keep away from 'avoid', 'comply' and 'retaliate'.

'Confer' and 'legislate' are selected as highly acceptable strategies; indicating that when teachers have to cope up with problems related with administrators, they consider to engage in private discussion with them, explaining the rationality of their view and formulating or following rules for actions. Asking others to work together for solving the problems (consult) and passing over the responsibility to someone else (delegate) are also considered as fairly acceptable strategies.

In all situations, Expert teachers express their disagreement with the strategies 'avoid', 'comply' and 'retaliate' indicating, physically or verbally reacting, condoning the authority behavior or actions and avoiding or delaying the actions cannot be considered as the right strategies to deal with administrators.

**d) Dealing with Parents**

This section examines whether there exists significant difference in the extent of preferences of Expert teachers for the Seven Problem Dealing Strategies to deal with. There are three situations under Dealing with Students viz. Complaint from Parent in PTA Meeting (Situation 1), Parent demanding higher grade (Situation 15) and Complaint raised in Science exhibition (Situation 20).

The situation wise analysis of Dealing with Parents followed by category wise analysis is given below.

**1. Strategies for dealing with Complaint from parent in PTA meeting**

Table 27 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers while handling the situation Complaint from parent in PTA meeting (Situation 1).

Table 27

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing ‘Complaint from Parent in PTA Meeting’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.09	.91	-	12.25**	3.88**	12.84**	17.44**	10.17**	0.00
Delegate	-.85	.96	(.07)	-	-7.24**	1.6	4.14**	-0.09	-10.50**
Consult	.35	1.15	(-.09)	(.21)	-	8.31**	12.08**	6.71**	-3.83**
Retaliate	-1.14	.93	(-.15)	(-.22)	(.05)	-	2.66**	-2.34*	-11.93**
Avoid	-1.45	.61	(-.15)	(-.07)	(.18)	(.27)	-	-4.7**	-17.44**
Legislate	-.83	1.04	(-.21)	(.05)	(.16)	(.43)	(.27)	-	-10.17**
Comply	1.09	1.01	(-.06)	(-.14)	(-.03)	(-.20)	(.02)	(-.10)	-

Note: N=65, *df* =64

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes *p*< .01, \* denotes *p*< .05

In Table 27 the mean scores reveal that in dealing with the situation ‘Complaint from parent in PTA meeting’, Expert teachers prefer the strategies in the order ‘confer’(1.09),’comply’ (1.09), and ‘consult’ (0.35) and tend to disagree with the strategies ‘avoid’ (-1.45), ‘retaliate’(-1.14), ‘delegate’ (-0.85) and ‘legislate’

(-0.83). The paired comparison of mean scores shows that Expert teachers prefer the strategy 'confer' ( $M=1.09$ ,  $SD=0.91$ ) significantly more than 'consult' strategy ( $M=0.35$ ,  $SD=1.15$ ) [ $t=3.88$ ,  $p<.01$ ]. Their preference for the strategy 'comply' ( $M=1.09$ ,  $SD=1.01$ ) is also significantly higher than their preference for the strategy 'consult' ( $M=0.35$ ,  $SD=0.91$ ) [ $t=-3.83$ ,  $p<.01$ ]. However Expert teachers disfavour the strategy 'avoid' ( $M=-1.45$ ,  $SD=0.61$ ) significantly more than the strategies 'retaliate' ( $M=-1.14$ ,  $SD=0.93$ ) [ $t=-2.66$ ,  $p<.01$ ], 'delegate' ( $M=-0.85$ ,  $SD=0.96$ ) [ $t=4.14$ ,  $p<.01$ ] and 'legislate' ( $M=-.83$ ,  $SD=1.04$ ) [ $t=-4.7$ ,  $p<.01$ ].

In dealing with 'Complaint from parent in PTA meeting', Expert teachers prefer the strategies in the order 'confer', 'comply' and 'consult' ; where the preference for the strategies 'confer' and 'comply' is significantly higher than 'consult'. They tend to evade the strategies in the order 'avoid', 'retaliate', 'delegate' and 'legislate' where the disagreement for the strategy 'avoid' is significantly higher than the rest.

## ***2. Strategies for dealing with Parent demanding higher grade***

Table 28 displays the mean,  $SD$ , co-efficient of correlation and  $t$ -value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers while handling the situation Parent demanding higher grade (Situation 15).

Table 28

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing 'Parent Demanding Higher Grade'*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.32	0.50	-	18.46**	7.86**	17.87**	16.10**	2.00*	3.74**
Delegate	-0.77	0.79	(.05)	-	-6.82**	2.15*	0.45	-14.36**	-15.31**
Consult	0.20	0.97	(-.13)	(.16)	-	9.10**	6.93**	-6.53**	-6.36**
Retaliate	-1.05	0.74	(-.46)	(.07)	(.19)	-	-2.50*	-15.27**	-16.73**
Avoid	-0.83	0.84	(-.24)	(.08)	(.13)	(.62)	-	-13.27**	-14.17**
Legislate	1.15	0.64	(.28)	(-.13)	(-.03)	(-.41)	(-.31)	-	0.96
Comply	1.08	0.48	(.42)	(-.13)	(-.07)	(-.39)	(-.31)	(.37)	-

Note:  $N=65$ ,  $df=64$

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

The mean scores in Table 28 reveal that in dealing with the situation 'Parent demanding higher grade', Expert teachers prefer the strategies in the order 'confer' (1.32), 'legislate' (1.15), 'comply' (1.08) and 'consult' (0.2) and tend to disfavour the strategies 'retaliate' (-1.05), 'avoid' (-0.83) and 'delegate' (-0.77). The paired comparison of mean scores reveals that Expert teachers prefer the strategy 'confer' ( $M=1.32$ ,  $SD=0.5$ ) significantly more than 'comply' ( $M=1.08$ ,  $SD=0.48$ ) [ $t=3.74$ ,  $p<.01$ ], 'consult' strategy ( $M=0.2$ ,  $SD=0.97$ ) [ $t=7.86$ ,  $p<.01$ ] and 'legislate' ( $M=1.15$ ,  $SD=0.64$ ) [ $t=2.00$ ,  $p<.05$ ]. Moreover Expert teachers evade the strategy 'retaliate' ( $M=-1.05$ ,  $SD=0.74$ ) significantly more than 'avoid' ( $M=-.83$ ,  $SD=0.84$ ) [ $t=2.5$ ,  $p<.05$ ] and 'delegate' ( $M=-0.77$ ,  $SD=0.79$ ) [ $t=2.15$ ,  $p<.05$ ].

In dealing 'Parent demanding higher grade', Expert teachers prefer the strategies in the order 'confer', 'legislate', 'comply' and 'consult' where 'confer' is

preferred significantly higher than other preferred strategies. They tend to evade the strategies in the order ‘retaliate’, ‘avoid’ and ‘delegate’; where the disagreement for the strategy ‘retaliate’ is significantly high than ‘avoid’ and ‘delegate’.

**3. Strategies for dealing with Complaint raised in science exhibition**

Table 29 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers while handling the situation Complaint raised in science exhibition (Situation 20).

Table 29

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing ‘Complaint Raised in Science Exhibition’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.23	0.46	-	8.43**	4.77**	17.24**	21.55**	3.17**	4.32**
Delegate	0.03	1.03	(-.05)	-	-5.74**	5.83**	8.97**	-5.27**	-4.96**
Consult	0.88	0.63	(.43)	(.03)	-	12.80**	17.20**	-0.60	0.48
Retaliate	-0.77	0.70	(-.26)	(.23)	(-.22)	-	4.10**	-11.52**	-12.20**
Avoid	-1.17	0.55	(-.59)	(.18)	(-.34)	(.23)	-	-16.46**	-16.38**
Legislate	0.94	0.79	(.39)	(-.15)	(.33)	(-.29)	(-.17)	-	0.88
Comply	0.83	0.67	(.18)	(-.13)	(.28)	(-.18)	(-.29)	(.10)	-

Note: N=65, *df* =64

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes *p*< .01, \* denotes *p*< .05

The mean scores in Table 29 reveal that in dealing with the situation 'Complaint raised in science exhibition', Expert teachers prefer the strategies in the order 'confer' (1.23), 'legislate' (0.94), 'consult' (0.88), 'comply' (0.83) and 'delegate' (0.03) and tend to keep away from the strategies 'avoid' (-1.17), and 'retaliate' (-0.77). The paired comparison of mean scores reveals that Expert teachers prefer the strategy 'confer' ( $M=1.23, SD=0.46$ ) significantly higher than the strategies 'legislate' ( $M=0.94, SD=0.79$ ) [ $t=3.17, p<.01$ ], 'consult' ( $M=0.88, SD=0.63$ ) [ $t=4.77, p<.01$ ], 'comply' ( $M=0.83, SD=0.67$ ) [ $t=4.32, p<.01$ ] and 'delegate' ( $M=0.03, SD=1.03$ ) [ $t=8.43, p<.01$ ]. However Expert teachers disfavour the strategy 'avoid' ( $M=-1.17, SD=0.55$ ) significantly more than the strategy 'retaliate' ( $M=-0.77, SD=0.7$ ) [ $t=4.1, p<.01$ ].

In dealing with 'Complaint raised in science exhibition', Expert teachers prefer the strategies in the order 'confer', 'legislate', 'consult', 'comply' and 'delegate' and the preference for the strategy 'confer' is significantly higher than the other preferred strategies. They tend to evade the strategies significantly in the order 'avoid' and 'retaliate'.

### ***Preferred Problem Dealing Strategies among Expert teachers in Dealing with Parents***

Table 30 displays the mean, *SD*, co-efficient of correlation and t-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Expert teachers while handling the situations coming under Dealing with Parents.



Table 30

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Expert Teachers in Dealing with Parents*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.22	0.66	-	2.59**	8.62**	26.58**	31.06**	8.38**	3.08**
Delegate	-0.53	1.01	.04	-	-11.42**	5.14**	7.19**	-8.82**	-15.61**
Consult	0.48	0.98	-.02	.24	-	16.80**	18.91**	0.54	-5.83**
Retaliate	-0.98	0.81	-.23	.08	.09	-	2.65**	-14.11**	-22.33**
Avoid	-1.15	0.72	-.18	.05	.03	.37	-	-17.01**	-26.94**
Legislate	0.42	1.22	.11	.10	.14	.11	.20	-	-5.54**
Comply	1.00	0.76	.06	-.18	-.02	-.25	-.13	-.03	-

Note:  $N=65$ ,  $df=64$

Values in parantheses denote the correlation coefficients between the corresponding PDSs

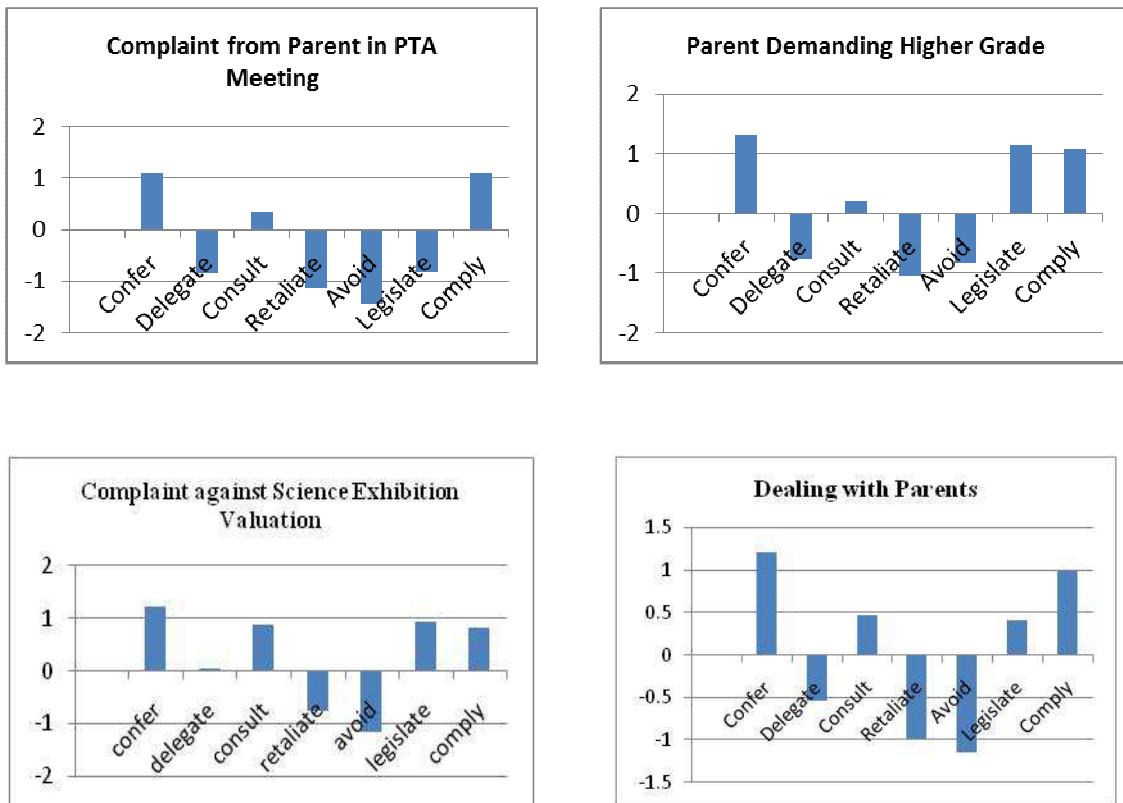
\*\* denotes  $p < .01$ , \* denotes  $p < .05$

The mean scores in Table 30 reveal that in dealing with the three situations coming under the category Dealing with Parents, Expert teachers prefer the strategies in the order ‘confer’ (1.22), ‘comply’ (1.00) ‘consult’(0.48) and ‘legislate’ (0.42) and tend to ‘avoid’ the strategies ‘avoid’ (-1.15), ‘retaliate’ (-0.98) and ‘delegate’ (-0.53). The paired comparison of mean scores further reveals that Expert teachers prefer the strategy ‘confer’ ( $M=0.98$ ,  $SD=0.64$ ) significantly higher than the strategies ‘comply’ ( $M=1.00$ ,  $SD=0.76$ ) [ $t=3.08$ ,  $p < .01$ ], ‘consult’ ( $M=0.48$ ,  $SD=0.98$ ) [ $t=8.62$ ,  $p < .01$ ] and ‘legislate’ ( $M=0.42$ ,  $SD=1.22$ ) [ $t=8.38$ ,  $p < .01$ ]. In addition Expert teachers disagree with the strategy ‘avoid’ ( $M=-1.15$ ,  $SD=0.72$ ) significantly more than the strategies ‘retaliate’ ( $M=-0.98$ ,  $SD=.81$ ) [ $t=2.65$ ,  $p < .01$ ] and ‘delegate’ ( $M=-0.53$ ,  $SD=1.01$ ) [ $t=7.19$ ,  $p < .01$ ].

In Dealing with Parents, Expert teachers give highest preference for the strategies in the order ‘confer’, ‘comply’, ‘consult’ and ‘legislate’ where the

preference for the strategy ‘confer’ is significantly higher than the other preferred strategies. They tend to evade the strategies significantly in the order ‘avoid’, ‘retaliate’ and ‘delegate’.

To get a clear picture, visual representations of the preference for the PDSs of Expert teachers in specific and in total situations while dealing with parents are given as Figure 9.



*Figure 9.* Graphical representation of the comparison of the mean scores of the preference for the PDSs of Expert teachers in specific and in total situations while dealing with parents.

## **Discussion of Results**

When we consider category viz. Dealing with Parents, Expert teachers prefer the strategies 'confer', 'comply', 'consult' and 'legislate' and evade the strategies 'avoid', 'retaliate' and 'delegate'.

'Confer' is generally selected as the most acceptable strategy indicating that when teachers have to cope up with parent related problems, they mostly prefer to engage in private discussion, explaining the teachers' standpoint. Secondly they go for 'comply', a general willingness to overlook the behavior or actions of parents. Asking others to work together for solving the problems (consult) and formulating or following rules for actions (legislate) are also considered as fairly acceptable strategies.

When it comes up with Parents, Expert teachers are reluctant to pass over the responsibility to someone else (delegate). In all situations, Expert teachers express their disagreement with the strategies 'avoid' and 'retaliate', indicating avoiding or delaying the actions and physically or verbally countering are not the productive strategies to solve parent related problems.

## **Summary of the Results**

Section I provides a clear picture about the comparison of the extent of preference of the PDSs among Expert teachers in specific problem situations and in total while dealing with students, peers, administrators and parents.

For a better visualization, a tabular representation of the preferred and non preferred PDSs of Expert Teachers in various situations coming under the four categories of dealings are given as Figure 10.

Sl No:	Description of the Situation	Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
1	Stealing tendency of student	Green	Green	Yellow	Red	Red	Yellow	Orange
2	Drug mishap	Green	Yellow	Yellow	Red	Red	Green	Orange
3	Misunderstanding teacher's relation with student	Green	Yellow	Yellow	Red	Red	Green	Yellow
4	Mocking habit of intelligent student	Green	Orange	Green	Red	Yellow	Green	Red
5	Poverty stricken student	Green	Orange	Yellow	Red	Red	Yellow	Green
6	Insult from students	Green	Orange	Yellow	Red	Yellow	Orange	Yellow
7	Spontaneous verbal abuse from student	Green	Orange	Yellow	Red	Yellow	Orange	Yellow
8	Too much question from student	Green	Orange	Yellow	Red	Yellow	Orange	Yellow
9	Sexual abuse at home	Green	Green	Yellow	Red	Red	Red	Green
10	Defamation through watsapp messages	Green	Yellow	Yellow	Red	Red	Green	Orange
Dealing with Students		Green	Yellow	Yellow	Red	Red	Green	Yellow
1	Supervision student teacher	Green	Orange	Yellow	Red	Red	Yellow	Orange
2	Complaint from colleagues	Green	Green	Green	Red	Red	Green	Orange
3	Irresponsible colleague	Green	Yellow	Yellow	Red	Red	Green	Orange
4	Interfering in colleagues decision	Green	Yellow	Yellow	Red	Red	Yellow	Orange
5	Commanding nature of senior colleague	Green	Yellow	Yellow	Red	Red	Yellow	Orange
Dealing with Peers		Green	Yellow	Yellow	Red	Red	Yellow	Orange
1	Principal's grudge towards the teacher	Green	Green	Green	Red	Red	Green	Red
2	Division fall Problem	Green	Green	Green	Yellow	Red	Green	Red
Dealing with Administrators		Green	Green	Green	Yellow	Red	Green	Red
1	Complaint from parent at PTA Meeting	Green	Orange	Yellow	Red	Red	Red	Green
2	Parent demanding higher grade	Green	Orange	Yellow	Red	Red	Green	Green
3	Complaint raised in Science exhibition	Green	Yellow	Yellow	Red	Red	Green	Green
Dealing with Parents		Green	Orange	Yellow	Red	Red	Yellow	Green

Note: The preferred PDSs range from dark green to yellow and the non preferred PDSs range from red to orange

Figure 10. Tabular representation of the preferred and non preferred PDSs of Expert teachers in various situations coming under the four categories of dealings.

From Figure 10 it can be concluded that, in all the four categories of dealings, ‘confer’, ‘legislate’ and ‘consult’ are the preferred strategies whereas ‘avoid’ and ‘retaliate’ are the non-preferred strategies. Expert teachers prefer the strategy confer more or less to the same extent. Even if Expert teachers’ preference for the strategy legislate falls almost at an equal level in their dealings with students, peers and parents, their preference for legislate is high while dealings with administrators.

Meanwhile Expert teachers show category wise difference in their preference for the strategies ‘comply’ and ‘delegate’. Though ‘comply’ is considered as preferred strategy for dealing with students and parents; it is considered as a non-preferred one in dealing with peers and administrators. ‘Delegate’ is a preferred strategy while dealing with students, peers and administrators but a non-preferred one for dealing with parents.

For getting a better visualization of the significant difference among the PDSs, the mean scores of Expert teachers’ preference for PDSs with their corresponding confidence interval in the four categories of dealings is given as Figure 11.

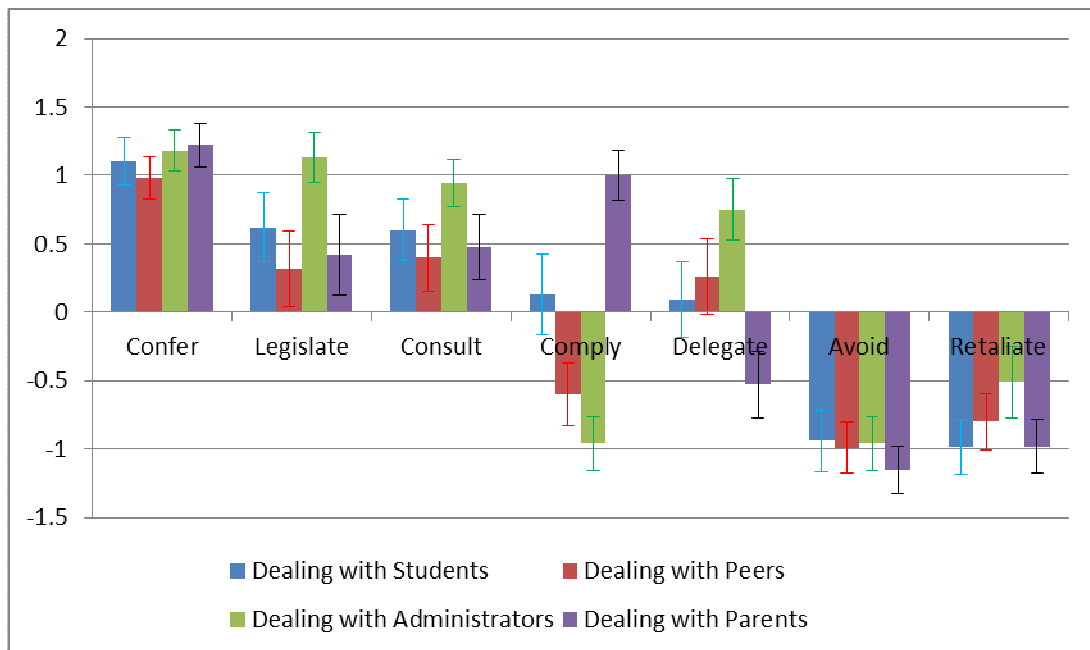


Figure 11. Graphical representation of the mean scores of Expert teachers’ category wise preference for PDSs with their corresponding confidence intervals while dealing with students, peers, administrators and parents

**II. Comparison of Extent of Preferences for the Problem Dealing Strategies among Novice Teachers**

The problem dealing strategies of Novice teachers are studied, categorizing the problematic situations under a) Dealing with Students b) Dealing with Peers c) Dealing with Administrators and d) Dealing with Parents.

**a) Dealing with Students**

This section examines whether there exists significant difference in the extent of preferences of Novice teachers for the Seven Problem Dealing Strategies while Dealing with Students. There are 10 situations listed under Dealing with Students in the order Stealing tendency of student (Situation 2), Drug mishap (Situation 4), Misunderstanding teacher’s relation with student (Situation 6 ), Mocking habit of

intelligent student (Situation 8), Poverty stricken student (Situation 10), Insult from students (Situation 11), Spontaneous verbal abuse from student (Situation 12), Too many questions from student (Situation 13), Sexual abuse at home (Situation 14) and Defamation through whatsapp messages (Situation 16).

The situation wise analysis of Dealing with Students followed by the category wise analysis is given below.

**1. Strategies for dealing with Stealing tendency of student**

Table 31 displays the mean, *SD*, co-efficient of correlation and *t* value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers while handling ‘Stealing tendency of student’(Situation 2).

Table 31

*Data and Results of Paired Comparisons of Extent of Preferences for the Seven PDSs of Novice Teachers in Dealing ‘Stealing Tendency of Students’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	0.64	1.09	-	3.14**	2.70**	26.36**	28.70**	2.48*	19.48**
Delegate	0.44	1.12	(.38)	-	0.04	23.11**	27.03**	0.12	16.95**
Consult	0.44	1.14	(.15)	(.27)	-	22.10**	25.73**	0.10	16.32**
Retaliate	-1.16	0.90	(.13)	(.13)	(.07)	-	5.25**	-20.39**	-5.10**
Avoid	-1.43	0.83	(-.26)	(.09)	(.02)	(.36)	-	-25.14**	-9.83**
Legislate	0.43	1.12	(-.11)	(-.11)	(-.01)	(-.11)	(-.05)	-	15.32**
Comply	-0.85	1.04	(.04)	(.07)	(.02)	(.27)	(.28)	(-.12)	-

Note: N=374, *df* =373  
 Values in parantheses denote the correlation coefficients between the corresponding PDSs  
 \*\* denotes *p*< .01, \* denotes *p*< .05

The mean scores in Table 31 reveal that in dealing with the situation 'Stealing tendency of student', Novice teachers prefer the strategies in the order confer (0.64), delegate (0.44), 'consult' (0.44) and 'legislate' (0.43) and tend to disfavour the strategies avoid (-1.43), retaliate (-1.16) and 'comply' (-0.85). The paired comparison of mean scores reveals that Novice teachers prefer the strategy 'confer' ( $M=0.64$ ,  $SD=1.09$ ) significantly higher than the strategies delegate ( $M=0.63$ ,  $SD=0.91$ ) [ $t=3.14$ ,  $p<.01$ ] 'consult' ( $M=0.44$ ,  $SD=1.14$ ) [ $t=2.70$ ,  $p<.01$ ] and 'legislate' ( $M=0.43$ ,  $SD=1.12$ ) [ $t=-2.48$ ,  $p<.05$ ]. Moreover Novice teachers disagree with the strategy 'avoid' ( $M=-1.43$ ,  $SD=0.83$ ) significantly more than the strategies 'retaliate' ( $M=-1.16$ ,  $SD=0.90$ ) [ $t=5.25$ ,  $p<.01$ ] and 'comply' ( $M=-0.85$ ,  $SD=1.04$ ) [ $t=-9.83$ ,  $p<.01$ ].

In dealing with 'Stealing tendency of student', Novice teachers prefer the strategies in the order 'confer', 'delegate', 'consult' and 'legislate'; though 'legislate' is preferred to a significantly less extent,  $p<.05$ . At the same time they evade the strategies significantly in the order 'avoid', 'retaliate' and 'comply'.

## **2. Strategies for dealing with 'Drug mishap'**

Table 32 displays the mean,  $SD$ , co-efficient of correlation and  $t$ -value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers while handling the situation 'Drug mishap' (Situation 4).



Table 32

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing 'Drug Mishap'*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.21	0.88	-	6.66**	7.90**	31.21**	41.90**	-5.81**	25.84**
Delegate	0.76	1.04	(.10)	-	1.20	22.78**	33.10**	-12.85**	19.62**
Consult	0.68	0.97	(.03)	(.18)	-	23.64**	36.46**	-13.67**	19.77**
Retaliate	-0.97	0.89	(-.18)	(-.16)	(-.07)	-	11.89**	-38.83**	-2.14*
Avoid	-1.60	0.72	(-.31)	(-.20)	(-.01)	(.21)	-	-50.51**	-12.54**
Legislate	1.50	0.73	(.26)	(.25)	(.09)	(-.16)	(-.34)	-	32.17**
Comply	-0.83	1.15	(-.12)	(-.02)	(.03)	(.20)	(.26)	(-.07)	-

Note:  $N=374$ ,  $df=373$

Values in parentheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

The mean scores in Table 32 reveal that in dealing with the situation 'Drug mishap' Novice teachers prefer the strategies in the order 'legislate' (1.50), confer (1.21), delegate (0.76) and 'consult' (0.68) and tend to avoid the strategies avoid (-1.60), retaliate (-0.97) and 'comply' (-0.83). The paired comparison of mean scores reveals that Novice teachers prefer the strategy 'legislate' ( $M=1.50$ ,  $SD=0.73$ ) significantly more than the strategies 'confer' ( $M=1.21$ ,  $SD=0.88$ ) [ $t=-5.81$ ,  $p<.01$ ], 'delegate' ( $M=0.76$ ,  $SD=1.04$ ) [ $t=-12.85$ ,  $p<.01$ ] and 'consult' ( $M=0.68$ ,  $SD=0.97$ ) [ $t=-13.67$ ,  $p<.01$ ]. However Novice teachers disagree with the strategy 'avoid' ( $M=-1.60$ ,  $SD=0.72$ ) significantly more than the strategies 'retaliate' ( $M=-0.97$ ,  $SD=0.89$ ) [ $t=11.89$ ,  $p<.01$ ] and 'comply' ( $M=-0.83$ ,  $SD=1.15$ ) [ $t=-12.54$ ,  $p<.01$ ].

In dealing with 'Drug mishap', Novice teachers prefer the strategies in the order 'legislate', 'confer', 'delegate' and 'consult'; where 'legislate' is preferred

significantly higher than others. At the same time they tend to evade the strategies significantly in the order ‘avoid’, ‘retaliate’ and ‘comply’.

**3. Strategies for dealing with Misunderstanding teacher’s relation with student**

Table 33 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers while handling the situation ‘Misunderstanding teacher’s relation with student’ (Situation 6).

Table 33

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing ‘Misunderstanding Teacher’s Relation with Student’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.14	0.71	-	14.69**	16.00**	37.12**	35.39**	0.84	24.58**
Delegate	0.14	1.17	(.09)	-	1.20	19.69**	17.66**	-12.76**	8.38**
Consult	0.07	1.13	(.06)	(.45)	-	18.47**	17.11**	-14.01**	7.86**
Retaliate	-1.23	0.89	(-.19)	(.17)	(.11)	-	-2.74**	-34.78**	-8.35**
Avoid	-1.10	0.87	(-.19)	(.14)	(.15)	(.43)	-	-33.54**	-6.80**
Legislate	1.10	0.86	(.12)	(.01)	(.00)	(-.10)	(.07)	-	22.97**
Comply	-0.59	1.16	(.00)	(-.05)	(.00)	(-.02)	(.02)	(.04)	-

Note: N=374, *df* =373

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes *p*< .01, \* denotes *p*< .05

The mean scores in Table 33 reveal that in dealing with the situation ‘Misunderstanding teacher’s relation with student’ Novice teachers prefer the strategies in the order ‘confer’ (1.14), ‘legislate’(1.10), ‘delegate’ (0.14), and ‘consult’ (0.07) and tend to avoid the strategies ‘retaliate’ (-1.23) , ‘avoid’ (-1.10)

and 'comply' (-0.59). The paired comparison of mean scores reveal that Novice teachers prefer the strategy 'confer' ( $M=1.14, SD=0.71$ ) significantly higher than the strategies 'delegate' ( $M=0.14, SD=1.17$ ) [ $t=14.69, p<.01$ ] and 'consult' ( $M=0.07, SD=1.13$ ) [ $t=16.00, p<.01$ ] but equally with the strategy 'legislate' ( $M=1.10, SD=0.86$ ) [ $t=0.84, p>.05$ ]. However Novice teachers avoid the strategy 'retaliate' ( $M=-1.23, SD=0.89$ ) significantly more than the strategies 'avoid' ( $M=-1.10, SD=0.87$ ) [ $t=-2.74, p<.01$ ] and 'comply' ( $M=-0.59, SD=1.16$ ) [ $t=-8.35, p<.01$ ].

In dealing 'Misunderstanding teacher's relation with student', Novice teachers prefer the strategies in the order 'confer', 'legislate', 'delegate' and 'consult'; where 'confer' shows a significant difference from the rest of the preferred strategies except 'legislate'. In the mean time they tend to evade the strategy 'retaliate' significantly more than 'avoid' and 'comply'.

#### ***4. Strategies for dealing with Mocking habit of intelligent student***

Table 34 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers while handling the situation 'Mocking habit of intelligent student' (Situation 8).

Table 34

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing ‘Mocking Habit of Intelligent Student’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.40	0.72	-	28.34**	12.99**	32.44**	23.80**	8.67**	42.95**
Delegate	-0.55	1.02	(-.15)	-	-18.70**	2.44*	-2.68**	-22.92**	15.47**
Consult	0.62	0.97	(.10)	(.25)	-	20.53**	12.40**	-5.89**	30.40**
Retaliate	-0.70	0.97	(-.07)	(.32)	(.18)	-	-4.67**	-25.78**	13.04**
Avoid	-0.34	1.16	(-.07)	(-.03)	(.02)	(.01)	-	-17.78**	17.13**
Legislate	0.98	0.79	(.23)	(-.01)	(.15)	(-.0)	(-.04)	-	37.35**
Comply	-1.47	0.82	(-.41)	(.23)	(-.10)	(.19)	(.20)	(-.25)	-

Note:  $N=374$ ,  $df=373$

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

The mean scores in Table 34 show that in dealing with the situation ‘Mocking habit of intelligent student’ Novice teachers prefer the strategies in the order ‘confer’ (1.40), ‘legislate’ (0.98) and ‘consult’ (0.62) and tend to avoid the strategies ‘comply’(-1.47), ‘retaliate’ (-0.70), ‘delegate’ (-0.55) and ‘avoid’ (-0.34). The paired comparison of mean scores exhibit that Novice teachers prefer the strategy ‘confer’ ( $M=1.40$ ,  $SD=0.72$ ) significantly more than the strategies ‘legislate’ ( $M=0.98$ ,  $SD=0.79$ ) [ $t=8.67$ ,  $p < .01$ ] and ‘consult’ ( $M=0.62$ ,  $SD=0.97$ ) [ $t=12.99$ ,  $p < .01$ ]. In addition Novice teachers tend to avoid the strategy ‘comply’ ( $M=-1.47$ ,  $SD=0.82$ ) significantly more than the strategies ‘retaliate’ ( $M=-0.70$ ,  $SD=0.97$ ) [ $t=13.04$ ,  $p < .01$ ] ‘delegate’ ( $M=-0.55$ ,  $SD=1.02$ ) [ $t=15.47$ ,  $p < .01$ ] and ‘avoid’ ( $M=-0.34$ ,  $SD=1.16$ ) [ $t=17.13$ ,  $p < .01$ ].

In dealing Mocking habit of intelligent student, Novice teachers prefer the strategies in the order ‘confer’, ‘legislate’ and ‘consult’; where ‘confer’ exhibits a significant difference with the strategies ‘legislate’ and ‘consult’. They tend to evade the strategies in the order ‘comply’, ‘retaliate’, ‘delegate’ and ‘avoid’.

**5. Strategies for dealing with Poverty stricken student**

Table 35 displays the mean, *SD*, co-efficient of correlation and t-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers while handling the situation Poverty stricken student (Situation 10).

Table 35

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing ‘Poverty Stricken Student’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.28	0.69	-	26.24**	9.38**	38.32**	36.64**	0.32	6.02**
Delegate	-0.56	1.10	(-.11)	-	-19.85**	12.65**	8.91**	-23.90**	-18.71**
Consult	0.75	0.95	(.15)	(.22)	-	30.05**	27.74**	-8.84**	-2.88**
Retaliate	-1.31	0.90	(-.34)	(.36)	(-.03)	-	-2.49*	-35.81**	-30.95**
Avoid	-1.17	0.91	(-.09)	(.15)	(-.04)	(.29)	-	-36.72**	-28.08**
Legislate	1.26	0.77	(.38)	(-.24)	(.16)	(-.38)	(-.16)	-	5.43**
Comply	0.94	0.99	(.21)	(-.11)	(.16)	(-.10)	(-.17)	(.16)	-

Note: N=374, *df* = 373

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes *p* < .01, \* denotes *p* < .05

The mean scores in Table 35 reveal that in dealing with the situation ‘Poverty stricken student’, Novice teachers prefer the strategies in the order ‘confer’

(1.28), 'legislate' (1.26), 'comply' (0.94) and 'consult' (0.75) but tend to avoid the strategies 'retaliate' (-1.13), 'avoid' (-1.17) and 'delegate' (-0.56). Further paired comparison of mean scores reveals that Novice teachers prefer the strategy 'confer' ( $M=1.28$ ,  $SD=0.69$ ) significantly more than the strategies 'comply' ( $M=0.94$ ,  $SD=0.99$ ) [ $t=6.02$ ,  $p<.01$ ] and 'consult' ( $M=0.75$ ,  $SD=0.95$ ) [ $t=9.38$ ,  $p<.01$ ] but equally with the strategy 'legislate' ( $M=1.26$ ,  $SD=0.77$ ) [ $t=0.32$ ,  $p>.05$ ]. Moreover Novice teachers evade the strategy 'retaliate' ( $M=-1.31$ ,  $SD=0.90$ ) significantly more than the strategy 'delegate' ( $M=-0.56$ ,  $SD=1.10$ ) [ $t=12.65$ ,  $p<.01$ ] and 'avoid' ( $M=-1.17$ ,  $SD=0.91$ ) [ $t=-2.49$ ,  $p<.05$ ].

In dealing 'Poverty stricken student', Novice teachers prefer the strategies in the order 'confer', 'legislate', 'comply' and 'consult'; where 'confer' is preferred significantly higher than 'comply' and 'consult' but almost equal with 'legislate'. Novice teachers try to evade the strategies in the order 'retaliate', 'avoid', and 'delegate'; where they disfavour 'retaliate' significantly more than 'delegate' and 'avoid'.

#### **6. Strategies for dealing with Insult from students**

Table 36 displays the mean,  $SD$ , co-efficient of correlation and  $t$ -value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers while handling the situation Insult from students (Situation 11).

Table 36

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing ‘Insult from Students’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	0.79	0.90	-	19.29**	14.59**	21.53**	13.48**	15.39**	0.33
Delegate	-0.54	1.07	(.09)	-	-6.68**	1.76	-3.16**	-2.05*	-15.07**
Consult	-0.15	1.05	(.19)	(.43)	-	7.83**	1.60	3.26**	-10.81**
Retaliate	-0.66	1.00	(.06)	(.19)	(.25)	-	-5.20**	-3.77**	-19.35**
Avoid	-0.28	1.05	(-.24)	(-.12)	(-.14)	(.05)	-	1.47	-15.73**
Legislate	-0.39	1.10	(-.09)	(.12)	(.14)	(.12)	(.15)	-	-14.57**
Comply	0.76	1.02	(-.10)	(-.28)	(-.25)	(.00)	(.23)	(-.04)	-

Note: N=374, *df* =373

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

The mean scores in Table 36 reveal that in dealing with the situation ‘Insult from students’, Novice teachers prefer the strategies in the order ‘confer’ (0.79) and ‘comply’ (0.76) and tend to evade the strategies ‘retaliate’ (-0.66), delegate (-0.54) ‘legislate’ (-0.39), ‘avoid’(-0.28) and ‘consult’ (-0.15).The paired comparison of mean scores reveals that Novice teachers prefer the strategy ‘confer’( $M=0.79$ ,  $SD=.90$ ) equally with the strategy ‘comply’ (  $M=0.76$ ,  $SD=1.02$ ) [ $t=.33$ ,  $p>.05$ ]. In addition Novice teachers evade the strategy ‘retaliate’ ( $M=-0.66$ ,  $SD=1.00$ ) significantly more than the strategies ‘legislate’( $M=-.39,SD=1.10$ )[  $t=-3.77$ ,  $p<.01$ ], ‘avoid’ ( $M=-0.28,SD=1.05$ ) [ $t=-5.20$ ,  $p<.01$ ] and ‘consult’ ( $M=-0.15$ ,  $SD=1.05$ ) [ $t=7.83$ ,  $p<.01$ ] but equally with the strategy ‘delegate’ ( $M=-0.54$ ,  $SD=1.07$ ) [ $t=1.76$ ,  $p>.05$ ].

In dealing ‘Insult from students’, Novice teachers prefer the strategies ‘confer’ and ‘comply’ equally whereas tend to keep away from the strategies in the order ‘retaliate’, ‘delegate’, ‘legislate’, ‘avoid’ and ‘consult’.

**7. Strategies for dealing with Spontaneous Verbal Abuse from Student**

Table 37 displays the mean, *SD*, co-efficient of correlation and t-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers while handling the situation ‘Spontaneous verbal abuse from student’ (Situation 12)

Table 37

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing ‘Spontaneous Verbal Abuse from Student’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.23	0.71	-	27.06**	17.31**	35.69**	33.65**	4.33**	16.85**
Delegate	-0.70	1.08	(-.16)	-	-11.64**	7.59**	5.05**	-24.19**	-10.50**
Consult	0.01	1.11	(-.07)	(.41)	-	17.40**	15.14**	-14.71**	-2.00*
Retaliate	-1.15	0.87	(-.33)	(.32)	(.16)	-	-2.91**	-32.87**	-18.20**
Avoid	-1.02	0.92	(-.25)	(.27)	(.17)	(.50)	-	-29.96**	-15.98**
Legislate	1.03	0.76	(.26)	(-.11)	(.01)	(-.24)	(-.23)	-	13.91**
Comply	0.17	1.04	(.08)	(-.16)	(-.07)	(-.08)	(-.08)	(.15)	-

Note: N=374, *df* =373

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes *p*< .01, \* denotes *p*< .05

The mean scores in Table 37 reveals that in dealing with the situation ‘Spontaneous verbal abuse from student’, Novice teachers prefer the strategies in the order confer (1.23), ‘legislate’ (1.03), ‘comply’ (0.17) and ‘consult’ (0.01) and tend to avoid the strategies ‘retaliate’ (-1.15), ‘avoid’ (-1.02), and ‘delegate’



(-0.70). The paired comparison of mean scores reveals that Novice teachers prefer the strategy 'confer' ( $M=1.23, SD=0.71$ ) significantly more than the strategies 'legislate' ( $M=1.03, SD=0.76$ ) [ $t=4.33, p<.01$ ], 'comply' ( $M=0.17, SD=1.04$ ) [ $t=16.85, p<.01$ ] and 'consult' ( $M=0.01, SD=1.11$ ) [ $t=17.31, p<.01$ ]. Moreover Novice teachers disfavour the strategy 'retaliate' ( $M=-1.15, SD=0.87$ ) significantly more than the strategy 'avoid' ( $M=-1.02, SD=0.92$ ) [ $t=-2.91, p<.01$ ] and 'delegate' ( $M=-0.70, SD=1.08$ ) [ $t=7.59, p<.01$ ].

