

**IMPACT OF TEACHER AND PARENT RELATED
FACTORS ON THE ACADEMIC PERFORMANCE
OF THE SOCIALLY DISADVANTAGED SENIOR
SECONDARY STUDENTS**

A Thesis
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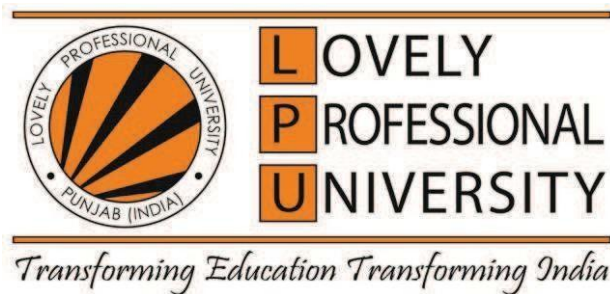
DOCTOR OF PHILOSOPHY

**in
Education**

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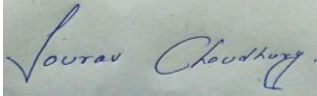
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**LOVELY PROFESSIONAL UNIVERSITY, PUNJAB
2023**

DECLARATION

I declare that the thesis entitled “**Impact of Teacher and Parent Related Factors on the Academic Performance of the Socially Disadvantaged Senior Secondary Students**” has been prepared by me under the guidance of Prof. (Dr). Vijay Kumar Chechi, Professor and Deputy Dean, Department of Education, Lovely Professional University, Phagwara, Punjab. No part of this thesis has formed the basis for the award of any degree or fellowship previously.



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CERTIFICATE

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ABSTRACT

Human society has always been shaped by education. In the current era, where globalization and technological advancements have transformed our daily lives, education is no longer a luxury, but a necessity. Educated individuals are more likely to secure jobs that pay well and offer better working conditions, and have higher odds of developing a sustainable future. They are also more adaptable to the technological upgrades and are better equipped to handle challenging situations, solve problems, and lead successful lives. On the whole we see education not only essential for individual growth and development but also for economic, cultural and social growths.

In the 9th Five-year Plan's Chapter 14, the Planning Commission identified *Socially Disadvantaged groups* as those from Scheduled Castes, Scheduled Tribes, Other Backward Classes, and Minorities. We see students from these groups to be living in precarious situations, lacking access to knowledge, and performing poorly academically. They also face inequality and prejudices, which stands as a stumbling block in their ability to study and calls for attention as education is their only way forward. Speaking of this group's growth, our constitution's guarantee of human rights has never been violated in any way to an individual or group. However, there are variations worldwide in terms of socioeconomic, political, and cultural aspects, and the politics of a nation, region, or state prevent them from exercising their human rights freely. People's right to life and dignity can be directly affected by any form of denial, which certainly prevents them from living to the fullest, with education being one of its victims. Caste system which is still deeply ingrained in Indian society is proven to be the origin of such inequalities.

In this context, international educational forums frequently emphasize the significance of school education for children from socially disadvantaged backgrounds and insist on exclusive schemes and policies to be implemented. The issue of equal educational opportunity is the focus of the current debate and led to the development of Right to Education act. The education of students from socially disadvantaged backgrounds is a significant issue that is primarily addressed within the framework of inclusive education as part of the RTE act, 2009. Though in place, we see loop holes and underachievement of the act's goals among this group. Apart from such shortcomings, the learning process of students who are enrolled in schools can be influenced by a variety of

factors, some of which are related to the school environment and others to their homes and the communities they thrive in. Their academic performance is undeniably influenced by the teachers as the students spend a major chunk of their day at school. In order to further develop each student's fascination, requirements, and abilities, the teachers are expected to inculcate knowledge and information in accordance to their level of education. Right after this, we see parents' role coming into play as they support, encourage and supervise the students' needs. Nevertheless, students from the socially disadvantaged bunch frequently experience the ill effects of absence of parental involvement, often due to the parents illiterate status as well as poor monetary security to offer the required assets, at home and for academics.

With that being said, this study aimed to assess the impact of various teacher-related factors, such as teacher competence, teacher commitment, teacher attitude towards teaching, and teacher belief towards socially disadvantaged students, as well as parent-related factors such as parental academic monitoring and parental support on the academic performance of socially disadvantaged students in West Bengal, the eastern state of India. The study focused on high school students from socially disadvantaged groups in three districts, namely Malda, Uttar Dinajpur, and Purulia. The study also aimed to investigate whether there is a correlation between teacher and parent characteristics and academic achievement of students from low-income households. To achieve this, the study examined the academic performance of senior secondary students and collected the demographic information of them, their teachers, and their parents. The objectives of the study were to: 1) Examine the academic performance of socially disadvantaged senior secondary students, 2) Compare the academic performance of socially disadvantaged senior secondary students based on their socioeconomic status (SES), with and without ECCE, and gender, 3) Compare parental academic monitoring of socially disadvantaged senior secondary students based on their SES, with and without ECCE, and gender, 4) Compare the parental support received by socially disadvantaged senior secondary students based on their SES, with and without ECCE, and gender, and 5) Assess the impact of parent-related factors (parental academic monitoring and support) and teacher-related factors (teacher competence, professional commitment, attitude of teachers towards teaching, and belief towards socially disadvantaged students) on the academic performance of socially disadvantaged senior secondary students.