In dealing with 'Spontaneous verbal abuse from student', Novice teachers prefer the strategies in the order 'confer', 'legislate', 'comply' and 'consult'; preference for 'confer' is significantly higher than all the other preferred strategies. Along with they tend to evade the strategies significantly in the order 'retaliate', 'avoid', and 'delegate'.

#### **8. Strategies for dealing with Too many questions from student**

Table 38 displays the mean, *SD*, co-efficient of correlation and t-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers while handling the situation 'Too many questions from student' (Situation 13).

Table 38

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing with ‘Too many Questions from Student’*

PDS	Mean	SD	Obtained t value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	0.80	0.81	-	20.34**	5.88**	18.49**	25.12**	10.73**	5.57**
Delegate	-0.59	1.08	(.06)	-	-15.12**	-0.55	5.25**	-7.43**	-13.89**
Consult	0.45	1.03	(.24)	(.22)	-	13.15**	19.54**	6.00**	0.37
Retaliate	-0.55	1.08	(-.08)	(.26)	(.04)	-	6.47**	-6.86**	-12.32**
Avoid	-0.92	0.98	(-.08)	(.28)	(.10)	(.42)	-	-12.26**	-18.78**
Legislate	0.00	1.20	(.01)	(.12)	(.16)	(.09)	(.12)	-	-5.01**
Comply	0.42	0.96	(-.09)	(.08)	(-.16)	(-.09)	(.00)	(-.12)	-

Note: N=374,  $df=373$

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

The mean scores in Table 38 reveal that in dealing with the situation ‘Too many questions from student’, Novice teachers prefer the strategies in the order confer (0.80), ‘consult’ (0.45), ‘comply’ (0.42) and legislate (0.00) and tend to avoid the strategies avoid (-0.92), delegate (-0.59), retaliate (-0.55). Further paired comparison of mean scores depicts that Novice teachers prefer the strategy ‘confer’ ( $M=0.80, SD=0.81$ ) significantly more than the strategies ‘consult’ ( $M=0.45, SD=1.03$ ) [ $t=5.88, p<.01$ ], ‘comply’ ( $M=0.42, SD=0.96$ ) [ $t=5.57, p<.01$ ] and ‘legislate’ ( $M=0, SD=1.20$ ) [ $t=10.73, p<.01$ ]. Besides Novice teachers evade the strategy ‘avoid’ ( $M=-0.92, SD=0.98$ ) significantly more than the strategies ‘delegate’ ( $M=-0.59, SD=1.08$ ) [ $t=5.25, p<.01$ ] and ‘retaliate’ ( $M=-0.55, SD=1.08,$ ) [ $t=6.47, p<.01$ ].

In dealing with ‘Too many questions from student’, Novice teachers prefer the strategies in the order ‘confer’, ‘consult’, ‘comply’ and legislate; where ‘confer’ is preferred significantly higher than other preferred strategies. In mean time they tend to evade the strategies in the order ‘avoid’, ‘delegate’, ‘retaliate’; where the disapproval for ‘avoid’ is significantly higher than ‘delegate’ and ‘retaliate’.

**9. Strategies for dealing with Sexual abuse at home**

Table 39 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers while handling the situation ‘Sexual abuse at home’ ( Situation 14).

Table 39

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice teachers in dealing with ‘Sexual Abuse at Home’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.34	0.78	-	14.41**	10.93**	28.29**	36.91**	15.17**	2.61**
Delegate	0.35	1.11	(.04)	-	-4.13**	13.10**	23.48**	0.12	-13.39**
Consult	0.62	1.05	(.05)	(.33)	-	16.50**	27.86**	3.76**	-9.17**
Retaliate	-0.66	1.04	(-.11)	(.04)	(-.02)	-	9.39**	-12.72**	-27.07**
Avoid	-1.33	0.97	(-.27)	(.12)	(.11)	(.07)	-	-22.34**	-36.61**
Legislate	0.34	1.10	(.11)	(.28)	(.13)	(-.01)	(.03)	-	-14.08**
Comply	1.24	0.76	(.50)	(.10)	(-.01)	(-.11)	(-.21)	(.17)	-

Note: N=374, *df* =373

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes *p*< .01, \* denotes *p*< .05

In Table 39 the mean scores reveal that in dealing with the situation 'Sexual abuse at home', Novice teachers prefer the strategies in the order confer (1.34), 'comply' (1.24), 'consult'(0.62) delegate (0.35), and 'legislate' (0.34) and tend to avoid the strategies 'avoid' (-1.33) and retaliate (-0.66). The paired comparison of mean scores reveals that Novice teachers prefer the strategy 'confer' ( $M=1.34, SD=0.78$ ) significantly higher than the strategies 'comply' ( $M=1.24, SD=0.76$ ) [ $t=2.61, p<.01$ ], 'consult' ( $M=0.62, SD=1.05$ ) [ $t=10.93, p<.01$ ], 'delegate' ( $M=0.35, SD=1.11$ ) [ $t=14.41, p<.01$ ] and 'legislate' ( $M=0.34, SD=1.10$ ) [ $t=15.17, p<.01$ ]. Moreover Novice teachers disagree with the strategy 'avoid' ( $M=-1.33, SD=0.97$ ) significantly more than the strategy 'retaliate' ( $M=-0.66, SD=1.04$ ) [ $t=28.29, p<.01$ ].

While dealing with the situation 'Sexual abuse at home', Novice teachers prefer the strategies in the order 'confer', 'comply', 'consult', 'delegate' and legislate ; where 'confer' is preferred significantly higher than other preferred strategies. They tend to evade the strategies significantly in the order 'avoid' and 'retaliate'.

#### ***10. Strategies for dealing with Defamation through Whatsapp Message***

Table 40 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers while handling the situation 'Defamation through whatsapp messages' (Situation 16).

Table 40

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing with ‘Defamation through Whatsapp Messages’*

PDS	Mean	SD	Obtained t value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.07	0.86	-	21.11**	11.44**	24.76**	31.08**	3.73**	18.51**
Delegate	-0.37	1.08	(.09)	-	-10.31**	4.15**	11.24**	-16.94**	1.55
Consult	0.24	1.06	(-.04)	(.42)	-	12.99**	19.66**	-7.96**	8.48**
Retaliate	-0.63	1.04	(.04)	(.39)	(.24)	-	8.02**	-20.86**	-1.42
Avoid	-1.12	0.93	(-.16)	(.20)	(.10)	(.28)	-	-27.60**	-9.23**
Legislate	0.84	0.96	(.19)	(.08)	(-.03)	(.08)	(-.05)	-	15.44**
Comply	-0.51	1.27	(-.16)	(.00)	(-.07)	(.05)	(.36)	(-.13)	-

Note: N=374,  $df=373$

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

The mean scores reveal in Table 40 that in dealing with the situation ‘Defamation through whatsapp messages’. Novice teachers prefer the strategies in the order confer (1.07), ‘legislate’ (0.84) and ‘consult’ (0.24) and disfavour the strategies avoid (-1.12), retaliate (-0.63), ‘comply’ (-0.51) and delegate (-0.37). Further paired comparison of mean scores reveals that Novice teachers prefer the strategy ‘confer’ ( $M=1.07$ ,  $SD=.86$ ) significantly more than the strategies ‘legislate’ ( $M=0.84$ ,  $SD=0.96$ ) [ $t=3.73$ ,  $p<.01$ ] and ‘consult’ ( $M=0.24$ ,  $SD=1.06$ ) [ $t=11.44$ ,  $p<.01$ ]. Moreover Novice teachers disagree with the strategy ‘avoid’ ( $M=-1.12$ ,  $SD=0.93$ ) significantly more than the strategies ‘retaliate’ ( $M=-0.63$ ,  $SD=1.04$ ) [ $t=8.02$ ,  $p<.01$ ], ‘comply’ ( $M=-0.51$ ,  $SD=1.27$ ) [ $t=-9.23$ ,  $p<.01$ ] and ‘delegate’ ( $M=-0.37$ ,  $SD=1.08$ ) [ $t=11.24$ ,  $p<.01$ ].

In dealing with the situation ‘Defamation through whatsapp messages’, Novice teachers’ preference for the strategies is in the order ‘confer’, ‘legislate’ and ‘consult’; where ‘confer’ shows significantly higher preference than rest of the preferred strategies. Whereas Novice teachers tend to evade the strategies significantly in the order ‘avoid’, ‘retaliate’, ‘comply’ and delegate.

***Preferred Problem Dealing Strategies among Novice teachers in Dealing with Students***

Table 41 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers in the whole 10 situations clubbed under Dealing with students.

Table 41  
*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing with Students*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.09	0.86	-	53.23**	33.43**	88.75**	90.71**	18.20**	44.25**
Delegate	-0.16	1.20	(.05)	-	-24.52**	31.46**	32.98**	-34.21**	-2.98**
Consult	0.37	1.09	(.11)	(.32)	-	55.23**	57.29**	-14.10**	15.40**
Retaliate	-0.90	1.00	(-.09)	(.15)	(.09)	-	6.36**	-62.42**	-31.00**
Avoid	-1.03	1.02	(-.14)	(-.04)	(.00)	(.26)	-	-66.63**	-35.95**
Legislate	0.70	1.11	(.18)	(.09)	(.12)	(-.12)	(-.12)	-	25.49**
Comply	-0.07	1.34	(-.02)	(-.08)	(-.05)	(.04)	(.07)	(-.16)	-

Note: N=374, *df* =373

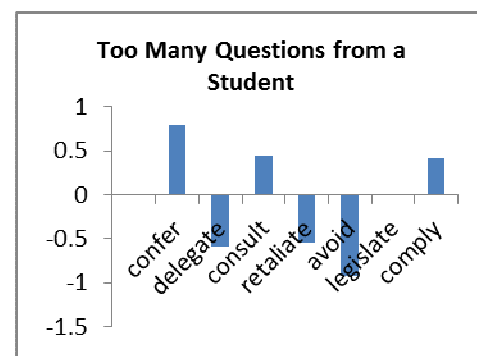
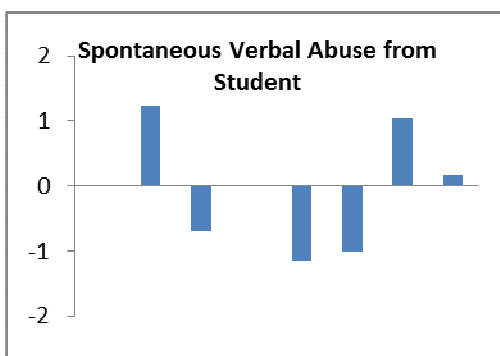
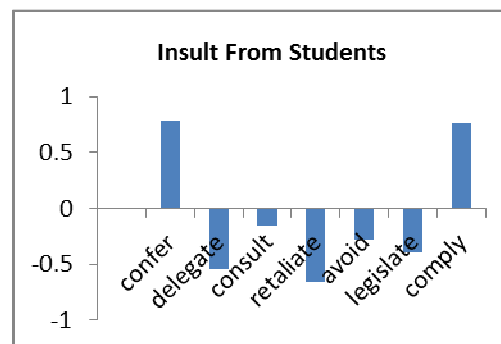
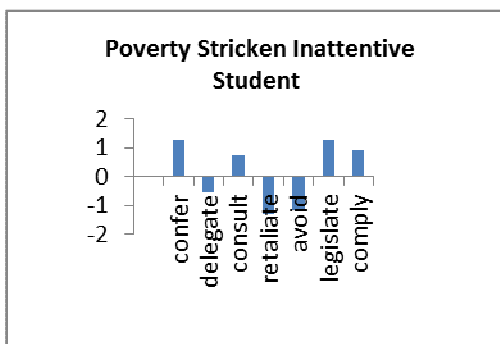
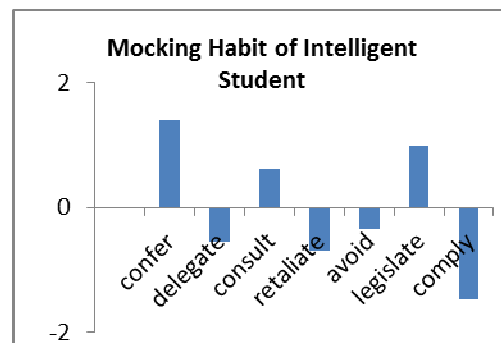
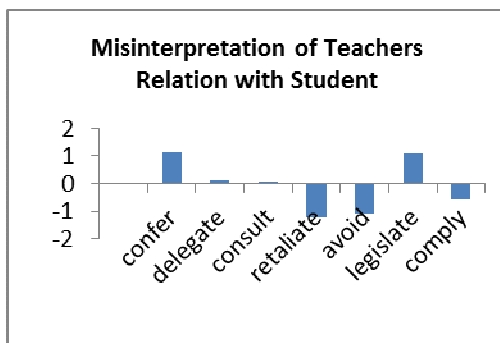
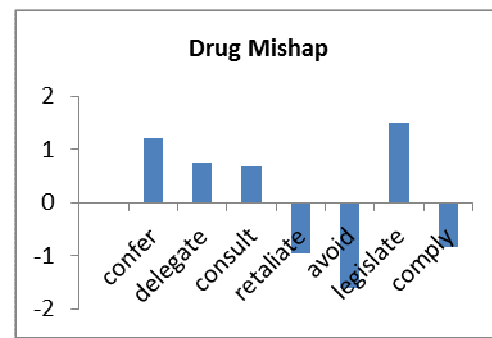
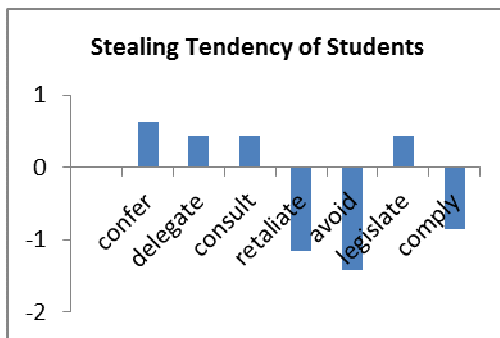
Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

The mean scores in Table 41 reveal that in dealing with the 10 situations coming under the category Dealing with Students, Novice teachers prefer the strategies in the order confer (1.10), 'legislate' (0.62) and 'consult' (0.60) and tend to disfavour the strategies avoid (-1.03), retaliate (-0.90), 'delegate' (-0.16) and 'comply'(-0.07) . The paired comparison of mean scores reveals that Novice teachers prefer the strategy 'confer' ( $M=1.09$ ,  $SD=0.86$ ) significantly more than the strategies 'legislate' ( $M=0.70$ ,  $SD=1.11$ ) [ $t=18.20$ ,  $p<.01$ ], 'consult' ( $M=0.37$ ,  $SD=1.09$ ) [ $t=33.43$ ,  $p<.01$ ]. However Novice teachers evade the strategy 'avoid' ( $M=-1.03$ ,  $SD=1.02$ ) significantly higher than the strategies 'retaliate' ( $M=-0.90$ ,  $SD=1.00$ ) [ $t=6.36$ ,  $p<.01$ ], 'delegate' ( $M=-0.16$ ,  $SD=1.20$ ) [ $t=32.98$ ,  $p<.01$ ], and 'comply'( $M=-0.90$ , $SD=1.00$ ) [ $t=6.36$ ,  $p<.01$ ].

While dealing the situations under Dealing with Students, Novice teachers' preference for the strategy 'confer', shows significantly high difference from the rest of the preferred strategies 'legislate' and 'consult'. At the same time they evade the strategies significantly in the order 'avoid', 'retaliate' 'delegate' and 'comply'.

To get a clear picture, visual representations of the mean scores of the preference for the PDSs of Novice teachers in specific and in total situations while dealing with students are given as Figure 12.





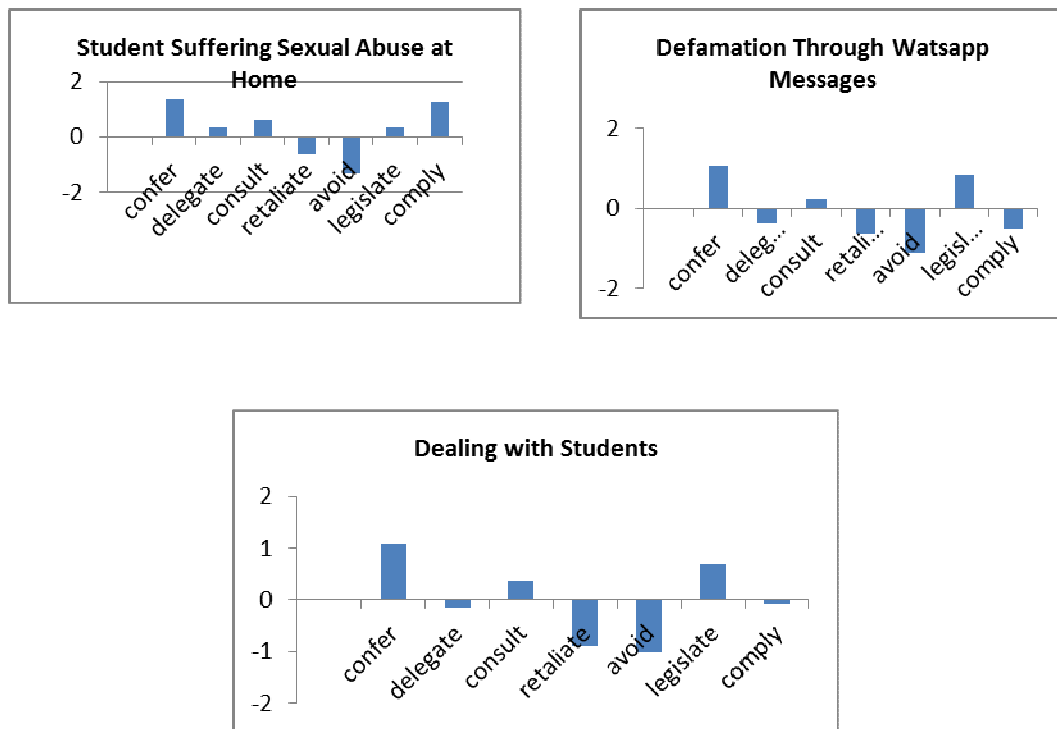


Figure 12. Graphical representation of the comparison of the mean scores of the preference for the PDSs of Novice teachers in specific and in total situations while dealing with students.

### Discussion of Results

A strategy wise analysis of the results shows that while Dealing with Students, Novice teachers prefer to ‘confer’, ‘consult’ and legislate and always tend to keep away from ‘avoid’, ‘retaliate’, ‘delegate’ and ‘comply’.

‘Confer’ is generally selected as the most acceptable strategy indicating that when teachers have to cope up with student related problems, they consider the best way is to engage in private discussion with the students, explaining the rationality of their point of view. Formulating or following rules for actions (legislate) is considered as a fairly acceptable strategy. Asking others to work together for solving

the problems (consult) is also considered as an acceptable strategy though to a less extent.

It is found that in situations, where students seem helpless (as in Poverty stricken Inattentive student and Student suffering sexual abuse at home), teachers show a tendency to 'comply'; going for actions which actively excuse the behaviour of students.

'Delegate', the strategy of passing over the responsibility to someone else, is considered as a preferred strategy only in serious and complicated situations like 'Stealing Tendency of Student', 'Drug mishap', 'Misunderstanding Teacher Relationship' and 'Sexual Abuse at Home'.

In all situations, Novice teachers express their disagreement with the strategies 'retaliate' and 'avoid', indicating physically or verbally punishing the students and avoiding or delaying the actions are not the fruitful strategies to solve student related problems.

### **b) Dealing with Peers**

This section examines whether there exist significant difference in the extent of preferences of Novice teachers for the Seven PDSs while Dealing with Peers. There are 5 situations listed under Dealing with Peers in the order Supervision of student teacher (Situation 3), Complaint from colleagues (Situation 5), Irresponsible colleague (Situation 17), Interfering in colleague's decision (Situation 18) and Commanding nature of senior colleague (Situation 19).

The situation wise analysis of Dealing with Peers followed by category wise analysis is given below.

**1. Strategies for dealing with Supervision of student teacher**

Table 42 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers while handling the situation Supervision of student teacher (Situation 3).

Table 42

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing with ‘Supervision of Student Teacher’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.10	0.94	-	18.97**	20.67**	27.09**	38.79**	8.31**	18.53**
Delegate	-0.30	1.16	(.08)	-	1.49	8.90**	18.01**	-7.44**	0.19
Consult	-0.41	1.08	(.02)	(.23)	-	7.27**	17.27**	-9.46**	-1.19
Retaliate	-0.98	1.13	(-.02)	(.19)	(.07)	-	8.29**	-15.02**	-7.74**
Avoid	-1.50	0.78	(-.13)	(.17)	(.16)	(.23)	-	-23.93**	-17.19**
Legislate	0.39	1.29	(-.08)	(-.08)	(.06)	(-.05)	(-.03)	-	8.31**
Comply	-0.32	1.17	(.02)	(.01)	(.14)	(-.02)	(.11)	(.10)	-

Note: N=374, *df* =373

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes *p*< .01, \* denotes *p*< .05

The mean scores shows that in dealing with the situation ‘Problem related with supervision of student teacher’, Novice teachers prefer the strategies in the order confer (1.10) and ‘legislate’ (0.39) and tend to avoid the strategies avoid (-1.50), retaliate (-0.98) and ‘consult’ (-0.41), comply (-0.32) and ‘delegate’ (-0.30). Further paired comparison of mean scores reveals that Novice teachers prefer the

strategy 'confer' ( $M=1.02$ ,  $SD=.74$ ) significantly more than 'legislate' ( $M=0.39$ ,  $SD=1.29$ ) [ $t=8.31$ ,  $p<.01$ ]. Besides Novice teachers evade the strategy 'avoid' ( $M=-1.50$ ,  $SD=0.78$ ) significantly more than the strategies 'retaliate' [ $M=-0.98$ ,  $SD=1.13$ ] [ $t=8.29$ ,  $p<.01$ ], 'consult' ( $M=-0.41$ ,  $SD=1.08$ ) [ $t=17.27$ ,  $p<.01$ ], 'comply' ( $M=-0.32$ ,  $SD=1.17$ ) [ $t=-17.19$ ,  $p<.01$ ] and 'delegate' ( $M=-0.30$ ,  $SD=1.16$ ) [ $t=18.01$ ,  $p<.01$ ].

In dealing with 'Supervision of student teacher', Novice teachers prefer the strategies 'confer' significantly higher than 'legislate'. They tend to evade the strategies significantly in the order 'avoid', 'retaliate', 'consult', 'comply' and 'delegate'.

## ***2. Strategies for dealing with Complaint from colleagues***

Table 43 displays the mean,  $SD$ , co-efficient of correlation and  $t$ -value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers while handling the situation Complaint from colleagues (Situation 5).

Table 43

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing with ‘Complaint from Colleagues’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.07	0.84	-	-5.78**	6.68**	25.04**	24.50**	1.99*	16.12**
Delegate	1.33	0.75	(.38)	-	11.79**	31.20**	30.42**	7.67**	20.43**
Consult	0.64	0.99	(.09)	(.17)	-	17.62**	17.54**	-5.33**	11.28**
Retaliate	-0.62	1.01	(.02)	(.09)	(.05)	-	0.81	-26.05**	-5.23**
Avoid	-0.66	1.03	(-.06)	(.01)	(-.02)	(.37)	-	-25.86**	-5.60**
Legislate	0.98	0.80	(.42)	(.33)	(.07)	(.16)	(.12)	-	14.85**
Comply	-0.19	1.09	(-.21)	(-.20)	(.06)	(-.12)	(-.20)	(-.28)	-

Note:  $N=374$ ,  $df=373$

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

The mean scores in Table 43 reveal that in dealing with the situation ‘Complaint from colleagues’, Novice teachers prefer the strategies in the order ‘delegate’ (1.33), ‘confer’ (1.07), legislate’ (0.98), and ‘consult’ (0.64) and tend to avoid the strategies ‘avoid’ (-0.66), ‘retaliate’ (-0.62) and ‘comply’ (-0.19). The paired comparison of mean scores reveal that Novice teachers prefer the strategy ‘delegate’ ( $M=1.33$ ,  $SD=0.84$ ) significantly more than the strategies ‘confer’ ( $M=1.07$ ,  $SD=0.84$ ) [ $t=-5.78$ ,  $p < .01$ ], ‘legislate’ ( $M=0.98$ ,  $SD=0.80$ ) [ $t=7.67$ ,  $p < .01$ ], and ‘consult’ ( $M=0.64$ ,  $SD=0.99$ ) [ $t=11.79$ ,  $p < .01$ ]. However Novice teachers disfavour the strategy ‘avoid’ ( $M=-0.66$ ,  $SD=1.03$ ) significantly more than the strategies ‘comply’ ( $M=-0.19$ ,  $SD=1.09$ ) [ $t=-5.60$ ,  $p < .01$ ] but equally with the strategy ‘retaliate’ ( $M=-0.62$ ,  $SD=1.01$ ) [ $t=0.81$ ,  $p > .05$ ].

In dealing with ‘Complaint from colleagues’, Novice teachers prefer the strategies ‘delegate’, ‘confer’, ‘legislate’ and ‘consult’; opting ‘delegate’

significantly higher than the rest. They tend to evade the strategies ‘avoid’ significantly higher than comply but equally with ‘retaliate’.

### 3. Strategies for dealing with Irresponsible colleague

Table 44 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers while handling the situation Irresponsible colleague (Situation 17).

Table 44

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing with ‘Irresponsible Colleague’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	0.95	0.85	-	9.43**	10.95**	28.20**	29.99**	-6.08**	12.85**
Delegate	0.28	1.05	(-.05)	-	0.76	18.77**	20.47**	-14.27**	3.59**
Consult	0.23	1.03	(.08)	(.22)	-	18.65**	19.68**	-14.97**	3.08**
Retaliate	-1.06	0.93	(-.21)	(.02)	(.06)	-	0.06	-35.36**	-15.24**
Avoid	-1.07	0.86	(-.16)	(.12)	(.10)	(.47)	-	-35.34**	-16.85**
Legislate	1.28	0.83	(.22)	(-.04)	(-.07)	(-.07)	(-.16)	-	17.79**
Comply	0.00	1.07	(-.10)	(-.01)	(.06)	(.10)	(.22)	(-.06)	-

Note: N=374, *df* =373

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes *p* < .01, \* denotes *p* < .05

The mean scores in Table 44 reveal that in dealing with the situation ‘Irresponsible colleague’, Novice teachers prefer the strategies in the order ‘legislate’ (1.28), confer (0.95), delegate (0.28) and ‘consult’ (0.23) and tend to avoid the strategies ‘avoid’ (-1.07) and ‘retaliate’ (-1.06). Further paired comparison

of mean scores reveals that Novice teachers prefer the strategy 'legislate' ( $M=1.28, SD=0.83$ ) significantly more than the strategies 'confer' ( $M=.95, SD=0.85$ ) [ $t=-6.08, p<.01$ ], 'delegate' ( $M=0.28, SD=1.05$ ) [ $t=-14.27, p<.01$ ] and 'consult' ( $M=0.23, SD=1.03$ ) [ $t=-14.97, p<.01$ ]. Moreover Novice teachers evade the strategy 'avoid' ( $M=-1.07, SD=0.86$ ) significantly more than 'comply' ( $M=0, SD=1.07$ ) [ $t=17.79, p<.01$ ] but almost equally with 'retaliate' ( $M=-1.06, SD=0.93$ ) [ $t=0.06, p>.05$ ].

In dealing with 'Irresponsible colleague', 'legislate' strategy is preferred significantly more than the strategies 'confer', 'delegate' and 'consult' ; however their disagreement with the strategies 'avoid' and 'retaliate' is identical.

#### ***4. Strategies for dealing with Interfering in colleagues decision***

Table 45 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers while handling the situation 'Interfering in colleague's decision' (Situation 18).

Table 45

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing with ‘Interfering in Colleagues Decision’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	0.91	0.64	-	18.70**	12.97**	22.92**	26.06**	13.72**	20.33**
Delegate	-0.36	1.13	(.00)	-	-6.89**	3.96**	6.96**	-3.09**	1.49
Consult	0.09	1.07	(.05)	(.36)	-	9.64**	12.50**	2.35*	7.68**
Retaliate	-0.64	1.01	(-.17)	(.18)	(.02)	-	3.29**	-7.89**	-2.88**
Avoid	-0.82	0.98	(-.18)	(.24)	(.05)	(.39)	-	-11.34**	-6.24**
Legislate	-0.10	1.14	(-.20)	(.04)	(-.03)	(.27)	(.34)	-	5.13**
Comply	-0.46	1.01	(-.18)	(.15)	(.11)	(.33)	(.37)	(.22)	-

Note: N=374, *df* = 373

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

The mean scores reveal that in dealing with the situation ‘Interfering in colleagues decision’, Novice teachers prefer the strategies in the order ‘confer’ (0.91) and ‘consult’ (0.09) and tend to evade the strategies ‘avoid’ (-0.82), ‘retaliate’ (-0.64), ‘comply’ (-0.46), delegate (-0.36) and ‘legislate’ (-0.10). Further paired comparison of mean scores reveals that Novice teachers prefer the strategy ‘confer’ ( $M=0.9, SD=0.64$ ) significantly higher than the strategy ‘consult’ ( $M=0.09, SD=1.07$ ) [ $t=12.97, p<.01$ ]. Moreover Novice teachers evade the strategy ‘avoid’ ( $M=-0.82, SD=0.98$ ) significantly more than the strategies ‘retaliate’ ( $M=-0.64, SD=1.01$ ) [ $t=3.29, p<.01$ ], ‘comply’ ( $M=-0.46, SD=1.01$ ) [ $t=-6.24, p<.01$ ], ‘delegate’ ( $M=-0.36, SD=1.13$ ) [ $t=6.96, p<.01$ ] and ‘legislate’ ( $M=-0.10, SD=1.14$ ) [ $t=-11.34, p<.01$ ].



Novice teachers' preference for the PDSs in 'Interfering in colleagues decision' shows that 'confer' is preferred significantly higher than the 'consult'. At the same time they tend to evade the strategy 'avoid' significantly more than 'retaliate', 'comply', 'delegate and 'legislate'.

**5. Strategies for dealing with Commanding nature of senior colleague**

Table 46 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers while handling the situation 'Commanding nature of senior colleague' ( Situation 19).

Table 46

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing with 'Commanding Nature of Senior Colleague'*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	0.99	0.76	-	9.37**	5.09**	20.12**	29.08**	23.86**	18.79**
Delegate	0.36	1.06	(-.01)	-	-5.12**	11.07**	17.05**	13.49**	10.17**
Consult	0.69	0.91	(.10)	(.18)	-	14.35**	22.20**	17.58**	14.29**
Retaliate	-0.37	1.01	(-.07)	(.25)	(-.10)	-	6.72**	2.83**	0.41
Avoid	-0.83	0.92	(-.04)	(.07)	(-.05)	(.05)	-	-4.51**	-6.90**
Legislate	-0.55	1.01	(.03)	(.21)	(.00)	(.29)	(.19)	-	-2.10*
Comply	-0.40	1.04	(-.25)	(.05)	(-.14)	(.07)	(.23)	(.12)	-

Note: N=374, *df* =373

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes *p* < .01, \* denotes *p* < .05

The mean scores in Table 46 reveal that in dealing with the situation 'Commanding nature of senior colleague', Novice teachers prefer the strategies in the order 'confer' (0.99), 'consult' (0.69) and delegate (0.36) and tend to avoid the

strategies 'avoid' (-0.83), 'legislate' (-0.55), 'comply' (-0.40) and retaliate (-0.37). The paired comparison of mean scores reveals that Novice teachers prefer the strategy 'confer' ( $M=0.99$ ,  $SD=0.76$ ) significantly more than the strategies 'consult' ( $M=0.69$ ,  $SD=0.91$ ) [ $t=5.09$ ,  $p<.01$ ], 'delegate' ( $M=0.36$ ,  $SD=1.06$ ) [ $t=9.37$ ,  $p<.01$ ]. In addition Novice teachers evade the strategy 'avoid' ( $M=-0.83$ ,  $SD=0.92$ ) significantly more than the strategies 'legislate' ( $M=-0.55$ ,  $SD=1.01$ ) [ $t=-4.51$ ,  $p<.01$ ], 'comply' ( $M=-0.40$ ,  $SD=1.04$ ) [ $t=-6.90$ ,  $p<.01$ ] and 'retaliate' ( $M=-0.37$ ,  $SD=1.01$ ) [ $t=1.72$ ,  $p<.01$ ].

In dealing with 'Commanding nature of senior colleague', Novice teachers prefer the strategies 'confer', 'consult' and 'delegate'; preferring 'confer' significantly higher than the rest. Further they tend to disagree with the strategies in the order 'avoid', 'legislate', 'comply' and 'retaliate'.

### ***Preferred Problem Dealing Strategies among Novice Teachers in Dealing with Peers***

Table 47 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers while handling the five situations coming under Dealing with Peers.

Table 47

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing with Peers*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.00	0.82	-	22.83**	24.64**	54.29**	64.28**	18.16**	38.33**
Delegate	0.26	1.20	(.07)	-	0.47	29.39**	38.75**	-3.77**	14.63**
Consult	0.25	1.09	(.05)	(.33)	-	29.22**	39.21**	-3.97**	15.06**
Retaliate	-0.73	1.05	(-.08)	(.16)	(.08)	-	9.04**	-30.25**	-13.36**
Avoid	-0.98	0.96	(-.12)	(.20)	(.14)	(.33)	-	-39.46**	-22.36**
Legislate	0.40	1.23	(.05)	(.16)	(-.01)	(.00)	(.07)	-	18.81**
Comply	-0.27	1.09	(-.13)	(.04)	(.05)	(.04)	(.12)	(.11)	-

Note: N=374, *df* = 373

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

The mean scores in Table 47 reveal that in dealing with the 5 situations coming under the category Dealing with Peers, Novice teachers prefer the strategies in the order ‘confer’ (1.00), ‘legislate’ (0.40), ‘delegate’ (0.26) and ‘consult’ (0.25) and tend to avoid the strategies ‘avoid’ (-0.98), ‘retaliate’ (-0.73) and ‘comply’ (-0.27). The comparison of mean scores further reveals that Novice teachers prefer the strategy ‘confer’ ( $M=1.00, SD=0.82$ ) significantly more than the strategies ‘legislate’ ( $M=0.40, SD=1.23$ ) [ $t=18.16, p<.01$ ], ‘delegate’ ( $M=0.26, SD=1.20$ ) [ $t=22.83, p<.01$ ] and ‘consult’ ( $M=0.25, SD=1.09$ ) [ $t=24.64, p<.01$ ]. In addition Novice teachers evade the strategy ‘avoid’ ( $M=-0.98, SD=0.96$ ) significantly more than the ‘retaliate’ ( $M=-0.73, SD=1.05$ ) [ $t=9.04, p<.01$ ] and ‘comply’ ( $M=-0.27, SD=1.09$ ) [ $t=-22.36, p<.01$ ] strategies.

In Dealing with Peers, Novice teachers give highest preference for the strategies in the order ‘confer’, ‘legislate’, ‘delegate’ and ‘consult’; preferring ‘confer’ significantly higher than the rest of the preferred strategies. At the same time they tend to evade the strategies significantly in the order ‘avoid’, ‘retaliate’ and ‘comply’.

To get a clear picture, visual representations of the mean scores of the preference for the PDSs of Novice teachers in specific and in total situations while dealing with peers are given as Figure 13.

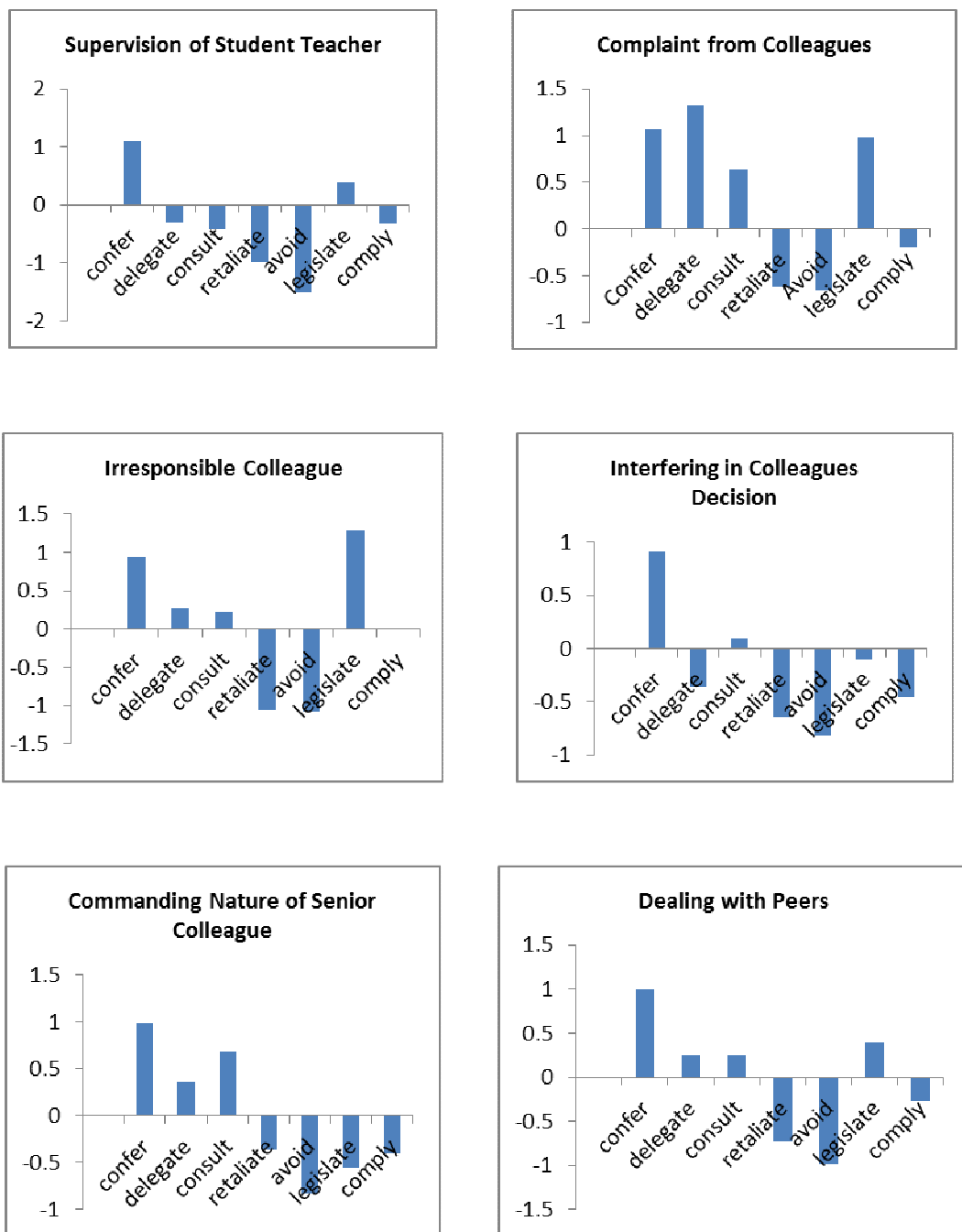


Figure 13. Graphical representation of the comparison of the mean scores of the preference for the PDSs of Novice teachers in specific and in total situations while dealing with peers.

## **Discussion of Results**

A strategy wise analysis of the results shows that while Dealing with Peers, Novice teachers prefer to ‘confer’, ‘legislate’, ‘consult’, and ‘delegate’ and tend to keep away from ‘avoid’, ‘retaliate’ and ‘comply’.

Here Novice teachers mostly opt to ‘confer’, to engage in private discussion with them and explaining the rationality of their point of view. Formulating or following rules for actions (legislate) is also considered as a fairly accepted strategy. Asking others to work together for solving the problems (consult) and passing over the responsibility to someone else ‘delegate’ are also preferred to a lesser extent.

It also reveals that in all the situations coming under Dealing with Peers, Novice teachers are totally against avoiding or delaying the actions (avoid) and physical or verbal reactions (retaliate). They also show a reluctance to comply, indicating an unwillingness to condone the behaviours of their peers.