As tools for measuring each variable, six tools were in place: Four tools were validated- the Teacher Competence Questionnaire by Meickv SP and Karel KH (2016); the Teacher Commitment Scale by Vijay Kumar Chechi and Vikas Sharma (2007); the Perceived Parental Academic Monitoring by Simons Morton et al. (1998); and the Perceived Parental Support by Jackson, Henriksen, and Foshee (1998); One tool was revalidated- the Teacher Attitude Inventory by S.P. Ahluwalia (1978) and One tool was developed and validated by the investigator- Teacher Belief scale towards Socially Disadvantaged Students. After being adapted/ constructed, the tools were validated by finding the involved dimensions with the help of Exploratory Factor Analysis (EFA) and verifying the factor structures with Confirmatory Factor Analysis (CFA). SPSS Amos version 23.0 and SPSS Statistics version 26.0 were utilized for the Confirmatory Factor Analysis and Exploratory Factor Analysis, respectively. In order to determine the reliability of the scales, Cronbach's Alpha was calculated; For Alternate reliability estimates, Raykov's composite reliability was obtained from the website <https://www.thestatisticalmind.com/composite-reliability/>.

The study used a descriptive survey research design and incorporated a quantitative survey. A combination of simple random sampling technique followed by lottery method for school selection, and purposeful sampling for students' selection was adapted. Initially, the investigator used a structured questionnaire to collect data from 520 socially disadvantaged students. Due to the presence of outliers and missing data, 15 of the respondents were eliminated. The Mahalanobis distance was calculated using the SPSS tool version 26.0 to remove outliers from the data. As a result of which, the data of 505 socially disadvantaged students were used as the sample. Similarly, teachers from 25 schools completed 118 questionnaires and 16 forms were excluded due to insufficient information. Thus, 102 teachers were taken into consideration for the final analysis. The data was analyzed using parametric statistical tests like t-tests, correlation and regression analysis through SPSS statistical software.

Major findings of the study were: 1). Academic performance of socially disadvantaged students isn't in par with the overall result of the state and mainstream students. It has been noticed that within the group, the students in Above Poverty Line (APL) have scored comparatively better than the students in Below Poverty Line (BPL). The academic performance has also been better among students who received ECCE than the students without ECCE. Gender did not play any role in the academic performance of the disadvantaged students and was almost similar between

male and female students. 2). It has been found that students belonging to APL performed better than the students belonging to BPL. So, it is noted that SES plays a crucial role in determining the academic performance of the disadvantaged students. Also, it has been identified that majority of students get ECCE and the academic performance of the students with ECCE is better than that of their counterparts i.e., without ECCE. With regards to gender, both boys and girls scored similarly and their mean difference was very low. Hence, it was found that gender doesn't play any role in students' academic performance. 3). Students do not perceive similarly about the parental academic monitoring. Students of APL perceived to get more monitoring than BPL students. From the ECCE point of view, students with ECCE perceive more parental monitoring than students without ECCE. It shows that parents who are concerned about their children provide them ECCE and monitor their academic whereabouts also. From the perception of the students, it is clear that the boys are monitored more than their girl counterparts. However, it is evident that socially disadvantaged families are more rooted to the boys than girls. So, gender favoritism is visualized in the society. 4). It has been found that the students who belong to APL perceived more parental support than the students who belong to BPL and this shows that socio economic condition of the family plays a role in the support system of the socially disadvantaged groups. Through this study it was also proved that parental support was perceived more among the students with ECCE and less among students without ECCE. Parents who are serious about the future and career of their children provide them with ECCE and support them through out to achieve excellence in their academic pursuit. Among socially disadvantaged families, gender discrimination is evident from the result as male students perceived more support from their parents than the female students who perceived less support from their parents. 5). In parent related factors, a positive association among the parental academic monitoring and parental support was seen i.e., with an increase of parental academic monitoring, parental support also increased, and with a decrease of parental academic monitoring, parental support also decreased. Likewise, in teacher related factors, there is a positive association and interconnection between one another. i.e., when competence increases, commitment increases; if commitment increases, attitude increases and in the same way, if attitude increases, belief increases and vice-versa. Parental academic monitoring has a significant impact on the academic performance of the socially disadvantaged students. It indicated that for every increase of academic monitoring, the average academic performance increased by 3.729. Parental support also has a significant impact on the academic performance of the socially disadvantaged students which indicated that with an increase of parental support, the average academic performance

increased by 3.241. With respect to the predictive variables, parental academic monitoring and parental support collectively bear a positive impact on the dependent variable i.e., Academic performance with the variance of 13.1%.