### **c) Dealing with Administrators**

The main thrust of this section is to examine whether there exist significant difference in the extent of preferences of Novice teachers for the Seven PDSs while dealing with the situations coming under Dealing with Administrators. There are 2 situations listed under Dealing with Administrators in the order Principal’s Grudge towards the Teacher (Situation 7) and Division Fall Problem (Situation 9).

The situation wise analysis of Dealing with Administrators followed by category wise analysis is given below.

**1. Strategies for dealing with Principal’s grudge towards the teacher**

Table 48 displays the mean, *SD*, co-efficient of correlation and *t*-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers while handling the situation Principal’s grudge towards the teacher (Situation 7).

Table 48

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice Teachers in Dealing with ‘Principal’s Grudge towards the Teacher’*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.35	0.64	-	9.46**	10.70**	28.86**	29.15**	4.92**	38.28**
Delegate	0.86	0.89	(.15)	-	0.65	22.12**	20.38**	-5.86**	26.33**
Consult	0.82	0.80	(.12)	(.14)	-	19.15**	19.62**	-6.36**	28.20**
Retaliate	-0.55	1.06	(-.07)	(.21)	(-.08)	-	-2.05*	-25.18**	5.98**
Avoid	-0.42	0.94	(-.07)	(.13)	(.03)	(.21)	-	-25.33**	8.57**
Legislate	1.15	0.77	(.39)	(.32)	(.18)	(.01)	(.04)	-	32.99**
Comply	-1.00	0.90	(-.17)	(-.16)	(-.07)	(-.08)	(-.01)	(-.12)	-

Note: N=374, *df* =373

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes *p*< .01, \* denotes *p*< .05

The mean scores in table 48 reveal that in dealing with the situation ‘Principal’s grudge towards the teacher’, Novice teachers prefer the strategies in the order confer (1.35), ‘legislate’ (1.15), delegate (0.86) and ‘consult’ (0.82) and tend to avoid the strategies ‘comply’ (-1.00), retaliate (-0.55) and avoid (-0.42). The paired comparison of mean scores reveals that Novice teachers prefer the strategy ‘confer’ (*M*=1.35, *SD*=.64) significantly more than the strategies ‘legislate’ (*M*=1.15,*SD*=0.77) [*t*=4.92, *p*<.01] ‘delegate’ (*M*=.86,*SD*=.89) [*t*=9.46, *p*<.01], and

‘consult’ ( $M=.82$ ,  $SD=0.80$ ) [ $t=10.70$ ,  $p<.01$ ]. Moreover Novice teachers disfavour the strategy ‘comply’ ( $M=-1.00$ ,  $SD=0.90$ ) significantly more than the strategy ‘retaliate’ ( $M=-0.55$ ,  $SD=1.06$ ) [ $t=5.98$ ,  $p<.01$ ] and ‘avoid’ ( $M=-0.42$ ,  $SD=0.94$ ) [ $t=8.57$ ,  $p<.01$ ].

In dealing with ‘Principal’s Grudge towards the Teacher’, Novice teachers prefer the strategies in the order ‘confer’, ‘legislate’, ‘delegate’ and ‘consult’; preferring ‘confer’ significantly higher than the other preferred strategies. Along with they tend to evade the strategies in the order ‘comply’, ‘retaliate’ and ‘avoid’; where the disagreement with the ‘comply’ is significantly higher than the rest.

## ***2. Strategies for dealing with Division fall problem***

Table 49 displays the mean,  $SD$ , co-efficient of correlation and t-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers while handling the situation Division fall problem (Situation 9).



Table 49

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice teachers in dealing with 'Division Fall Problem'*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.18	0.76	-	1.12	1.24	16.73**	38.41**	-4.61**	25.37**
Delegate	1.12	0.97	(.20)	-	-0.05	15.31**	34.04**	-5.00**	22.43**
Consult	1.12	0.73	(.17)	(.22)	-	15.44**	40.95**	-5.34**	25.71**
Retaliate	0.00	1.21	(.10)	(.18)	(.02)	-	18.08**	-18.97**	8.71**
Avoid	-1.37	0.82	(-.32)	(-.24)	(-.15)	(.00)	-	-41.77**	-8.31**
Legislate	1.38	0.74	(.37)	(.31)	(.17)	(.02)	(-.33)	-	26.27**
Comply	-0.87	1.23	(-.19)	(-.20)	(-.11)	(-.25)	(.42)	(-.37)	-

Note: N=374, *df* = 373

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

The mean scores in Table 49 reveal that in dealing the situation, 'Division fall problem', Novice teachers prefer the strategies in the order 'legislate' (1.38), 'consult' (1.12) 'delegate' (1.12) and 'confer' (1.18) and tend to avoid the strategies 'avoid' (-1.37) and 'comply' (-0.87). The mean score of 'retaliate is found to be '0'. The paired comparison of mean scores reveals that Novice teachers prefer the strategy 'legislate' ( $M=1.38, SD=0.74$ ) significantly more than the strategies 'delegate' ( $M=1.12, SD=0.97$ ) [ $t=-5.00, p<.01$ ], 'consult' ( $M=1.12, SD=0.73$ ) [ $t=-5.34, p<.01$ ] and 'confer' ( $M=1.18, SD=0.76$ ) [ $t=-4.61, p<.01$ ]. In addition Novice teachers disfavour the strategy 'avoid' ( $M=-1.37, SD=0.82$ ) significantly more than 'comply' ( $M=-0.87, SD=1.23$ ) [ $t=-8.31, p<.01$ ].

In dealing with 'Division fall problem', Novice teachers prefer the strategies in the order 'legislate', 'consult', 'delegate' and 'confer'. The preference for the

strategy ‘legislate’ is significantly higher than the other preferred strategies. In the mean time they tend to evade the strategies in the order ‘avoid’ and ‘comply’; disfavours the strategy ‘avoid’ significantly higher than the other.

***Preferred Problem Dealing Strategies among Novice Teachers in Dealing with Administrators***

Table 50 displays the mean, *SD*, co-efficient of correlation and t-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers while handling the 2 situations coming under Dealing with Administrators.

Table 50

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice teachers in Dealing with Administrators*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.26	0.71	-	7.08**	8.21**	30.81**	45.80**	.00	43.13**
Delegate	0.98	0.94	(.16)	-	.44	25.94**	35.54**	-7.66**	33.93**
Consult	0.97	0.78	(.12)	(.20)	-	24.36**	37.72**	-8.29**	37.76**
Retaliate	-0.28	1.17	(.00)	(.22)	(.02)	-	10.82**	-30.84**	10.48**
Avoid	-0.89	1.00	(-.11)	(-.11)	(-.13)	(-.02)	-	-43.13**	.84
Legislate	1.26	0.77	(.35)	(.33)	(.20)	(.05)	(-.18)	-	40.89**
Comply	-0.93	1.08	(-.19)	(-.17)	(-.07)	(-.16)	(.16)	(-.25)	-

Note: N=374, *df* =373

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes *p* < .01, \* denotes *p* < .05

In Table 50 mean scores reveal that in dealing the two situations coming under the category Dealing with Administrators, Novice teachers prefer the strategies in the order ‘confer’ (1.26), ‘legislate’ (1.26), ‘delegate’ (0.98) and

‘consult’ (0.97), and tend to avoid the strategies ‘comply’ (-0.93), ‘avoid’ (-0.89) and ‘retaliate’ (-0.28). A paired comparison of mean scores further reveals that Novice teachers prefer the strategy ‘confer’ ( $M=1.26, SD=0.71$ ) significantly more than the strategies ‘delegate’ ( $M=0.98, SD=0.94$ ) [ $t=7.08, p<.01$ ] and ‘consult’ ( $M=0.97, SD=0.78$ ) [ $t=8.21, p<.01$ ] and equally with the strategy ‘legislate’ ( $M=1.26, SD=0.77$ ) [ $t=0, p>.05$ ]. In addition Novice teachers disfavour the strategy ‘comply’ ( $M=-0.93, SD=1.08$ ) significantly more than the strategy ‘retaliate’ ( $M=-0.28, SD=1.17$ ) [ $t=10.48, p<.01$ ] and equally with the strategy ‘avoid’ ( $M=-0.89, SD=1.00$ ) [ $t=0.84, p>.05$ ].

In dealing with Dealing with Administrators, Novice teachers prefer the strategies in the order ‘confer’, ‘legislate’, ‘delegate’ and ‘consult’. Preference for the strategy ‘confer’ is significantly higher than the other preferred strategies except ‘legislate’. Along with, they tend to evade the strategies in the order ‘comply’, ‘avoid’, and ‘retaliate’; where the disagreement with the strategy ‘comply’ is significantly higher than ‘retaliate’ but equal with ‘avoid’.

To get a clear picture, visual representations of the mean scores of the preference for the PDSs of Novice teachers in specific and in total situations while dealing with administrators are given as Figure 14.

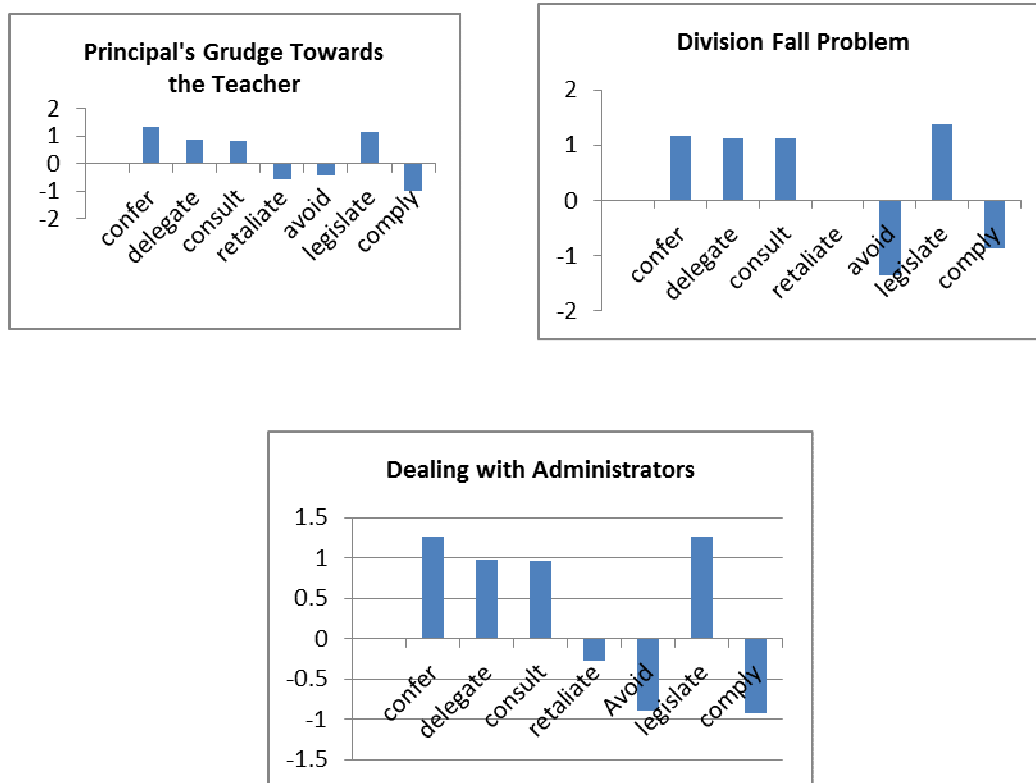


Figure 14. Graphical representation of the comparison of the mean scores of the preference for the PDSs of Novice teachers in specific and in total situations while dealing with administrators.

### Discussion of Results

A strategy wise analysis of the results shows that while Dealing with Administrators, Novice teachers prefer to ‘confer’, ‘legislate’, ‘consult’, and ‘delegate’ and always tend to keep away from ‘comply’, ‘avoid’, and ‘retaliate’.

‘Confer’ and ‘legislate’ are selected as highly acceptable strategies; indicating that when teachers have to cope up with problems related with administrators, they consider to engage in private discussion with them, explaining the rationality of the their view and formulating or following rules for actions.

Asking others to work together for solving the problems (consult) and passing over the responsibility to someone else ( delegate) are also considered as fairly acceptable strategies.

Novice teachers express their disagreement with the strategies ‘avoid’, ‘comply’ and ‘retaliate’ indicating, physically or verbally reacting, condoning the authority behavior or actions and avoiding or delaying the actions cannot be considered as the right strategies to deal with administrators.

#### **d) Dealing with Parents**

This section examines whether there exist significant difference in the extent of preferences of Novice teachers for the Seven Problem Dealing Strategies to deal with. There are three situations listed under Dealing with Parents in the order Complaint from parent in PTA meeting ( Situation 1), Parent demanding higher grade ( Situation 15 ) and Complaint raised in science exhibition (Situation 20).

The situation wise analysis of Dealing with Parents followed by category wise analysis is given below.

##### ***1. Strategies for dealing with Complaint from parent in PTA meeting***

Table 51 displays the mean, *SD*, co-efficient of correlation and t-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers while handling the situation Complaint from parent in PTA Meeting (Situation 1)

Table 51

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice teachers in dealing with 'Complaint from Parent in PTA Meeting'*

PDS	Mean	SD	Obtained <i>t</i> value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.10	0.86	-	22.45**	6.11**	27.64**	35.78**	27.42**	2.87**
Delegate	-0.61	1.07	(-.16)	-	-16.75**	5.46**	10.93**	4.18**	-19.98**
Consult	0.69	1.08	(.10)	(.03)	-	21.26**	28.53**	20.98**	-2.62**
Retaliate	-0.94	1.02	(-.15)	(.36)	(.00)	-	5.86**	-1.33	-23.99**
Avoid	-1.30	0.87	(-.13)	(.20)	(.05)	(.20)	-	-7.34**	-30.02**
Legislate	-0.86	1.03	(-.07)	(.37)	(.08)	(.35)	(.25)	-	-22.81**
Comply	0.91	1.01	(.02)	(.01)	(-.20)	(-.08)	(-.14)	(-.80)	-

Note: N=374, *df* =373

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

The mean scores in Table 51 reveal that in dealing with the situation 'Complaint from parent in PTA meeting', Novice teachers prefer the strategies in the order 'confer' ( $M=1.10$ ), 'comply' ( $M=0.91$ ), and 'consult' (0.69) and tend to avoid the strategies avoid (-1.30), retaliate(-0.94), 'legislate' (-0.86) and delegate (-0.61). The paired comparison of mean scores shows that Novice teachers prefer the strategy confer ( $M=1.10$ ), ( $SD=0.86$ ) significantly more than 'comply' ( $M=0.9$ ,  $SD=1.01$ ) [ $t=2.87$ ,  $p < .01$ ] and 'consult' ( $M=0.69$ ,  $SD= 1.08$ ) [ $t=6.1$ ,  $p < .011$ ] strategies. However Novice teachers disfavour the strategy 'avoid' ( $M=-1.30$ ,  $SD=0.87$ ) significantly more than the strategies 'retaliate' ( $M=-0.94$ ,  $D=1.02$ ) [ $t=5.86$ ,  $p < .01$ ], legislate ( $M=-0.86$ ,  $SD=1.03$ ) [ $t=-7.34$ ,  $p < .01$ ] and delegate ( $M=-0.61$ ,  $SD=1.07$ ) [ $t=10.93$ ,  $p < .01$ ].

In dealing with ‘Complaint from parent in PTA meeting’, Novice teachers prefer the strategies in the order ‘confer’, ‘comply’ and ‘consult’ ; where the preference for ‘confer’ is significantly higher than the rest. They tend to evade the strategies in the order ‘avoid’, ‘retaliate’, ‘legislate’ and ‘delegate’; the disagreement for the strategy ‘avoid’ is significantly higher than all the other non-preferred strategies.

**2. Strategies for dealing with Parent demanding higher grade**

Table 52 displays the mean, *SD*, co-efficient of correlation and t-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers while handling the situation Parent demanding higher grade ( Situation 15).

Table 52

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice teachers in Dealing with ‘Parent Demanding Higher Grade’*

PDS	Mean	SD	Obtained t value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.28	0.78	-	24.09**	15.62**	37.18**	30.64**	1.74	4.99**
Delegate	-0.51	1.06	(-.20)	-	-9.91**	12.20**	9.17**	-25.43**	-21.39**
Consult	0.15	1.11	(-.06)	(.30)	-	19.62**	15.99**	-15.39**	-12.38**
Retaliate	-1.16	0.82	(-.27)	(.42)	(.13)	-	-2.66**	-38.19**	-34.78**
Avoid	-1.04	0.99	(-.37)	(.41)	(.07)	(.52)	-	-32.13**	-29.68**
Legislate	1.20	0.74	(.31)	(-.01)	(.03)	(-.17)	(-.20)	-	3.98**
Comply	1.00	0.85	(.12)	(-.01)	(.11)	(-.04)	(-.04)	(.27)	-

Note: N=374, *df* =373

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes *p*< .01, \* denotes *p*< .05

In Table 52 the mean scores reveal that in dealing with the situation 'Parent demanding higher grade', Novice teachers prefer the strategies in the order confer (1.28), 'legislate' (1.20), 'comply' (1.00) and 'consult' (0.15) and tend to avoid the strategies retaliate (-1.16), avoid (-1.04) and delegate (-0.51). A paired comparison of mean scores reveals that Novice teachers prefer the strategy 'confer' ( $M=1.28$ ,  $SD=0.78$ ) significantly more than 'comply' strategy ( $M=1.00$ ,  $SD=0.85$ ) [ $t=4.99$ ,  $p<.01$ ] and 'consult' strategy ( $M=0.15$ ,  $SD=1.11$ ) [ $t=15.62$ ,  $p<.01$ ] but equally with the strategy 'legislate' ( $M=1.20$ ,  $SD=0.74$ ) [ $t=1.74$ ,  $p>.05$ ]. Moreover Novice teachers evade the strategy 'retaliate' ( $M=-1.16$ ,  $SD=0.82$ ) significantly higher than the strategies 'avoid' ( $M=-1.04$ ,  $SD=0.99$ ) [ $t=2.66$ ,  $p<.01$ ] and 'delegate' ( $M=-0.51$ ,  $SD=1.06$ ) [ $t=12.20$ ,  $p<.01$ ].

In dealing 'Parent demanding higher grade', Novice teachers prefer the strategies in the order 'confer', 'legislate', 'comply' and 'consult'; showing significantly high preference for the strategy 'confer' with all the other preferred strategies except 'legislate'. They tend to evade the strategies in the order 'retaliate', 'avoid' and 'delegate'; where the disagreement with the strategy 'retaliate' is significantly high than 'avoid' and 'delegate'.

### ***3. Strategies for dealing with Complaint raised in science exhibition***

Table 53 displays the mean, *SD*, co-efficient of correlation and t-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers while handling the situation Complaint raised in science exhibition ( Situation 20).



Table 53

*Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice teachers in Dealing with ‘Complaint Raised in Science Exhibition’*

PDS	Mean	SD	Obtained t value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.13	0.85	-	14.16	6.18	27.50	30.89	-2.87	1.55
Delegate	0.13	1.07	(.00)	-	-11.07	13.81	19.29	-16.45	-14.23
Consult	0.81	0.81	(.26)	(.22)	-	24.20	30.15	-8.10	-4.90
Retaliate	-0.86	1.00	(-.13)	(.11)	(-.07)	-	5.68	-31.16	-27.55
Avoid	-1.17	0.86	(-.42)	(.11)	(-.15)	(.39)	-	-34.42	-35.01
Legislate	1.28	0.85	(.41)	(.04)	(.13)	(-.01)	(-.28)	-	4.16
Comply	1.06	0.70	(.38)	(.02)	(.14)	(-.22)	(-.23)	(.25)	-

Note: N=374,  $df=373$

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

The mean scores in Table 53 reveal that in dealing with the situation ‘Complaint raised in science exhibition’, Novice teachers prefer the strategies in the order ‘legislate’ (1.28), confer (1.13), ‘comply’ (1.06), ‘consult’ (0.81), and ‘delegate’(0.13) and tend to avoid the strategies avoid (-1.17), and ‘retaliate’ (-0.86). The paired comparison of mean scores reveals that Novice teachers prefer the strategy ‘legislate’ ( $M=1.28, SD=0.85$ ) significantly higher than the strategies ‘confer’ ( $M=1.13, SD=0.85$ ) [ $t=-2.87, p<.01$ ], ‘comply’( $M=1.06, SD=0.70$ ) [ $t=4.16, p<.01$ ], ‘consult’( $M=0.81, SD= 0.81$ ) [ $t=-8.10, p<.01$ ] and ‘delegate’( $M=0.13, SD=1.07$ ) [ $t=-16.45, p<.01$ ]. However Novice teachers disfavour the strategy ‘avoid’ ( $M=-1.17, SD=0.86$ ) significantly more than the strategy ‘retaliate’ ( $M=-0.86, SD=1.00$ ) [ $t=5.68, p<.01$ ].

In dealing with ‘Complaint raised in science exhibition’, Novice teachers prefer the strategies in the order ‘legislate’, ‘confer’, ‘comply’, ‘consult’, and ‘delegate’ and the preference for the strategy ‘confer’ is significantly higher than the other preferred strategies. They tend to evade the strategies significantly in the order ‘avoid’ and ‘retaliate’.

***Preferred Problem Dealing Strategies among Novice Teachers in Dealing with Parents***

Table 54 displays the mean, *SD*, co-efficient of correlation and t-value showing the significance of difference in the extent of preference among the Problem Dealing Strategies of Novice teachers while handling the situations coming under Dealing with Parents.

Table 54

***Data and Results of Paired Comparisons of Extent of Preference for the Seven PDSs of Novice teachers in dealing with Dealing with Parents***

PDS	Mean	SD	Obtained t value when compared with each PDS						
			Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
Confer	1.17	0.83	-	34.22	16.02	52.32	55.92	14.80	5.48
Delegate	-0.33	1.11	(-.12)	-	-21.62	17.82	22.33	-19.09	-31.68
Consult	0.55	1.05	(.06)	(.21)	-	37.29	41.02	.30	-10.78
Retaliate	-0.99	0.96	(-.18)	(.29)	(.06)	-	5.68	-31.86	-48.78
Avoid	-1.17	0.91	(-.29)	(.24)	(-.02)	(.35)	-	-36.24	-54.30
Legislate	0.53	1.32	(.17)	(.24)	(-.02)	(.04)	(.04)	-	-10.22
Comply	0.99	0.87	(.15)	(.02)	(-.01)	(.10)	(-.12)	(.117)	-

Note: N=374, *df* =373

Values in parantheses denote the correlation coefficients between the corresponding PDSs

\*\* denotes *p*< .01, \* denotes *p*< .05

The mean scores in Table 54 reveal that in dealing with the 3 situations coming under the category Dealing with Parents, Novice teachers prefer the strategies in the order ‘confer’ (1.17), ‘comply’ (0.99) ‘consult’(0.55) and ‘legislate’ (0.53) and tend to avoid the strategies ‘avoid’ (-1.17), ‘retaliate’ (-0.99) and ‘delegate’ (-0.33). A paired comparison of mean scores further reveals that Novice teachers prefer the strategy ‘confer’ ( $M=1.17, SD=0.83$ ) significantly higher than the strategies ‘comply’ ( $M=0.99, SD=0.87$ ) [ $t=5.48, p<.01$ ], ‘consult’ ( $M=0.55, SD=1.05$ ) [ $t=16.02, p<.01$ ] and ‘legislate’ ( $M=0.53, SD=1.32$ ) [ $t=14.80, p<.01$ ]. In addition Novice teachers evade the strategy ‘avoid’ ( $M=-1.17, SD=.91$ ) significantly more than the strategies ‘retaliate’ ( $M=-0.99, SD=.96$ ) [ $t=5.68, p<.01$ ] and ‘delegate’ ( $M=-0.33, SD=1.11$ ) [ $t=22.33, p<.01$ ].

In Dealing with Parents, Novice teachers prefer the strategies in the order ‘confer’, ‘comply’, ‘consult’ and ‘legislate’ and the preference for the strategy ‘confer’ is significantly higher than the other preferred strategies. They tend to evade the strategies significantly in the order ‘avoid’, ‘retaliate’ and ‘delegate’.

To get a clear picture, visual representations of the mean scores of the preference for the PDSs of Novice teachers in specific and in total situations while dealing with parents are given as Figure 15.

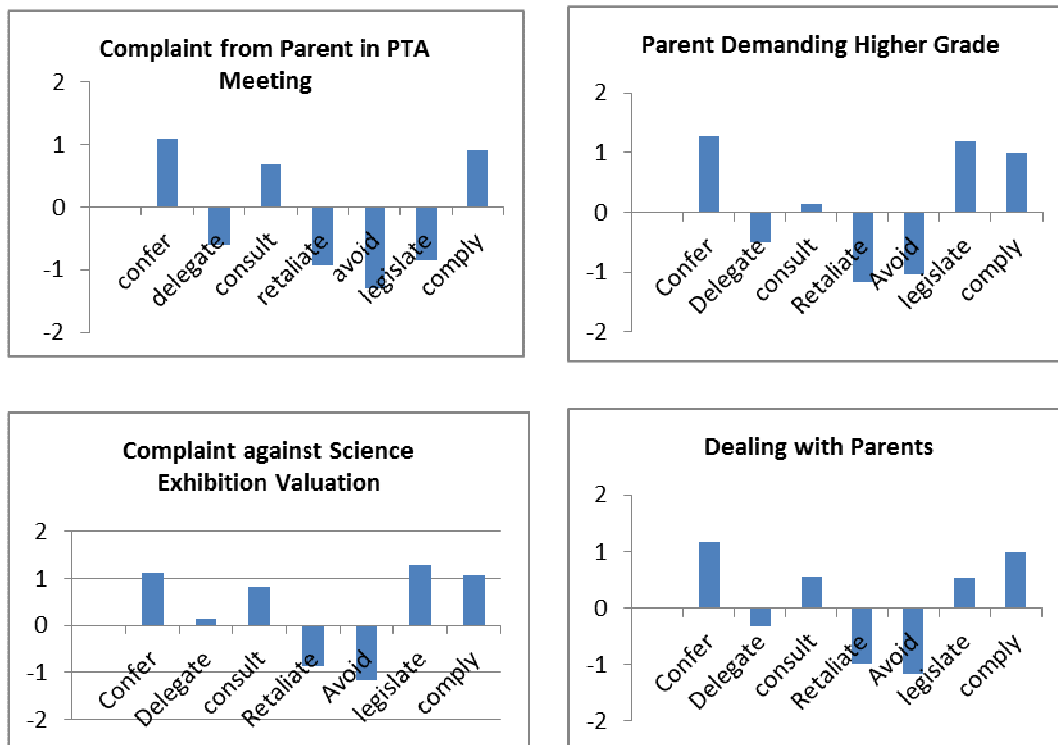


Figure 15. Graphical representation of the comparison of the mean scores of the preference for the PDSs of Novice teachers in specific and in total situations while dealing with parents.

### Discussion of Results

A strategy wise analysis of the results shows that while Dealing with Parents, Novice teachers prefer the strategies ‘confer’, ‘comply’, ‘legislate’, ‘consult’ and evade the strategies ‘avoid’, ‘retaliate’ and ‘delegate’.

‘Confer’ is generally selected as the most acceptable strategy indicating that when teachers have to cope up with parent related problems, they mostly prefer to engage in private discussion, explaining the teachers’ standpoint. Secondly they go for ‘comply’, a general willingness to overlook the behavior or actions of parents.

Formulating or following rules for actions (legislate) and asking others to work together for solving the problems (consult) and are also considered as fairly acceptable strategies.

In all situations, Novice teachers express their disagreement with the strategies 'avoid' and 'retaliate', indicating avoiding or delaying the actions and physically or verbally countering are not the productive strategies to solve parent related problems. Also when it is to deal with parents, Novice teachers are reluctant to pass over the responsibility to someone else (delegate).

### **Summary of Results**

Section II provides a clear picture about the comparison of the extent of preference of the PDSs among Novice teacher in specific and in total problem situations while dealing with students, peers, administrators and parents.

For a better visualization, a graphical representation of the preferred and non preferred PDSs of Expert Teachers in each of the situations coming under the four categories of dealings are given as Figure 16.

Sl No:	Description of the Situation	Confer	Delegate	Consult	Retaliate	Avoid	Legislate	Comply
1	Stealing tendency of student	Green	Green	Green	Red	Red	Green	Orange
2	Drug mishap	Green	Green	Green	Red	Red	Green	Orange
3	Misunderstanding teacher's relation with student	Green	Yellow	Yellow	Red	Red	Green	Orange
4	Mocking habit of intelligent student	Green	Orange	Green	Orange	Orange	Green	Red
5	Poverty stricken student	Green	Orange	Green	Red	Red	Green	Green
6	Insult from students	Green	Orange	Yellow	Orange	Orange	Orange	Green
7	Spontaneous verbal abuse from student	Green	Orange	Yellow	Red	Red	Green	Yellow
8	Too many questions from student	Green	Orange	Green	Orange	Red	Yellow	Green
9	Sexual abuse at home	Green	Green	Green	Orange	Red	Green	Green
10	Defamation through whatsapp messages	Green	Orange	Yellow	Orange	Red	Green	Orange
Dealing with Students		Green	Orange	Green	Red	Red	Green	Yellow
1	Supervision of student teacher	Green	Orange	Orange	Red	Red	Green	Orange
2	Complaint from colleagues	Green	Green	Green	Orange	Orange	Green	Orange
3	Irresponsible colleague	Green	Yellow	Yellow	Red	Red	Green	Yellow
4	Interfering in colleague's decision	Green	Orange	Yellow	Orange	Orange	Yellow	Orange
5	Commanding nature of senior colleague	Green	Green	Green	Orange	Orange	Orange	Orange
Dealing with Peers		Green	Yellow	Yellow	Orange	Red	Green	Orange
1	Principal's grudge towards the teacher	Green	Green	Green	Orange	Orange	Green	Red
2	Division fall Problem	Green	Green	Green	Yellow	Red	Green	Orange
Dealing with Administrators		Green	Green	Green	Orange	Red	Green	Orange
1	Complaint from parent in PTA meeting	Green	Orange	Green	Red	Red	Orange	Green
2	Parent demanding higher grade	Green	Orange	Yellow	Red	Red	Green	Green
3	Complaint raised in Science exhibition	Green	Yellow	Green	Orange	Red	Green	Green
Dealing with Parents		Green	Orange	Green	Red	Red	Green	Green

Note: The preferred PDSs range from dark green to yellow and the non-preferred PDSs range from red to orange

Figure 16. Tabular representation of the preferred and non-preferred PDSs of Novice teachers in various situations coming under the four categories of dealings.

It can be concluded from Figure 15 that ‘confer’, ‘comply’, ‘legislate’ and ‘consult’ are the preferred strategies whereas ‘avoid’, ‘retaliate’ and ‘delegate’ are the non-preferred strategies of Novice teachers in all the four categories of dealings with students, peers, administrators and parents.

Meanwhile Novice teachers show category wise difference in their preference for the strategies ‘comply’ and ‘delegate’. ‘Comply’ is considered as preferred strategy while dealing with parents but a non-preferred one in dealing with students, peers and administrators. ‘Delegate’ is a preferred strategy while dealing with peers and administrators but a non-preferred one while dealing with students and parents.

For a better visualization, of the significant difference among the PDSs, a graphical representation of the mean of PDSs with corresponding intervals of Novice Teachers while dealing with students, peers, administrators and parents is given below as Figure 17.

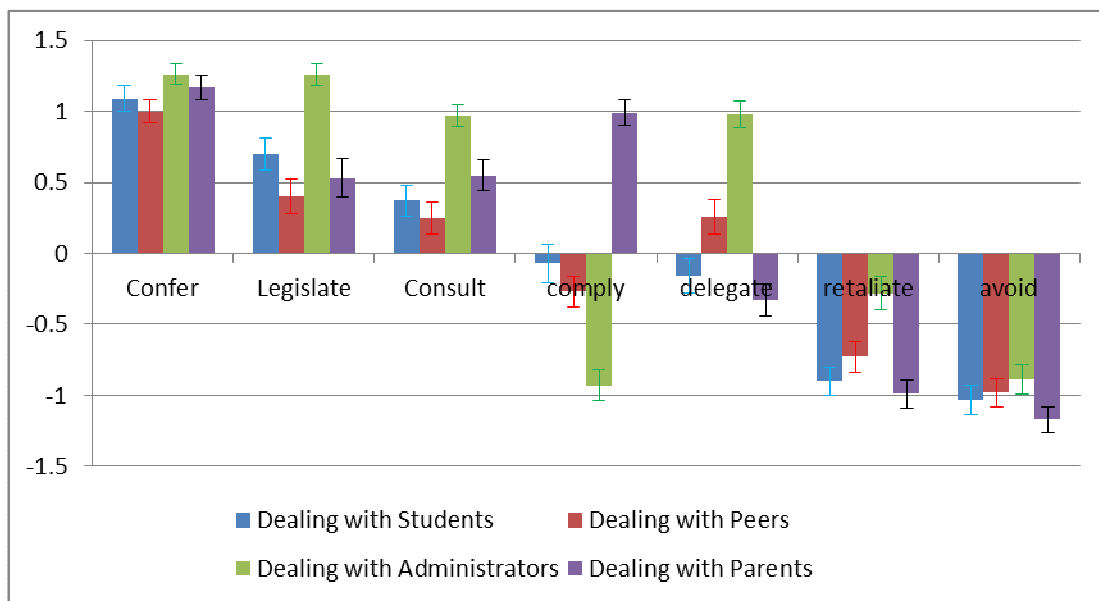


Figure 17. Graphical representation of the mean scores of Novice teachers' preference for PDSs with corresponding confidence intervals while dealing with students, peers, administrators and parents

### III. Difference in the Extent of Preference for each of the Problem Dealing Strategies between Expert and Novice Teachers

The extent of preferences for the seven PDSs of Expert and Novice teachers are calculated and compared in this section. This is done by analyzing the strategy wise difference in the four categories of teacher dealings, with students, peers, administrators and parents. The mean scores of the seven PDSs in the four categories are summed up separately and analyzed for this purpose.



### 1. Difference between Expert and Novice teachers in the extent of preference for the PDS ‘confer’

Table 55 displays the mean, *SD* and *t*-value, showing the significance of difference in the extent of preference for the strategy ‘confer’ between Expert and Novice teachers in dealing with students, peers, administrators and parents.

Table 55

*Data and Results of Test of Significance of Difference in the Extent of Preference for ‘Confer’ between Expert and Novice Teachers*

Type of Dealing	Sample	N	Mean	<i>SD</i>	<i>t</i> value
Students	Expert	65	1.10	0.34	0.15
	Novice	374	1.09	0.43	
Peers	Expert	65	0.98	0.36	-0.4
	Novice	374	1.00	0.46	
Administrators	Expert	65	1.18	0.46	-1.24
	Novice	374	1.26	0.57	
Parents	Expert	65	1.22	0.39	0.81
	Novice	374	1.17	0.58	

Table 55 reveals that there is no significant difference between Expert and Novice teachers in their preference for the PDS ‘confer’ in dealing with students, peers, administrators and parents as the obtained *t* values are below 1.96, the tabled *t* value for significance at .05 level. Therefore Expert and Novice teachers do not differ significantly in their preference for the PDS ‘confer’ irrespective of the type of dealings they handle.

Expert and Novice teachers prefer the strategy ‘confer’ almost equally, irrespective of the four types of dealings. This indicates that to solve the situations

that arise in the social side of teaching domain, both Expert and Novice teachers prefer to engage in private discussion by explaining the rationality of teachers' point of view.

## 2. Difference between Expert and Novice teachers in the extent of preference for the PDS 'delegate'

Table 56 displays the mean, *SD* and *t*-value, showing the significance of difference in the extent of preference for the strategy 'delegate' between Expert and Novice teachers in dealing with students, peers, administrators and parents.

Table 56

*Data and Results of Test of Significance of Difference in the Extent of Preference for 'Delegate' between Expert and Novice Teachers*

Type of Dealing	Sample	N	Mean	<i>SD</i>	<i>t</i> value
Students	Expert	65	0.09	0.46	3.94**
	Novice	374	-0.16	0.59	
Peers	Expert	65	0.26	0.47	0.04
	Novice	374	0.26	0.59	
Administrators	Expert	65	0.75	0.71	-2.42*
	Novice	374	0.99	0.71	
Parents	Expert	65	-0.53	0.58	-2.45*
	Novice	374	-0.33	0.74	

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

From Table 56, it can be inferred that there is significant difference between Expert and Novice teachers in their preference for the strategy 'delegate' in Dealing with Students [ $t = 3.94$ ,  $p < .01$ ], Dealing with Administrators [ $t = -2.42$ ,  $p < .05$ ] and

Dealing with Parents [ $t=-2.45, p<.05$ ]. However they prefer ‘delegate’ equally while Dealing with Peers [ $t=.04, p>.05$ ].

Expert teachers show a tendency to ‘delegate’ or pass over the responsibility to someone else more than Novices while Dealing with Students. At the same time while Dealing with Administrators, it is Novices who tend to delegate more. However Expert teachers show higher tendency to disagree with ‘delegate’ than Novice teachers, in Dealing with Parents.

### 3. Difference between Expert and Novice teachers in the extent of preference for the PDS ‘consult’

Table 57 displays the mean, *SD* and *t*-value, showing the significance of difference in the extent of preference for the strategy ‘consult’ between Expert and Novice teachers in dealing with students, peers, administrators and parents.

Table 57

*Data and Results of Test of Significance of Difference in the Extent of Preference for ‘Consult’ between Expert and Novice Teachers*

Type of Dealing	Sample	N	Mean	<i>SD</i>	<i>t</i> value
Students	Expert	65	0.6	0.42	3.81**
	Novice	374	0.37	0.62	
Peers	Expert	65	0.4	0.44	2.39*
	Novice	374	0.25	0.6	
Administrators	Expert	65	0.94	0.55	-0.39
	Novice	374	0.97	0.6	
Parents	Expert	65	0.48	0.55	-0.95
	Novice	374	0.55	0.6	

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

The mean scores in Table 57 reveals that there is significant difference between Expert and Novice teachers in their preference for the strategy ‘consult’ while Dealing with Students [ $t=3.81, p<.01$ ] and Peers [ $t=2.39, p<.05$ ]. However they prefer ‘consult’ almost equally in Dealing with Administrators [ $t=-0.39, p>.05$ ] and Dealing with Parents [ $t=-0.95, p>.05$ ].

Expert teachers show a tendency to ‘consult’, asking others to work together for solving the problems, more than Novices while Dealing with Students and Peers. But they prefer the strategy ‘consult’ almost equally in dealing with administrators and parents.

**4. Difference between Expert and Novice teachers in the extent of preference for the PDS ‘retaliate’**

Table 58 displays the mean, *SD* and t-value, showing the significance of difference in the extent of preference for the strategy ‘retaliate’ between Expert and Novice teachers in dealing with students, peers, administrators and parents.

Table 58

*Data and Results of Test of Significance of Difference in the Extent of Preference for ‘Retaliate’ between Expert and Novice Teachers*

Type of Dealing	Sample	N	Mean	SD	t value
Students	Expert	65	-0.98	0.4	-1.3
	Novice	374	-0.9	0.51	
Peers	Expert	65	-0.8	0.47	-1.03
	Novice	374	-0.73	0.58	
Administrators	Expert	65	-0.51	0.87	-1.99*
	Novice	374	-0.28	0.88	
Parents	Expert	65	-0.98	0.45	0.06
	Novice	374	-0.99	0.7	

\* denotes  $p < .05$

The negative mean scores of 'retaliate' in Table 58 implies that both Expert and Novice teachers prefer to avoid the strategy 'retaliate' in all the four types of dealings. It is evident from Table 58, that the obtained  $t$  value for the strategy 'retaliate' is significantly different only in Dealing with Administrators, though to a less extent [ $t=1.99, p<.05$ ]. Both Experts and Novice teachers disagree with 'retaliate' almost equally in Dealing with Students [ $t=-1.3, p>.05$ ], Dealing with Peers [ $t=-1.03, p>.05$ ] and Dealing with Parents [ $t=-.06, p>.05$ ].

Expert and Novice teachers avoid the strategy 'retaliate' irrespective of the four types of situations indicating that they disagree to respond in a vengeful physical or verbal manner while dealing the problems in the social side of teaching. It is also found that Expert teachers' disagreement with 'retaliate' is significantly higher than Novices while dealing with administrators but almost similar while dealing with students, peers and parents.

##### **5. Difference between Expert and Novice teachers in the extent of preference for the PDS 'avoid'**

Table 59 displays the mean,  $SD$  and  $t$ -value, showing the significance of difference in the extent of preference for the strategy 'avoid' between Expert teachers and Novice teachers in dealing with students, peers, administrators and parents.

Table 59

*Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Avoid' between Expert and Novice Teachers*

Type of Dealing	Sample	N	Mean	SD	<i>t</i> value
Students	Expert	65	-0.94	0.42	1.54
	Novice	374	-1.03	0.52	
Peers	Expert	65	-0.99	0.47	-0.21
	Novice	374	-0.98	0.53	
Administrators	Expert	65	-0.96	0.5	-0.98
	Novice	374	-0.89	0.67	
Parents	Expert	65	-1.15	0.5	0.3
	Novice	374	-1.17	0.65	

In Table 59 negative values of the mean scores show that both Expert and Novice teachers disfavour the strategy 'avoid' irrespective of the type of dealings. There is no significant difference between Expert and Novice teachers in their preference for the PDS 'avoid' in dealing with students, peer, administrators and parents as the *t* values are below 1.96, the table value of *t* for significance at .05 level.