It is vital to note that not all the teacher related predictor variables (Competence, Commitment, Attitude and Belief towards Socially Disadvantaged students) predicted the academic performance of the socially disadvantaged students to the same extent. Among the teacher related variables, teacher competence and teacher attitude have contributed more than teacher commitment and teacher belief. In a nutshell, it was established that parental academic monitoring, parental support, teacher competence and teacher attitude towards teaching held a significant impact, while teacher commitment and teachers' beliefs toward disadvantaged students had no impact. Thus, the findings of the study emphasizes that both parental and teacher aspects hold an impact and the investigator recommends a mutual and joint venture by both in order to facilitate better learning environment for the socially disadvantaged students.

Key words: *Academic performance, socially disadvantaged students, Parental academic monitoring, parental support, teacher competence, teacher commitment, teacher attitude, teacher belief.*

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LIST OF ABBREVIATIONS AND SYMBOLS

S.NO	ABBREVIATION	DETAILS
1	ANOVA	Analysis of Variance
2	AP	Academic Performance
3	APL	Above Poverty Line
4	BPL	Below Poverty Line
5	CFA	Confirmatory Factor Analysis
6	Df	Degree of Freedom
7	ECCE	Early Childhood Care and Education
8	EFA	Exploratory Factor Analysis
9	GFI	Goodness of fit index
10	IFI	Incremental Fit Index
11	Kurtz	Kurtosis
12	M	Mean
13	MCQ	Multiple Choice Question
14	Med	Median
15	OBC	Other Backward Class
16	PAM	Parental Academic Monitoring
17	PS	Parental Support
18	RMR	Root Mean Square Residual
19	RMSEA	Root Mean Square Error of Approximation
20	SC	Scheduled Caste
21	SES	Socio Economic Status
22	Sk	Skewness
23	ST	Scheduled Tribe
24	TC	Teacher Competence
25	TLI	Tucker Lewis Index
26	W.R.T	With Respect To
27	Σ	Standard Deviation

CHAPTER 1- INTRODUCTION

1.1. Introduction

Education is the key tool for socio-economic transformation. It is even more significant for developing economies like India. It empowers the individuals to learn, develop skills, get dream jobs, earn respect, improve standard of living, etc. (Hanushek, EA & Woessmann L, 2010). India is the fifth biggest economy on the planet. It has shown some improvement in the overall Gross School Enrolment Ratio (GER) in both the genders which depict reinforcement in educational framework (The Print, 2022). In any case of domestic turn of events, more emphasis should be given on issues across key development areas such as health, finance and educational quality (Colclogh, C, 1997; King EM & Hill M.A, 1997). These are monitored and controlled by the Center and the States through administrative programmes and missions. It is important to comprehend how much formal education can incapacitate the well-formed cycles of caste and class segregation (Reddy NM 2003; Sen G, 2003; Jha P, 2004). Caste remains a significant aspect of Indian social life despite the massive shifts in the historical narrative of India. Poverty, lack of resources, cultural backwardness, social disadvantages, and a dearth of opportunity for empowerment are all hallmarks of India's lowest socioeconomic strata (Chauhan CPS, 2008; Senart E, 2018; Deshpande A, 2007). A variety of lower castes are looked down upon, regardless of how educated, honest, or morally upstanding their members may be (Deliege R. 1993; Oommen TK. 2002; Fehr E. et al., 2008).

Education contributes towards developing the ideas, values, norms, customs, tradition, and cultural heritage of a society. The nations are transformed through civilized generations shaped through education (Biswas A, 1986; Anand S, 2014; Singh JD, 2016). Enclosure in education is a tactic towards meeting the objective of balance of opportunities in schooling. There has been huge advancement in educational fulfillment in India since its self-government era from 1947 (Mukherjee D, 2004; Kingdon G, 2007; Kumar M, 2012; Chand D, 2015). However, the accomplishments are low in contrast with nations who are in comparable phases of improvement. It is stressing to take note that an extensive part of the Indian populace keeps on being denied of freedom to secure official

and quality schooling when explicitly investigating the education archetype (Singal N, 2006). The circumstance is worse among groups who have a past exposure to discrimination and inequality. Youngsters from these clusters have lesser enlistment and increased susceptibility of dropping out than the nation's mean score because of some societal amendments. These children are confronting educational inabilities and have a place within the group of 'socially disadvantaged' individuals (Kyriakides L, 2019; Abdulraheem A, 2011; H Johansson H, 2012).

1.2. Who Are Socially Disadvantaged?

The term 'disadvantage' is a nonexclusive term for human beings and groups who face exceptional physical or mental incapacity and who need monetary help. The 'socially disadvantaged' individuals or groups are lower financial gathering who face social and instructive hardships. They are groups who are socially and educationally denied or unprivileged individuals as per Havighurst, R.J, 1964. These individuals imply those who come from socio-monetary foundation segment of the local area. Precisely characterizing the socially disadvantaged students is difficult, not just due to the personal impression of the semantics of the word 'socially disadvantaged student', yet in addition to it is an exceptionally diverse gathering of students (Němec, 2012). Generally, these youngsters are found within ancestral and rustic spaces of nation where educationally forums have not reached in the manner we think that they are in a metropolitan region. So, this classification of youngsters is held under socio-social incapacitated (Singh S, 1985). There is a tremendous distinction between these kids and the other 'non-disadvantaged' ones. These youngsters are diverse in all intellectual, viable and psychomotor capacities when contrasted with the advantaged kids. However, they are not 'disadvantages' according to hereditary perspective. They hold a place within Schedule Castes (SC), Schedule Tribes (ST), Other Backward Classes (OBC) and Minorities caste classification and have been exposed to racial, ethnic biases or social predisposition inside the general society (Havinghurst, R. J, 1964; Goodman et al., 2005).