The result shows that Expert and Novice teachers disagree with the strategy 'avoid' almost equally in all the four categories. This means that to cope up with the situations in the social side of dealings Expert and Novice teachers do not favour to avoid or delay actions to get the problem resolved itself.

## 6. Difference between Expert and Novice teachers in the extent of preference for the PDS 'legislate'

Table 60 displays the mean, *SD* and *t*-value, showing the significance of difference in the extent of preference for the strategy 'legislate' between Expert and Novice teachers in dealing with students, peers, administrators and parents.

Table 60

*Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Legislate' between Expert and Novice Teachers*

Type of Dealing	Sample	N	Mean	<i>SD</i>	<i>t</i> value
Students	Expert	65	0.62	0.35	-1.86
	Novice	374	0.70	0.42	
Peers	Expert	65	0.32	0.5	-1.23
	Novice	374	0.4	0.49	
Administrators	Expert	65	1.13	0.52	-1.87
	Novice	374	1.26	0.61	
Parents	Expert	65	0.42	0.52	-1.62
	Novice	374	0.53	0.5	

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

Table 60 reveals that there is no significant difference between Expert and Novice teachers in their preference for the PDS 'legislate' in dealing with students, peers, administrators and parents as the obtained *t* values are below 1.96, the table value of *t* for significance at .05 level. Table 60 also shows that Expert and Novice teachers differ significantly in their preference for the PDS 'legislate' when all the situations are taken together [ $t = -2.48$ ;  $p > .05$ ].

Expert and Novice teachers equally prefer 'legislate', explicating rules governing future actions of self and others, while dealing with students, peers, administrators and parents.

### 7. Difference between Expert and Novice teachers in the extent of preference for the PDS 'comply'

Table 61 displays the mean, *SD* and *t* value, showing the significance of difference in the extent of preference for the strategy 'comply' between Expert teachers and Novice teachers in dealing with students, peers, administrators and parents.

Table 61

*Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Comply' between Expert and Novice Teachers*

Type of Dealing	Sample	N	Mean	<i>SD</i>	<i>t</i> value
Students	Expert	65	0.13	0.33	4.44**
	Novice	374	-0.07	0.39	
Peers	Expert	65	-0.6	0.48	-4.93**
	Novice	374	-0.27	0.57	
Administrators	Expert	65	-0.96	0.67	-0.3
	Novice	374	-0.93	0.83	
Parents	Expert	65	1.00	0.49	0.18
	Novice	374	0.99	0.53	

\*\* denotes  $p < .01$

The mean scores in Table 61 reveals that Expert teachers prefer the strategy 'comply' significantly higher than Novice teachers while Dealing with Students [ $t=4.44$ ;  $p<.01$ ] and disfavour 'comply' significantly higher than Novice teachers



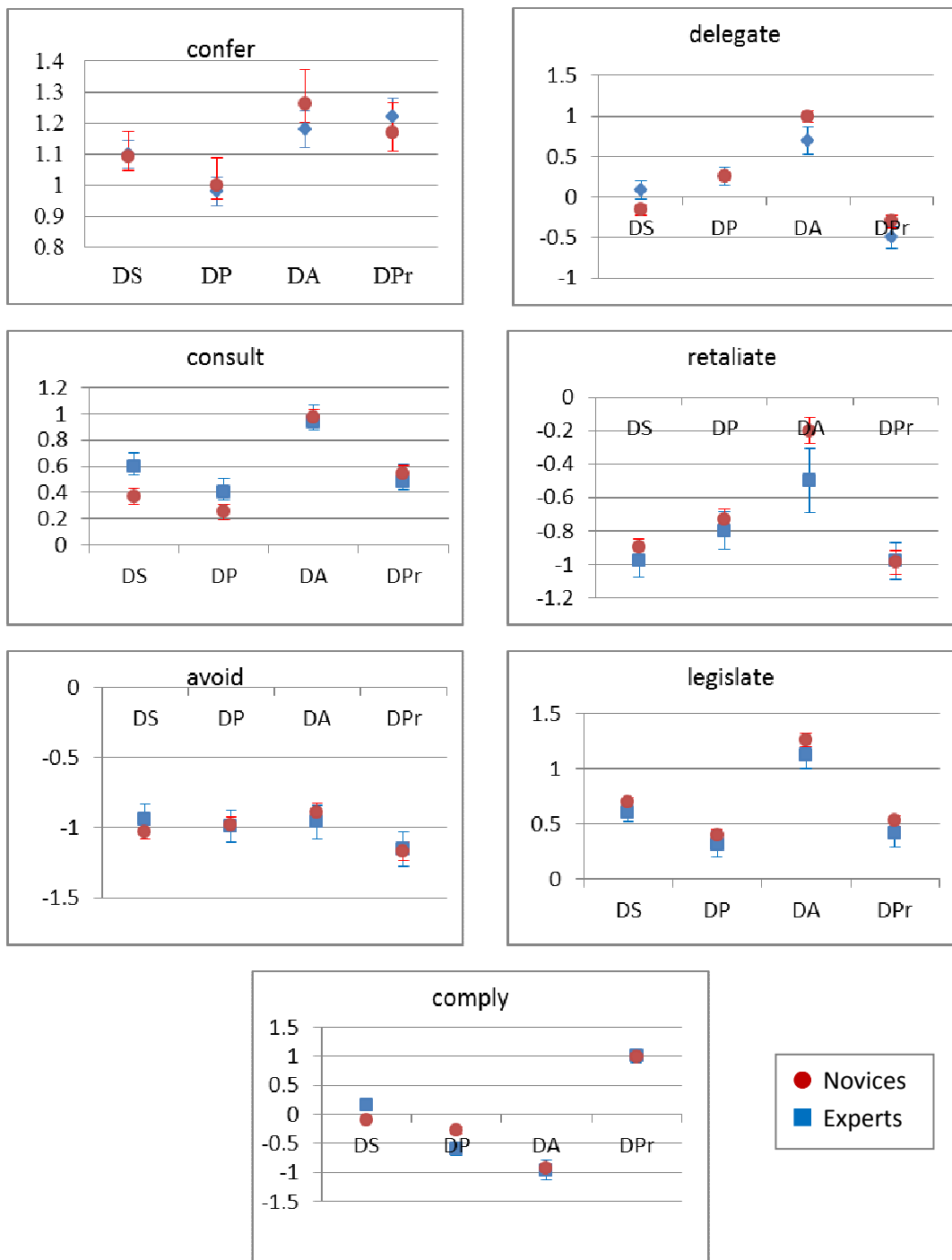
while Dealing with Peers [ $t=-4.93$ ;  $p<.01$ ]. They disagree with 'comply' equally in Dealing with Administrators [ $t=-.3$ ;  $p>.05$ ] and Dealing with Parents [ $t=.18$ ;  $p>.05$ ].

Expert and Novice teachers show a tendency to 'comply', doing whatever is asked for while dealing with students and parents and tend to avoid it while dealing with administrators and peers.

### **Discussion of results**

Section III gives the difference in the extent of preference of the PDSs between Expert and Novice teachers. Both the groups preferred the strategies 'confer', 'legislate' and 'consult' in irrespective of the categories. Meanwhile 'retaliate' and 'avoid' falls into the class of non preferred strategies.

To get a clear picture, mean plots of the difference in the extent of preference for each of the PDSs between Expert and Novice teachers with 95% confidence interval (CI) error bars are given as Figure 18.



Note : DS- Dealing with Students, DP - Dealing with Peers, DA - Dealing with Administrators and DPr- Dealing with parents

Figure 18. Mean plots of the preference for each of the PDSs of Expert and Novice

teachers with 95% CI error bars

From the graphs it can be inferred that both the groups prefer 'confer', more or less equally irrespective of the type of situations they deal with, indicating their inclination to engage in private talk to prove their side. When it comes to 'delegate' there is category wise difference in their preference. Expert teachers show higher tendency to 'delegate' while dealing with students, may be because they want to ensure the involvement of some responsible authority or subordinates when they deal with complicated situations related with students. At the same time 'while dealing with administrators it is Novices who 'delegate' more. Both the groups show reluctance to 'delegate' while dealing the parents; though the rate of Expert teachers' disagreement was much higher than Novices.

The strategies 'consult', asking others to work together for solving the problems and 'legislate', explicating rules governing future actions of self and others are considered as preferred strategies, irrespective of the type of dealings. However Expert teachers show higher tendency to 'consult' than novices, while dealing with students and peers.

In the case of 'comply' also a category wise difference is noted. Expert teachers' preference to comply with students was remarkably higher than novices. Both groups favours it while dealing with parents but disapproves it while dealing with peers and administrators.

#### **IV. Difference in the Extent of Preference for each of the Problem Dealing Strategies of Novice Teachers in the Beginning and End of the B.Ed. Programme**

The extent of preferences for the seven PDSs of Novice teachers, in the beginning (Pre test) and end of the B.Ed. programme (Post Test) are calculated and compared in this section. This is done by analyzing the category wise difference for each of the PDSs of Novice teachers in both tests. The mean scores of the seven PDSs in the four categories are summed up separately and analyzed for this purpose.

##### **1. Difference in the Extent of Preference for the PDS ‘Confer’ of Pretest and Posttest Novice Groups**

Table 62 displays the mean, *SD* and *t*-value, showing the significance of difference in the extent of preference for the strategy ‘confer’ of Novice teachers, in the beginning and end of the B.Ed. programme in dealing with students, peers, administrators and parents.

Table 62

*Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Confer' of Pre Test and Post Test Novice Group (N=374, df =373)*

Type of Dealing	Group	Mean	SD	Coefficient of correlation	<i>t</i> value
Students	Pre test	1.00	0.36	.25	0.30
	Post Test	1.09	0.43		
Peers	Pre test	1.07	0.44	.23	2.3*
	Post Test	1.00	0.46		
Administrators	Pre test	1.30	0.64	.13	0.97
	Post Test	1.26	0.57		
Parents	Pre test	1.19	0.56	.21	0.52
	Post Test	1.17	0.58		

\* denotes  $p < .05$

Table 62 reveals that there is significant difference between pretest and posttest scores of Novice teachers in their preference for the PDS 'confer' in Dealing with Peers [ $t=-2.3$ ;  $p<.05$ ]. Whereas no significant difference is noted in dealing with students, administrators and parents as the obtained  $t$  values are below 1.96, the table value of  $t$  for significance at .05 level.

The result indicates that Novice teachers, in the beginning and end of the B.Ed. programme prefer the strategy 'confer' almost equally when they deal with students, parents and administrators. But their initial preference for it in dealing with peers remarkably decreases at the end of the B.Ed. programme.

## 2. Difference in the Extent of Preference for the PDS 'Delegate' of Pretest and Posttest Novice Groups

Table 63 displays the mean, *SD* and *t*-value, showing the significance of difference in the extent of preference for the strategy 'delegate' of Novice teachers, in the beginning and end of the B.Ed. programme in dealing with students, peers, administrators and parents.

Table 63

*Data and Results of Test of Significance of Difference between the Preference for the PDS 'Delegate' of Pre Test and Post Test Novice Group (N=374, df=373)*

Type of Dealing	Group	Mean	<i>SD</i>	Coefficient of correlation	<i>t</i> value
Students	Pre test	-0.20	0.61	.37	-1.13
	Post Test	-0.16	0.59		
Peers	Pre test	0.30	0.60	.16	0.93
	Post Test	0.26	0.59		
Administrators	Pre test	0.88	0.82	.21	-2.10*
	Post Test	0.99	0.98		
Parents	Pre test	-0.31	0.78	.32	0.51
	Post Test	-0.33	0.74		

\* denotes  $p < .05$

From Table 63, it can be inferred that there is significant difference between pretest and posttest scores of Novice teachers in their preference for the PDS 'delegate' in Dealing with Administrators [ $t = -2.10$ ;  $p < .05$ ]. Whereas there is no significant difference in dealing with students, peers and parents as the obtained *t* values are below 1.96, the table value of *t* for significance at .05 level.

Novice teachers, while dealing with administrators show a remarkable increase in their preference to delegate, or pass over the responsibility to someone else, in the end of their B.Ed programme. At the same time both pretest and post test Novice groups are equally reluctant to 'delegate', when they deal with students and parents. But agree with it when the dealings are with peers.

### 3. Difference in the Extent of Preference for the PDS 'Consult' of Pretest and Posttest Novice Groups

Table 64 displays the mean, *SD* and *t*-value, showing the significance of difference in the extent of preference for the strategy 'consult' of Novice teachers, in the beginning and end of the B.Ed. programme in dealing with students, peers, administrators and parents.

Table 64

*Data and Results of Test of Significance of Difference between the Preference for the PDS 'Consult' of Pre Test and Post Test Novice Group (N=374, df=373)*

Type of Dealing	Group	Mean	<i>SD</i>	Coefficient of correlation	<i>t</i> value
Students	Pre test	0.33	0.68	.46	-1.14
	Post Test	0.37	0.62		
Peers	Pre test	0.21	0.67	.40	-0.97
	Post Test	0.25	0.60		
Administrators	Pre test	1.05	0.59	.16	2.01*
	Post Test	0.97	0.60		
Parents	Pre test	0.55	0.66	.26	0.11
	Post Test	0.55	0.60		

\* denotes  $p < .05$

Table 64, depicts that there is significant difference between pretest and posttest scores of Novice teachers in their preference for the PDS 'consult' in Dealing with Administrators [ $t=-2.01$  ,  $p<.05$ ]. Whereas in dealing with students, peers and parents, no significant difference is there as the obtained  $t$  values are below 1.96, the table value of  $t$  for significance at .05 level.

From the results it can be inferred that in the beginning as well as in the end of the B.Ed. programme, Novice teachers' show an equal tendency to 'consult', asking others to work together for solving the problems when they with students, peers and parents. But when they deal with administrators, a notable decrease in their preference for 'consult' is observed after undergoing B.Ed. programme.

#### **4. Difference in the Extent of Preference for the PDS 'Retaliate' of Pretest and Posttest Novice Groups**

Table 65 displays the mean,  $SD$  and  $t$ -value, showing the significance of difference in the extent of preference for the strategy 'retaliate' of Novice teachers, in the beginning and end of the B.Ed. programme in dealing with students, peers, administrators and parents.



Table 65

*Data and Results of Test of Significance of Difference between the Preference for the PDS 'Retaliate' of Pre Test and Post Test Novice Group (N=374, df=373)*

Type of Dealing	Group	Mean	SD	Coefficient of correlation	t value
Students	Pre test	-0.92	0.48	.39	0.78
	Post Test	-0.90	0.51		
Peers	Pre test	-0.71	0.55	.23	0.52
	Post Test	-0.73	0.58		
Administrators	Pre test	-0.10	0.86	.21	3.11**
	Post Test	-0.28	0.88		
Parents	Pre test	-1.08	0.64	.20	-2.13*
	Post Test	-0.99	0.70		

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

Table 65, depicts that there is significant difference between pretest and posttest scores of Novice teachers in their preference for the PDS 'retaliate' in Dealing with Administrators [ $t = -3.11$ ,  $p < .01$ ] and Dealing with Parents [ $t = -2.13$ ,  $p < .05$ ]. Meanwhile there is no significant difference is observed in dealing with students and peers, as the obtained  $t$  values are below 1.96, the table value of  $t$  for significance at .05 levels.

From the results it can be inferred that while dealing with students and peers B.Ed. programme doesn't make any remarkable difference in Novices tendency to disagree with 'retaliate', an act of vengeful response. But while dealing with administrators their disagreement increases remarkably for 'retaliate'. With parents their tendency to 'retaliate', decreases significantly after their B.Ed. Programme.

## 5. Difference in the Extent of Preference for the PDS 'Avoid' of Pretest and Posttest Novice Groups

Table 66 displays the mean, *SD* and *t*-value, showing the significance of difference in the extent of preference for the strategy 'avoid' of Novice teachers, in the beginning and end of the B.Ed. programme in dealing with students, peers, administrators and parents.

Table 66

*Data and Results of Test of Significance of Difference between the Preference for the PDS 'Avoid' of Pre Test and Post Test Novice Group (N=374, df=373)*

Type of Dealing	Group	Mean	<i>SD</i>	Coefficient of correlation	<i>t</i> value
Students	Pre test	-1.09	0.39	.37	-2.24*
	Post Test	-1.03	0.52		
Peers	Pre test	-1.12	0.47	.23	-4.53**
	Post Test	-0.98	0.53		
Administrators	Pre test	-1.05	0.63	.25	-3.85**
	Post Test	-0.89	0.67		
Parents	Pre test	-1.14	0.55	.30	0.84
	Post Test	-1.17	0.65		

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

Table 66, indicates that there is significant difference between pretest and posttest groups of Novice teachers in their preference for the PDS 'avoid' in Dealing with Students [ $t = -2.24$ ;  $p < .05$ ], Dealing with Peers [ $t = -4.53$ ;  $p < .01$ ] and Dealing with Administrators [ $t = -3.85$ ;  $p < .01$ ]. Whereas in Dealing with Parents, no significant difference is there as the obtained *t* value is below 1.96, the table value of *t* for significance at .05 levels.

From the results it can be inferred that B Ed programme makes a considerable decrease in 'Novice teachers' tendency to 'avoid' while dealing with students, peers and administrators. But while dealing with parents they show almost equal disagreement with 'avoid' in the beginning and end of the B Ed programme.

#### 6. Difference in the Extent of Preference for the PDS 'Legislate' of Pretest and Posttest Novice Groups

Table 67 displays the mean, *SD* and *t*-value, showing the significance of difference in the extent of preference for the strategy 'legislate' of Novice teachers, in the beginning and end of the B.Ed. programme in dealing with students, peers, administrators and parents.

Table 67

*Data and Results of Test of Significance of Difference between the Preference for the PDS 'Legislate' of Pre Test and Post Test Novice Group (N=374, df=373)*

Type of Dealing	Group	Mean	<i>SD</i>	Coefficient of correlation	<i>t</i> value
Students	Pre test	0.71	0.38	.16	0.04
	Post Test	0.71	0.42		
Peers	Pre test	0.54	0.51	.22	4.24**
	Post Test	0.40	0.49		
Administrators	Pre test	1.24	0.61	.22	-0.71
	Post Test	1.26	0.61		
Parents	Pre test	0.63	0.54	.14	2.68**
	Post Test	0.53	0.50		

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

From Table 67, it can be inferred that there is significant difference between pretest and posttest groups of Novice teachers in their preference for the PDS 'legislate' in Dealing with Peers [ $t=-4.24$ ;  $p<.01$ ] and Dealing with Parents [ $t=2.68$ ;  $p<.01$ ]. Whereas in dealing with students and administrators, no significant difference is there as the obtained  $t$  values are below 1.96, the table value of  $t$  for significance at .05 levels.

From the results it can be inferred that Novice teachers while dealing with peers and parents show a significant decrease in their rate of legislating in the end of the B.Ed. programme than in the beginning of their B.Ed. programme. But while dealing with students and administrators they show almost equal agreement with 'legislate'.

#### **7. Difference in the Extent of Preference for the PDS 'Comply' of Pretest and Posttest Novice Groups**

Table 68 displays the mean,  $SD$  and  $t$ -value, showing the significance of difference in the extent of preference for the strategy 'comply' of Novice teachers, in the beginning and end of the B.Ed. programme in dealing with students, peers, administrators and parents.

Table 68

*Data and Results of Test of Significance of Difference between the Preference for the PDS 'Comply' of Pre Test and Post Test Novice Group (N=374, df=373)*

	Group	Mean	SD	Coefficient of correlation	t value
Students	Pre test	0.04	0.40	.25	4.34**
	Post Test	-0.07	0.39		
Peers	Pre test	-0.29	0.58	.26	-0.55
	Post Test	-0.27	0.57		
Administrators	Pre test	-1.15	0.70	.24	-4.33**
	Post Test	-0.93	0.83		
Parents	Pre test	1.00	0.56	.07	0.25
	Post Test	0.99	0.53		

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

Table 68, indicates that there is significant difference between pretest and posttest groups of Novice teachers in their preference for the PDS 'comply' in Dealing with Students [ $t=-4.34$ ;  $p<.01$ ], and Dealing with Administrators [ $t=-4.33$ ;  $p<.01$ ]. Whereas in dealing with peers and parents, no significant difference is there as the obtained  $t$  values are below 1.96, the table value of  $t$  for significance at .05 levels.

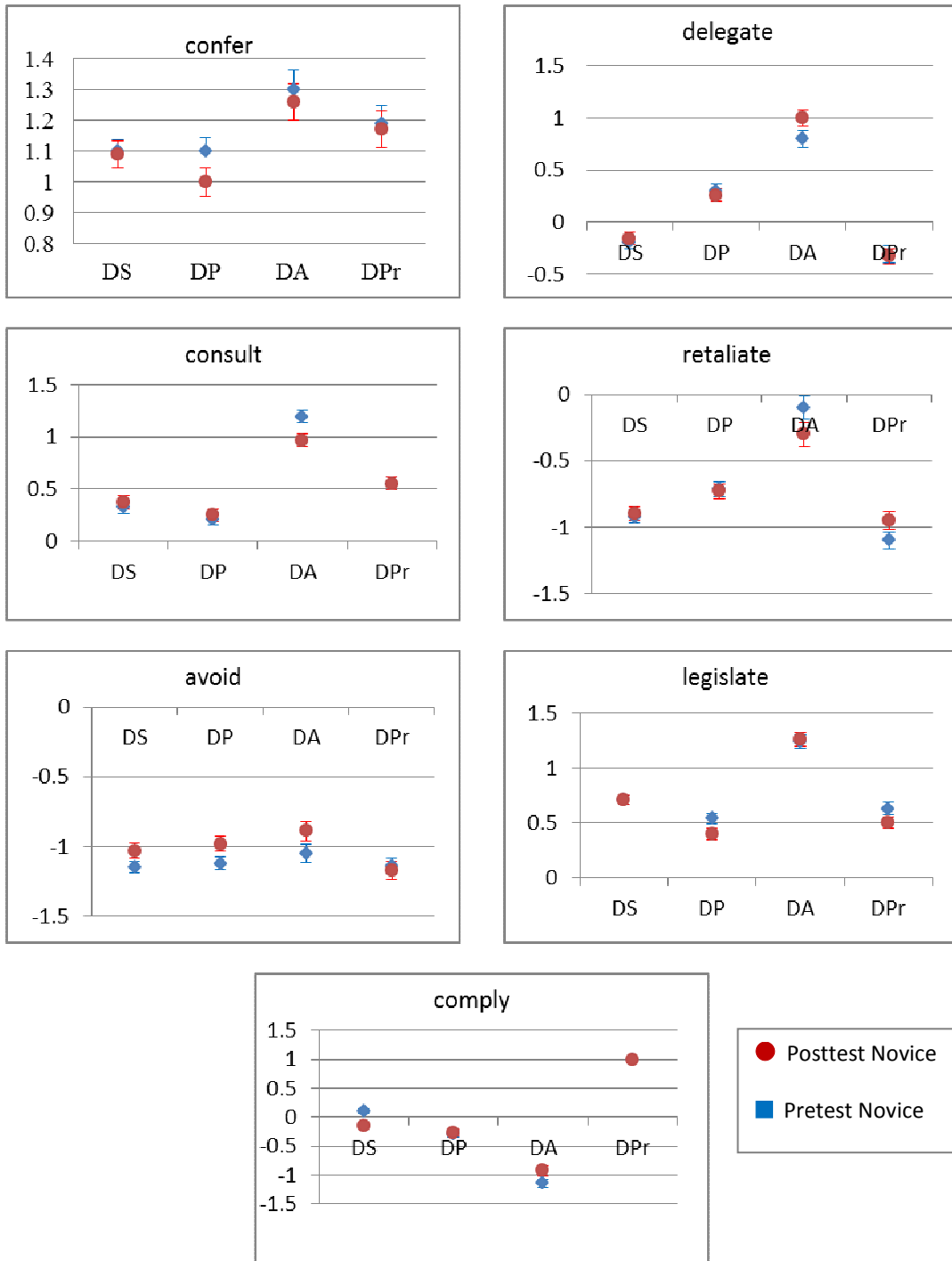
From the results it can be inferred that Novice teachers while dealing with students and administrators, show a significant decrease in their rate of complying in the end of the B Ed programme than in the beginning. Their disagreement to

'comply' in Dealing with Peers and agreement in Dealing with Parents are almost equal in both pretest and posttest.

### **Discussion of Results**

Section IV depicts a clear presentation about the difference in the extent of preference for the PDSs Novice teachers in the beginning and end of the B.Ed. programme. Both in pretest and post test they preferred the strategies 'confer', 'consult' and 'legislate' in majority of the situations and at the same time 'Retaliate' and 'avoid' falls into the class of non preferred strategies.

To get a clear picture, mean plots of the difference in the extent of preferences for each of the PDSs of Novice teachers in the beginning (pretest) and end of the B.Ed. programme (posttest) with 95 % CI error bars are given as Figure 19.



Note DS- Dealing with Students, DP - Dealing with Peers, DA - Dealing with Administrators and DPr - Dealing with parents

Figure 19. Mean plots of the preference for each of the PDSs of Novices in the pretest and posttest with 95% CI error bars

Regarding the strategy 'confer' it is revealed that Novices, both in the beginning and end of the B.Ed. programme prefer 'confer', more or less equally, while dealing with students, administrators and parents, indicating their inclination to engage in private talk to prove their side. But when they deal with peers it is evident that B.Ed. programme has created a considerable decrease in their willingness to confer.

When it comes to 'delegate,' in both stages Novice teachers disagreed almost equally while dealing with students and parents; may be because they don't want the involvement of some authority in such situations. At the same time, while dealing with administrators Novices delegated more after undergoing B.Ed. course and with peers the agreement was almost same in both tests.

The strategies 'consult', asking others to work together for solving the problems and 'legislate', explicating rules governing future actions of self and others are generally considered as a preferred strategy in all the situations irrespective of the type of dealings. However, while dealing with administrators, Novice teachers' tendency to 'consult' remarkably decreases after their B.Ed. course. Their tendency to 'legislate' also gets reduced significantly while dealing with administrators and parents.

A category wise difference is distinct with the strategy 'comply' (doing whatever is asked for) as Pre test and Post test Novices prefer it while dealing with parents and avoid it while dealing with administrators and peers. B Ed programme creates considerable decrease in their tendency to comply while dealing with students administrators and parents.



It can be thus concluded that B.Ed. programme has some influence in determining the preference for some of the PDSs.

**V. Difference between Expert Teachers and Novices undergone two year B.Ed. programme in the Extent of Preference for each of the Problem Dealing Strategies**

During the time period of the present study, the one year secondary teacher education programme was revised and the two year secondary teacher education programme came into effect. As per the regulations of NCTE 2014 the two year B.Ed. programme came into effect from 2015-2017 onwards. As this shift was in the midst of the research period investigator cross validated the results obtained from the Novices of two year programme and an attempt was done to compare it with that of Expert teachers.

The extent of preferences for the seven PDSs of Expert and Novice teachers undergone two year B.Ed. programme are calculated and compared in this section. This is done by analyzing the strategy wise difference in the four categories of teacher dealings with students, peers, administrators and parents. The mean scores of the seven PDSs in the four categories are summed up separately and analyzed for this purpose.

**1. Difference between Expert Teachers and Novices Undergone Two Year B.Ed. in the extent of preference for the PDS ‘Confer’**

Table 69 displays the mean, *SD* and *t*-value, showing the significance of difference in the extent of preference for the strategy ‘confer’ between Expert

teachers and Novice teachers in dealing with students, peers, administrators and parents.

Table 69

*Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Confer' between Expert and Novice Teachers Undergone Two Year B.Ed. Programme.*

Type of Dealing	Sample	N	Mean	SD	t value
Students	Expert	65	1.10	0.34	2.27*
	Novice	120	.92	.73	
Peers	Expert	65	0.99	0.36	0.57
	Novice	120	.94	0.74	
Administrators	Expert	65	1.18	0.46	1.78
	Novice	120	1.01	0.82	
Parents	Expert	65	1.22	0.39	2.16*
	Novice	120	1.02	0.82	

\* denotes  $p < .05$

Table 69 reveals that there is significant difference between Expert teachers and Novices undergone two year B Ed programme in their preference for the PDS 'confer' in Dealing with Students [  $t=2.27, p<.05$ ] and Dealing with Parents [  $t=2.16, p<.05$ ]. Whereas there is no significance while dealing with peers and administrators as the obtained  $t$  values are below 1.96, the table value of  $t$  for significance at .05 level.

The result shows that Expert teachers show a tendency to 'confer' significantly more than Novice teachers undergone two year B.Ed. programme, while dealing with students and parents. However they prefer it almost equally while dealing with peers and administrators.

## 2. Difference between Expert Teachers and Novices Undergone Two Year B.Ed. in the extent of preference for the PDS 'Delegate'

Table 70 displays the mean, Standard Deviation and *t*-value, showing the significance of difference in the extent of preference for the strategy 'delegate' between Expert teachers and Novice teachers in dealing with Students, Peers, Administrators and Parents.

Table 70

*Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Delegate' between Expert and Novice Teachers Undergone Two Year B.Ed. Programme*

Type of Dealing	Sample	N	Mean	SD	<i>t</i> value
Students	Expert	65	.13	0.45	4.98**
	Novice	120	-0.23	0.52	
Peers	Expert	65	0.26	0.47	3.33**
	Novice	120	-.02	0.66	
Administrators	Expert	65	0.75	0.71	0.31
	Novice	120	.72	0.91	
Parents	Expert	65	-0.53	0.58	-0.17
	Novice	120	-0.51	0.71	

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

From Table 70, it can be inferred that there is significant difference between Expert teachers and Novices undergone two year B Ed programme in their preference for the strategy 'delegate' in Dealing with Students [ $t=4.98$ ;  $p < .01$ ] and Dealing with Peers [ $t=3.33$ ;  $p < .01$ ]. However they prefer 'delegate' equally while Dealing with Administrators [ $t=0.31$ ;  $p > .05$ ] and 'Dealing with Parents [ $t=-0.17$ ;  $p > .05$ ]'.

Expert teachers show a tendency to ‘delegate’ or pass over the responsibility to someone else more than Novices undergone two year B.Ed. programme, while dealing with students and peers. At the same time Experts and Novice teachers, agree to delegate while dealing with administrators and disagree to delegate while dealing with parents more or less equally.

### 3. Difference between Expert Teachers and Novices Undergone Two Year B.Ed. in the extent of preference for the PDS ‘Consult’

Table 71 displays the mean, Standard Deviation and *t*-value, showing the significance of difference in the extent of preference for the strategy ‘consult’ between Expert teachers and Novice teachers in dealing with students, peers, administrators and parents.

Table 71

*Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS ‘Consult’ between Expert and Novice Teachers Undergone Two Year B Ed Programme*

Type of Dealing	Sample	N	Mean	SD	<i>t</i> value
Students	Expert	65	0.6	0.42	6.22**
	Novice	120	0.05	0.77	
Peers	Expert	65	0.4	0.44	6.08**
	Novice	120	-.11	.71	
Administrators	Expert	65	0.94	0.55	2.32*
	Novice	120	0.70	.82	
Parents	Expert	65	0.48	0.55	2.90**
	Novice	120	.19	.79	

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

The mean scores in Table 71 reveals that there is significant difference between Expert and Novice teachers in their preference for the strategy 'consult' while dealing with students [ $t=6.22$ ;  $p<.01$ ], peers [ $t=6.08$ ;  $p<.01$ ], administrators [ $t=2.32$ ;  $p<.05$ ] and parents [ $t=-2.90$ ;  $p<.01$ ].

Expert teachers show a tendency to 'consult', asking others to work together for solving the problems, significantly more than Novices undergone two year B.Ed. programme, irrespective of the type of dealings. Both the groups prefer consult to the highest while dealing with administrators and least while dealing with peers.

#### **4. Difference between Expert Teachers and Novices Undergone Two Year B.Ed. in the extent of preference for the PDS 'Retaliate'**

Table 72 displays the mean, Standard Deviation and t-value, showing the significance of difference in the extent of preference for the strategy 'retaliate' between Expert teachers and Novice teachers in dealing with students, peers, administrators and parents.

Table 72

*Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Retaliate' between Expert Teachers and Novices Undergone Two Year B Ed Programme*

Type of Dealing	Sample	N	Mean	SD	t value
Students	Expert	65	-0.98	0.4	0.08
	Novice	120	-0.98	0.56	
Peers	Expert	65	-0.8	0.47	-1.76
	Novice	120	-0.66	0.58	
Administrators	Expert	65	-0.51	0.87	-0.82
	Novice	120	-0.40	0.84	
Parents	Expert	65	-0.98	0.45	-0.37
	Novice	120	-0.95	0.71	

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

Table 72 reveals that there is no significant difference between Expert and Novice teachers in their disapproval for the PDS 'retaliate' in dealing with students, peers, administrators and parents as the obtained  $t$  values are below 1.96, the table value of  $t$  for significance at .05 level.

Expert and Novice teachers undergone two year B.Ed. programme, irrespective of the four types of the dealings disfavour 'retaliate' almost equally. This indicates that to solve the situations that arise in the social side of teaching domain, Expert and Novice teachers do not prefer to respond in a vengeful manner.

### 5. Difference between Expert Teachers and Novices Undergone Two Year B.Ed. in the extent of preference for the PDS 'Avoid'

Table 73 displays the mean, *SD* and *t* value, showing the significance of difference in the extent of preference for the strategy 'avoid' between Expert teachers and Novice teachers in dealing with students, peers, administrators and parents.

Table 73

*Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Avoid' between Expert and Novice Teachers Undergone Two Year B.Ed. Programme*

Type of Dealing	Sample	N	Mean	<i>SD</i>	<i>t</i> value
Students	Expert	65	-0.94	0.42	1.07
	Novice	120	-1.01	0.48	
Peers	Expert	65	-0.99	0.47	0.08
	Novice	120	-1.0	0.54	
Administrators	Expert	65	-0.96	0.5	-2.53*
	Novice	120	-0.71	0.84	
Parents	Expert	65	-1.15	0.5	-0.28
	Novice	120	-1.12	0.65	

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

Table 73 reveals that there is no significant difference between Expert and Novices undergone two year B.Ed. programme in their preference for the PDS 'avoid', in dealing with students, peers and parents as the obtained *t* values are below 1.96, the table value of *t* for significance at .05 level. Meanwhile while

dealing with administrators [ $t=-2.53$ ;  $p<.05$ ] there is a significant difference between the two groups.

Expert and Novice teachers undergone two year B.Ed. programme, while dealing with students, peers and parents tend to evade 'avoid' equally. While dealing with administrators, Expert teachers keep away from 'avoid' remarkably more than Novice teachers.

#### **6. Difference between Expert Teachers and Novices Undergone Two Year B.Ed. programme in the extent of preference for the PDS 'Legislate'**

Table 74 displays the mean, *SD* and *t*-value, showing the significance of difference in the extent of preference for the strategy 'legislate' between Expert teachers and Novices undergone two year B. Ed. programme in dealing with students, peers, administrators and parents.



Table 74

*Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Legislate' between Expert Teachers and Novices Undergone Two Year B.Ed. Programme*

Type of Dealing	Sample	N	Mean	SD	t value
Students	Expert	65	0.73	0.36	2.19*
	Novice	120	0.57	0.63	
Peers	Expert	65	0.32	0.5	1.12
	Novice	120	0.22	0.64	
Administrators	Expert	65	1.13	0.52	2.16*
	Novice	120	.91	0.88	
Parents	Expert	65	0.42	0.52	1.58
	Novice	120	0.28	0.63	

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

Table 74 depicts that there is significant difference between Expert teachers and Novices undergone two year B. Ed. programme in their preference for 'legislate' in Dealing with Students [ $t=2.19$   $p < .05$ ] and Dealing with Administrators [ $t=2.16$ ,  $p < .05$ ]. Whereas there is no significance in the preference for 'legislate' while dealing with peers and parents as the obtained  $t$  values are below 1.96, the table value of  $t$  for significance at .05 level.

Expert teachers and Novices undergone two year B.Ed. programme prefer 'legislate', explicating rules governing future actions of self and others, while dealing with peers and parents almost equally but Expert teachers' preference is significantly higher when they deal with students and administrators.

## 7. Difference between Expert Teachers and Novices Undergone Two Year B.Ed. in the extent of preference for the PDS 'Comply'

Table 75 displays the mean, Standard Deviation and t-value, showing the significance of difference in the extent of preference for the strategy 'comply' between Expert teachers and Novice teachers in dealing with students, peers, administrators and parents.

Table 75

*Data and Results of Test of Significance of Difference in the Extent of Preference for the PDS 'Comply' between Expert Teachers and Novices undergone Two Year B Ed Programme*

Type of Dealing	Sample	N	Mean	SD	t value
Students	Expert	65	0.13	0.36	-0.01
	Novice	120	0.02	0.47	
Peers	Expert	65	-0.60	0.48	-3.32**
	Novice	120	-0.34	0.57	
Administrators	Expert	65	-0.96	0.67	-1.37
	Novice	374	-0.81	0.76	
Parents	Expert	65	1.00	0.49	3.55**
	Novice	120	0.70	0.77	

\*\* denotes  $p < .01$ , \* denotes  $p < .05$

The mean scores in Table 75 reveals that Expert teachers and Novices undergone two year B. Ed. programme prefer the strategy 'comply' while dealing with students and parents. Their preference is almost equal while dealing with students [ $t = -.01$ ;  $p > .01$ ], whereas with parents, Expert teachers comply significantly

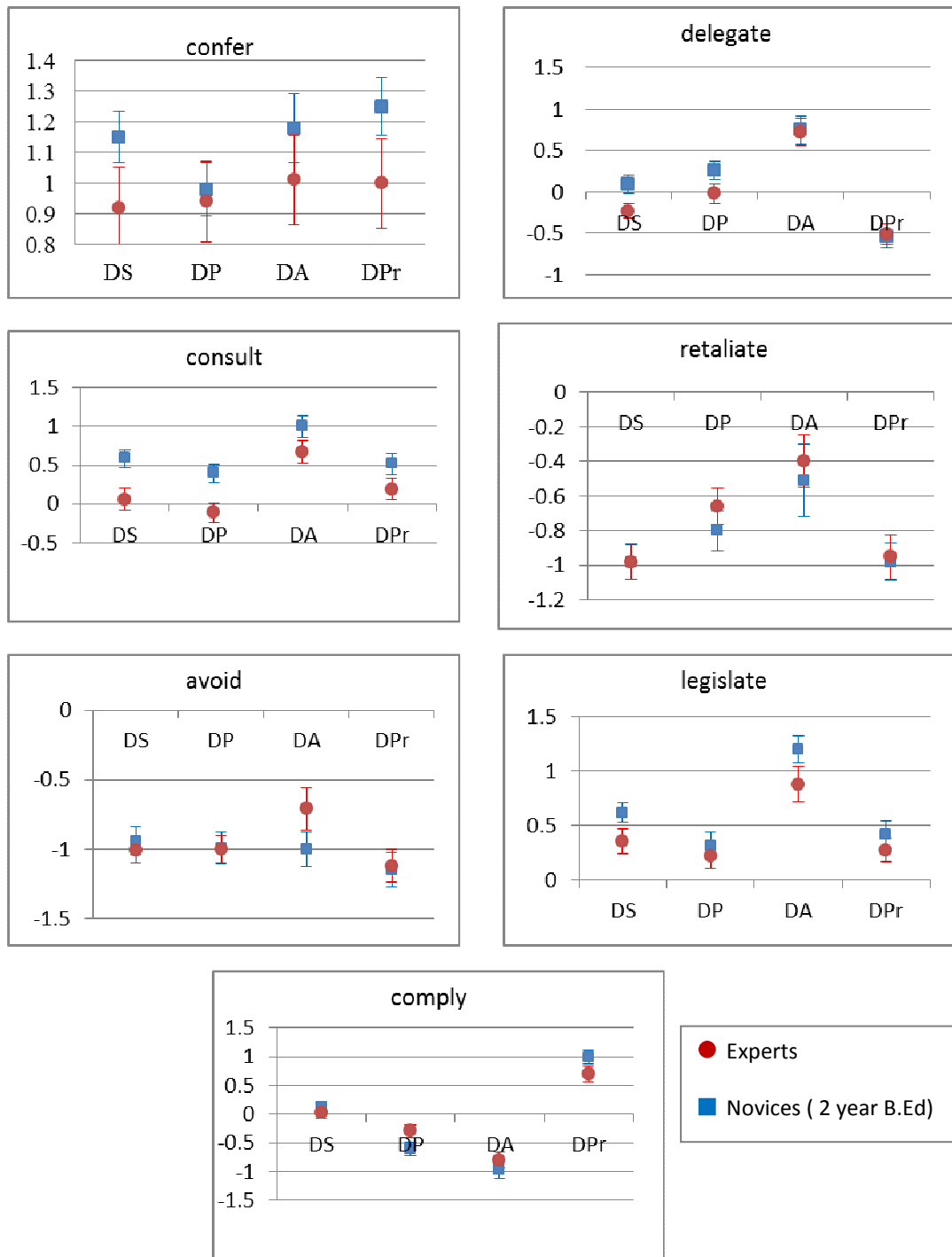
more than Novices [ $t=-4.93$ ;  $p<.01$ ]. Meanwhile Expert teachers' disagreement with 'comply' is almost equal with Novices in Dealing with Administrators and significantly high [ $t=-4.93$ ;  $p<.01$ ] in Dealing with Peers.

Expert and Novice teachers undergone two year B.Ed. programme, show a tendency to 'comply', doing whatever is asked for while dealing with students and parents but avoid it while dealing with peers and administrators. There is a tendency for Expert teachers to opt 'comply' more with parents and to avoid it more with peers, when compared with Novices undergone two year B. Ed. programme.

### **Summary of the Results**

Section V presents a clear illustration about the difference in the extent of preference of the PDSs between Expert teachers and Novices undergone two year B.Ed. programme. Both the groups preferred the strategies 'confer', 'consult' and 'legislate' in majority of the situations and at the same time 'retaliate' and 'avoid' are considered as the non preferred strategies.

To get a clear picture of the mean plots of the difference in the extent of preference for each of the PDSs between Expert teachers and Novice teachers undergone two year B.Ed. with 95% CI error bars are given as Figure 20.



Note DS - Dealing with Students, DP - Dealing with Peers, DA - Dealing with Administrators and DPr - Dealing with parents

Figure 20. Mean plots of the preference for each of the PDSs of Expert teachers and Novices undergone two year B.Ed. programme with 95% CI error bars

From figure 20 it is revealed that both the groups prefer 'confer', irrespective of the type of situations they deal with, indicating their inclination to engage in private talk to prove their side. But expert teachers showed higher tendency to confer in dealing with students and parents than novices undergone two year B.Ed. programme. When it comes to 'delegate' there is category wise difference in their preference. Expert teachers show higher tendency to 'delegate' while dealing with students and peers, may be because they want to make certain the participation of some responsible authority in such dealings. Both the groups almost equally show reluctance to 'delegate' while dealing the parents but accepted to do so when the dealing is with administrators.

Expert teachers showed considerably higher tendency to 'consult' than novices undergone two year B.Ed. programme irrespective of the type of dealings. However novices showed a disagreement with 'consult' in dealing with peers.

Both the groups opted 'Legislate', explicating rules governing future actions of self and others in all the situations irrespective of the type of dealings, though expert teachers preferred it notably higher in dealing with students and administrators. In the case of 'avoid' and 'retaliate' though both groups rejected it almost in all situations expert teachers' disagreement for it in dealing with administrators was considerably higher than novices undergone two year B.Ed. programme.

A category wise difference is distinct with the strategy 'comply' (doing whatever is asked for as Expert and Novices prefer it while dealing with students and parents and avoid it while dealing with administrators and peers. At the same

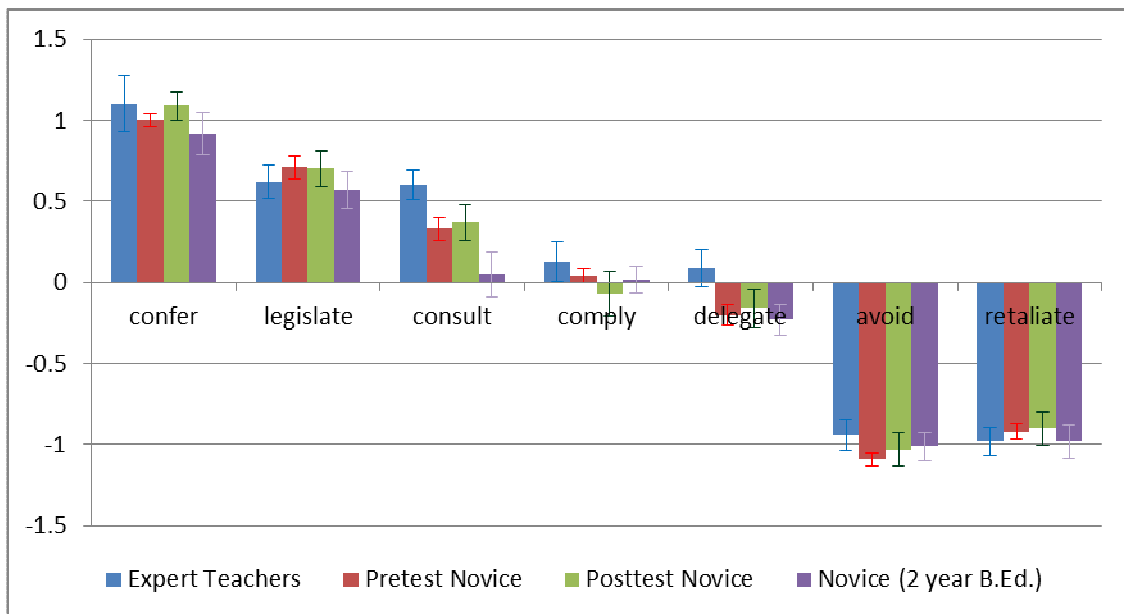
time it is Expert teachers who reject to comply at a higher level than Novices while dealing with peers and parents.

**Conclusion**

A comprehensive analysis of Section III, Section IV and Section V reveals a clear picture about the nature of strategy wise preference of the teachers.

***Dealing with Students***

To get a better visualization, graphical representations of the mean scores of the preference for the PDSs of Expert teachers, Novice teachers ( Pre and Post groups) and Novice teachers undergone two year B.Ed. programme, in Dealing with Students is given as Figure 18.



*Figure 21.* Bar Diagrams of the mean scores of the preference for the PDSs with corresponding confidence intervals of Expert teachers, Novice teachers (Pre and Post groups) and Novice teachers undergone two year B.Ed. programme, in Dealing with Students

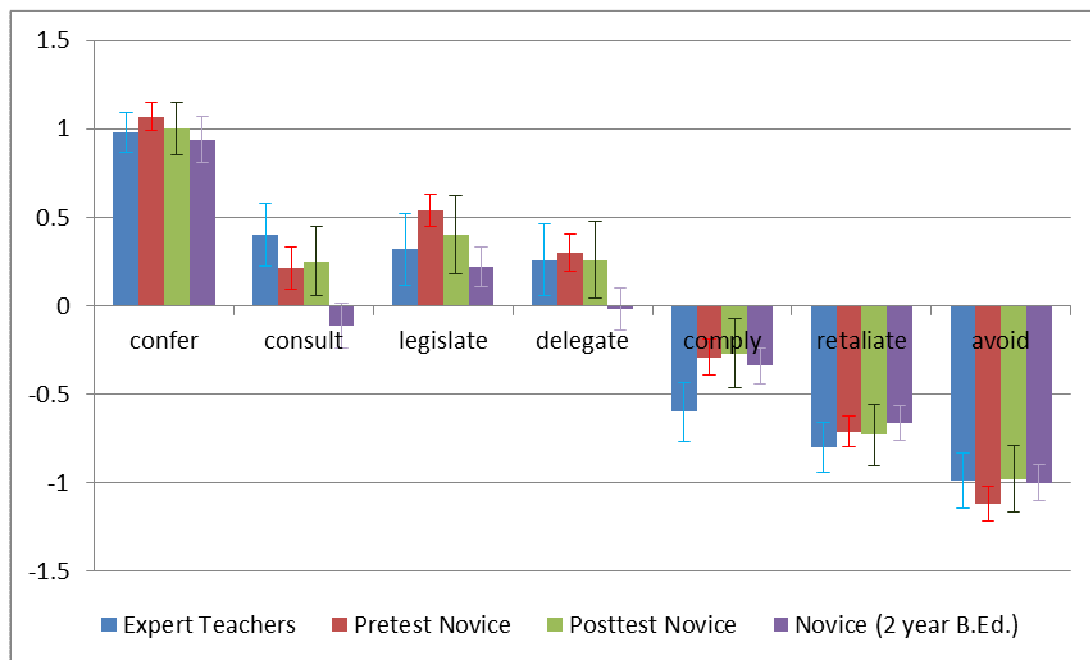
From Figure 21, it can be inferred that while dealing with students there is a general tendency to prefer the strategies in the order 'confer', 'legislate' and 'consult' and to evade the strategies 'avoid' and 'retaliate'. All the groups almost equally prefer the strategies confer and legislate and keep away from the strategies avoid and retaliate.

Regarding the strategy consult it is seen that no other groups reach near to the preference level of Expert teachers indicating that Expert teachers prefer 'consult' significantly higher than other groups. Moreover pretest and post test Novices prefer consult almost equally, whereas post Novice group undergone two year B.Ed. programme exhibits a significantly lower preference for 'consult' than the rest.

In the case of 'delegate' only Expert teachers prefer it in a significantly higher manner where as the rest of the groups avoid it almost equally. To sum up all the four groups' preference for the strategies while dealing with students are more or less similar except in the case of consult, comply and delegate.

### ***Dealing with Peers***

To get a better visualization, graphical representations of the mean scores of the preference for the PDSs of Expert teachers, Novice teachers in the beginning and end of one year B.Ed. programme and Novice teachers undergone two year B.Ed. programme, in Dealing with Peers is given as Figure 22.



*Figure 22.* Bar Diagrams of the mean scores of the preference for the PDSs with corresponding confidence intervals of Expert teachers, Novice teachers (Pre and Post groups) and Novice teachers undergone two year B.Ed. programme, in Dealing with Peers

From Figure 22 it can be seen that while dealing with peers there is a general tendency to prefer the strategies in the order ‘confer’, ‘legislate’ and evade the strategies ‘avoid’, ‘retaliate’ and ‘comply’. All the groups almost equally prefer the strategies confer and legislate and keep away from the strategies ‘avoid’ and ‘retaliate’.

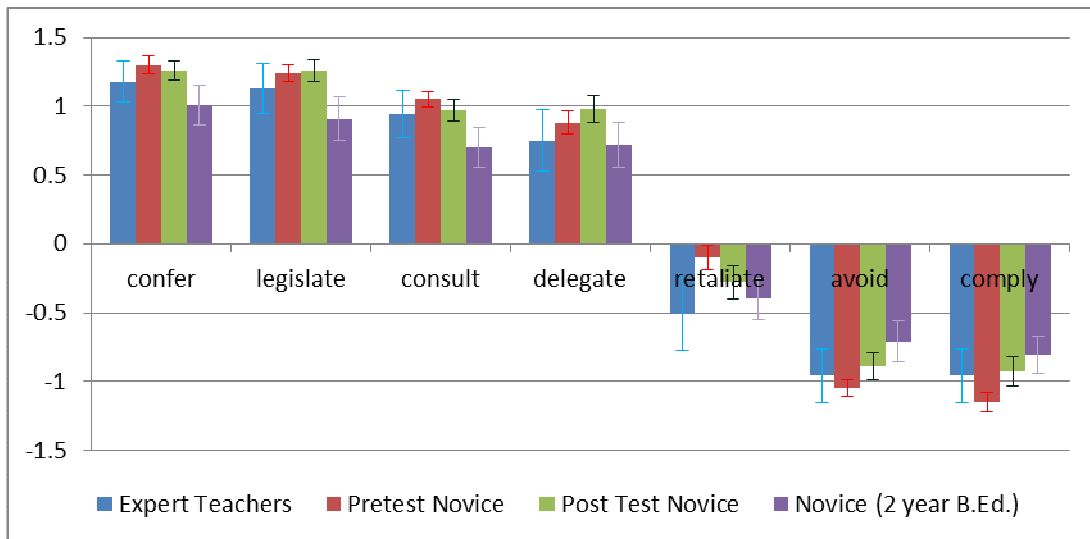
Regarding the strategy consult it is seen that Expert teachers, pre test and Post test Novices prefer ‘consult’ almost equally, at the same time Novices undergone two year B.Ed. shows an unwillingness to ‘consult’ when it is to deal with peers.



There is no significant difference among the four groups in their preference for ‘delegate,’ though Novice teachers undergone two year B.Ed. shows a negligible reluctance towards the strategy. In the case of ‘comply’ Expert teachers disagree with it in a significantly higher manner than other groups. To sum up all the four groups’ preference for the strategies while dealing with peers are more or less similar with confer, retaliate, and avoid but differences are there in their choice for consult, comply and delegate.

***Dealing with Administrators***

To get a better visualization, graphical representations of the mean scores of the preference for the PDSs of Expert teachers, Novice teachers in the beginning and end of one year B.Ed. programme and Novice teachers undergone two year B.Ed. programme, in Dealing with Administrators is given as Figure 23.

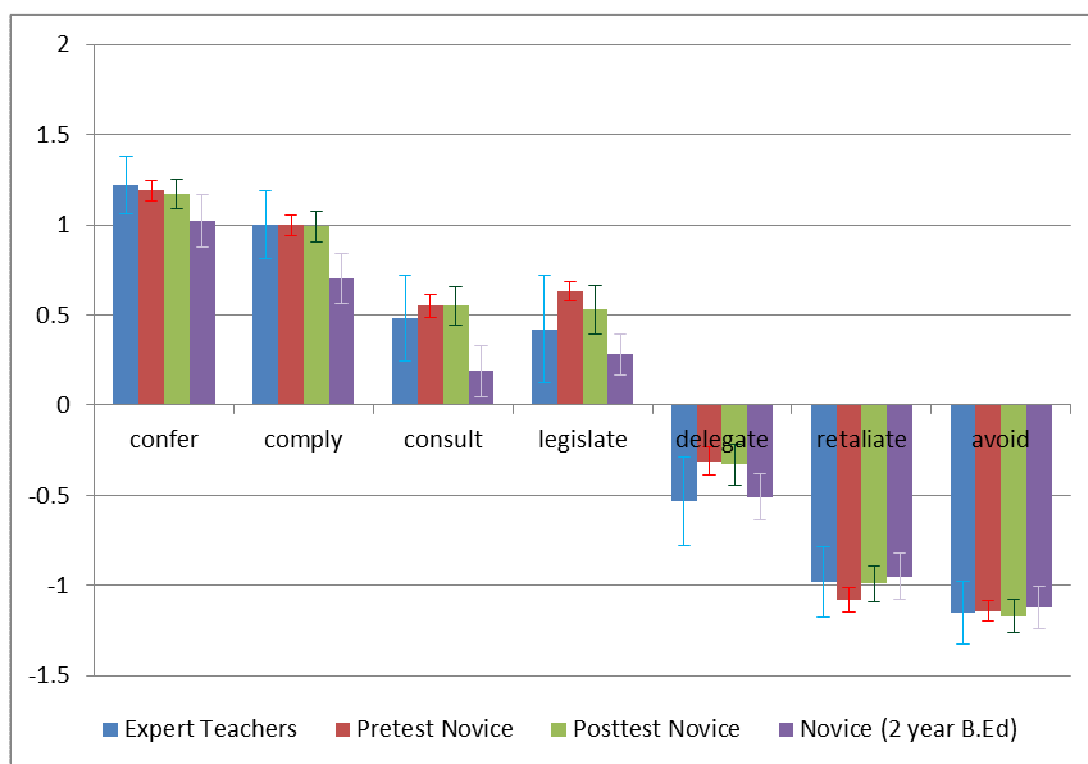


*Figure 23.* Bar Diagrams of the mean scores of the preference for the PDSs with corresponding confidence intervals of Expert teachers, Novice teachers (Pre and Post groups) and Novice teachers undergone two year B.Ed. programme, in Dealing with Administrators

It is seen from the graph that the while dealing with administrators there is a general tendency to prefer the strategies in the order 'confer' , 'legislate', 'consult and 'delegate' and evade the strategies 'comply', 'avoid and 'retaliate'. Though pretest and post test Novice groups prefer 'consult', 'legislate' and 'confer' almost equally with Expert teachers their preference for these strategies is significantly higher than Novices undergone two year B.Ed. programme. In the case of delegate all the four groups prefer it almost equally.

Regarding the strategy 'comply' and 'avoid' the Novice undergone two year programme exhibited comparatively less disagreement than other groups. Novices undergone one year B.Ed. programme reached to the level of Experts here. All the four groups disagreed to comply with administrators.

To get a better visualization, graphical representations of the mean scores of the preference for the PDSs of Expert teachers, Novice teachers in the beginning and end of one year B.Ed. programme and Novice teachers undergone two year B.Ed. programme, in Dealing with Parents is given as Figure 24.



*Figure 24.* Bar Diagrams of the mean scores of the preference for the PDSs with corresponding confidence intervals of Expert teachers, Novice teachers (Pre and Post groups) and Novice teachers undergone two year B.Ed. programme, in Dealing with Parents

From the graph it can be seen that when it comes to deal with parents there is a general tendency to prefer the strategies in the order ‘confer’, ‘comply’, ‘consult’ and ‘legislate’ and evade the strategies ‘avoid’, ‘retaliate’ and ‘delegate’. All the groups almost equally prefer the strategies ‘confer’ and ‘legislate’ and keep away from the strategies ‘avoid’, ‘retaliate’ and ‘delegate’.

It is noted that Novices undergone two year B.Ed. programme exhibits a remarkably low preference for ‘comply’ and ‘consult’ than the other two Novice groups. However no difference is marked with the non preferred strategies.

### **Tenability of Hypotheses**

Based on the findings, tenability of the hypotheses for the study was reviewed.

The first hypothesis states that **there is significant difference in the preference for each of the PDSs among Expert Teachers in Dealing with Students, in total and in specific problem situations.** The findings of the study revealed that while dealing with students, Expert teachers differ significantly in their preference for some of the Problem Dealing Strategies in total and in specific problem situations. Hence the hypothesis is only partially substantiated.

The second hypothesis states that **there is significant difference in the preference for each of the PDSs among Expert teachers in Dealing with peers, in total and in specific problem situations.** The results of the study revealed that while dealing with peers, Expert teachers differ significantly in their preference for some of the Problem Dealing Strategies in total and in specific problem situations. Hence the hypothesis is only partially substantiated.

The third hypothesis states that **there is significant difference in the preference for each of the PDSs among Expert teachers in Dealing with administrators, in total and in specific problem situations.** Results revealed that Expert teachers while dealing with administrators differ significantly in their preference for some of the Problem Dealing Strategies in total and in specific problem situations. Thus the hypothesis is only partially substantiated.

The fourth hypothesis states that that **there is significant difference in the preference for each of the PDSs among Expert teachers in Dealing with parents, in total and in specific problem situations.** Findings revealed that Expert teachers while dealing with parents differ significantly in their preference for some of the Problem Dealing Strategies in total and in specific problem situations. Thus the hypothesis is only partially substantiated.

The fifth hypothesis states that that **there is significant difference in the preference for each of the PDSs among Novice teachers in Dealing with students, in total and in specific problem situations.** The findings of the study revealed that while dealing with students, Novice teachers differ significantly in their preference for some of the Problem Dealing Strategies in total and in specific problem situations. Hence the hypothesis is only partially substantiated.

The sixth hypothesis states that that **there is significant difference in the preference for each of the PDSs among Novice teachers in Dealing with peers, in total and in specific problem situations.** Findings showed that while dealing with peers, Novice teachers differ significantly in their preference for some of the Problem Dealing Strategies in total and in specific problem situations. Hence the hypothesis is only partially substantiated.

The seventh hypothesis states that that **there is significant difference in the preference for each of the PDSs among Novice teachers in Dealing with administrators, in total and in specific problem situations.** Results revealed that Novice teachers while dealing with administrators differ significantly in their

preference for some of the Problem Dealing Strategies in total and in specific problem situations. Thus the hypothesis is only partially substantiated.

The eighth hypothesis states that that **there is significant difference in the preference for each of the PDSs among Novice teachers in Dealing with parents, in total and in specific problem situations.** The results of the study revealed that while dealing with parents, Novice teachers differ significantly in their preference for some of the Problem Dealing Strategies in total and in specific problem situations. Thus the hypothesis is only partially substantiated.

The ninth hypothesis states that that **there is significant difference in the preference for each of the PDSs between Expert and Novice teachers.** Results showed that Expert and Novice teachers differ significantly in their preference for some of the Problem Dealing Strategies in total and in specific problem situations. Thus the hypothesis is only partially substantiated.

The 10<sup>th</sup> hypothesis states that **there is significant difference in the preference for each of the PDSs among Novice teachers in the beginning and end of the B.Ed. programme.** Results indicated that Novice teachers in the beginning and end of the B.Ed. programme differ significantly in their preference for some of the Problem Dealing Strategies in problem situations. Hence the hypothesis is only partially substantiated.

The 11<sup>th</sup> hypothesis states that **there is significant difference in the preference for each of the PDSs between Expert teachers and Novice teachers undergone two year B.Ed. programme.** Results indicated that the two groups differ significantly in their preference for some of the Problem Dealing Strategies. Thus the hypothesis is only partially substantiated.

BLESSYTHA ANWAR. "PROBLEM DEALING STRATEGIES OF NOVICE AND EXPERT TEACHERS AT SECONDARY SCHOOL LEVEL" THESIS. FAROOK TRAINING COLLEGE, RESEARCH CENTRE IN EDUCATION, UNIVERSITY OF CALICUT, 2018.

## CHAPTER V

# SUMMARY, CONCLUSIONS AND SUGGESTIONS

- *Restatement of the Problem*
- *Variables*
- *Objectives*
- *Hypotheses tested*
- *Methodology*
- *Major Findings*
- *Conclusion*
- *Educational Implications*
- *Suggestions for Further Research*



This chapter highlights the significant stages of the study, important findings, their educational implications and suggestions for further research.

### **Restatement of the Problem**

The study was restated as ‘Problem Dealing Strategies of Novice and Expert Teachers at Secondary School Level’.

### **Variables**

The variables involved in the study are the Problem Dealing Strategies viz. confer, delegate, consult, retaliate, avoid, legislate and comply.

### **Objectives**

Objectives of the study were:

1. To identify the preferred PDSs among Expert Teachers in total and in specific problem situations while dealing with
  - a) students
  - b) peers
  - c) administrators and
  - d) parents
2. To identify the preferred PDSs among Novice teachers in total and in specific problem situations while dealing with

- a) students
  - b) peers
  - c) administrators and
  - d) parents
3. To find out whether there exists significant difference in the extent of preference for the PDSs between Expert Teachers and Novice Teachers.
  4. To find out whether there exists significant difference in the extent of preference for the PDSs of Novice Teachers in the beginning and end of the B.Ed.programme.
  5. To find out whether there exists significant difference in the extent of preference for the PDSs between Expert Teachers and Novice Teachers undergone two year B.Ed.Programme.

### **Hypotheses Tested**

The hypotheses tested were as follows:

1. There is significant difference in the extent of preference for each of the PDSs among Expert teachers in Dealing with Students, in specific problem situations and problem situations in total.
2. There is significant difference in the extent of preference for each of the PDSs among Expert teachers in Dealing with Peers, in specific problem situations and problem situations in total.

3. There is significant difference in the extent of preference for each of the PDSs among Expert teachers in Dealing with Administrators, in specific problem situations and problem situations in total.
4. There is significant difference in the extent of preference for each of the PDSs among Expert teachers in Dealing with Parents, in specific problem situations and problem situations in total.
5. There is significant difference in the extent of preference for each of the PDSs among Novice teachers in Dealing with Students, in specific problem situations and problem situations in total.
6. There is significant difference in the extent of preference for each of the PDSs among Novice teachers in Dealing with Peers, in specific problem situations and problem situations in total.
7. There is significant difference in the extent of preference for each of the PDSs among Novice teachers in Dealing with Administrators, in specific problem situations and problem situations in total.
8. There is significant difference in the extent of preference for each of the PDSs among Novice teachers in Dealing with Parents, in specific problem situations and problem situations in total.
9. There is significant difference in the extent of preference for each of the PDSs between Expert and Novice teachers.

10. There is significant difference in the extent of preference for each of the PDSs among Novice teachers in the beginning and end of the B.Ed. programme.
11. There is significant difference in the extent of preference for each of the PDSs between Expert teachers and Novice teachers undergone two year B.Ed. programme.

### **Methodology**

The investigator makes use of two methods in this study. For identifying Expert and Novice teachers' preference for the PDSs in problematic situations, a survey using a situational judgment test is conducted. In order to check whether the B.Ed. programme bring any difference in Novice teachers' preference for PDSs, a single group pretest posttest design is also employed. In the midst of the research period the duration of B.Ed. programme got extended from one year to two year. Hence the same test is conducted in Novices undergone two year B.Ed. programme to check whether the two year B.Ed. programme make any difference in the preference for PDSs than one year novices.

### **Sample**

The sample for the present study constitutes 65 secondary school teachers (expert teachers), 374 teacher trainees (undergone one year B.Ed. programme) and 120 teacher trainees (undergone two year B.Ed. programme) from four districts of Kerala viz., Thrissur, Palakkad, Malappuram and Kozhikode.

In selecting Novice teachers, as the population belongs to teacher community, stratified sampling technique is used since it ensures representativeness and is applicable when the population is composed of subgroups or strata of different sizes.

### **Tool used for the study**

The tool 'Tacit Knowledge Scale for Teachers' ( Blessytha & Mumthas) was constructed to measure the extent to which teachers endorse a set of Problem Dealing Strategies across a variety situations which may arise in their career life while 'Dealing with Others'. In teaching domain, 'Dealing with Others' comprises of four subcategories viz. (i) dealing with students, (ii) dealing with peers (iii) dealing with administrators and (iv) dealing with parents which in turn is studied by presenting Tacit Knowledge items, in the form of stem stories or vignettes followed by response options corresponding to seven strategies.

### **Statistical Techniques Used**

The various statistical techniques used are given below.

- A. Two tailed test of significance of difference between means for large dependent samples
- B. Two tailed test of significance of difference between means for large independent samples

## Major Findings

Major findings of the study are as follows

1. In dealing with Stealing tendency among students, Expert teachers prefer the strategies 'delegate', 'confer' and 'consult' equally; 'legislate' strategy is also preferred though to a significantly less extent and tend to evade the strategies in the order 'avoid', 'retaliate' and 'comply'.
2. In dealing with 'Drug mishap', Expert teachers prefer the strategies in the order 'legislate', 'confer', 'delegate' and 'consult'; where 'legislate' is preferred significantly higher than others. At the same time they tend to evade the strategies significantly in the order 'avoid', 'retaliate' and 'comply'.
3. In dealing with Misunderstanding teacher's relation with student', Expert teachers prefer the strategies is in the order 'confer', 'legislate', 'delegate', 'consult' and 'comply'; where 'confer' shows a significant difference from the rest of the preferred strategies except 'legislate'. In the mean time they tend to evade the strategy 'retaliate' significantly more than 'avoid'.
4. In dealing with Mocking habit of intelligent student, Expert teachers prefer the strategies in the order 'confer', 'legislate' and 'consult'; where 'confer' exhibits a significant difference with the strategies 'legislate' and 'consult'. They tend to evade the strategies in the order 'comply', 'retaliate', 'delegate' and 'avoid'.

5. In dealing with 'Poverty stricken inattentive student', Expert teachers prefer the strategies in the order 'confer', 'comply', 'consult' and 'legislate'; where 'confer' is preferred significantly higher than 'legislate' but equal with 'comply' and 'consult'. Expert teachers try to evade the strategies in the order 'avoid', 'retaliate' and 'delegate'; where they disfavor 'avoid' significantly more than 'delegate' but equally with 'retaliate'.
6. In dealing with 'Insult from students', Expert teachers prefer the strategies in the order 'confer', 'comply', 'consult' and 'avoid'; where the preference for 'confer' is significantly higher than the strategies 'consult' and 'avoid' but equal with 'comply'. Expert teachers tend to 'avoid' the strategies in the order 'retaliate', 'delegate' and 'legislate'.
7. In dealing with 'Spontaneous verbal abuse from student', Expert teachers prefer the strategies in the order 'confer', 'legislate', 'comply' and 'consult'; preferring 'confer' significantly higher than all the other preferred strategies. They tend to evade the strategies significantly in the order 'retaliate', 'avoid', and 'delegate'.
8. In dealing with 'Too many questions from a student', Expert teachers' prefer the strategies in the order 'confer', 'consult' and 'comply'; where 'confer' is preferred significantly higher than 'consult' and 'comply'. In mean time they tend to evade the strategies in the order 'avoid', 'delegate', 'retaliate', and 'legislate'; where the disapproval for 'avoid' is significantly higher than 'retaliate' and 'legislate' but equal with 'delegate'.

9. While dealing the situation 'Sexual abuse at home', Expert teachers prefer the strategies in the order 'confer', 'comply', 'delegate' and 'consult'; where 'confer' is preferred significantly higher than other preferred strategies except 'comply'. Expert teachers tend to evade the strategies significantly in the order 'avoid' and 'retaliate'.
10. In dealing with the situation Defamation through whatsapp messages, Expert teachers' preference for the strategies is in the order 'confer', 'legislate', 'consult', and 'delegate'; where 'confer' shows significantly higher preference than rest of the preferred strategies. Whereas Expert teachers tend to evade the strategies significantly in the order 'avoid', 'retaliate' and 'comply'.
11. In dealing with the whole 10 situations under Dealing with Students, Expert teachers' preference for the strategy 'confer' shows a significantly high difference from the rest of the preferred strategies 'legislate', 'consult', 'comply' and 'delegate' . At the same time they evade the strategies 'retaliate' and 'avoid' almost equally.
12. In dealing with 'Supervision of student teacher', Expert teachers prefer the strategies 'confer' and 'legislate'; favoring 'confer' significantly higher than 'legislate'. They tend to evade the strategies in the order 'avoid', 'retaliate', 'comply', 'delegate' and 'consult'. Disagreement with the strategy 'avoid' is significantly higher than the other non-preferred strategies.
13. In dealing with 'Complaint from colleagues' , Expert teachers prefer the strategies 'delegate', 'legislate', 'confer' and 'consult'; opting 'delegate'



significantly higher than the rest. They tend to evade the strategies in the order 'retaliate', 'avoid' and 'comply' almost equally.

14. In dealing with 'Irresponsible colleague', 'legislate' strategy is preferred significantly more than the strategies 'consult' and 'delegate'; and equally with 'confer'. Their disagreement with 'avoid' is significantly higher than 'comply', but equal with 'retaliate'.
15. Expert teachers' preference for the PDSs in 'Interfering in colleagues decision' are in the order 'confer', 'consult' and 'delegate'; 'confer' being preferred significantly higher than the rest. At the same time they tend to evade the strategy 'avoid' significantly more than 'retaliate', 'comply' and 'legislate'.
16. In dealing with 'Commanding nature of senior colleague', Expert teachers prefer the strategies in the order 'confer', 'consult' and 'delegate'; preferring 'confer' significantly higher than 'delegate' but equal with 'consult'. Further they tend to disagree with the strategies in the order 'avoid', 'comply', 'retaliate' and 'legislate' where the disagreement with 'avoid' is significantly higher than 'legislate' but equal with 'comply' and 'retaliate'.
17. In Dealing with Peers, Expert teachers give highest preference for the strategies in the order 'confer', 'consult', 'legislate' and 'delegate' whereas the preference for the strategy 'confer' is significantly higher than the rest of the preferred strategies. At the same time they tend to evade the strategies significantly in the order 'avoid', 'retaliate' and 'comply'.

18. In dealing with 'Principal's grudge towards the teacher', Expert teachers prefer the strategies in the order 'confer', 'legislate', 'consult' and 'delegate'; where 'confer' is preferred significantly higher than the rest. Along with they tend to evade the strategies in the order 'comply', 'retaliate' and 'avoid'; where the disagreement with the strategy 'comply' is significantly higher than 'avoid' but identical with 'retaliate'.
19. In dealing with 'Division fall problem', Expert teachers prefer the strategies in the order 'legislate', 'confer', 'consult' and 'delegate'; where 'legislate' is preferred significantly higher than the other preferred strategies. In mean time they tend to evade the strategies significantly in the order 'avoid', 'comply' and 'retaliate'.
20. While dealing with administrators, Expert teachers prefer the strategies in the order 'confer', 'legislate', 'consult' and 'delegate'; preferring 'confer' significantly higher than the other preferred strategies except 'legislate'. Along with, they tend to evade the strategies in the order 'avoid', 'comply' and 'retaliate'; where the disagreement with the strategy 'avoid' is significantly higher than 'retaliate' but equal with 'comply'.
21. In dealing with 'Complaint from parent in PTA meeting', Expert teachers prefer the strategies in the order 'confer', 'comply' and 'consult' ; where the preference for the strategies 'confer' and 'comply' is significantly higher than 'consult'. They tend to evade the strategies in the order 'avoid', 'retaliate', 'delegate' and 'legislate' where the disagreement for the strategy 'avoid' is significantly higher than the rest.

22. In dealing 'Parent demanding higher grade', Expert teachers prefer the strategies in the order 'confer', 'legislate', 'comply' and 'consult' where 'confer' is preferred significantly higher than other preferred strategies. They tend to evade the strategies in the order 'retaliate', 'avoid' and 'delegate'; where the disagreement for the strategy 'retaliate' is significantly high than 'avoid' and 'delegate'.
23. In dealing with 'Complaint raised in science exhibition', Expert teachers prefer the strategies in the order 'confer', 'legislate', 'consult', 'comply' and 'delegate' and the preference for the strategy 'confer' is significantly higher than the other preferred strategies. They tend to evade the strategies significantly in the order 'avoid' and 'retaliate'.
24. In Dealing with Parents, Expert teachers give highest preference for the strategies in the order 'confer', 'comply', 'consult' and 'legislate' where the preference for the strategy 'confer' is significantly higher than the other preferred strategies. They tend to evade the strategies significantly in the order 'avoid', 'retaliate' and 'delegate'.
25. In dealing with stealing tendency of student, Novice teachers prefer the strategies in the order 'confer', 'delegate', 'consult' and 'legislate'; though 'legislate' is preferred to a significantly less extent,  $p < .05$ . At the same time they evade the strategies significantly in the order 'avoid', 'retaliate' and 'comply'.
26. In dealing with 'Drug mishap', Novice teachers prefer the strategies in the order 'legislate', 'confer', 'delegate' and 'consult'; where 'legislate' is

preferred significantly higher than others. At the same time they tend to evade the strategies significantly in the order 'avoid', 'retaliate' and 'comply'.

27. In dealing with Misunderstanding teacher's relation with student', Novice teachers prefer the strategies in the order 'confer', 'legislate', 'delegate' and 'consult'; where 'confer' shows a significant difference from the rest of the preferred strategies except 'legislate'. In the mean time they tend to evade the strategy 'retaliate' significantly more than 'avoid' and 'comply'.
28. In dealing with Mocking habit of intelligent student, Novice teachers prefer the strategies in the order 'confer', 'legislate' and 'consult'; where 'confer' exhibits a significant difference with the strategies 'legislate' and 'consult'. They tend to evade the strategies in the order 'comply', 'retaliate', 'delegate' and 'avoid'.
29. In dealing with 'Poverty stricken inattentive student', Novice teachers prefer the strategies in the order 'confer', 'legislate', 'comply' and 'consult'; where 'confer' is preferred significantly higher than 'comply' and 'consult' but equal with 'legislate'. Novice teachers try to evade the strategies in the order 'retaliate', 'avoid', and 'delegate'; where they disfavor 'retaliate' significantly more than 'delegate' and 'avoid'.
30. In dealing with 'Insult from students', Novice teachers prefer the strategies 'confer' and 'comply' equally whereas tend to keep away from the strategies in the order 'retaliate', 'delegate', 'legislate', 'avoid' and 'consult'.

31. In dealing with Spontaneous verbal abuse from student, Novice teachers prefer the strategies in the order 'confer', 'legislate', 'comply' and 'consult'; preference for 'confer' is significantly higher than all the other preferred strategies. Along with they tend to evade the strategies significantly in the order 'retaliate', 'avoid', and 'delegate'.
32. In dealing with 'Too many questions from a student', Novice teachers prefer the strategies in the order 'confer', 'consult', 'comply' and legislate; where 'confer' is preferred significantly higher than other preferred strategies. In mean time they tend to evade the strategies in the order 'avoid', 'delegate', 'retaliate'; where the disapproval for 'avoid' is significantly higher than 'delegate' and 'retaliate'.
33. While dealing with the situation 'Student suffering sexual abuse at home', Novice teachers prefer the strategies in the order 'confer', 'comply', 'consult', 'delegate' and legislate ; where 'confer' is preferred significantly higher than other preferred strategies. They tend to evade the strategies significantly in the order 'avoid' and 'retaliate'.
34. In dealing with the situation Defamation through watsapp messages, Novice teachers' preference for the strategies is in the order 'confer', 'legislate' and 'consult'; where 'confer' shows significantly higher preference than rest of the preferred strategies. Whereas Novice teachers tend to evade the strategies significantly in the order 'avoid', 'retaliate', 'comply' and delegate.

35. While dealing the 10 situations under Dealing with Students, Novice teachers' preference for the strategy 'confer', shows significantly high difference from the rest of the preferred strategies 'legislate' and 'consult'. At the same time they evade the strategies significantly in the order 'avoid', 'retaliate' 'delegate' and 'comply'.
36. In dealing with 'Supervision of student teacher', Novice teachers prefer the strategies favour 'confer' significantly higher than 'legislate'. They tend to evade the strategies significantly in the order 'avoid', 'retaliate', 'consult', 'comply' and 'delegate'.
37. In dealing with 'Complaint from colleagues', Novice teachers prefer the strategies 'delegate', 'confer', 'legislate' and 'consult'; opting 'delegate' significantly higher than the rest. They tend to evade the strategies 'avoid' significantly higher than comply but equally with 'retaliate'.
38. In dealing with 'Irresponsible colleague', 'Legislate' strategy is preferred significantly more than the strategies 'confer', 'delegate' and 'consult' ; however their disagreement with the strategies 'avoid' and 'retaliate' is identical.
39. Novice teachers' preference for the PDSs in 'Interfering in colleagues Decision' shows that 'confer' is preferred significantly higher than the 'consult'. At the same time they tend to evade the strategy 'avoid' significantly more than 'retaliate', 'comply', 'delegate and 'legislate'.

40. In dealing with 'Commanding nature of senior colleague', Novice teachers prefer the strategies 'confer', 'consult' and 'delegate'; preferring 'confer' significantly higher than the rest. Further they tend to disagree with the strategies in the order 'avoid', 'legislate', 'comply' and 'retaliate'.
41. In Dealing with Peers, Novice teachers give highest preference for the strategies in the order 'confer', 'legislate', 'delegate' and 'consult'; preferring 'confer' significantly higher than the rest of the preferred strategies. At the same time they tend to evade the strategies significantly in the order 'avoid', 'retaliate' and 'comply'.
42. In dealing with 'Principal's grudge towards the teacher', Novice teachers prefer the strategies in the order 'confer', 'legislate', 'delegate' and 'consult'; preferring 'confer' significantly higher than the other preferred strategies. Along with they tend to evade the strategies in the order 'comply', 'retaliate' and 'avoid'; where the disagreement with the 'comply' is significantly higher than the rest.
43. In dealing with 'Division fall problem', Novice teachers prefer the strategies in the order 'legislate', 'consult', 'delegate' and 'confer'. The preference for the strategy 'legislate' is significantly higher than the other preferred strategies. In the mean time they tend to evade the strategies in the order 'avoid' and 'comply'; disfavoring the strategy 'avoid' significantly higher than the other.
44. In dealing with administrators, Novice teachers prefer the strategies in the order 'confer', 'legislate', 'delegate' and 'consult'; preference for the

strategy 'confer' is significantly higher than the other preferred strategies except 'legislate'. Along with, they tend to evade the strategies in the order 'comply', 'avoid', and 'retaliate'; where the disagreement with the strategy 'comply' is significantly higher than 'retaliate' but equal with 'avoid'.

45. In dealing with 'Complaint from parent in PTA meeting', Novice teachers prefer the strategies in the order 'confer', 'comply' and 'consult'; where the preference for 'confer' is significantly higher than the rest. They tend to evade the strategies in the order 'avoid', 'retaliate', 'legislate' and 'delegate'; the disagreement for the strategy 'avoid' is significantly higher than all the other non-preferred strategies.
46. In dealing 'Parent demanding higher grade', Novice teachers prefer the strategies in the order 'confer', 'legislate', 'comply' and 'consult'; showing significantly high preference for the strategy 'confer' with all the other preferred strategies except 'legislate'. They tend to evade the strategies in the order 'retaliate', 'avoid' and 'delegate'; where the disagreement with the strategy 'retaliate' is significantly high than 'avoid' and 'delegate'.
47. In dealing with 'Complaint raised in science exhibition', Novice teachers prefer the strategies in the order 'legislate', 'confer', 'comply', 'consult', and 'delegate' and the preference for the strategy 'confer' is significantly higher than the other preferred strategies. They tend to evade the strategies significantly in the order 'avoid' and 'retaliate'.
48. In Dealing with Parents, Novice teachers prefer the strategies in the order 'confer', 'comply', 'consult' and 'legislate' and the preference for the



strategy 'confer' is significantly higher than the other preferred strategies. They tend to evade the strategies significantly in the order 'avoid', 'retaliate' and 'delegate'.