Of the total population counted in the 1991 Census, 16.7% were from the SC group, which amounted to 138.22 million people; 8.1% were from the ST group which is 67.76 million people; and 16.2% were from other minority groups i.e., 145.31 million people. The population size of OBCs is difficult to estimate without Census data. Yet, the Mandal

Commission found in 1993 that the OBCs made up 52% of the total population. We may classify some of them as SCs or Minorities. Within the next two decades, the Scheduled Castes (SCs) and Scheduled Tribes (STs) were estimated to make up 16.6% and 8.6% of India's population, respectively, according to the 2011 census, while the OBC population was predicted to remain at around 41%, according to a 2006 estimate by the National Sample Survey Organization (NSSO). On the other hand, Muslims made up 14.2% of the population, Christians, Sikhs, Buddhists, Jains, and Parsis made up 2.3%, 1.7%, 0.7%, 0.4%, 0.006% of the population in 2011. Thus, the 'socially disadvantaged' - the SCs, STs, OBCs and Minorities jointly comprise a significant proportion in India (Census 1991; Census 2001; Census 2011). Though these categories are very unique in relation to one another, just as they are heterogeneous characteristics within themselves (different sub castes), there is a significant shared characteristic in their personality. All are the results of massive seclusion in various parts of social, political and monetary life in India.

- Those who do not belong to the upper echelons of the dominant Hindu caste system are included in the SC ("oppressed") or the Dalit category. They are the product of decades of discrimination in employment and housing, as well as restrictions on voting and other aspects of civic and social life. This population consist almost one-fifth of the overall population as per census 2011 and the state of West Bengal shares 10.7% of it. With regards to the proportion, West Bengal stands at third place and has 23.5% of its total population as SCs (*:: Welcome to the Official Website of West Bengal Council of Higher Secondary Education ::-*, n.d.).
- The ST, also known as the Adivasi ("original occupiers"), are an indigenous group of people who typically live in river valleys and forested areas, and engages in hunting, gathering, and farming. This has resulted in generations of poverty and illiteracy for this population. 89.97% of this population lives in rural areas, while 10.03% resides in urban areas according to the 2011 census (*Census of India Website: Office of the Registrar General & Census Commissioner, India*, n.d.). As for the state of West Bengal, it harbors 5.8%.

Proportion of SC/ST population across rural and urban, India- 2001 and 2011

	Proportion of SCs (%)		Proportion of STs (%)	
	2001	2011	2001	2011
Total	16.2	16.6	8.2	8.6
Rural	17.9	18.5	10.4	11.3
Urban	11.8	12.6	2.4	2.8

Source: Census 2001 & 2011

The above chart shows the distribution of two major categories of the socially disadvantaged group being more prevalent in rural than its urban counterpart. On scanning further, it is evident that the proportion of ST shows a significant variation in the same aspect of rural to urban as their settlements are majorly focused in hilly and mountainous rural areas.

- Sociologists use the term "minority" to refer to a social group or community that does not represent a sizable portion of the electorate in a given society. Muslims, as a religious community, are a family characterized mostly by encroachment and change over their roughly one thousand years of dominance in India. Following British India's partition in 1947, many Muslims of lower socioeconomic status fled to Pakistan. Most of those who stayed behind belong to lower socioeconomic classes.
- The Government of India uses the umbrella term "OBCs" (Other Backward Class) to categorize several castes that are both economically and socially disadvantaged. It's an official caste category, much like SCs and STs. 27% quotas should be set aside for these people in public service jobs and universities. OBC sub-categorization has been implemented at State level by 11 states in the country with West Bengal being one among the list.

1.2.1. Discrimination and Stigmatization towards Socially Disadvantaged

Stigmatizing qualities towards socially disadvantaged groups might comprise skin complexion, language differences, strikingly contrasting physical features, and some other peculiar attributes or social practices that separate them from the other groups (Goffman, 1963; Sharma & Subramanyam, 2020). In general conditions where the standards of a

specific race or ethnic group exists, minorities and other socially disadvantaged groups are seen as withdrawing from the preexisting standards and are probably going to be oppressed and discriminated. Studies have shown that language boundaries, contrasts in skin complexion, and notable ethnic or social contrasts enhance the probability of discrimination happening (Phinney et al., 1998; Smart & Smart, 1995). In spite of the fact that discrimination and stigmatization is unmistakably a reality for disadvantaged individuals, its occurrence in reality is hard to decide objectively on the grounds that it is characterized partially by the goal to discriminate parallel with hurtful behaviour. Since the aims behind any social act are for the most part indistinct and unclear, the reason for such discrimination is dubious according to the viewpoint of the perceiver (Lazarus & Folkman, 1984). In this manner, it can happen without being recognized by the victimized individual, and, on the other hand, it can be seen in situations where it didn't happen.