49. Expert and Novice teachers prefer the strategy 'confer' almost equally, irrespective of the four types of dealings. This indicates that to solve the situations that arise in the social side of teaching domain, Expert and Novice teachers' preference is to engage in private discussion by explaining the rationality of the teachers' point of view.
50. Expert teachers show a tendency to 'delegate' or pass over the responsibility to someone else more than Novice while Dealing with Students. At the same time while dealing with administrators, it is Novices who tend to delegate more. However Expert teachers show higher tendency to disagree with 'delegate' than Novice teachers, in Dealing with Parents.
51. Expert teachers show a tendency to 'consult', asking others to work together for solving the problems, more than Novice while 'Dealing with Students and Peers. But they prefer the strategy 'consult' almost equally in dealing with administrators and parents.
52. Expert and Novice teachers avoid the strategy 'retaliate' irrespective of the four type of the situations they deal with. This indicates that to cope up with the situations in the social side of dealings, Expert and Novice teachers disagree to respond in a vengeful physical or verbal manner.

53. The result shows that Expert and Novice disagree with the strategy 'avoid' equally in all the four categories. This means that to cope up with the situations in the social side of dealings Expert and Novice teachers' do not prefer to avoid or delay actions to get the problem getting resolved itself.
54. Expert and Novice teachers equally prefer 'legislate', explicating rules governing future actions of self and others, while dealing with students, peers, administrators and parents.
55. Expert and Novice teachers show a tendency to 'comply'; doing whatever is asked for while dealing with students and parents and tend to avoid it while dealing with administrators and peers.
56. Novice teachers, in the beginning and end of the B.Ed. programme prefer the strategy 'confer' almost equally when they deal with Students, Parents and Administrators. But while dealing with peers they show a remarkable decrease in their preference for 'confer' at the end of the B.Ed. programme.
57. Novice teachers, while dealing with administrators show a remarkable increase in their preference to delegate, or pass over the responsibility to someone else, in the end of their B.Ed. programme. At the same time both pretest and posttest Novice groups are almost equally reluctant to 'delegate', when they deal with students and parents. But agree with it when the dealings are with peers.
58. In the beginning as well as in the end of the B.Ed. programme, Novice teachers' show an equal tendency to 'consult', asking others to work together

for solving the problems when they with Students, Peers and Parents. But when they deal with administrators, a notable decrease in their preference for 'consult' is observed after undergoing B.Ed. programme.

59. While dealing with students and peers B.Ed. programme doesn't make any remarkable difference in Novices tendency to disagree with 'retaliate', an act of vengeful response. But while dealing with administrators their disagreement increases remarkably for 'retaliate'. With parents their tendency to 'retaliate', decreases significantly after their B.Ed. programme.
60. Novice teachers while dealing with students, peers and administrators, show a significant decrease in their rate of avoiding or delaying actions in the end of the B.Ed. programme than in the beginning of their B.Ed. programme. But while dealing with parents they show almost equal disagreement with 'avoid'.
61. Novice teachers while dealing with peers and parents show a significant decrease in their rate of legislating in the end of the B.Ed. programme than in the beginning of their B.Ed. programme. But while dealing with students and administrators they show almost equal agreement with 'legislate'.
62. Novice teachers while dealing with students and administrators, show a significant decrease in their rate of complying in the end of the B Ed programme than in the beginning. Their disagreement to 'comply' in Dealing with Peers and agreement in Dealing with Parents are almost equal in both pretest and posttest.

63. Expert teachers show a tendency to 'confer' significantly more than Novice teachers undergone two year B.Ed. programme, while dealing with students and parents and almost equally while dealing with peers and administrators.
64. Expert teachers show a tendency to 'delegate' or pass over the responsibility to someone else more than Novices undergone two year B.Ed. programme, while dealing with students and peers. At the same time Experts and Novice teachers, agree to delegate while dealing with administrators and disagree to delegate while dealing with parents more or less equally.
65. Expert teachers show a tendency to 'consult', asking others to work together for solving the problems, significantly more than Novices undergone two year B.Ed. programme, irrespective of the type of dealings. Both the groups prefer consult to the highest while dealing with administrators and least while dealing with peers.
66. Expert and Novice teachers undergone two year B.Ed. programme, irrespective of the four type of the situations disfavor 'retaliate' almost equally. This indicates that to solve the situations that arise in the social side of teaching domain, Expert and Novice teachers' do not prefer to respond in a vengeful manner.
67. Expert and Novice teachers undergone two year B.Ed. programme, while dealing with students, peers and parents tend to evade 'avoid' equally. While dealing with administrators, Expert teachers keep away from 'avoid' remarkably more than Novice teachers.
68. Expert and Novice teachers undergone two year B.Ed. programme, prefer 'legislate', explicating rules governing future actions of self and others,

while dealing with peers and parents almost equally but Expert teachers' preference is significantly higher when they deal with students and administrators.

69. Expert and Novice teachers undergone two year B.Ed. programme, show a tendency to 'comply', doing whatever is asked for while dealing with students and parents but avoid it while dealing with peers and administrators.

### **Conclusion**

The study identified Expert and Novice teachers' preference for each of the Problem Dealing Strategies that falls under the four categories of dealings viz. with students, peers, administrators and parents and found whether there is significant difference between them. It also tested the influence of B.Ed. course in Novice teachers' preference for the PDSs by testing them in the beginning and end of the B.Ed. programme. During the course of the study the duration of B.Ed. course was extended from one year to two year. So a comparison of Expert teachers and this two year B.Ed. is also done. The conclusions that emerged from the results of the analysis of data are discussed below.

***Expert teacher preference for the PDSs differs significantly in specific and in total situations, for different types of dealings in their social side of teaching.***

Basically there seemed a general tendency for Expert teachers to prefer confer, legislate and consult and to keep away from the strategies retaliate and avoid.

While dealing with students, Expert teachers opt to confer the most, tackling the problems through private discussion with the students, explaining their point of view. Legislating and consulting are also considered as reasonably tolerable strategies. Where students seem helpless they show a tendency to 'comply'; going for actions which actively excuse the behaviour of students, reflecting their concern for the oppressed. Their tendency to 'delegate' get boosted with more serious and complicated situations, may be because they want to ensure the involvement of some other responsible persons in solving the issues.

In dealing with peers and administrators they show a reluctance to 'comply' as different from their dealings with students and parents. 'Delegate', is considered as a preferred strategy at its highest in situations with direct and open nature as in 'Complaint from Colleagues', otherwise not. At the same time they are totally against 'retaliate' and 'avoid. A tendency to legislate more is seen when they deal with administrators. However they were not willing to delegate their role while dealing with parents.

***Novice teachers' preference for PDSs differs significantly in specific and total situations, for different types of dealings in the social side of teaching.***

In dealing with students Novice teachers selected 'confer' as the most acceptable strategy, highlighting the role of open discussions in coping the problems with students. They consider 'Legislate' as a fairly acceptable strategy and their tendency to 'delegate' gets boosted with more serious and complicated situations. Consulting others to work together for solving the problems is also a preferred

strategy though to a less extent. An inconsistency is noticed in their preference for 'comply'; they mark high preference for it in certain situations,

With peers also, Novice teachers mostly opt to 'confer'. Formulating or following rules for actions (legislate) is considered as a fairly accepted strategy except in the situation 'Interfering in colleague decision'. Consulting and delegating the responsibility to others is not given much preference. They showed a reluctance to comply, indicating an unwillingness to condone the behaviors of their peers and totally disapproved avoiding and retaliating.

In dealing with administrators 'confer' and 'legislate' are selected as highly acceptable strategies. 'Consult' and 'delegate' are fairly acceptable strategies. They expressed their disagreement with the strategies 'avoid', 'comply' and 'retaliate' indicating, physically or verbally reacting, condoning the authority's behavior or actions and avoiding or delaying the actions cannot be considered as the right strategies to deal with administrators.

While confronting parents Novice teachers selected 'confer' as the best strategy. Comparatively a general willingness to overlook the behavior or actions of parents (comply) was shown by Novices. 'Legislate' and 'consult' are also considered as acceptable strategies though to a less extent. They have the judgment that while dealing the parents, it is not advisable to delegate their responsibility to someone else. Here also 'avoid' and 'retaliate' proved to be in their bad books.

To conclude, Novice teachers generally prefer the strategies 'confer', 'legislate' and 'consult' and keep away from 'avoid' and 'retaliate'. They show

category wise difference in their preference for certain strategies like 'comply' and 'delegate'. 'Comply' is considered as preferred strategy while dealing with parents but a non-preferred one in dealing with students, peers and administrators. 'Delegate' is a preferred strategy while dealing with peers and administrators but a non-preferred one while dealing with students and parents.

***Expert and Novice teachers differ significantly in their preference for some of the PDSs in different types of dealings in the social side of teaching***

Expert and Novice teachers prefer the strategies 'confer', 'legislate' and 'consult' and evade the strategies 'retaliate' and 'avoid' irrespective of the situations. However Expert teachers' preference for 'consult' is remarkably higher than Novices. Expert teachers prefer 'delegate' in dealing with students but Novices prefer it while dealing with administrators. Both the groups prefer to comply while dealing with parents and keep away from it while dealing with peers and administrators. Though Expert teachers showed some readiness to comply with students, Novices showed a reluctance to comply with them.

***Novice teachers in the beginning and end of the B.Ed.programme differ significantly in the preference for some of the PDSs in different types of dealings in the social side of teaching***

Both in the beginning and end of the B.Ed. programme Novices generally prefer the strategies 'confer', 'consult' and 'legislate'. Meanwhile 'retaliate' and 'avoid' falls into the class of non-preferred strategies.



Though Novices, in both stages prefer 'confer', more or less equally, while dealing with students, administrators and parents, after the B.Ed. programme their preference get considerably decreased with peers. Novice groups disagreed almost equally to delegate in the case of students and parents. At the same time, after undergoing B.Ed. course they showed the tendency to 'delegate' more with administrators.

The strategies 'consult' and 'legislate' are considered as preferred strategies irrespective of the type of dealings. However, while dealing with administrators, Novice teachers' tendency to 'consult' remarkably decreases after their B.Ed. course. Their tendency to 'legislate' also gets reduced while dealing with administrators and parents. Novices in both stages prefer to comply while dealing parents and avoid it while dealing with peers and administrators.

***Expert teachers and Novice teachers' undergone two year B.Ed. programme differ significantly in the preference for some of the PDSsin different types of dealings in the social side of teaching***

Both the groups preferred the strategies 'confer', 'consult' and 'legislate' in majority of the situations and at the same time 'retaliate' and 'avoid' are considered as the non preferred strategies.

Both the groups prefer 'confer', more or less equally irrespective of the type of situations they deal with, indicating their inclination to engage in private talk to prove their side. A category wise difference is observed with 'delegate'. Expert teachers show higher tendency to 'delegate' while dealing with students and peers,

may be because they want to ensure the involvement of some responsible authority in such situations. However both the groups show reluctance to 'delegate' while dealing with parents and accepted it with administrators.

The strategies 'consult' and 'legislate' are considered as preferred strategies. However Expert teachers showed considerably higher tendency to 'consult' irrespective of the type of dealings. Regarding 'legislate', Expert teachers' preference is remarkably higher than Novices while dealing with students and administrators. A category wise difference is distinct with the strategy 'comply' (doing whatever is asked for) as Expert and Novice teachers prefer it while dealing with students and parents and avoid it while dealing with administrators and peers. At the same time it is Expert teachers who reject to comply at a higher level than Novices while dealing with peers and administrators.

The results of this study endow with some insight into the nature and development of teachers' tacit knowledge and their possible strategies while tackling problems in their social side of teaching. It throws light to the fact that Expert and Novice teachers do not differ significantly in terms of the capacity to identify the extremely good and bad solutions to the situational problems, but there are variations with other strategies that come in the middle way.

The findings of the study reveals that in majority of situations from among the seven strategies teachers prefer to 'comply', 'confer' and 'consult' more than the other strategies. At the same time it is quite explicit that majority of the teachers are not willing to 'avoid' and 'retaliate' in any of these situations. This implies the truth that avoiding and retaliating cannot be considered as an acceptable strategy while

dealing with social side of teaching. This further implies that teachers have to interact with others like students, peers, administrators and parents it is better to discuss the issue within the context of more intimate and private sphere, to do what is ordered and requested instead of agitating and to appeal to a third party if it is needed. There is also some sort of relevance for legislating especially when the dealing is with students. Generally there is a trend among practically intelligent teachers to discard the usage of the strategies 'avoid' and 'retaliate' than the less practically intelligent teachers. Also the findings points that level of tacit knowledge make significant difference in the preference of various Problem Dealing Strategies. This implies that there is an association between Problem Dealing Strategies and level of tacit knowledge. This necessitates the improvement of practical intelligence of teachers through the process of sharing tacit knowledge.

### **Educational Implications**

The findings and the conclusion of the present study have wide implications for the improvement of the social conditions of teaching on both theoretical and practical context. The study put forward the following implications.

*Generate a comprehensive awareness of the common problems that arise in the social side of teaching by addressing the challenging situations faced by teachers*

Normally teachers get the opportunity to understand the common problems of teaching only when they enter into the mainstream of teaching. There they have to deal with a variety of situations each differing in their nature, persons involved, impact and complexity. A lot many reasons like difficulty in monitoring the class,

behavior problem of students or even peer teachers, unnecessary involvement of parents, dependent students due to financial, familial or physical reasons, faulty decisions of management or supervisors, sexual and verbal harassments etc can contribute to the foundation of problems in teaching career. A sudden exposure of novice teachers to such complications can increase the perplexity in their dealings with such problems and may even lead to burnout tendency. But if teachers are addressed to the challenging situations of social side of teaching in advance, it will give them the opportunity to have a wholesome visualization of the wide-ranging possible problems. Necessary steps from the part of teacher educators and curriculum planners of teacher education should be taken in this regard for providing them with a comprehensive awareness of such frequently occurring social issues in teaching profession. Definitely this will bring positive impact in teaching profession.

***Provide an insight into the best problem dealing strategies practiced by Expert teachers while dealing with the social side of teaching***

The study implies that when teachers have to face problematic situations while dealing with students, peers, administrators and parents, the best policy is to discuss the issue openly within the context of more intimate and private sphere. There is also some sort of relevance for bringing authenticity to the solutions taken by legislating and seeking other teachers' help by consulting especially when the dealing is with students. In no way Expert teachers go for avoiding and retaliating as strategies to solve the problems.

The study provides guidelines to teachers and teacher educators for the possible way of solving the problems and the worth of adopting different Problem

Dealing Strategies in different situations. The in depth analysis of these strategies can play an important role in training the Novices. The effective use of strategies can be understood and practiced by them for the easy, timely and tactful solution of challenging professional situations.

***Accelerate Novice teachers' ability to learn from experience and to modify their strategies accordingly***

In order to gain expertise normally Novices have to wait for years of experience, though the period may vary from person to person. Incorporating the concept of Tacit Knowledge and Problem Dealing Strategies as a part of B.Ed. Curriculum can acquaint Novices with possible ways of handling students, peers, administrators and parents. It can benefit the teacher community as a whole.

During the initiatory practice of teacher trainees, if they are to do a task of collecting career related stories from Expert teachers, depicting the problematic situations in their career life, Novices will get an opportunity to reflect on such situations. If all such collected stories are put into discussions among teacher trainees they can analyze the situations and think upon the effective strategies to be implemented in each situations.

***Makes the implicit knowledge of Expert teachers explicit***

There always feel a difficulty in transferring the implicit knowledge of Expert teachers to Novices. As many of the decision may have contextual relevance, these knowledge cannot be directly articulated. The procedures followed in this study attempted to bring this implicit knowledge of Expert teachers explicit in a

natural way. The findings of this study implies that our teacher preparation programme could benefit if they expand their focus to include explicit instruction on practical skills for dealing with social interactions and day to day problems that occur in teaching career.

***Incorporate concept of Tacit Knowledge and Problem Dealing Strategies as a part of B.Ed. Curriculum***

The incorporation of the concepts of tacit knowledge and problem dealing strategies can promote the interpersonal skills of students. This can be better attained if B Ed curriculum introduces a theoretical and practical framework in this area. The effective use of strategies can be understood and practiced by them for the easy, timely and tactful solution of challenging professional situations.

Normally for internship programmes and all schools show a reluctance towards the intake of trainee teachers on the judgement that they may be immature in handling school situations. But if tacit knowledge of teachers are increased they will become proficient in handling the stakeholders of teaching and thereby minimizing the anxieties of school authorities.

***Provide a platform for self reflection of teachers and sharing of tacit knowledge of teachers***

This study provides viewpoints for the need of providing a common platform for teachers with different levels of experience and knowledge level for promoting the sharing of tacit knowledge possessed by them. Lack of systematic approaches for the transmission may leave the less experienced or novice teachers to implement

series of trial and error strategies before finalizing an apt strategy to tackle the problems in their career life. If a common platform for all the level of teachers can be provided novice teachers can learn from the sharing process and the time lag to attain expertise can be minimized.

***Implementation of innovative teacher training to increase the tacit knowledge of the teacher trainees***

With the advent of technology the sharing of tacit knowledge can be made much easier .Video conferencing with experts is an innovative approach in this area. Problems in various level of teaching can be easily grasped with such interactions and queries can be clarified then and there with experts. Problems in teaching profession may vary according to country and culture. Nowadays faculty exchange programme and all between different countries and universities are quite popular. Hence as teachers they should have a global awareness of such differences in order to make them true experts in their profession. The concept of global teacher can be thus made practical with the usage of successful strategies and compensating for faulty strategies.

The results of this study endow with some insight into the nature and development of teachers' tacit knowledge and their possible strategies while tackling problems in their social side of teaching. It throws light to the fact that Expert and Novice teachers do not differ significantly in terms of the capacity to identify the extremely good and bad solutions to the situational problems, but there are variations with other strategies that come in the middle way.

The findings of the study reveals that in majority of situations from among the seven strategies teachers prefer to 'comply', 'confer' and 'consult' more than the other strategies. At the same time it is quite explicit that majority of the teachers are not willing to 'avoid' and 'retaliate' in any of these situations. This implies the truth that avoiding and retaliating cannot be considered as an acceptable strategy while dealing with social side of teaching. This further implies that teachers have to interact with others like students, peers, administrators and parents it is better to discuss the issue within the context of more intimate and private sphere, to do what is ordered and requested instead of agitating and to appeal to a third party if it is needed. There is also some sort of relevance for legislating especially when the dealing is with students. Generally there is a trend among practically intelligent teachers to discard the usage of the strategies 'avoid' and 'retaliate' than the less practically intelligent teachers. Also the findings points that level of Tacit Knowledge make significant difference in the preference of various Problem Dealing Strategies. This implies that there is an association between Problem Dealing Strategies and level of Tacit Knowledge. This necessitates the improvement of practical intelligence of teachers through the process of sharing Tacit Knowledge.

To improve the practical skill of teachers attempts have to be made right from the teacher training institutions. But in our Teaching training institutions our teacher trainees are not taught much to deal with the social side of teaching, which encompasses the major portion of all teaching learning process. The findings of this study implies that our teacher preparation programme could benefit if they expand



their focus to include explicit instruction on practical skills for dealing with social interactions and day to day problems that occur in teaching career.

### **Suggestions for Further Research**

Teacher trainees at the outset of their professional training may have rudimentary concepts regarding the strategies to be preferred while dealing the social side of teaching , but may bring a change in their professional dealings, perhaps experimental, as they progress through their period of training. At the same time Expert teachers preference for the strategies based on their experience and expertise, exhibits practical decisions which are more knowledge driven and tacit oriented. The focus of future research should be on how greater gains in the field of teaching domain can be achieved by focusing explicitly on developing practical interpersonal skills in teachers.

1. An investigation in to how Expert teachers' tacit knowledge can be transferred to Novice teachers is recommended.
2. Along with strategic examination, dynamic aspects of action performed by teachers to tackle the problematic situation in teaching domain can be investigated, which can effectively reveal the capacity of teachers in carrying out issues successfully.
3. A study on the Problem Dealing Strategies adopted by teachers can be done at various levels of teaching to compare the differences in their usage of strategies.

4. Determining the predictive efficiency of tacit knowledge in the career success of teachers is a suggested area for study.
5. Influence of tacit knowledge, problem dealing strategies and job satisfaction on burnout tendency among teachers can be investigated.
6. An investigation on different factors like leadership skill, conflict resolution strategies and decision making skill in predicting tacit knowledge can be carried out.
7. Problem dealing strategies of teachers in relation with their gender, educational qualification and experience can be studied.
8. An investigation can be done to bring out the strategical preference in other dealings of teachers such as 'Dealing with tasks' and 'Dealing with self'.

BLESSYTHA ANWAR. "PROBLEM DEALING STRATEGIES OF NOVICE AND EXPERT TEACHERS AT SECONDARY SCHOOL LEVEL" THESIS. FAROOK TRAINING COLLEGE, RESEARCH CENTRE IN EDUCATION, UNIVERSITY OF CALICUT, 2018.

## **REFERENCES**

- Ali, M., Talib, C. A., & Ismail, N. (2015). An overview of research on novice problem solvers in physics. *Bulletin Persatuan*, 25(1), 70-75.
- Anastasi, A., & Urbina, S. (1997) *Psychological Testing* (7<sup>th</sup> Edition). Upper Saddle River, NJ, US: Prentice Hall.
- Andersson, J., & Ostman, L. (2015). A Transactional Way of Analysing the Learning of Tacit Knowledge. *Interchange: A Quarterly Review of Education*, 46(3), 271–287.
- Baker, N. S. & Hoy, W.K. (2001). Tacit knowledge of school superintendents: Its nature, meaning, and content. *Educational Administration Quarterly*, 37(1): 86-129.
- Barr,S. (1960). *Research Methods*. In W.H. Chester (Ed.), *Encyclopaedia of educational research*. New York: Macmillan.
- Berg, C.A. (1989). Knowledge of strategies for dealing with everyday problems from childhood through adolescence. *Developmental Psychology*, 25(4), 607-618.
- Best, J. W., & Kahn, J. V. (2016). *Research in Education*. 10th ed. Pearson Education India.
- Best, J.W., & Kahn, J. V. (2006). *Research in Education* .Pearson Education, Inc.
- Bhattacharya,S., & Soumyaja, D. (2010). Development of a Situational Judgement Inventory for Measuring Practical Intelligence of Employees in the context of Transformational Orgaizational Change. *IMJ Journal*, 2(3), 8-27.

- Blunk, E. M., Russel, E.M., & Armga, C. J. (2017). The role of teachers in peer conflict: implications for teacher reflections, *Teacher Development*, 21(5), 897-608.
- Brabeck, M. M., Dwyer, C. A., Geisinger, K. F., Marx, R. W., Noell, G. H., Pianta, R. C., Worrell, F. C. (2016). Assessing the Assessments of Teacher Preparation. *Theory Into Practice*, 55(2), 160–167.
- Burbach, H. J., & Duke, D. L. (2007). Deep Smarts: How to Tap Teachers' Tacit Knowledge. *Principal Leadership*, 7(9), 34–37.
- Cakmak, M. (2013). Learning from Teaching Experiences: Novice Teachers' Thoughts. *H.U. Journal of Education*, 1, 55-67.
- Campbell, K. P. (1988). Adaptive strategies of experienced expert teachers: A grounded theory study. *ETD Collection for University of Nebraska - Lincoln*, 1–92.
- Chao, T.-Y., Huang, J.-L., Sung, Y.-T., Kuo, H.-N., & Shiu, M.-H. (2016). Construction of the teacher situational judgment test. *Journal of Research in Education Sciences*, 61, 85–117.
- Chou, C. (2011). Student teachers socialization development by teaching blog: Reflection and socialization strategies. *Turkish online journal of Educational Technology*, 10 (2), 190-201.
- Cianciolo, A. T., Grigorenko, E. L., Jarvin, L., Gil, G., Drebot, M. E., & Sternberg, R. J. (2006). Practical Intelligence and Tacit Knowledge: Advancements in

- the Measurement of Developing Expertise. *Learning & Individual Differences*, 16(3), 235–253.
- Cianciolo, A., Mathew, C.T., Sternberg, R. J., & Wagner, R. K. (2006). Tacit Knowledge, Practical intelligence and Expertise. In K.A. Ericsson, N. Charness, P.J. feltovich, & R.R. Hoffman (Eds.), *The Cambridge handbook of expertise and expert performance* (pp. 613-632). New York, NY, US: Cambridge University Press.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education*. Routledge.
- De Leng, W. E., Stegers-Jager, K. M., Husbands, A., Dowell, J. S., Born, M. P., & Themmen, A. P. (2017). Scoring Method of a Situational Judgment Test: Influence on Internal Consistency Reliability, Adverse Impact and Correlation with Personality? *Advances in Health Sciences Education*, 22(2), 243–265.
- Delendshere, G., & Arens, S.A. (2001). Representations of teaching and standards-based reform: are we closing the debate on teacher education. *Teaching and Teacher Education*, 5(17), 547-566.
- Elliott, J. G., Stemler, S. E., Sternberg, R. J., Grigorenko, E. L., & Hoffman, N. (2011). The Socially Skilled Teacher and the Development of Tacit Knowledge. *British Educational Research Journal*, 37(1), 83–103.
- Enakrire, R. T., & Uloma, N.G., (2012).The Effect of Tacit Knowledge for Effective Teaching and Learning Processes among Lecturers at the Delta State University, Abraka. *Library Philosophy and Practice (e-journal)*. 790.

- Garett, H.E. (2000). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simons Private Limited.
- Garrett, H. E. (1998). *Statistics in Psychology and Education*. Vakils Feffer And Simons Ltd; Bombay.
- Ghazali, N., Rahman, A. A., & Bahari, M. (2012). Eliciting Tacit Knowledge from Special Education Teachers, 6. Retrieved from <http://www.kmice.cms.net>
- Gold, B., & Holodynski, M. (2015). Development and Construct Validation of a Situational Judgment Test of Strategic Knowledge of Classroom Management in Elementary Schools. *Educational Assessment*, 20(3), 226–248.
- Good, C.V. (1959). *Dictionary of Education* (Second Edition). New York: McGraw Hill Book Co.
- Good, C.V. (1959). *Introduction to Educational Research*. New York: Appleton Century Crofts.
- Gottfredson, L. S. (2003). Dissecting Practical Intelligence Theory: Its Claims and Evidence. *Intelligence*, 31(4), 343–97.
- Government of India (1953). *Report of Secondary Education Commission 1952-53*. New Delhi : Ministry of Education.
- Grigorenko, E. L., & Sternberg, R. J. (2001). Analytical, Creative, and Practical Intelligence as Predictors of Self-reported Adaptive Functioning: A Case Study in Russia. *Intelligence*, 29(1), 57–73.



- Grigorenko, E. L., Meier, E., Lipka, J., Mohatt, G., Yanez, E., & Sternberg, R. J. (2001). The Relationship between Academic and Practical Intelligence: A Case Study of the Tacit Knowledge of Native American Yup'ik People in Alaska . Retrieved from ERIC database (ED473210).
- Grigorenko, E. L., Meier, E., Lipka, J., Mohatt, G., Yanez, E., & Sternberg, R. J. (2004). Academic and Practical Intelligence: A Case Study of the Yup'ik in Alaska. *Learning & Individual Differences, 14*(4), 183–207.
- Grigorenko, E. L., Sternberg, R. J., & Strauss, S. (2006). Practical intelligence and elementary-school teacher effectiveness in the United States and Israel: Measuring the predictive power of tacit knowledge. *Thinking Skills and Creativity, 1*(1), 14–33.
- Grigorenko, E.L., & Sternberg (2001). Analytical, creative, and practical intelligence as predictors of self-reported adaptive functioning: a case study in Russia. *Intelligence, 29* (1), 57-73.
- Gubbins, C., Corrigan, S., Garavan, T. N., O'Connor, C., Leahy, D., Long, D., & Murphy, E. (2012). Evaluating a Tacit Knowledge Sharing Initiative: A Case Study. *European Journal of Training and Development, 36*(8), 827–847.
- Guzzo, L. R. (2013). *Case Study: The Transfer of Tacit Knowledge from Community College Full-Time to Adjunct Faculty*. ProQuest LLC.
- Haider, H. & Frensch, P. A. (1996). The role of information reduction in skill acquisition. *Cognitive Psychology, 30*(3), 304-337.

- Harris, R. J. (2009). Improving Tacit Knowledge Transfer within SMEs through E-Collaboration. *Journal of European Industrial Training*, 33(3), 215–231.
- Hedlund, J., Forsythe, G. B., Joseph. H. A., Williams, W. M., Scott, S. & Sterberg, R.J. (2003). Identifying and assessing tacit knowledge: understanding the practical intelligence of military leaders. *The Leadership Quarterly*, 14(2), 117-140.
- Ho, Chung-Heng. (2001). Some phenomenon of problem decomposition strategy for design thinking: Differences between novice and experts. *Design Studies*, 22(1), 27-45.
- Hoffman, R.R. (1996). How can expertise be defined? Implications of research from cognitive psychology. In R. Williams, W. Faulkner, & J. Fleck (Eds.), *Exploring expertise* (pp.81-100). Edinburg, Scotland: University of Edinburg Press.
- Hogan, T., & Rabinowitz, M. (2009). Teacher Expertise and the Development of a Problem Representation. *Educational Psychology*, 29(2), 153–169.
- Huang, J.-L. (2015). Cultivating Teacher Thinking: Ideas and Practice. *Educational Research for Policy and Practice*, 14(3), 247–257.
- Imel, S. (2003). *Tacit Knowledge. Trends and Issues Alert*. Retrieved from <https://eric.ed.gov/?q=Tacit+Knowledge&pg=6&id=ED478946>
- Ingersoll, R. (2003) *Is there really a teacher shortage?* University of Washington: Centre for the Study of Teaching and Policy.

- Irene, R., Elena, K. (2012). Searching for Pedagogical Adaptations by Exploring Teachers' Tacit Knowledge and Interactional Co-regulation in the Education of Pupils with Autism. *European Journal of Special Needs Education*, 27 (4), 417-431.
- Janson, A., Janson, R., & Janson, S. (2011). Fostering Innovation-to-Adoption Cycles: Multimedia Case Studies to Build Leadership Tacit Knowledge. *Journal of Agricultural Education and Extension*, 17(4), 371–382.
- Johnson, P E. (2003) Conflict and the School Leadership: Expert or Novice. *Journal of Research for Educational Leaders*. 1(3), 28-45, Retrieved from <http://www.uiowa.edu/~jrel>
- Khan, A. A., & Khader, S. A. (2014). An Approach for Externalization of Expert Tacit Knowledge Using a Query Management System in an E-Learning Environment. *International Review of Research in Open and Distance Learning*, 15(6), 257–274.
- Kim, K. & Roth, G. (2011). Novice Teachers and Their Acquisition of Work-Related Information. *Current Issues in Education*, 14(1). Retrieved from <http://cie.asu.edu/>
- Koke, L.C. & Vernon, P. A. ( 2003) The Sternberg Triarchic Abilities Test (STAT) as a measure of academic achievement and general intelligence. *Personality and Individual Differences*, 35(8), 1803-1807.
- Kratka, J. (2015). Tacit Knowledge in Stories of Expert Teachers. *Procedia - Social and Behavioral Sciences*, 171, 837–846.

- Kunter, M., Klusmann, U., Baumert, J., Richter, D., Voss, T. & Hachfeld, A. (2013) Professional Competence of Teachers: Effects on Instructional Quality and Student Development. *Journal of Educational Psychology*, 103(3), 805-820.
- Lasater, K. (2016). Parent–Teacher Conflict Related to Student Abilities: The Impact on Students and the Family–School Partnership, *School Community Journal*, 26(2), 237-262.
- Lejeune, M. (2011). Tacit Knowledge: Revisiting the Epistemology of Knowledge. *McGill Journal of Education*, 46(1), 91–105.
- Leung, C.M., & Lam, S.F. (2003). The effects on regulatory focus on teachers' classroom management strategies and emotional consequences. *Contemporary Educational Psychology*, 28(2), 114-215.
- Lievens, F. (2017). Construct-Driven SJTs: Toward an Agenda for Future Research. *International Journal of Testing*, 17(3), 269–276.
- Lorraine, S. G. & Quinn, D. M. (2006) Investigation of Tacit Knowledge in Principal Leadership. *Education Forum*, 70 (1) 75-90.
- Lowery, N. V. (2010) Construction of teacher knowledge in context: Preparing elementary teachers to teach mathematics and science. *School Science and Mathematics*, 102(2), 68-83.
- Mahmoudi, F. & Ozkan, Y. (2015). Exploring experienced and novice teachers' perceptions about professional development activities. *Science Direct*, 199(2015), 57-64.

- Mahroeian, H., & Forozia, A. (2012). Challenges in Managing Tacit Knowledge: A Study on Difficulties in Diffusion of Tacit Knowledge in Organizations, *International Journal of Business and Social Sciences*, 3(19), 303-308.
- Matoskova, J., & Kovářík, M. (2017b). Development of a Situational Judgment Test as a Predictor of College Student Performance. *Journal of Psychoeducational Assessment*, 35(8), 768–784.
- McDaniel, M. A., & Whetzel, D. L. (2005). Situational Judgment Test Research: Informing the Debate on Practical Intelligence Theory. *Intelligence*, 33(5), 515–525.
- McDaniel, M.A., & Nguyen, N. T. (2001) Situational Judgement Tests: A Review of Practice and Constructs Assessed, 9,103-113.
- Meeuwen, L. W., Jarodzka, H., Gruwel, S. B. & Krischner, P. (2014) Identification of effective visual problem strategies in a complex visual domain. *Learning and Instruction*, 32, 10-21.
- Motowidlo, S. J., Dunnette, M. D., & Carter, G. W. (1990). An alternative selection procedure: The low fidelity simulation. *Journal of applied Psychology*, 75 (6), 640-647.
- Motowidlo, S.J., & Tippins, N. (1993). Further studies of the low fidelity simulation in the form of a situational inventory. *Journal of Occupational and Organizational Psychology*, 66, 337-334.
- Mumthas, N. S., & Blessytha, A. (2009). *Teacher Effectiveness of Secondary School Teachers with High Tacit Knowledge*.ERIC, ED507396.

- Mumthas, N. S., & Blessytha. (2012). Problem Dealing Strategies of Secondary school Teachers. *Journal of All India Association of Educational Research*, 6(2), 39-50.
- NCERT. (2005). *National focus group on teacher education for curriculum renewal* (Position paper). New Delhi.
- Ozben, S. (2010). Teachers' strategies to cope with student misbehavior. *Procedia - Social and Behavioral Sciences*, 2(2), 587–594.
- Patel, V.L., Arocha J.F., & Kaufman D.R. (1999). *Expertise and Tacit Knowledge in Medicine*. In Sternberg and Horvath (Eds.) *Tacit Knowledge in Professional Practice*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Peroune, D.L. (2007). Tacit Knowledge in the Workplace: The Facilitating Role of Peer Relationships. *Journal of European Industrial Training*, 31 (4), 244-258.
- Polanyi, M. (1966). *The tacit dimension*. Chicago. The University of Chicago Press.
- Reuland, A. J. (2012) The Differences between Novice and Experienced Public Middle School principals in the Decision to Remediate a Tenured Teacher. Dissertation submitted to Loyola College, Chicago. Retrieved from <https://www.researchgate.net/publication/320182951>
- Saenz- Lopez, P., Almagro, B. J. & Ibanez, S.J. (2011) Describing problems experienced by Spanish novice physical education, *The Open Sports Sciences Journal*, 4, 1-9.

- Schon, D. A. (1983). *The Reflective Practitioner: how professionals think in action*. New York: Basic Books.
- Shim, H. S., & Roth, G. L. (2007). Sharing Tacit Knowledge among Expert Teaching Professors and Mentees: Considerations for Career and Technical Education Teacher Educators. *Journal of Industrial Teacher Education*, 44(4), 5–28.
- Smyth, J., Dow, A., Hattam, R., Reid, A., & Shacklock, G. (2000) *Teachers' Work in Globalizing Economy*. London: Falmer Press.
- St. Germain, L., & Quinn, D. M. (2005). Investigation of Tacit Knowledge in Principal Leadership. *Educational Forum, The*, 70(1), 75–90.
- Stemler, S.E., Elliot, J., O'Leary, M., Scally, D. & Karakolidis, A.C., & Pitsia, V. (2018). A Cross-cultural study of high school teachers' tacit knowledge on interpersonal skills. Paper presented at the 2018 annual meeting of the American Educational Research Association. Retrieved from AERA online paper repository.
- Stemler, S.E., Elliott, J. G., Grigorenko, E. L. & Sternberg, R. J. (2006) There's more to teaching than instruction: seven strategies for dealing with the social side of teaching. *Educational Studies*, 32 (1), 101-118.
- Sternberg, R.J. (1983). Components of Human Intelligence. *Cognition*, 6(15), 1-48.
- Sternberg, R.J. (1988). *The Triarchic mind : A new Theory of Human Intelligence*. New York: Viking.

- Sternberg et al. (2000). *Practical intelligence in everyday life*. New York: Cambridge University Press.
- Sternberg et al. (2001). The Relationship Between Academic And Practical Intelligence: A Case Study In Kenya. *Intelligence*, 29(5), 401-418.
- Sternberg et al. (2004). Academic and practical intelligence: A case study of the Yup'ik in Alaska Learning and Individual Differences. *Intelligence*, 14(4), 183-207.
- Sternberg et al. (2004). An evaluation of the utility of the theory of successful intelligence for predicting the Effectiveness of Schools as Intelligent Systems. *Tuft Documents*. 21(2), 43-250.
- Sternberg et al. (2006). Practical intelligence and tacit knowledge: Advancements in the measurement of developing expertise. *Learning and Individual Differences*, 16(3), 235-253.
- Sternberg, R. J. (1985). *Beyond IQ: A triarchic theory of human intelligence*. New York: Cambridge University Press.
- Sternberg, R. J. (1991). Theory based testing of intellectual abilities: Rationale for the Triarchic Abilities Test. In H. Rowe (Ed.), *Intelligence: Reconceptualization and measurement* (pp. 183-202). Hillsdale, NJ: Erlbaum
- Sternberg, R. J. (1993). *Sternberg Triarchic Abilities Test*. Unpublished research instrument
- Sternberg, R. J. (1996). *Successful intelligence*. New York: Simon & Schuster. (Paperback edition: New York: Dutton, 1997).



- Sternberg, R. J. (2000). Wisdom as a form of giftedness. *Gifted child quarterly*, 44(4), 252-259.
- Sternberg, R. J., & Grigorenko, E.L. (2000). *Teaching for successful intelligence*. Arlington Heights, IL: Skylight Training and Publishing Inc.
- Sternberg, R. J., & Horvath, A.J. (1995). A Prototype View of Expert Teaching. *Sage journals*, 9, 25-27.
- Sternberg, R. J., Nokes, C., Geissler, P. W., Prince, R., Okatcha, F., Bundy, D. A., & Grigorenko, E. L. (2001). The Relationship between Academic and Practical Intelligence: A Case Study in Kenya. *Intelligence*, 29(5), 401–18.
- Sternberg, R. J., Wagner, R. K., Williams, W. M., & Horvath, J. A. (1995). Testing common sense. *American Psychologist*, 50(11), 912-927.
- Sternberg, R. J., Wagner, R.K., & Okagaki, L.(1993). *Practical Intelligence: The nature and role of tacit knowledge in work and at school*. In H. Reese & J. Puckett (Eds.), *Advances in lifespan development* (205-227). Hillsdale, NJ: Erlbaum.
- Sternberg, R.J. & Wagner, R.K. (1985). Practical intelligence in real world pursuits : The role of Tacit Knowledge . *Journal of Personality and Social Psychology*, 49(2), 436-458.
- Sternberg, R.J. & Wagner, R.K. (1987). Tacit Knowledge in everyday intelligent behaviour. *Journal of Psychology*, 52 (3), 912-927.
- Sternberg, R.J. (1985). *Beyond IQ : A Trarchic theory of Human Intelligence*. New York : Cambridge University Press.

- Sternberg, R.J. (1993). Testing common sense. *American Psychologist*, 50, 912-927.
- Sternberg, R.J. (1995). Theory of measurement of Tacit Knowledge as part of Practical intelligence. *Zeitschrift fur Psychologie*, 203, 319-333.
- Sternberg, R.J. (1997). *Successful Intelligence: How practical and creative intelligence determine success in life*. New York: Plume
- Sternberg, R.J. (1997). *Thinking styles*. New York: Cambridge University Press.
- Sternberg, R.J., & Spear-Swerling, L. (1996). *Teaching for thinking*. Washington, DC: American Psychological Association.
- Sun Ju (2006). Study of new progress in implicit and explicit learning of the second language. *Foreign Language World*, 39-45
- Sun, R. C. F., & Shek, D. T. L. (2012). Student Classroom Misbehavior: An Exploratory Study Based on Teachers' Perceptions. *The Scientific World Journal*, 2012.
- Tartwijk, J. V., Brok. P. D., Veldman, L., & Wubbels, T. (2009). Teachers' practical knowledge about classroom management in multicultural classrooms. *Teaching and Teacher Education* , 25 (3), 453-460.
- Tee, M. Y., & Karney, D. (2010). Sharing and Cultivating Tacit Knowledge in an Online Learning Environment. *International Journal of Computer-Supported Collaborative Learning*, 5(4), 385-413.
- Travers, R.M.W. (1964). *An Introduction to Educational Research*. New York: The Macmillan Company.

- Wagner, R. K. (1987). Tacit knowledge in everyday intelligent behavior. *Journal of Personality and Social Psychology*, *52*, 1236-1247
- Wagner, R. K., & Sternberg, R. J. (1985). Practical Intelligence in real-world pursuits: The role of tacit knowledge. *Journal of Personality and Social Psychology*, *49*, 436-458.
- Wang, T.-I., Su, C.-Y., & Hsieh, T.-C. (2011). Accumulating and Visualising Tacit Knowledge of Teachers on Educational Assessments. *Computers & Education*, *57*(4), 2212–2223.
- Wasonga, T.A. & Murphy, J. F.(2006). Learning from Tacit Knowledge: The Impact of the Internship. *International Journal of Educational Management*, *20* (2), 153-163.
- Williams, W. M., Blythe, T., White, N., Lin, J., Gardner, H., & Sternberg, R. J. (2002). Practical Intelligence for School: Developing Metacognitive Sources of Achievement in Adolescence. *Developmental Review*, *22*(2), 162–210.
- Wolff, C. E., Jarodzka, H., & Boshuizen, H. P. A. (2017). See and tell: Differences between expert and novice teachers' interpretations of problematic classroom management events. *Teaching and Teacher Education*, *66*, 295–308.
- Wolff, C. E., Jarodzka, H., van den Bogert, N., & Boshuizen, H. P. A. (2016). Teacher Vision: Expert and Novice Teachers' Perception of Problematic Classroom Management Scenes. *Instructional Science: An International Journal of the Learning Sciences*, *44*(3), 243–265.

- Wu, H., & Badger, R. G. (2009) In a strange and uncharted land: ESP teachers' strategies for dealing with unpredicted problems in subject knowledge during class. *Science Direct*, 28 (2009), 19-32.
- Wu, M., Lin, H., Lin, Y., & Chang, W. (2013). A Study on the Tacit Knowledge of University Faculty: A Case Study in Taiwan. *Asia Pacific Education Review*, 14(2), 171–188.
- Yalon-Chamovitz, S., & Greenspan, S. (2005). Ability to Identify, Explain and Solve Problems in Everyday Tasks: Preliminary Validation of a Direct Video Measure of Practical Intelligence. *Research in Developmental Disabilities: A Multidisciplinary Journal*, 26(3), 219–230.
- Yi, Jialin. Externalization of Tacit Knowledge in Online Environments *International Journal on E-Learning*, 5(4), 663-674.
- Zhang, L., & Han, Z. (2008). Analysis on the Management of College Teachers' Tacit knowledge. *International Education Studies*, 1(3), 21–24.
- Zhong,X., & Qu, K. (2012). Research on the Model Construction of Teachers' Tacit Knowledge Sharing Based on Social Software. *Sciverse Science Direct*,29 (2012), 223- 228.
- Zhu, H.M., Zhang, S.-T., & Jin, Z. (2016). The effects of online social networks on tacit knowledge transmission. *Physical And Statistical Mechanics and Its Applications*, 441, 192–198. Retrieved from <https://doi.org/10.1016/j.physa.2015.08.044>.

# **APPENDICES**

## Appendix A.1

### TACIT KNOWLEDGE SCALE FOR SCHOOL TEACHERS

(MALAYALAM VERSION)

**Blessytha Anwar**  
Research Scholar  
Farook Training College

**Dr. Mumthas N.S.**  
Associate Professor  
Farook Training College

#### SECTION I

##### PRELIMINARY DETAILS

Name of the College/ School :  
Educational Qualifications :  
Male/Female : Age:  
Subject of Specialization :  
Locale of Residence : Urban/Rural  
Teaching experience if any :  
Locale of School/College : Urban/Rural

#### SECTION II

##### നിർദ്ദേശങ്ങൾ

അധ്യാപനത്തിൽ അഭിമുഖീകരിക്കേണ്ടിവരുന്ന ചില സന്ദർഭങ്ങളും അവയ്ക്ക് സാധ്യമാകാവുന്ന വിവിധ പ്രതികരണങ്ങളുമാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ സന്ദർഭങ്ങൾക്കും നൽകിയിരിക്കുന്ന പ്രതികരണങ്ങൾക്ക് നിങ്ങളുടെ അഭിപ്രായങ്ങൾ, പൂർണ്ണമായി വിരോധിക്കുന്നു, (strongly disagree), വിരോധിക്കുന്നു (disagree), വ്യക്തമായ ഉത്തരമില്ല (Neutral), യോജിക്കുന്നു (agree), പൂർണ്ണമായി യോജിക്കുന്നു (strongly agree) എന്നിങ്ങനെ പ്രത്യേകം തന്നിരിക്കുന്ന box ൽ, '✓' ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. SD- Strongly Disagree, D- Disagree, N- Neutral, A- Agree, SA- Strongly Agree എന്നിങ്ങനെയാണു box ൽ രേഖപ്പെടുത്തിയിട്ടുള്ളത്. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്തുവാൻ പ്രത്യേകം ശ്രദ്ധിക്കുക. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണാവശ്യത്തിനുവേണ്ടിമാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്നും ഉറപ്പു നൽകുന്നു.

Situation No. 1

1. സ്കൂളിലെ മികച്ച അധ്യാപകരിലൊരാളാണ് രവി. ഒരിക്കൽ രക്ഷാകർത്തൃയോഗത്തിൽ ഒരു രക്ഷിതാവ് രവി മാഷ് പഠിപ്പിക്കുന്ന വിഷയം കുട്ടികൾക്ക് തീരെ മനസ്സിലാകുന്നില്ലെന്ന് അഭിപ്രായപ്പെട്ടു. മാഷിന് ക്ലാസിലെ കുട്ടികളിൽ നിന്ന് ഒരിക്കലും ഇങ്ങനെയൊരു ഫീഡ് ബാക്ക് കിട്ടിയിരുന്നില്ല. ഇത്തരമൊരു സാഹചര്യത്തിൽ രവി മാഷ് പ്രതികരിക്കാൻ സാധ്യതയുള്ള രീതികൾ താഴെ കൊടുത്തിരിക്കുന്നു. ഓരോന്നിനും നിങ്ങളുടെ അഭിപ്രായം പ്രത്യേകം തന്നിരിക്കുന്ന റസ്പോൺസ് ഷീറ്റിൽ രേഖപ്പെടുത്തുക

1. രക്ഷിതാവിന്റെ അഭിപ്രായം മാനിച്ചുകൊണ്ട് തന്റെ അധ്യാപനരീതി കൂടുതൽ മെച്ചപ്പെടുത്താൻ ശ്രമിക്കുമെന്ന് പറയും.

SD	D	N	A	SA
----	---	---	---	----

2. യാതൊന്നും പ്രതികരിക്കാതെ നിശ്ശബ്ദത പാലിക്കും.

SD	D	N	A	SA
----	---	---	---	----

3. മറ്റുള്ള രക്ഷിതാക്കൾക്കും ഇതേ അഭിപ്രായമാണോ എന്ന് അന്വേഷിച്ചതിനു ശേഷമേ പ്രതികരിക്കുകയുള്ളൂ.

SD	D	N	A	SA
----	---	---	---	----

4. കുട്ടികളുമായും രക്ഷിതാക്കളുമായി ഒരു തുറന്ന ചർച്ച നടത്തും.

SD	D	N	A	SA
----	---	---	---	----

5. പ്രധാനാധ്യാപകന്റെ തീരുമാനത്തിനു വിടും

SD	D	N	A	SA
----	---	---	---	----

6. കുട്ടികൾ ക്ലാസിൽ ഇങ്ങനെ ഒരു ആക്ഷേപം ഉന്നയിക്കാത്ത പക്ഷം രക്ഷിതാക്കളുടെ ഇത്തരം പരാതികൾക്കു മറുപടി കൊടുക്കേണ്ടതില്ലെന്നു പറയും.

SD	D	N	A	SA
----	---	---	---	----

7. കുട്ടികൾക്ക് വേണ്ടത്ര നിലവാരം പുലർത്താത്തതുകൊണ്ടാണ് പാഠഭാഗം മനസ്സിലാക്കാൻ ബുദ്ധിമുട്ടനുഭവപ്പെടുന്നതെന്നു പറയും.

SD	D	N	A	SA
----	---	---	---	----

Situation No. 2

2. ജീനടീച്ചർ പഠിപ്പിക്കുന്ന ഒൻപതാം ക്ലാസിലെ ലീഡറായ ശ്യാം ഉയർന്ന പഠനനിലവാരം പുലർത്തുന്ന ഒരു വിദ്യാർത്ഥിയാണ്. പലപ്പോഴായി ക്ലാസിൽ നടക്കുന്ന പല കളവുകൾക്കും കാരണക്കാരൻ ശ്യാമാണെന്ന് പറഞ്ഞ് ലീഡർ സ്ഥാനത്തു നിന്നും ശ്യാമിനെ മാറ്റണമെന്ന് കുട്ടികൾ ആവശ്യപ്പെടുന്നു. ശ്യാമാണെങ്കിൽ ഒരിക്കൽ പോലും അതു സമ്മതിക്കാനും തയ്യാറല്ല. ഇത്തരം ഒരു സാഹചര്യത്തിൽ ജീനടീച്ചർ പ്രതികരിക്കാൻ സാധ്യതയുള്ള രീതികൾ താഴെ കൊടുക്കുന്നു. ഓരോന്നിനും നിങ്ങളുടെ അഭിപ്രായം പ്രത്യേകം തന്നിരിക്കുന്ന റസ്പോൺസ് ഷീറ്റിൽ രേഖപ്പെടുത്തുക.

1. ശ്യാമിനെ വിളിച്ചു വരുത്തി ചെയ്യുന്ന പ്രവൃത്തിയുടെ ദൃഷ്ടി ഫലങ്ങൾ പറഞ്ഞു മനസ്സിലാക്കും.

SD	D	N	A	SA
----	---	---	---	----

2. ഒരു കൗൺസിലറുടെ സഹായം ഏർപ്പാടാക്കിക്കൊടുക്കും.

SD	D	N	A	SA
----	---	---	---	----

3. മറ്റ് അധ്യാപകരുമായി ചർച്ച ചെയ്ത് ഉചിതമായ ഒരു തീരുമാനം എടുക്കും.

SD	D	N	A	SA
----	---	---	---	----

4. ശ്യാമിനു തക്കതായ ശിക്ഷ കൊടുക്കും.

SD	D	N	A	SA
----	---	---	---	----

5. ഇത്തരമൊരു പ്രശ്നത്തിൽ ഇടപെടേണ്ടെന്നു കരുതി മാറി നിൽക്കും.

SD	D	N	A	SA
----	---	---	---	----

6. കൂടുതൽ വ്യക്തമായ തെളിവു ലഭിക്കും വരെ തുടർന്നുപടികൾ സ്വീകരിക്കുകയില്ലെന്നു തീരുമാനിക്കും.

SD	D	N	A	SA
----	---	---	---	----

7. കുട്ടികളുടെ ആവശ്യപ്രകാരം പ്രവർത്തിക്കും.

SD	D	N	A	SA
----	---	---	---	----

Situation No. 3

3. ജോസ്മാഷ് അധ്യാപകവിദ്യാർത്ഥിനിയായ ഹഫ്സയുടെ 9-ാം ക്ലാസ്സിലെ അധ്യാപനം supervise ചെയ്തുകൊണ്ടിരിക്കുകയായിരുന്നു. ഹഫ്സയുടെ അധ്യാപനം കുട്ടികളെ തെറ്റായ ആശയത്തലേക്ക് നയിക്കുന്നതായി മാഷ് മനസ്സിലാക്കി . ഇത്തരം ഒരു സാഹചര്യത്തിൽ ജോസ്മാഷ് പ്രതികരിക്കാൻ സാധ്യതയുള്ള രീതികൾ താഴെ കൊടുത്തിരിക്കുന്നു. ഓരോന്നിനും നിങ്ങളുടെ അഭിപ്രായം പ്രത്യേകം തന്നിരിക്കുന്ന റസ്പോൺസ് ഷീറ്റിൽ രേഖപ്പെടുത്തുക.

1. ക്ലാസ്സെടുത്ത് കഴിയുന്നതുവരെ ഇടപെടാതിരിക്കുന്നതാണ് ശരിയായ രീതി എന്നു തീരുമാനിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
2. അധ്യാപകവിദ്യാർത്ഥിനിയെ മാറ്റി നിർത്തി സ്വയം ക്ലാസ്സെടുക്കും. 

SD	D	N	A	SA
----	---	---	---	----
3. ക്ലാസ്സിന് പുറത്തേക്ക് വിളിപ്പിച്ച് തെറ്റ് മനസ്സിലാക്കിക്കൊടുത്ത് അതു തിരുത്താൻ പറയും. 

SD	D	N	A	SA
----	---	---	---	----
4. സഹാധ്യാപകരുടെ ഉപദേശം തേടും. 

SD	D	N	A	SA
----	---	---	---	----
5. ഹഫ്സയുടെ തെറ്റായ അധ്യാപനം അധ്യാപകപരിശീലകനെ അറിയിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
6. അധ്യാപകപരിശീലനത്തിന്റെ ഭാഗമാണ് ഇത്തരം തെറ്റുകൾ എന്നു കരുതി ക്ഷമിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
7. ഹഫ്സയുടെ ക്ലാസ്സ് supervise ചെയ്യുന്നതിൽ നിന്നും വിട്ടുനിൽക്കും. 

SD	D	N	A	SA
----	---	---	---	----

Situation No. 4

4. ലീന ടീച്ചർക്ക് പത്തിൽ പഠിക്കുന്ന തന്റെ വിദ്യാർത്ഥികളുമായി നല്ല അടുപ്പമാണ്. വിശ്വസ്തരായ ചില വിദ്യാർത്ഥികളിൽ നിന്നും ആ ക്ലാസ്സിലെ മികച്ച വിദ്യാർത്ഥിയായ രാജീവ് ഈയിടെയായി മയക്കുമരുന്ന് ഉപയോഗിക്കാൻ തുടങ്ങിയ വിവരം ലീന ടീച്ചർ അറിയുന്നു. ഇത്തരം ഒരു സാഹചര്യത്തിൽ ലീന ടീച്ചർ പ്രതികരിക്കാൻ സാധ്യതയുള്ള രീതികൾ താഴെ കൊടുത്തിരിക്കുന്നു. ഓരോന്നിനും നിങ്ങളുടെ അഭിപ്രായം പ്രത്യേകം തന്നിരിക്കുന്ന റസ്പോൺസ് ഷീറ്റിൽ രേഖപ്പെടുത്തുക

1. തുടർനടപടികൾക്കായി ഒരു counsellor നെ ചുമതലപ്പെടുത്തും 

SD	D	N	A	SA
----	---	---	---	----
2. മറ്റ് അധ്യാപകരുമായി ചർച്ച ചെയ്ത് ഉചിതമായ ഒരു തീരുമാനം എടുക്കും. 

SD	D	N	A	SA
----	---	---	---	----
3. രാജീവിനെതിരെ സ്വന്തം നിലയ്ക്ക് ശിക്ഷാനടപടികൾ എടുക്കും. 

SD	D	N	A	SA
----	---	---	---	----
4. രാജീവുമായി തുറന്ന ചർച്ച നടത്തി പരിഹാരം കാണും. 

SD	D	N	A	SA
----	---	---	---	----
5. ഇടപെടാതിരിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
6. ഉയർന്ന പഠനനിലവാരം പുലർത്തുന്ന കുട്ടി ആയതിനാൽ പരമാവധി പ്രശ്നമാക്കാതെ നോക്കും. 

SD	D	N	A	SA
----	---	---	---	----
7. ബോധവൽക്കരണത്തിനുകുന്ന വിവിധ പ്രോഗ്രാമുകൾ ക്ലാസ്സിൽ പൊതുവായി സംഘടിപ്പിക്കും. 

SD	D	N	A	SA
----	---	---	---	----



Situation No. 5

5. കുട്ടികളുമായി വളരെയധികം അടുത്തിടപഴകാറുള്ള ഹാരിസ്മാഷിന്റെ ക്ലാസ്സിൽ കുട്ടികളും സജീവമാണ്. പക്ഷെ പല അധ്യാപകരും ഈ സജീവപങ്കാളിത്തത്തെ അച്ചടക്കരാഹിത്യമായി വ്യാഖ്യാനിച്ചു. ചില അധ്യാപകർ നൽകിയ പരാതിയുടെ അടിസ്ഥാനത്തിൽ ഹെഡ്മാസ്റ്റർ ഹാരിസ്മാഷിനോട് വിശദീകരണം ആവശ്യപ്പെടുകയുണ്ടായി. ഇത്തരം ഒരു സാഹചര്യത്തിൽ ഹാരിസ്മാഷ് പ്രതികരിക്കാൻ സാധ്യതയുള്ള രീതികൾ താഴെ കൊടുത്തിരിക്കുന്നു. ഓരോന്നിനും നിങ്ങളുടെ അഭിപ്രായം പ്രത്യേകം തന്നിരിക്കുന്ന റസ്പോൺസ് ഷീറ്റിൽ രേഖപ്പെടുത്തുക..

1. പരാതിക്കാരായ അധ്യാപകരെ ശക്തമായി എതിർക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
2. മറ്റുള്ളവരുടെ അഭിപ്രായം മാനിച്ചുകൊണ്ട് തന്റെ അധ്യാപന രീതിയിൽ മാറ്റം വരുത്തും.
 

SD	D	N	A	SA
----	---	---	---	----
3. അധ്യാപനത്തിന്റെ മനഃശാസ്ത്രപരമായ രീതിയാണ് തന്റേതെന്നു കാണിച്ചു ഹെഡ്മാസ്റ്ററിന് വിശദീകരണം കൊടുക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
4. സമാന ചിന്താഗതിക്കാരായ മറ്റ് അധ്യാപകരുടെ സഹായം തേടും.
 

SD	D	N	A	SA
----	---	---	---	----
5. ഒന്നും കണക്കിലെടുക്കാതെ പഴയരീതി തന്നെ തുടരും.
 

SD	D	N	A	SA
----	---	---	---	----
6. തന്റെ രീതിയുടെ പ്രത്യേകതകളെക്കുറിച്ച് മറ്റുള്ളവരെ ബോധ്യപ്പെടുത്തും.
 

SD	D	N	A	SA
----	---	---	---	----
7. ഹെഡ്മാസ്റ്ററിനോട് തന്റെ ക്ലാസ്സിന്റെ രീതി നിരീക്ഷിച്ച് വിലയിരുത്താൻ ആവശ്യപ്പെടും.
 

SD	D	N	A	SA
----	---	---	---	----

Situation No. 6

6. സുനിൽമാഷ് സാഹിത്യാഭിരുചിയുള്ള ഒരു ഹൈസ്കൂൾ അധ്യാപകനാണ്. സാഹിത്യത്തിൽ താല്പര്യമുള്ള കുട്ടികളെ പ്രോത്സാഹിപ്പിക്കുന്നതിനായി അവർക്ക് പുസ്തകങ്ങളും പ്രസിദ്ധീകരണങ്ങളും മറ്റും സംഘടിപ്പിച്ചുകൊടുക്കുന്ന പതിവ് അദ്ദേഹത്തിനുണ്ട്. ഇത്തരത്തിൽ റീമ എന്ന വിദ്യാർത്ഥിനിക്ക് അദ്ദേഹം പുസ്തകങ്ങൾ വായിക്കാൻ കൊടുക്കാനിടയായി. പക്ഷെ പിന്നീടുള്ള റീമയുടെ പെരുമാറ്റത്തിൽ നിന്നും ആ കുട്ടി തന്നെ തെറ്റിദ്ധരിച്ചിരിക്കുകയാണെന്ന് സുനിൽമാഷ് മനസ്സിലാക്കി. ഇത്തരം ഒരു സാഹചര്യത്തിൽ സുനിൽമാഷ് പ്രതികരിക്കാൻ സാധ്യതയുള്ള രീതികൾ താഴെകൊടുത്തിരിക്കുന്നു. ഓരോന്നിനും നിങ്ങളുടെ അഭിപ്രായം പ്രത്യേകം തന്നിരിക്കുന്ന റസ്പോൺസ് ഷീറ്റിൽ രേഖപ്പെടുത്തുക.

1. കുട്ടിയെ വിളിച്ച് കാര്യങ്ങളുടെ നിജസ്ഥിതി വ്യക്തമാക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
2. കുട്ടിയെ പൂർണ്ണമായി അവഗണിക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
3. കുട്ടിയോടുള്ള പെരുമാറ്റത്തിൽ മാറ്റമൊന്നും വരുത്താതെ തുടരും.
 

SD	D	N	A	SA
----	---	---	---	----
4. മുതിർന്നസഹപ്രവർത്തകരുടെ സഹായം തേടും.
 

SD	D	N	A	SA
----	---	---	---	----
5. റീമയെ ഒരു കൗൺസിലറുടെ അടുത്തേക്ക് വിടും.
 

SD	D	N	A	SA
----	---	---	---	----
6. പുസ്തകങ്ങളും പ്രസിദ്ധീകരണങ്ങളും മറ്റും സംഘടിപ്പിച്ചുകൊടുക്കുന്നതിന്റെ ആവശ്യകത അവരെ ബോധ്യപ്പെടുത്തി മാത്രമേ വിതരണം ചെയ്യുകയുള്ളൂ എന്നു തീരുമാനിക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
7. മേലിൽ റീമയ്ക്ക് പുസ്തകങ്ങളും മറ്റും കൊടുക്കുന്നത് നിർത്തും.
 

SD	D	N	A	SA
----	---	---	---	----

Situation No. 7

7. ദേവൻ ഒരു സർക്കാർ അംഗീകൃത സ്കൂളിലെ അധ്യാപകനാണ്. ജോലിയിൽ പ്രവേശിച്ച അന്നുമുതൽ പ്രധാനാധ്യാപകൻ അദ്ദേഹത്തോട് വ്യക്തിവൈരാഗ്യം ഉള്ളതുപോലെയാണ് പെരുമാറിയിരുന്നത്. പലപ്പോഴും ദേവന് നിഷ്കർഷിച്ച പിരീയഡുകളെക്കാൾ കൂടുതൽ എടുക്കേണ്ടതായും വന്നു. ഹെഡ്മാസ്റ്ററിന്റെ അടുത്ത ബന്ധുവിനെ നിയമിക്കാൻ ഉദ്ദേശിച്ച തസ്തികയിലേക്കാണ് മാനേജ്മെന്റിന്റെ ഇടപെടൽ കാരണം അദ്ദേഹത്തെ നിയമിച്ചതെന്ന സത്യം മറ്റൊരാധ്യാപകനിൽ നിന്നും ദേവൻ അറിയാനടയായി. ഇത്തരം ഒരു സാഹചര്യത്തിൽ ദേവൻമാഷ് പ്രതികരിക്കാൻ സാധ്യതയുള്ള രീതികൾ താഴെ കൊടുത്തിരിക്കുന്നു. ഓരോന്നിനും നിങ്ങളുടെ അഭിപ്രായം പ്രത്യേകം തന്നിരിക്കുന്ന റസ്പോൺസ് ഷീറ്റിൽ രേഖപ്പെടുത്തുക.

1. പ്രതികരിക്കാതെ പ്രധാനാധ്യാപകൻ പറയുന്നതെല്ലാം അനുസരിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
2. വളരെ അടുത്ത ഒരു സഹപ്രവർത്തകനോട് ചർച്ച ചെയ്ത് ഉചിതമായ ഒരു തീരുമാനം എടുക്കും . 

SD	D	N	A	SA
----	---	---	---	----
3. പ്രധാനാധ്യാപകൻ നിഷ്കർഷിക്കുന്ന അധിക ജോലികളിൽ നിന്നും പരമാവധി ഒഴിഞ്ഞുമാറും. 

SD	D	N	A	SA
----	---	---	---	----
4. Staff Council ന്റെയോ അധ്യാപകസംഘടനകളുടെയോ മുന്നിൽ പ്രശ്നം അവതരിപ്പിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
5. പ്രധാനാധ്യാപകനുമായി തുറന്ന് സംസാരിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
6. അഡീഷണൽ വർക്കുകൾ തുല്യമായി എല്ലാവർക്കും കൊടുക്കുന്ന തരത്തിലുവള്ള നിയമങ്ങൾ രൂപീകരിക്കാൻ നിർദ്ദേശം വെയ്ക്കും. 

SD	D	N	A	SA
----	---	---	---	----
7. പ്രധാനാധ്യാപകനെതിരെ ശക്തമായി പ്രതികരിക്കും. 

SD	D	N	A	SA
----	---	---	---	----

Situation No. 8

8. ജിജോമാഷിന്റെ ക്ലാസ്സ് കുട്ടികൾക്കെല്ലാം ഇഷ്ടമാണ്. അതുകൊണ്ടുതന്നെ ക്ലാസ്സിൽ കുട്ടികൾ വളരെയധികം ശ്രദ്ധിക്കാറുണ്ട്. 9-ാം ക്ലാസ്സിലെ നവീൻ എന്ന വിദ്യാർത്ഥി വിഷമമേറിയ പാഠഭാഗങ്ങൾ പോലും പെട്ടെന്ന് ഗ്രഹിക്കാറുണ്ട്. പക്ഷെ പഠനനിലവാരത്തിൽ പിന്നോക്കം നിൽക്കുന്ന കുട്ടികൾ സംശയം ചോദിക്കുമ്പോൾ, അവരെ എപ്പോഴും കളിയാക്കുന്ന പ്രവണത നവീനിനുണ്ട്. ഇത്തരം ഒരു സാഹചര്യത്തിൽ ജിജോമാഷ് പ്രതികരിക്കാൻ സാധ്യതയുള്ള രീതികൾ താഴെ കൊടുത്തിരിക്കുന്നു. ഓരോന്നിനും നിങ്ങളുടെ അഭിപ്രായം പ്രത്യേകം തന്നിരിക്കുന്ന റസ്പോൺസ് ഷീറ്റിൽ രേഖപ്പെടുത്തുക.

1. ക്ലാസ്സിൽ പാലിക്കേണ്ടതായ പെരുമാറ്റചട്ടം രൂപീകരിച്ച് നടപ്പിൽ വരുത്തും. 

SD	D	N	A	SA
----	---	---	---	----
2. നവീനിന്റെ സന്ദർഭോചിതമല്ലാത്ത ഇടപെടലുകൾ അവഗണിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
3. നവീനെതിരെ ശിക്ഷാനടപടികൾ സ്വീകരിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
4. നവീനെ പഠിപ്പിക്കുന്ന മറ്റ് അധ്യാപകരുമായി ചർച്ച ചെയ്ത് ഉചിതമായ ഒരു തീരുമാനം എടുക്കും. 

SD	D	N	A	SA
----	---	---	---	----
5. നവീനുമായി തുറന്ന് സംസാരിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
6. നവീനിന്റെ കാര്യത്തിൽ തീരുമാനം എടുക്കൽ പ്രധാനാധ്യാപകനു വിടും. 

SD	D	N	A	SA
----	---	---	---	----
7. നവീനെ അതുപോലെതന്നെ തുടരാൻ അനുവദിക്കും. 

SD	D	N	A	SA
----	---	---	---	----

Situation No. 9

9. വീണ ഒരു സർക്കാർ അംഗീകൃത വിദ്യാലയത്തിലെ അധ്യാപികയാണ്. വീണയുടെ ക്ലാസ്സിലെ അഞ്ചു വിദ്യാർത്ഥിനികൾ അടുത്തുള്ള അനാഥാലയത്തിലെ അന്തേവാസികളാണ്. ആ കുട്ടികളോട് അടുത്ത ബന്ധം പുലർത്തുന്ന ടീച്ചർ അവർ അവിടെ പീഡിപ്പിക്കപ്പെടുന്നുണ്ട് എന്ന സത്യം മനസ്സിലാക്കാനിടയായി. ടീച്ചർ ഈ വിവിരം പ്രിൻസിപ്പാളിനെ അറിയിച്ചു. അനാഥാലയത്തിലെ നാൽപ്പതു കുട്ടികളോളം ആ സ്കൂളിൽ വന്നു പഠിക്കുന്നതിനാൽ അവിടുത്തെ അധികൃതരെ പിണക്കിയാൽ സ്കൂളിന് ഡിവിഷൻ ഫാൾ നേരിടേണ്ടി വരും എന്നതുകൊണ്ട് ഈ പ്രശ്നത്തിൽ ഇടപെടേണ്ടതില്ല എന്നായിരുന്നു അദ്ദേഹത്തിന്റെ പ്രതികരണം. ഇത്തരം ഒരു സാഹചര്യത്തിൽ വീണ ടീച്ചർ പ്രതികരിക്കാൻ സാധ്യതയുള്ള രീതികൾ താഴെകൊടുത്തിരിക്കുന്നു. ഓരോന്നിനും നിങ്ങളുടെ അഭിപ്രായം പ്രത്യേകം തന്നിരിക്കുന്ന റസ്പോൺസ് ഷീറ്റിൽ രേഖപ്പെടുത്തുക.

1. പ്രധാനാധ്യാപകനെ അറിയിച്ചതോടെ തന്റെ ബാധ്യത തീർന്നതായി കരുതും.
 

SD	D	N	A	SA
----	---	---	---	----
2. പ്രധാനാധ്യാപകൻ എടുത്ത തീരുമാനത്തെ പരസ്യമായി എതിർക്കും .
 

SD	D	N	A	SA
----	---	---	---	----
3. ഇത്തരം ചൂഷണങ്ങൾ തടയുന്നതിന് കുട്ടികളെ സ്വയം പ്രാപ്തരാക്കാനുള്ള പരിപാടികളും നടപടികളും ആവിഷ്കരിക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
4. അനാഥാലയത്തിലെ അധികൃതരുമായി ബന്ധപ്പെട്ട് പ്രശ്നപരിഹാരത്തിനു ശ്രമിക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
5. മറ്റുള്ള അധ്യാപകരുമായി ചർച്ചചെയ്ത് ഉചിതമായ തീരുമാനം എടുക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
6. പ്രധാനാധ്യാപകന്റെ തീരുമാനത്തെ മാനിക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
7. വനിതാകമ്മീഷന്റെയോ, child line ന്റെയോ, മാധ്യമങ്ങളുടെയോ സഹായം തേടും.
 

SD	D	N	A	SA
----	---	---	---	----

Situation No. 10

10. 8 ാം ക്ലാസ്സിലെ വിദ്യാർത്ഥിയായ രാഹുൽ തന്റെ ക്ലാസ്സിൽ സ്ഥിരമായി ഉറങ്ങുന്നത് ധന്യ ടീച്ചറിന്റെ ശ്രദ്ധയിൽപ്പെട്ടു. ഒരു ദിവസം ക്ലാസിൽ വെച്ച് ടീച്ചർ കാരണമന്വേഷിച്ചു. വീട്ടിലെ സാമ്പത്തികബുദ്ധിമുട്ട് കാരണം പഠനച്ചിലവ് സ്വയം കണ്ടെത്തുന്നതിനായി രാഹുൽ രാത്രിയിൽ മണൽ വാരാൻ പോകാറുണ്ടെന്ന് കുട്ടികൾ പറഞ്ഞു. ഇത്തരമൊരു സാഹചര്യത്തിൽ ധന്യ ടീച്ചർ പ്രതികരിക്കാൻ സാധ്യതയുള്ള രീതികൾ താഴെ കൊടുത്തിരിക്കുന്നു. ഓരോന്നിനും നിങ്ങളുടെ അഭിപ്രായം പ്രത്യേകം തന്നിരിക്കുന്ന റസ്പോൺസ് ഷീറ്റിൽ രേഖപ്പെടുത്തുക.

1. പ്രതികരിക്കാതെ അദ്ധ്യാപനം തുടരും .
 

SD	D	N	A	SA
----	---	---	---	----
2. സാമ്പത്തികപ്രശ്നങ്ങളുള്ള കുട്ടികൾക്കായി ഒരു സഹായനിധി രൂപീകരിക്കുവാനുള്ള ശ്രമം നടത്തും.
 

SD	D	N	A	SA
----	---	---	---	----
3. രാഹുലുമായി നേരിട്ടു സംസാരിച്ചു പ്രശ്നപരിഹാരത്തിനു ശ്രമിക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
4. രാഹുലിന്റെ പഠനോത്സുകതയെ ക്ലാസിൽ ബോധ്യപ്പെടുത്തും
 

SD	D	N	A	SA
----	---	---	---	----
5. മറ്റു അധ്യാപകരുമായി ചർച്ച ചെയ്ത് ഉചിതമായ ഒരു തീരുമാനം എടുക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
6. ക്ലാസ്സിലിരുന്ന് ഉറങ്ങുന്നതിന് തക്കതായ ശിക്ഷ കൊടുക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
7. Staff Council ന്റെയോ പ്രധാനാധ്യാപകന്റെയോ തീരുമാനത്തിനു വിടും.
 

SD	D	N	A	SA
----	---	---	---	----

Situation No. 11

13. സ്ഥലം മാറ്റം കിട്ടി മറ്റൊരു സ്കൂളിലേക്ക് പോകാനിരുന്ന മാത്യുസാറിന് പത്താം ക്ലാസ്സിലെ ഒരു കൂട്ടം വിദ്യാർത്ഥികൾ ചേർന്ന് ഒരു പാരിതോഷികം കൊടുക്കാനിടയായി. വളരെ ആകാംക്ഷയോടെ കുട്ടികളുടെ സമ്മാനം തുറന്നു നോക്കിയ മാത്യുസാർ പക്ഷെ അതു തന്നെ പരിഹസിക്കുന്ന തരത്തിലുള്ള സമ്മാനമാണെന്ന് തിരിച്ചറിഞ്ഞു. ഇത്തരം ഒരു സാഹചര്യത്തിൽ മാത്യുസാർ പ്രതികരിക്കാൻ സാധ്യതയുള്ള രീതികൾ താഴെകൊടുത്തിരിക്കുന്നു. ഓരോന്നിനും നിങ്ങളുടെ അഭിപ്രായം പ്രത്യേകം തന്നിരിക്കുന്ന റസ്പോൺസ് ഷീറ്റിൽ രേഖപ്പെടുത്തുക.

1. പ്രതികരിക്കാതിരിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
2. പ്രിൻസിപ്പാളിനെയോ മുതിർന്നസഹപ്രവർത്തകരെയോ അറിയിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
3. കുട്ടികളെ വിളിച്ചുവരുത്തി കാരണമന്വേഷിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
4. സഹഅധ്യാപകരുടെ അഭിപ്രായം തേടും. 

SD	D	N	A	SA
----	---	---	---	----
5. കുട്ടികൾക്കെതിരെ സ്വന്തം നിലയ്ക്ക് നടപടിയെടുക്കും. 

SD	D	N	A	SA
----	---	---	---	----
6. ഇത്തരം സന്ദർഭങ്ങളിൽ അധ്യാപകൻ എന്നനിലയ്ക്ക് കുട്ടികളിൽ നിന്നും സമ്മാനങ്ങൾ സ്വീകരിക്കേണ്ടതില്ലെന്ന് തീരുമാനിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
7. കുട്ടികളുടെ പ്രവൃത്തി ഹാസ്യരൂപേണ കാണും. 

SD	D	N	A	SA
----	---	---	---	----

Situation No. 12

14. കുട്ടികളുമായി സൗഹൃദത്തിൽ ഇടപഴകുന്ന സബീന ടീച്ചറുടെ ക്ലാസ്സ് രസകരവും നർമ്മം നിറഞ്ഞതുമാണ്. ഒരിക്കൽ 9 ാം ക്ലാസ്സിൽ പഠിപ്പിച്ചുകൊണ്ടിരിക്കുന്ന വേളയിൽ റിയാസ് എന്ന വിദ്യാർത്ഥി പെട്ടെന്നുനയിച്ച ഒരു സംശയത്തിനു ടീച്ചർ തമാശ രൂപേണ പ്രതികരിച്ചു. പ്രകോപിതനായ റിയാസ് ടീച്ചറിനെതിരെ കടുത്ത വാക്കുകളുപയോഗിച്ച് അത്യപ്തി പ്രകടിപ്പിച്ചു. അപ്രതീക്ഷിതമായ ഈ പ്രതികരണത്തിൽ ക്ലാസ്സൊന്നടങ്കം നിശ്ശബ്ദമായി. ഇത്തരം ഒരു സാഹചര്യത്തിൽ സബീന ടീച്ചർ പ്രതികരിക്കാൻ സാധ്യതയുള്ള രീതികൾ താഴെകൊടുത്തിരിക്കുന്നു. ഓരോന്നിനും നിങ്ങളുടെ അഭിപ്രായം പ്രത്യേകം തന്നിരിക്കുന്ന റസ്പോൺസ് ഷീറ്റിൽ രേഖപ്പെടുത്തുക.

1. റിയാസിന്റെ മനോവിഷമം ഉൾക്കൊണ്ടുകൊണ്ട് ക്ലാസ്സ് മുന്നോട്ടുകൊണ്ടുപോകും. 

SD	D	N	A	SA
----	---	---	---	----
2. റിയാസിനെ പൂർണ്ണമായി അവഗണിച്ചുകൊണ്ട് ക്ലാസ്സ് തുടരും. 

SD	D	N	A	SA
----	---	---	---	----
3. സബീന ടീച്ചർ ക്ലാസ്സിൽ നിന്നും ഇറങ്ങിപ്പോകും. 

SD	D	N	A	SA
----	---	---	---	----
4. അധ്യാപകവിദ്യാർത്ഥി സംവാദങ്ങളിൽ പാലിക്കേണ്ട നിയമങ്ങൾ മനസ്സിലാക്കി അതനുസരിച്ച് പ്രവർത്തിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
5. റിയാസിനോടു തുറന്നു സംസാരിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
6. മറ്റു അധ്യാപകരുമായി ചർച്ച ചെയ്ത് ഉചിതമായ ഒരു തീരുമാനം എടുക്കും. 

SD	D	N	A	SA
----	---	---	---	----
7. റിയാസിന്റെ അപമര്യാദയോടെയുള്ള പെരുമാറ്റം പ്രധാനാധ്യാപകനെ അറിയിക്കും. 

SD	D	N	A	SA
----	---	---	---	----

Situation No. 13

15. ശരത് മാഷ് ക്ഷമാശീലമുള്ള അദ്യാപകനാണ്. അദ്ദേഹം വളരെ തന്മയത്തോടുകൂടി ക്ലാസ്സെടുക്കുകയും കുട്ടികളുടെ സംശയനിവാരണത്തിന് പ്രത്യേകം ഊന്നൽ നൽകുകയും ചെയ്യാറുണ്ട്. ഒൻപതാം ക്ലാസ്സിലെ കിരൺ പഠനത്തിൽ മികച്ച നിലവാരം പുലർത്തുന്ന ഒരു വിദ്യാർത്ഥിയാണ്. പക്ഷെ അദ്ദേഹത്തിന്റെ ക്ലാസ്സിൽ എപ്പോഴും അപ്രസക്തമായ ചോദ്യങ്ങൾ ചോദിച്ച് അദ്ധ്യാപനത്തെ അതിന്റെ ലക്ഷ്യത്തിൽ നിന്നും വ്യതിചലിപ്പിക്കുന്ന ഒരു പ്രവണത കിരണിനുണ്ടായിരുന്നു. ഇത്തരം ഒരു സാഹചര്യത്തിൽ ശരത് മാഷ് പ്രതികരിക്കാൻ സാധ്യതയുള്ള രീതികൾ താഴെകൊടുത്തിരിക്കുന്നു. ഓരോന്നിനും നിങ്ങളുടെ അഭിപ്രായം പ്രത്യേകം തന്നിരിക്കുന്ന റസ്പോൺസ് ഷീറ്റിൽ രേഖപ്പെടുത്തുക.

1. കിരണിന്റെ സംശയങ്ങൾ യഥാസമയം തീർത്തുകൊടുക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
2. ക്ലാസ്സിന്റെ തുടക്കത്തിൽതന്നെ അവസാനത്തെ അഞ്ചുമിനിറ്റ് മാത്രമേ സംശയം ചോദിക്കാൻ പാടുള്ളൂ എന്ന് കുട്ടികളോട് പറയും.
 

SD	D	N	A	SA
----	---	---	---	----
3. അടുത്തുവിളിച്ചു കാര്യം അന്വേഷിക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
4. ക്ലാസ്സിൽവെച്ചുതന്നെ കിരണിനോട് അപ്രസക്തമായ ചോദ്യങ്ങൾ മേലിൽ ആവർത്തിക്കരുതെന്ന് പറയും.
 

SD	D	N	A	SA
----	---	---	---	----
5. കിരണിന്റെ സംശയങ്ങൾ കേട്ടതായി നടിക്കില്ല.
 