Such stigmatization and discrimination are related with adverse physical and mental wellbeing (Williams & Mohammed, 2009). These encounters are more articulated when it is happening again and again, prompting depressive side effects, lesser physical wellbeing, and chronic sickness, potentially through the initiation of stress response systems or poor health choices (Fuller-Rowell et al., 2012; Kassam-Adams et al., 2015). Without a doubt, exposure to such poor treatment is seen as horrendous and unpleasant—prompting anxiety, feelings of misery and defenseless, and depression (Fernando, 1984; Armstead et al., 1989; Torres & Vallejo, 2015). Stressors coming about because of discriminatory encounters can likewise cause exhaustion, unforeseen illness and even mortality (Andersen et al., 1994; Fuller-Rowell et al., 2012; Taylor et al., 2004).

1.2.2. The Impact of Discrimination among Children

Experiences of prejudice from classmates, educators, or other adults may have a negative impact on many aspects of childrens and teenagers' performance in the crucial socializing context of school. Teenagers who are not part of socially advantageous networks are at a lesser risk of academic success than those who are (Angel & Angel, 2006). Youth academic outcomes may be affected by social disadvantage in a handful of ways, including inefficiency and the impact of unsupportive parents, teachers, and adult relationships on the adaptation and management of certain adolescents. Individuals who receive less support from their carers and educators are more likely to develop unhealthy coping mechanisms and poor self-regulation skills. Important repercussions for cognitive

and behavioural growth underpinning efficient learning are associated with the various components of self-regulation, including memory, preparation, self-control, and delayed gratification (Evans & Kim, 2013; Kim et al., 2013; Willingham, 2012). Inadequacies in this area may have a chilling effect on their long-term academic success.

Since India's independence, several governments have faced the challenge of ensuring that the poorest members of society have equal access to education, in part through mitigating the lasting cultural consequences of the caste system. The governmental bodies of India have presented different government assistance measures now and again for the up-liftment of individuals who are mentally, socially and financially denied (Kingdon, 2007; Nambissan, 1996a). It is undeniably true that the public authority is carrying out different ameliorative measures for the complete advancement of this part of society, especially towards education. This has been echoed in the objectives of the Five-Year-Plan and numerous financial measures have been initiated for their turn of events (*List of All Five Year Plans of India*, 2021). A variety of programmes aimed at improving the lives of economically underprivileged children have been launched by both government and non-government organisations in recent years (Afridi, 2011; Srivastava, 2008). Yet, there is a dearth of research on the effects of discrimination, mainly based on race or ethnicity, on adolescents' academic performance in school settings.

1.2.3. Educational Resilience and Literacy Rate among Socially Disadvantaged

The percentage of literate adults increased from 18% in the 1951 census to 65% in 2001 and then 73% in 2011. In contrast to what is projected for 2020 (12.2 years), 6.5 is the mean number of years spent in school. Predictably, the mean number of years a female spends in school is 5.5, significantly lesser than the mean number of years a male spends in school which is 8.7. For some of the most marginalised people in society, the figure is even worse: 3.2 years for Muslims, 2.7 years for SCs, and 2.2 years for STs. According to data from the 55th round of the National Sample Survey (NSS), the percentage of people from the Scheduled Castes (SC) who did not complete secondary education in 2000 was nearly double that of people from the General Castes (GC) (Organisation, 2001).

The ST population is particularly affected, whereas the Muslim population fared little better. In 2000, the completion rates for secondary and higher education among ST

males were quite near to those of the GC, but the completion rates among SC and Muslims were slightly better. In 2001, just 34.8% of ST women could read and write; by 2011, that number had risen to over 50%. The proportion of SC women who could read and write climbed from 42% in 2001 to 56.5 % in 2011. In the same time span, the literacy rate increased from 66.6% to 75.2% among SC males and went up by 10% in 2011 from 59.2% in 2001 among ST males (*Census of India Website: Office of the Registrar General & Census Commissioner, India, n.d.*) Looking into the population with at least some secondary education (percentage ages 25 and older), a depressing 39.3% was recorded (Human Development reports).

1.2.4. Constitutional Provisions towards Education of Socially Disadvantaged

The preamble to the Constitution makes it quite plain that the fundamental right to equality before the law and in all matters of opportunity is guaranteed to each and every citizen. Article 41 places an emphasis on the right to work, the right to educate, and the right to receive public assistance under specified conditions, one of which is towards disablement. In addition, Article 45 of the Constitution mandates that all children who are 14 years and below are required to receive an education that is both free and mandatory for them to remain in the country. It is written in Article 46 of the Constitution of India that the State is obligated to indorse with exclusive care the educational and economic welfares of the weaker sections of the population, including Scheduled Castes, Scheduled Tribes, and others. So, it is very evident that the purpose of these numerous Articles and the implementation of them are to ensure that all children, especially those from communities that are marginalized, have equal access to an education of a high-quality. But, even now, 75 years after India gained its independence, the nation continues to struggle against a variety of prejudices based on caste, religion, philosophy, gender, and other factors. This fight has been going on for a very long time. The capacity to be a pivotal role in diminishing and eventually eliminating these discrepancies is seen in education if the nation can demonstrate that all people have equal access to opportunities and education of a high-quality.

Assuming that everyone has access to the same level of educational opportunities, it lets them learn at their own pace and using the methods that work best for them. Children from families who are of marginalised social groups and those dealing with other discrimination deal more direct forms of hardship and require the utmost concentration. "If

your purpose is liberty and democracy, then you must teach people the skill of being free and ultimately of ruling themselves" said Aldous Huxley. After India's independence, the country's massive size meant that special provisions were needed to ensure that all oppressed and disadvantaged groups were treated fairly. The Constitution has made some attempts to prohibit prejudice and to bring certain groups which are lagging behind up to par with others. According to India's constitution, the following provisions are in place to ensure the comprehensive development of marginalised communities:

Article 14 - "*The State shall not refuse to any individual within the territory of India equality before the law or the equivalent security of the laws*". It necessitates that the privileges as a whole and the freedom set out in this Act should be secured and applied without any form of discrimination which generally happens when you are dealt less well than someone else in a comparable circumstance and, this treatment can't be impartially and sensibly defended.

Article 15- Gist says ban of bias based on a person's religion, race, caste, gender, or country of origin. Under the following provisions, it is stated that no citizen should be subject to any limitation, responsibility, or restriction simply on the basis of race, caste, place of birth, religion, sex or any combination thereof, imposed by the State. They need to be able to access any public area. It went on to declare that this provision in no way precludes the state from establishing exclusive terms for the benefit of economically and educationally disadvantaged individuals like SC and ST. This initiated the era of reservations in India.

This article further has suggestions for us all as we need to treat all students similarly and on the off chance that, a student from more vulnerable segment or socially disadvantaged group falls behind, exclusive arrangements and endeavors must be made to bring her/him at standard with other mainstream kids. Clause of 15(5) pushes a stage forward and engages the country to reserve a spot as to inductions into educational establishments, both aided and those not supported by the public authority.

Article 16 deals with opening up positions in the Government to members of the backward, SC, and ST castes on a more equitable basis. Teaching-related difficulties are not directly affected by this article, although it does have implications for post reservations in different units for SCs and STs. Yet, it's important to remember that none

of us can afford to be predisposed to negativity or to form false assumptions about the qualifications and experience of those who are chosen to fill open positions.

Article 17 pitches on abolition of untouchability. Truth be told, it has effectively been nullified and its exercise in any structure is prohibited. It is an offense guilty as per law and subsequently, a teacher additionally ought to know about it.

Article 19 (5)- With a legitimate concern for the general population and the interest of the Scheduled Tribes in particular, the government has all the freedom to force sensible limitations to move openly within India and the opportunity to dwell and get comfortable anywhere inside the territory.

Section 23 (2)- It is understood that nothing in this article is meant to preclude the State from imposing mandatory aid for public objectives, and that the State will not establish discrimination based on divisions such as religion, ethnicity, caste, or class in the execution of such help.

In accordance with Paragraph 2 of Article 29, the State shall not discriminate against any person on the basis of religion, race, creed, or economic position in any educational programme it administers or funds, in whole or in part.

The State may, in accordance with Article 46, protect the SC and ST groups from social unfairness, injustice, and abuse while also promoting their economic and educational interests.

Article 164 (1) of the constitution of India, has appointed a minister in three states who will be responsible for tribal welfare and also, be accountable to the Government for the wellbeing of the SC and BC. The three states are Madhya Pradesh, Bihar and Odisha.

The Constitution's Articles 330 and 332 ensure that the House of Representatives and the state legislative assemblies have quotas set aside for members of the SC and ST. However, these exceptional arrangements for the booking of the seats in the assembly were given simply as a momentary measure.

Article 335 was perfected in the year 2000 to allow laws that lessen the requirements or loosen up skills and qualifications for individuals from SC/ST group to get into public administration posts.

Article 338/338A: Establishes a national commission of SCs and STs. Appointments of a separate officer for the SC/ST groups to investigate and safeguard all rights and actions taken towards betterment of them.

By Article 339, the Federal Government can order states to carry out programmes that benefit SCs and STs.

Article 340 authorises the President to form a commission to examine the plight of economically and socially disadvantaged groups and, present its findings to parliament.

1.2.5. Schools and Socially Disadvantaged

Several theoretical quests can be applied to the investigation of the educational experiences of this group, here, we zero in on socio-cognitive theory, which places special emphasis on the significance of students' personal histories and cultural backgrounds. Socio-cognitive theories highlight the numerous facets of socio-cultural connections amid man and his environs (Irvine, 2022). As a result, these ideas centre on students' interactions with others at school and in the classroom, such as peers and outside intervenors' roles in shaping learning environments. Some research suggests that the school setting and the character of instructors are just as significant as home factors in determining whether or not economically disadvantaged children succeed in school (MATUŠKA & JABLONSKÝ, 2010).