SD	D	N	A	SA
----	---	---	---	----
6. കിരണിനെ പഠിപ്പിക്കുന്ന മറ്റു അധ്യാപകരുമായി ചർച്ച ചെയ്ത് ഉചിതമായ ഒരു തീരുമാനം എടുക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
7. കിരണിന്റെ പെരുമാറ്റം പ്രധാനാധ്യാപകനെ അറിയിച്ച് വേണ്ടതു ചെയ്യാൻ ആവശ്യപ്പെടും
 

SD	D	N	A	SA
----	---	---	---	----

Situation No. 14

16. തന്റെ ക്ലാസ്സിൽ ഇടയ്ക്കിടെ തലകറങ്ങി വീഴാറുള്ള ദേവിക എന്ന വിദ്യാർത്ഥിനിക്കു മാനസികമായി അലട്ടുന്ന ചില പ്രശ്നങ്ങളുണ്ടെന്ന് ജയ ടീച്ചർ മനസ്സിലാക്കുന്നു. പലതവണ നേരിട്ട് ചോദിച്ചിട്ടും പ്രശ്നം തുറന്നുപറയാത്ത ദേവിക, ടീച്ചർ അമ്മയെ വിളിച്ചുവേണ്ടിയിരുന്നപ്പോൾ, സ്വന്തം അമ്മാവനാൽ പീഡിപ്പിക്കപ്പെടുന്നതാണ് തന്റെ പ്രശ്നമെന്ന് വെളിപ്പെടുത്തുന്നു. സമൂഹത്തിൽ സുസമ്മതനും ദേവികയുടെ കുടുംബത്തിന്റെ അത്താണിയുമായ അമ്മാവനെക്കുറിച്ച് താനിക്കാര്യം വെളിപ്പെടുത്തിയാൽ അതിനുവേണ്ട പരിഗണനയും പ്രാധാന്യവും ലഭിക്കുകയില്ലെന്ന് അവൾ ഭയപ്പെടുന്നു. ഈ ഘട്ടത്തിൽ കാര്യങ്ങളറിഞ്ഞ ടീച്ചർ തന്റെ വീട്ടിൽ പ്രശ്നമവതരിപ്പിച്ച് പരിഹാരം ഉണ്ടാക്കിത്തരണമെന്ന് ദേവിക ജയടീച്ചറോടു അപേക്ഷിക്കുന്നു. ഇത്തരം ഒരു സാഹചര്യത്തിൽ ജയ ടീച്ചർ പ്രതികരിക്കാൻ സാധ്യതയുള്ള രീതികൾ താഴെകൊടുത്തിരിക്കുന്നു. ഓരോന്നിനും നിങ്ങളുടെ അഭിപ്രായം പ്രത്യേകം തന്നിരിക്കുന്ന റസ്പോൺസ് ഷീറ്റിൽ രേഖപ്പെടുത്തുക.

1. മറ്റു അധ്യാപകരുമായി ചർച്ച ചെയ്ത് ഉചിതമായ ഒരു തീരുമാനം എടുക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
2. നിയമപരമായി വലിയ ഒരു കുറ്റമായതുകൊണ്ട് ആ വഴി തന്നെ പരിഹാരം കാണാമെന്ന് തീരുമാനിക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
3. ഇത്തരമൊരു കാര്യമായതുകൊണ്ട് ഇടപെടാതെ നിൽക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
4. ഇതുവരെ കാര്യം വെളിപ്പെടുത്താതിരുന്നതിന് ദേവികയെ കുറ്റപ്പെടുത്തും.
 

SD	D	N	A	SA
----	---	---	---	----
5. പ്രധാനാധ്യാപകനെ അറിയിക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
6. ദേവികയുമായി സംസാരിച്ച് കാര്യങ്ങൾ മാതാപിതാക്കളെ അറിയിക്കേണ്ടതിന്റെ ആവശ്യകത ബോധ്യപ്പെടുത്തും.
 

SD	D	N	A	SA
----	---	---	---	----
7. ദേവിക ആവശ്യപ്പെട്ടതുപ്രകാരം വീട്ടിൽ പ്രശ്നമവതരിപ്പിക്കും.
 

SD	D	N	A	SA
----	---	---	---	----

Situation No. 15

15. ഷൈമ അർപ്പണബോധമുള്ള ഒരു അധ്യാപികയാണ്. ടീച്ചറിന്റെ ക്ലാസ്സിൽ ശരാശരി നിലവാരം പുലർത്തുന്ന ഒരു വിദ്യാർത്ഥിയാണ് പ്രദീപ്. ഒരിക്കൽ പ്രദീപിന്റെ അച്ഛൻ സ്റ്റാഫ് റൂമിൽ വന്ന് ടിച്ചറോട് കയർത്തു. പ്രദീപിന് ഷൈമടീച്ചർ ഇട്ട മാർക്ക് കുറഞ്ഞുപോയതായിരുന്നു അദ്ദേഹത്തിന്റെ പ്രശ്നം. ഇത്തരം ഒരു സാഹചര്യത്തിൽ ഷൈമടീച്ചർ പ്രതികരിക്കാൻ സാധ്യതയുള്ള രീതികൾ താഴെകൊടുത്തിരിക്കുന്നു. ഓരോന്നിനും നിങ്ങളുടെ അഭിപ്രായം പ്രത്യേകം തന്നിരിക്കുന്ന റസ്പോൺസ് ഷീറ്റിൽ രേഖപ്പെടുത്തുക.

1. ഒരു തുറന്ന ചർച്ചയിലൂടെ പിതാവിനെ, കുട്ടി ചെയ്ത പഠനപ്രവർത്തനങ്ങൾക്ക് അനുസൃതമായാണ് മാർക്ക് നൽകിയത് എന്നു ബോധ്യപ്പെടുത്തും. 

SD	D	N	A	SA
----	---	---	---	----
2. പരാതി ഉണ്ടെങ്കിൽ അതു പ്രിൻസിപ്പാളിനെ അറിയിച്ചാൽ മതിയെന്ന് പറയും. 

SD	D	N	A	SA
----	---	---	---	----
3. മറ്റു അധ്യാപകരുമായി ചർച്ച ചെയ്ത് ഉചിതമായ ഒരു തീരുമാനം എടുക്കും. 

SD	D	N	A	SA
----	---	---	---	----
4. പതാവിനെ എതിർത്തുകൊണ്ട് സംസാരിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
5. പ്രതികരിക്കാതിരിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
6. ഭാവിയിൽ ഉത്തരസൂചികയുടെയും മാർക്കിങ്ങ് സ്കീമിന്റെയും ഒരു record സൂക്ഷിക്കാൻ തീരുമാനിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
7. തനിക്ക് തെറ്റ് പറ്റിയിട്ടുണ്ടോയെന്ന് പുന:പരിശോധിക്കാമെന്ന് പറയും. 

SD	D	N	A	SA
----	---	---	---	----

Situation No. 16

16. കണക് അധ്യാപികയായ ഷീബടീച്ചർ പഠിപ്പിക്കുന്ന 8 ാം ക്ലാസ്സിലെ വിദ്യാർത്ഥിയാണ് ഡേവിഡ്. വാർഷിക പരീക്ഷയിൽ കണക്കു വിഷയത്തിൽ തോൽക്കാനിടയായ ഡേവിഡ് whatsapp group ൽ മോശപ്പെട്ടരീതിയിൽ ഷീബടീച്ചറെ പരാമർശിച്ചത് മറ്റെവരും വിദ്യാർത്ഥി ടീച്ചറെ കാണിക്കാനിടയായി. ഇത്തരം ഒരു സാഹചര്യത്തിൽ ഷീബ ടീച്ചർ പ്രതികരിക്കാൻ സാധ്യതയുള്ള രീതികൾ താഴെകൊടുത്തിരിക്കുന്നു. ഓരോന്നിനും നിങ്ങളുടെ അഭിപ്രായം പ്രത്യേകം തന്നിരിക്കുന്ന റസ്പോൺസ് ഷീറ്റിൽ രേഖപ്പെടുത്തുക.

1. ഡേവിഡിനെ വിളിച്ച് ചെയ്ത പ്രവൃത്തിയുടെ ദുഷ്ടഫലങ്ങൾ പറഞ്ഞു മനസ്സിലാക്കും. 

SD	D	N	A	SA
----	---	---	---	----
2. പ്രധാനാധ്യാപകനെ അറിയിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
3. മറ്റു അധ്യാപകരുമായി ചർച്ച ചെയ്ത് ഉചിതമായ ഒരു തീരുമാനം എടുക്കും. 

SD	D	N	A	SA
----	---	---	---	----
4. ഡേവിഡിനെതിരെ ശിക്ഷാനടപടികൾ എടുക്കും. 

SD	D	N	A	SA
----	---	---	---	----
5. ഡേവിഡിനെ തീർത്തും അവഗണിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
6. Social network site കളിൽ മേലിൽ ടീച്ചർമാരെ പരാമർശിക്കുന്ന postകൾ കുട്ടികൾ ഇടരുതെന്ന് പൊതുവായി പറയും. 

SD	D	N	A	SA
----	---	---	---	----
7. ഇത്തരമൊരു കാര്യം അറിഞ്ഞതായി നടിക്കാതെ കുട്ടികളുമായി ഇടപഴകും. 

SD	D	N	A	SA
----	---	---	---	----

Situation No. 17

17. പത്തിലെ ക്ലാസ്സു സീച്ചറായ സീനയ്ക്കു തന്റെ വിദ്യാർത്ഥികളിൽ നിന്നും ഹിന്ദി പഠിപ്പിക്കുന്ന, റിട്ടയർമെന്റ് വർഷത്തിലെത്തി നിൽക്കുന്ന, കദീജ സീച്ചറെക്കുറിച്ച് പരാതി ലഭിക്കുന്നു. പരീക്ഷ വളരെ അടുത്തെത്തിയിട്ടും കദീജ സീച്ചർ പാഠഭാഗങ്ങൾ എടുത്തു തീർക്കാത്തതിലാണു കുട്ടികൾക്ക് പരാതി. ഇത്തരം ഒരു സാഹചര്യത്തിൽ സീന സീച്ചർ പ്രതികരിക്കാൻ സാധ്യതയുള്ള രീതികളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോന്നിനും നിങ്ങളുടെ അഭിപ്രായം പ്രത്യേകം തന്നിരിക്കുന്ന റസ്പോൺസ് ഷീറ്റിൽ രേഖപ്പെടുത്തുക.

1. പ്രധാനാധ്യാപകന്റെ തീരുമാനത്തിനു വിടും.
 

SD	D	N	A	SA
----	---	---	---	----
2. സ്വയം ക്ലാസ്സെടുത്തുകൊടുക്കും .
 

SD	D	N	A	SA
----	---	---	---	----
3. തുറന്ന ചർച്ച നടത്തി കാര്യങ്ങൾ കദീജ സീച്ചറെ ധരിപ്പിക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
4. മറ്റു അധ്യാപകരുമായി ചർച്ച ചെയ്ത് ഉചിതമായ ഒരു തീരുമാനം എടുക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
5. ഇടപെടാൻ കഴിയില്ലെന്നു പറഞ്ഞ് ഒഴിയും.
 

SD	D	N	A	SA
----	---	---	---	----
6. കദീജ സീച്ചറോടു അത്യപ്തി പ്രകടിപ്പിക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
7. ഭാവിയിൽ എല്ലാ സീച്ചർമാരും പാഠഭാഗങ്ങൾ സമയാസമയങ്ങളിൽ എടുത്തു തീർത്തോ എന്ന് തീർച്ചപ്പെടുത്തുന്ന ഒരു രീതി നടപ്പിലാക്കാൻ ആവശ്യപ്പെടും .
 

SD	D	N	A	SA
----	---	---	---	----

Situation No. 18

18. കണക്ക് അധ്യാപികയായ ഉഷ സീച്ചർ പെട്ടെന്ന് ദേഷ്യം പിടിക്കുന്ന സ്വഭാവക്കാര്യയാണ്. ഒരു ദിവസം ക്ലാസ്സെടുത്തു കൊണ്ടിരിക്കുമ്പോൾ ചിത്രം വരച്ചതിന്റെ പേരിൽ സീച്ചർ എട്ടാം ക്ലാസ്സിലെ നിമ എന്ന വിദ്യാർത്ഥിനിയെ ക്ലാസിൽ നിന്നും പുറത്താക്കി. ഇനി രക്ഷിതാവിന്റെ കത്തില്ലാതെ ക്ലാസിലിരിക്കേണ്ടെന്ന് താക്കീതും നൽകി. നിമ നേരെ ചെന്ന് ക്ലാസ് സീച്ചറായ വിദ്യയുടെ സഹായം അഭ്യർത്ഥിച്ചു. ഇത്തരം ഒരു സാഹചര്യത്തിൽ വിദ്യസീച്ചർ പ്രതികരിക്കാൻ സാധ്യതയുള്ള രീതികളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോന്നിനും നിങ്ങളുടെ അഭിപ്രായം പ്രത്യേകം തന്നിരിക്കുന്ന റസ്പോൺസ് ഷീറ്റിൽ രേഖപ്പെടുത്തുക.

1. തനിക്ക് ഇത്തരമൊരു പ്രശ്നത്തിൽ ഇടപെടാൻ കഴിയില്ലെന്നു പറഞ്ഞ് ഒഴിയും.
 

SD	D	N	A	SA
----	---	---	---	----
2. ഉഷസീച്ചറോട് സംസാരിക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
3. മറ്റു അധ്യാപകരുമായി ചർച്ച ചെയ്ത് ഉചിതമായ ഒരു തീരുമാനം എടുക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
4. ഹെഡ് മാസ്റ്ററോട് സംസാരിക്കാൻ പറയും.
 

SD	D	N	A	SA
----	---	---	---	----
5. ഉഷസീച്ചറെ അനുകൂലിച്ച് സംസാരിക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
6. കുട്ടി ചെയ്തതിനെ വിമർശിച്ച് ശകാരിക്കും.
 

SD	D	N	A	SA
----	---	---	---	----
7. മറ്റെന്തെങ്കിലും അധ്യാപിക എടുത്ത തീരുമാനമായതുകൊണ്ട് താനതിൽ ഇടപെടില്ലെന്ന് കുട്ടിയെ ബോധ്യപ്പെടുത്തും.
 

SD	D	N	A	SA
----	---	---	---	----

Situation No. 19

19. സ്കൂളിൽ പുതുതായി ജോയിൻ ചെയ്ത ഇംഗ്ലീഷ് അധ്യാപകനാണ് ബഷീർ. സീനിയർ അധ്യാപകനായ ഹമീദ് സാറിന്, ബഷീർ സാറിന്റെ ക്ലാസ്സ് നിരന്തരം സന്ദർശിക്കുകയും, വിദ്യാർത്ഥികളുടെ മുന്നിൽവെച്ച് വിമർശിക്കുകയും ചെയ്യുന്ന പതിവുണ്ട്. ഇത്തരം ഒരു സാഹചര്യത്തിൽ ബഷീർ സാർ പ്രതികരിക്കാൻ സാധ്യതയുള്ള രീതികളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോന്നിനും നിങ്ങളുടെ അഭിപ്രായം പ്രത്യേകം തന്നിരിക്കുന്ന റസ്‌പോൺസ് ഷീറ്റിൽ രേഖപ്പെടുത്തുക.

1. പ്രതികരിക്കുകയില്ല. 

SD	D	N	A	SA
----	---	---	---	----
  
2. മറ്റു ജൂനിയർ അധ്യാപകരുടെ ക്ലാസ്സുകൾ നിരീക്ഷിക്കാത്ത പക്ഷം തന്റെ ക്ലാസ്സും നിരീക്ഷിക്കേണ്ടതില്ലെന്നു പറയും. 

SD	D	N	A	SA
----	---	---	---	----
  
3. തുറന്ന ചർച്ച നടത്തി കാര്യങ്ങൾ ഹമീദ് സാറിനെ ധരിപ്പിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
  
4. പ്രധാനാധ്യാപകനെ അറിയിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
  
5. ഹമീദ് സാറിന്റെ വിമർശനങ്ങളെ എതിർക്കും. 

SD	D	N	A	SA
----	---	---	---	----
  
6. സീനിയർ അധ്യാപകനായതുകൊണ്ട് അദ്ദേഹം പറയുന്ന പോലെ പ്രവർത്തിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
  
7. മറ്റു അധ്യാപകരുമായി ചർച്ച ചെയ്ത് ഉചിതമായ ഒരു തീരുമാനം എടുക്കും. 

SD	D	N	A	SA
----	---	---	---	----

Situation No. 20

20. സ്കൂളിലെ സയൻസ് ടീച്ചറായ സരിതയുടെ അടുത്ത പരാതിയുമായി ഒരു രക്ഷിതാവ് എത്തി. സ്കൂളിൽ വെച്ചു നടന്ന സയൻസ് എക്സിബിഷനിൽ ദേദപ്പെട്ട പ്രകടനം കാഴ്ചവെച്ചിട്ടും തന്റെ മകളെ സ്കൂൾതല മത്സരത്തിന് തിരഞ്ഞെടുത്തില്ലെന്നായിരുന്നു അവരുടെ പരാതി. പത്താം ക്ലാസ്സിലെ കുട്ടികൾക്ക് അവസരം കൊടുക്കുന്നതിനായി തന്റെ മകളെ മനഃപൂർവ്വം സ്കൂൾ അധികൃതർ തഴയുകയാണെന്നായിരുന്നു അവരുടെ വാദം. ഇത്തരം ഒരു സാഹചര്യത്തിൽ സരിത ടീച്ചർ പ്രതികരിക്കാൻ സാധ്യതയുള്ള രീതികളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോന്നിനും നിങ്ങളുടെ അഭിപ്രായം പ്രത്യേകം തന്നിരിക്കുന്ന റസ്‌പോൺസ് ഷീറ്റിൽ രേഖപ്പെടുത്തുക.

1. രക്ഷിതാവുമായി തുറന്ന ചർച്ച നടത്തി കാര്യങ്ങൾ അവരെ ധരിപ്പിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
  
2. മറ്റു അധ്യാപകരുമായി ചർച്ച ചെയ്ത് ഉചിതമായ ഒരു തീരുമാനം എടുക്കും. 

SD	D	N	A	SA
----	---	---	---	----
  
3. രക്ഷിതാവിനെ പ്രധാനാധ്യാപകന്റെ അടുത്തേക്ക് വിടും. 

SD	D	N	A	SA
----	---	---	---	----
  
4. ഇടപെടാൻ കഴിയില്ലെന്നു പറഞ്ഞ് ഒഴിയും. 

SD	D	N	A	SA
----	---	---	---	----
  
5. കുട്ടിയുടെ project നിലവാരമില്ലാത്തതായിരുന്നെന്ന് പറയും. 

SD	D	N	A	SA
----	---	---	---	----
  
6. രക്ഷിതാവിന്റെ അഭിപ്രായം മാനിച്ചുകൊണ്ട് project ന്റെ മൂല്യനിർണ്ണയം പുനഃപരിശോധിക്കും. 

SD	D	N	A	SA
----	---	---	---	----
  
7. ഇനിമുതൽ Value points രക്ഷിതാക്കളെ കൂടി ബോധ്യപ്പെടുത്തണമെന്ന് തീരുമാനിക്കും. 

SD	D	N	A	SA
----	---	---	---	----



## **Appendix B.1**

### **TACIT KNOWLEDGE SCALE FOR SCHOOL TEACHERS**

#### **(ENGLISH VERSION)**

**Blessytha Anwar**  
Research Scholar  
Farook Training College

**Dr. Mumthas N.S.**  
Associate Professor  
Farook Training College

#### **SECTION I**

##### **PRELIMINARY DETAILS**

Name of the College/ School :  
Educational Qualifications :  
Male/Female : Age:  
Subject of Specialization :  
Locale of Residence : Urban/Rural  
Teaching experience if any :  
Locale of School/College : Urban/Rural

#### **SECTION II**

##### **Instructions**

Given below are some of the challenging situations usually faced by the teachers and their possible response actions. Please rate each of the response actions under each situations in the given response box accordingly with the given five response options viz., strongly disagree (SD), disagree (D), neutral (N), agree (A) and strongly agree (SA) using "✓". Please make it sure that you rate every statement. Your answer will be treated strictly confidential and we assure you that it will be used for research purpose only.

Situation No. 1

1. At the PTA meeting Mr Ravi, one of the best teachers of the school. Once he happened to face the complaint of a parent that children are not able to understand the subject portion taught by him. But Ravi has not yet received such a feedback from the children. Given the situation please rate the possible response actions of Ravi according to your opinion in the given response box.

1. Accepting the parent's opinion, he would say that he will try to improve his teaching.

SD	D	N	A	SA
----	---	---	---	----

2. Would not react at all.

SD	D	N	A	SA
----	---	---	---	----

3. Would react only after making it sure that other parents are also having the same opinion about him.

SD	D	N	A	SA
----	---	---	---	----

4. Would conduct an open discussion with the students and parents.

SD	D	N	A	SA
----	---	---	---	----

5. Would leave the matter for Principal's decision

SD	D	N	A	SA
----	---	---	---	----

6. As the students have not raised such a complaint he says that there is no need for responding o such allegations by parents.

SD	D	N	A	SA
----	---	---	---	----

7. Would say that students are finding it difficult to follow as the students are academically backward.

SD	D	N	A	SA
----	---	---	---	----

Situation No. 2

2. Shyam is one of the best students of Jeena teacher in 10<sup>th</sup> standard. But she realizes that Shyam is behind the frequent thefts occurring in the class. But Shyam is not willing to admit it at all. Given the situation please rate the possible response actions of Jeena according to your opinion in the given response box.

1. Would call Shyam and try to convince him the seriousness of his deeds.

SD	D	N	A	SA
----	---	---	---	----

2. Would inform the Principal or Student Counsellor to deal with the matter.

SD	D	N	A	SA
----	---	---	---	----

3. Would consult other teachers for taking a correct decision

SD	D	N	A	SA
----	---	---	---	----

4. Would give proper punishment to Shyam

SD	D	N	A	SA
----	---	---	---	----

5. Would keep apart from such an issue.

SD	D	N	A	SA
----	---	---	---	----

6. Would decide that he will indulge in this matter only after getting proper evidence.

SD	D	N	A	SA
----	---	---	---	----

7. As the student is a high achiever Ravi decide not to interfere

SD	D	N	A	SA
----	---	---	---	----

Situation No. 3

3. Jose Sir was supervising a student teacher, Hafsa's teaching in 9<sup>th</sup> Standard. He found, that Hafsa is teaching wrong ideas entirely deviating from the main concept in the textbook. Given the situation please rate the possible response actions of Jose Sir according to your opinion in the given response box.

1. Would not interfere thinking it is better not to interfere until the class is over.  

SD	D	N	A	SA
----	---	---	---	----
2. Would take the class replacing Hafsa.  

SD	D	N	A	SA
----	---	---	---	----
3. Would call her out of the class and make her realize the error and reteach.  

SD	D	N	A	SA
----	---	---	---	----
4. Would consult the other teachers for taking the decision.  

SD	D	N	A	SA
----	---	---	---	----
5. Would inform the teacher educator about her mistakes .  

SD	D	N	A	SA
----	---	---	---	----
6. Would generalize it as a part of teacher training and leave the issue  

SD	D	N	A	SA
----	---	---	---	----
7. Will abstain from supervising her class.  

SD	D	N	A	SA
----	---	---	---	----

Situation No. 4

4. Leena has very good relationship with her students. She happened to know from some trustworthy students in her class that Rajeev one of the best student in her class has started consuming drugs. Given the situation please rate the possible response actions of Leena according to your opinion in the given response box.

1. She would send Rajeev for consulting the Student Counsellor  

SD	D	N	A	SA
----	---	---	---	----
2. She would consult other teachers to take decision.  

SD	D	N	A	SA
----	---	---	---	----
3. She would take punishment actions against Rajeev.  

SD	D	N	A	SA
----	---	---	---	----
4. She would have an open talk with Rajeev.  

SD	D	N	A	SA
----	---	---	---	----
5. Will not interfere at all.  

SD	D	N	A	SA
----	---	---	---	----
6. She would not complicate the situation as he is a brilliant students.  

SD	D	N	A	SA
----	---	---	---	----
7. She would arrange some sort of awareness programmes against drugs in the class for all.  

SD	D	N	A	SA
----	---	---	---	----

Situation No. 5

5. Haris Sir mingles very well with his students. All the students are very active at his class. But some teachers mistook this interactive atmosphere in his classroom as an indiscipline problem. They complained to the Principal and he asked for Haris sir's explanation. Given the situation please rate the possible response actions of Chandran sir according to your opinion in the given response box.

1. He would oppose the complainers. 

SD	D	N	A	SA
----	---	---	---	----
2. Would say that admitting other's complaint he would restructure his teaching mode. 

SD	D	N	A	SA
----	---	---	---	----
3. Stating it as his psychological approach will substantiate it to the headmaster 

SD	D	N	A	SA
----	---	---	---	----
4. Would consult the other teachers to solve the issue 

SD	D	N	A	SA
----	---	---	---	----
5. Would continue his teaching method in future classes also 

SD	D	N	A	SA
----	---	---	---	----
6. Would conduct an open discussion with other teachers to explain the peculiarity of his teaching to other teachers. 

SD	D	N	A	SA
----	---	---	---	----
7. Would ask the head master to observe his class and decide. 

SD	D	N	A	SA
----	---	---	---	----

Situation No. 6

6. Sunil is a teacher with literary aptitude. To improve students' interest in literature he used to supply them with articles and magazines. Accordingly he happened to give some books to a student named Reema. But he understood from her further behaviour that the girl has mistook him. Given the situation please rate the possible response actions of Sunil according to your opinion in the given response box.

1. Would call the girl and tell her the truth. 

SD	D	N	A	SA
----	---	---	---	----
2. Would completely ignore the student. 

SD	D	N	A	SA
----	---	---	---	----
3. Would behave to the child as usual. 

SD	D	N	A	SA
----	---	---	---	----
4. Would consult other senior teachers. 

SD	D	N	A	SA
----	---	---	---	----
5. Would send the student to a student Counsellor 

SD	D	N	A	SA
----	---	---	---	----
6. In future would give the books to students only after convincing them the real purpose the deed. 

SD	D	N	A	SA
----	---	---	---	----
7. Would stop giving books and articles to Reema anymore. 

SD	D	N	A	SA
----	---	---	---	----

Situation No. 7

7. Devan is a high school teacher working in an aided school. He has noticed that since the very beginning of his day in that school, the school principal is behaving to him in such a way that he has some sort of grudge towards him. Quite often the Principal assigned extra classes for Devan. One of Devan's colleagues tell him that actually the Principal had preferred to hire his relative at Devans' post, but due to the interference of the management he couldn't do so. Given the situation please rate the possible response actions of Devan master according to your opinion in the given response box.

1. He would obey whatever he is told to do by the Principal.

SD	D	N	A	SA
----	---	---	---	----

2. He would discuss the matter with an intimate colleague to take decision.

SD	D	N	A	SA
----	---	---	---	----

3. He would avoid doing extra works given by the Principal.

SD	D	N	A	SA
----	---	---	---	----

4. He would present the matter in front of staff council or Teacher Associations .

SD	D	N	A	SA
----	---	---	---	----

5. He would have an open talk with the Principal.

SD	D	N	A	SA
----	---	---	---	----

6. He would suggest for norms for equal distribution of additional works among the teachers.

SD	D	N	A	SA
----	---	---	---	----

7. He would oppose the Principal.

SD	D	N	A	SA
----	---	---	---	----

Situation No. 8

8. Gijo is students' favourite teacher .Hence students always try to sit very attentively in his class. A student named Naveen used to comprehend even the toughest lessons very easily. But he has a tendency to mock at weak students when they ask their doubts or when they couldn't answer the questions asked. Given the situation please rate the possible response actions of Gijo according to your opinion in the given response box.

1. A code of conduct would be formed and try to implement it in his class

SD	D	N	A	SA
----	---	---	---	----

2. Would avoid the unnecessary interference of Naveen.

SD	D	N	A	SA
----	---	---	---	----

3. Would take punishment procedures against Naveen..

SD	D	N	A	SA
----	---	---	---	----

4. Would consult other teachers of Naveen and take a decision

SD	D	N	A	SA
----	---	---	---	----

5. Would initiate an open talk with Naveen

SD	D	N	A	SA
----	---	---	---	----

6. Would leave the matter for the decision of the Head Master.

SD	D	N	A	SA
----	---	---	---	----

7. Would allow Naveen to continue his usual ways.

SD	D	N	A	SA
----	---	---	---	----

Situation No.9

9. Veena is teaching in an aided school. Five students in her class come from a nearby orphanage and she has very good relationship with them. She realised from them that these students are getting harassed in the orphanage. She informed the matter to the principal. But he reacted indifferently to the matter saying that there is no need to interfere because around fourty students are coming from that orphanage and any action would humiliate them and if they withdraws these children from their school it will cause division fall in their school. Given the situation please rate the possible response actions of Veena according to your opinion in the given response box.

1. Would not take further interest in the issue as it is already reported to the Principal  

SD	D	N	A	SA
----	---	---	---	----
2. Would openly oppose the decision of the Principal  

SD	D	N	A	SA
----	---	---	---	----
3. Would seek for actions which can enable the students for self resistance  

SD	D	N	A	SA
----	---	---	---	----
4. Would discuss the matter with the orphanage authority to solve the issue.  

SD	D	N	A	SA
----	---	---	---	----
5. Would consult other teachers for the right action to be taken.  

SD	D	N	A	SA
----	---	---	---	----
6. Would comply with the decision of the Principal.  

SD	D	N	A	SA
----	---	---	---	----
7. Would seek the help of child line or women cell or media.  

SD	D	N	A	SA
----	---	---	---	----

Situation No. 10

10. Dhanya Teacher noticed that Rahul, a bright student in his class is seen sleeping frequently in all his classes. When he asked for the reason students replied that it is because he has to go for some sort of night jobs to meet the expenses for his studies due to the worse financial condition in his home. Given the situation please rate the possible response actions of Dhanya Teacher according to your opinion in the given response box

1. Would avoid the situation and continue her class .  

SD	D	N	A	SA
----	---	---	---	----
2. Would try to raise a fund from the school to help such financially backward students.  

SD	D	N	A	SA
----	---	---	---	----
3. Would have an open talk with Rahul and try to solve the problem.  

SD	D	N	A	SA
----	---	---	---	----
4. Would appreciate in the class Rahul's urge to study .  

SD	D	N	A	SA
----	---	---	---	----
5. Would consult other teachers to take a decision.  

SD	D	N	A	SA
----	---	---	---	----
6. Would take punishment actions against Rahul for sleeping in the classroom.  

SD	D	N	A	SA
----	---	---	---	----
7. Would inform the matter for the decision of the Principal or staff council.  

SD	D	N	A	SA
----	---	---	---	----

Situation No. 11

11. Mathew Sir is going to another school as he got transfer. Four students from 10<sup>th</sup> standard gave him a present at his farewell party. He opened the present with much enthusiasm and found that it was a sort of present intended to insult him. Given the situation please rate the possible response actions of Mathew according to your opinion in the given response box.

1. He would not react. 

SD	D	N	A	SA
----	---	---	---	----
2. He would inform the principal or other senior teachers. 

SD	D	N	A	SA
----	---	---	---	----
3. He would call the students and ask for the reason. 

SD	D	N	A	SA
----	---	---	---	----
4. He would consult other teachers for advice. 

SD	D	N	A	SA
----	---	---	---	----
5. He would take punishment action against the students. 

SD	D	N	A	SA
----	---	---	---	----
6. He would decide not to accept gifts from the students in such situations anymore. 

SD	D	N	A	SA
----	---	---	---	----
7. He would opine humourously about the present to the students. 

SD	D	N	A	SA
----	---	---	---	----

Situation No. 12

12. Sabeena Teacher always maintains a friendly manner with her students. Her class is always funny and interesting. Once while she was teaching in 9<sup>th</sup> standard Riyas raised a sudden doubt in midst of the teacher's explanation. She reacted in a humorous way. But Riyas got agitated and used harsh words against the teacher in front of the class making the whole class silent. Given the situation please rate the possible response actions of Sabeena Teacher according to your opinion in the given response box.

1. She would understand his mental agony and continue the class after clarifying his doubts. 

SD	D	N	A	SA
----	---	---	---	----
2. She would totally avoid Riyas and continue the class. 

SD	D	N	A	SA
----	---	---	---	----
3. She would quit from the class. 

SD	D	N	A	SA
----	---	---	---	----
4. Would take the decision to follow the right sort of communication to be followed with students and act accordingly. 

SD	D	N	A	SA
----	---	---	---	----
5. Would talk openly with Riyas. 

SD	D	N	A	SA
----	---	---	---	----
6. Would seek the help of other teachers in dealing the student. 

SD	D	N	A	SA
----	---	---	---	----
7. Would inform the Principal about Riyas's rude behaviour to the teacher. 

SD	D	N	A	SA
----	---	---	---	----

Situation No. 13

13. Sharat as a teacher is well known for his patience. He used to take his class very effectively and always gave special attention to clarify his students's doubts. A 9<sup>th</sup> standard student Kiran who is a high achiever always has the tendency to ask irrelevant questions in midst of class and tends Sharat to deviate form the topic. Given the situation please rate the possible response actions of Sharat according to your opinion in the given response box.

1. He would clear Sharat's doubts at time  

SD	D	N	A	SA
----	---	---	---	----
2. He would announce in the start of the class itself that doubts should be asked only at the last five munites of the period.  

SD	D	N	A	SA
----	---	---	---	----
3. He would talk to Kiran privately.  

SD	D	N	A	SA
----	---	---	---	----
4. He would tell Kiran that irrelevant question should not be asked in his class further.  

SD	D	N	A	SA
----	---	---	---	----
5. He would avoid Kiran's questions.  

SD	D	N	A	SA
----	---	---	---	----
6. He would ask the opinion of other teachers teaching Kiran.  

SD	D	N	A	SA
----	---	---	---	----
7. He would inform the Principal about Kiran's irritating behavior and take the action.  

SD	D	N	A	SA
----	---	---	---	----

Situation No. 14

14. A girl named Devika in Jaya teacher's class collapses so frequently. Jaya teacher understands that she is having some mental pressure but when asked she usually refuses. Once Jaya did an open talk with Devika and the girl confesses that she is suffering from sexual harassment from her maternal uncle. Being reluctant to reveal the matter to the poor parents fearing that it will not be believed as her uncle is a socially accepted person, she insists Jaya to reveal the matter to her mother . Given the situation please rate the possible response actions of Jaya teacher according to your opinion in the given response box

1. Would take the decision only after consulting with other teachers.  

SD	D	N	A	SA
----	---	---	---	----
2. She would seek the help of Law and order.  

SD	D	N	A	SA
----	---	---	---	----
3. She would not interfere in the situation.  

SD	D	N	A	SA
----	---	---	---	----
4. She would blame the girl for not revealing the issue.  

SD	D	N	A	SA
----	---	---	---	----
5. Would ask the Principal to deal with the situation  

SD	D	N	A	SA
----	---	---	---	----
6. Would have an open talk with Devika and convince her the need of revealing the fact herself  

SD	D	N	A	SA
----	---	---	---	----
7. As per the request of Devika will reveal the matter to her parents  

SD	D	N	A	SA
----	---	---	---	----



Situation No. 15

15. Shyma is a dedicated teacher. Pradeep is an average student in her class. Once his father spoke impudently to Shyma teacher at the staffroom saying that she has given only low grades to his son. Given the situation please rate the possible response actions of Shyma according to your opinion in the given response box

1. She would create an open talk with the parent and make him realize her marking scheme 

SD	D	N	A	SA
----	---	---	---	----
2. She would inform the matter to Principal 

SD	D	N	A	SA
----	---	---	---	----
3. She would seek for the advice of other teachers and act accordingly 

SD	D	N	A	SA
----	---	---	---	----
4. She would oppose the parent and stick to her stand. 

SD	D	N	A	SA
----	---	---	---	----
5. She would avoid the parent completely. 

SD	D	N	A	SA
----	---	---	---	----
6. She would decide that in future she would keep a record of the value points and marking scheme of C E marks. 

SD	D	N	A	SA
----	---	---	---	----
7. Would say that she would consider whether there is any fault in her grading procedure. 

SD	D	N	A	SA
----	---	---	---	----

Situation No. 16

16. David studying in 9th standard, is a below average student. Sheeba teacher teaches him Mathematics. In the quarterly examination David failed in Mathematics. One day another student shows Sheeba, David's too abusive post about Sheeba in their whatsapp group. Given the situation please rate the possible response actions of Sheba according to your opinion in the given response box.

1. Would call David and try to convince him the seriousness of his deeds. 

SD	D	N	A	SA
----	---	---	---	----
2. Would inform the Principal to deal with the matter. 

SD	D	N	A	SA
----	---	---	---	----
3. Would consult other teachers for taking a correct decision 

SD	D	N	A	SA
----	---	---	---	----
4. Would give proper punishment to David 

SD	D	N	A	SA
----	---	---	---	----
5. Would avoid David. 

SD	D	N	A	SA
----	---	---	---	----
6. Would inform the students that posts mentioning teachers should not be posted anymore in such social networking sites. 

SD	D	N	A	SA
----	---	---	---	----
7. Would behave with students as nothing has happened. 

SD	D	N	A	SA
----	---	---	---	----

Situation No. 17

17. Seena is a 10<sup>th</sup> standard class teacher and her students complained to her about their Hindi teacher Khadeeja who is in her retirement year. Their complaint was that she is not completing their portions for the imminent exams. Given the situation please rate the possible response actions of Seena according to your opinion in the given response box.

1. Would leave the matter for Principal's decision

SD	D	N	A	SA
----	---	---	---	----

2. She would take the class herself.

SD	D	N	A	SA
----	---	---	---	----

3. She would discuss openly with Khadeeja Teachers.

SD	D	N	A	SA
----	---	---	---	----

4. Would consult other teachers for a better decision

SD	D	N	A	SA
----	---	---	---	----

5. She would avoid the situation stating she couldn't involve in this matter.

SD	D	N	A	SA
----	---	---	---	----

6. She would express her dissatisfaction with Hindi teacher.

SD	D	N	A	SA
----	---	---	---	----

7. Would decide that in future she would make it sure that all the teachers are completing their portions in time.

SD	D	N	A	SA
----	---	---	---	----

Situation No. 18

18. Usha is a hot tempered Maths teacher. Once Neena an 8<sup>th</sup> standard student was dismissed from Usha teacher's class because she engaged herself in drawing while the teacher was teaching. She was ordered to get Parents' letter unless she couldn't attend her class. Nima went to her class teacher Vidhya and requested for her help. Given the situation please rate the possible response actions of Vidhya teacher according to your opinion in the given response box.

1. She would say that she could not get involved in such an issue.

SD	D	N	A	SA
----	---	---	---	----

2. Would talk to Usha teacher.

SD	D	N	A	SA
----	---	---	---	----

3. Would consult other teachers' opinion.

SD	D	N	A	SA
----	---	---	---	----

4. Would send her to Principal.

SD	D	N	A	SA
----	---	---	---	----

5. Would support Usha teacher's action.

SD	D	N	A	SA
----	---	---	---	----

6. Would ridicule the student's action.

SD	D	N	A	SA
----	---	---	---	----

7. Would say that cannot interfere in other teacher's decision.

SD	D	N	A	SA
----	---	---	---	----

Situation No. 19

19. Basheer, a High School teacher is new in the school. Hameed a senior teacher of the school used to visit his class so frequently and has the habit of criticizing him frequently in front of his students. Given the situation please rate the possible response actions of Basheer Sir according to your opinion in the given response box.

1. He would not react at all. 

SD	D	N	A	SA
----	---	---	---	----
2. As no observation on junior teachers are done, would say that there is no need to observe his class too. 

SD	D	N	A	SA
----	---	---	---	----
3. He would have an open talk with Hameed Sir and convince him. 

SD	D	N	A	SA
----	---	---	---	----
4. He would inform the Principal about the behavior of Hameed Sir. 

SD	D	N	A	SA
----	---	---	---	----
5. He would oppose the criticisms of Hameed Sir. 

SD	D	N	A	SA
----	---	---	---	----
6. As Hameed sir is a senior teacher he would comply with him 

SD	D	N	A	SA
----	---	---	---	----
7. Would discuss the matter with other teachers to take a discussion

Situation No. 20

20. Once a parent came to Saritha the Science teacher in the school, complaining that though her daughter presented a very good project for science exhibition she was not selected for inter school science exhibition to represent the school. She blames that the school authority discarded her daughter in order to give more opportunities to 10<sup>th</sup> standard students. Given the situation please rate the possible response actions of Saritha according to your opinion in the given response box.

1. Would have an open talk with the parent and convince her.
2. Would consult other teachers to take a right decision. 

SD	D	N	A	SA
----	---	---	---	----
3. Would send her to Principal. 

SD	D	N	A	SA
----	---	---	---	----
4. Would abstain from the issue stating that she cannot interfere 

SD	D	N	A	SA
----	---	---	---	----
5. Would support the schools decision and says that her daughters may not be good. 

SD	D	N	A	SA
----	---	---	---	----
6. Would consider the concern of parent and will go for a re- evaluation 

SD	D	N	A	SA
----	---	---	---	----
7. Would decide to inform the parents the value points to be covered while assessing the projects in future. 

SD	D	N	A	SA
----	---	---	---	----