1.3. Origin and Emphasis of Senior Secondary Education in India

The narrative of the Secondary Education Commission, 1953 can be followed to trace back the beginning of high school in India. In the early 1950s, the Commission noted the prevalence of the traditional educational programme and methods of instruction, the excessive emphasis placed on the acquisition of English, the lack of personal attention between instructor and student, the growing disorderliness of classrooms, and so on. The Commission deliberated on a broad refocusing of secondary education, proposing strategies for introducing more variety and depth to the curriculum at this level. The Commission further proposed 5 years of elementary school, 3 years of lower-secondary school, 4 years of multipurpose higher secondary school, and 3 years of first degree, often

known as under graduation. To implement the Commission's recommendations, the central government established 250 multifunctional schools in the first plan to serve as higher secondary schools, replacing the current secondary schools. Continuous efforts were made to convert a larger percentage of existing schools into higher secondary institutions.

During the third plan, the initiatives begun during the second plan were maintained and expanded upon. This included the extension and upgrading of science teaching facilities, the provision of educational and vocational counselling, reformation in the assessment system, and many other initiatives. The Indian Education Commission's plan (from 1964 to 1966) was the most important factor, as it placed a convincing importance on the secondary education level. The Kothari Commission report on the innovative model of education represented by 10+2+3 has received scholarly recognition. It provided a more efficient way of considering the new complexities. Thus, India has adopted a standardized educational model for its students called the 10+2 structure. All Indian states and union territories are now following this model. In India, the final two years of high school are devoted to vocational training. Regarding both time and number of sessions, this level of education is uniform. In India, for instance, students aged 16–18 make up the senior secondary school's eleventh and twelfth grades. Students at this level of education can tailor their academic experience to their individual interests and career goals. In addition to studying languages, students can pursue studies in the humanities, social sciences, mathematics, physical sciences, biological sciences, politics, and more. The schools which give training up till twelfth class are normally known as senior secondary schools or higher secondary schools. A few colleges and universities additionally offer the instruction of these classes.

The second year of high school is a pivotal time in students academic career since it prepares them for the rigorous studies required for careers in architecture, technology, medicine, education, etc. at the university level. Many others enter the workforce. According to the most up-to-date data from the Indian Government, there are 14,94,052 schools in India in 2020 (UDISE+, 2019-2020).

1.4. Literacy Rate, Senior Secondary Education and Socially Disadvantaged Groups in West Bengal

The province of West Bengal may be found in eastern India, stretching all the way from the Himalayas to the Gulf of Bengal. As was previously said, the national literacy rate is calculated at 74.04% (Census, 2022) and the literacy rate is calculated at 77.08%. According to Indian Census definition, Literacy is defined as the ability to read and write atleast a single language and be able to comprehend it. The Literacy rate and its expansion in West Bengal are exceptionally near the national percentage over the recent past years. The rate is 3.07% higher. Such figure isn't alluring for a state which was the most evolved state within the country up to the year 1961 and has a long history of social improvement since British Colonial period. The province of West Bengal can't partake in the advantage of progression in the field of education. A meager 8.44% literacy improvement has been recorded during a span of ten years i.e., 2001 to 2011 which mirrors the reality (Census, 2001; Census, 2011). The most significant issue connecting with literacy in the state is concealed in its gross information, which is an educational differential among various castes, religion, populace groups and so on. For instance, just 57.92% Scheduled tribes are literate in West Bengal which is approximately 20% lesser than the states literacy rate. Another striking issue is the spatial variety of literacy and schooling. The percentage of students who pass their exams at the district level ranges from as low as 60.13% in Uttar Dinajpur to as high as 83.35% in Medinipur (Purba and Paschim), with the exception of the metropolitan region of Kolkata, which has a rate of 87.14%. Literacy rates vary greatly from neighborhood to neighborhood and town to town within the same state. This is a significant problem.

There is a wide range of variance in literacy figure among the province of West Bengal, as currently referenced. The Southern localities, close to the metropolitan Kolkata shows higher pace of literacy on the other hand the regions of North Bengal and Western Plateau districts have lower education rate because of recorded background of backwardness, high rates of Muslim minority, Scheduled Caste and Tribe population. It is trusted in the discipline that some socio- economic factors impact the literacy rate impressively. Noting how quickly literacy rates improved from 2001 to 2011 is also fascinating. Kolkata and the surrounding areas (Hugli, Haora, North Twenty-four

Parganas, South Twenty-four Parganas, and Bardhaman) have low rates. The rate of development in these areas is consistently lower than the state average of 8.44%, ranging from 3.83% to 6.96%. Nonetheless, there has been a more striking shift of around 9 percent in the traditionally backward areas and poor base proficiency regions up to the year 2001. This group includes the states of Purulia, Jalpaiguri, Uttar Dinajpur, Dakshin Dinajpur, Maldah, Murshidabad, and Birbhum. This increased rate of development in the aforementioned areas is a direct result of the concentrated efforts taken by the state Government to improve literacy in traditionally illiterate parts. Variations are seen within castes as well. Like other states, literacy differentials among various castes are found in this state including every single district as well. The image of S.C. literacy is to some degree better than S.T. literacy yet both are far lagging behind the general literacy. In 2011 the S.C and S.T proficiency were only 69.43% and 57.92%. Hence, there are significant disparities in literacy levels between districts even within the same zone. Education levels are high in the Kolkata city and its environs, but lower in North Bengal regions and the Plateau. Such sort of provincial imbalances ought to be eliminated as soon as it could be by focusing on the reasons.

Schools in West Bengal are managed by the Department of School Education, West Bengal government or private associations. The state has a total of 95,755 schools- 83456 government schools, 93 government aided and 10424 private unaided recognized schools as of 2020 (UDISE+ 2019-2020) (<https://allschoolsinindia.in/how-many-government-and-private-schools-in-india/>). Till now, the state follows the 10+2+3 education design yet, according to the New Education Policy, the pattern will be moved to 5+3+3+4 arrangement to conform to the central government orders (School Education Department Government of West Bengal, 2019). In accordance with the provisions of the West Bengal Council of Higher Secondary Education Act 1975, the state government of West Bengal has established the West Bengal Council of Higher Secondary Education. Under the 10+2 education system, the council is the primary governing body that is responsible for its administration. This council is responsible to conduct inspections regularly, solve the educational needs, sets up curriculum, conducts necessary examination, etc. All these steps and councils have been set up to develop the states' literacy rate and also solve educationally inequalities among the socially disadvantaged group by focusing on the deep-rooted reasons such as differences in academic performance.

1.5. Factors Determining Academic Performance of Students

Academic performance can be defined as the degree to which students are successful in meeting or exceeding their educational objectives as a direct result of their participation in ongoing classroom activities, formal examinations, or standardised testing (Ward et al. 1996). C.V. Good (1973b) defined it as *“knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers, or by both”* (as cited by Shakir, M, 2014). The Dictionary of Psychology (Chaplin, J. P, 1961) defined academic achievement as *‘a definite level of accomplishment or mastery in academic work as appraised using regulated tests by teachers’*. To put it another way, gaining information, earning skills, achieving excellent grades and similar academic achievements, securing a progressive career, and intending and persisting towards education is one way to define the nebulous concept of academic achievement (Kumar, S, et al., 2021). Crow and Crow (1969) defined it as *“extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him”*. Citizens are required to improve their educational capabilities and skills in order to obtain enhancements in aspects such as individual, communal, and national growth, as well as to apply current and new technologies. An educated person isn't just prepared to accomplish his ideal goals and ambitions but he or she is also able to make an effective commitment to the overall prosperity of the community (Spenner, KI, 1985; Gasparini, L, 2011). The teaching of academic information, abilities, capacities and proficiency among the students is improvised through learning and academic performance (Dunlosky, J, et al., 2013).

Due to the nebulous nature of the concept of "academic performance," a variety of tools can be applied in order to quantify it. These tools should be chosen in consideration of the viewpoint that is being put into perspective. For evaluating how well students did in a given semester, the Grade Point Average (GPA) is a commonly used measuring stick that has become increasingly widespread. In their studies, Darling (2005), Galiher (2006), Torki (1988), and Hijaz and Naqvi have made use of a comparable metric (2006). Many analysts evaluated the performance of the pupils based on the results from either the previous school year or the results from a particular subject (Tahir, S, & Naqvi, S. R., 2006; Tho, LM, 1994). Only a few of these one-of-a-kind researchers were participating in

the test findings or are contemplating the performance made for the particular subject (Hake, RR, 1988). In addition, according to Narad and Abdullah (2016), a student's academic success can be measured by using the results of ongoing appraisal or assessments.

Students' academic performance at secondary and senior secondary schools can be significantly improved by a number of different aspects and characteristics, and the schools play an important role in the overall educational system. This performance decides the future objectives and goals of the students. What subjects they will choose to expertise in colleges, which educational organizations they will get enlisted into, what profession open doors will arise for them to take up, etc., all rely entirely upon the underpinning of senior secondary education (Jain, C., & Prasad, N. 2018; Cyril, A. V. 2015). Hence, the pressure exerted by the guardians and parents on the teachers and school directors to further develop the academic performance has empowered schools to concoct advanced plans (Azam, M., & Kingdon, G. G, 2015; Ramachandran, V., 2005). These incorporate, advancing extra classes for students pre and post school hours, presenting viable teaching learning techniques and informative methodologies, utilizing innovation and technology and remunerating them for great grades fills in as a rousing variable and when they accomplish low grades than they normally do, they generally work more to make improvements (Nyagosia, 2011). Students who belong to upper class with privileged and rich families know and seek to have a decent profession yet this is questionable for the minorities. Socially disadvantaged students don't proceed very well scholastically as their privileged peers do (Cardarelli et al., 2010; Reardon, 2011; Reardon & Bischoff, 2011). Welch (2014) reported a significant negative correlation between cumulative tenth grade GPA with students of low socio economical level i.e., poverty. As this economic status worsened, the cumulative GPA of the student diminished. This present circumstance surely needs remediation. The initial move towards achieving this notion is to have an intensive comprehension of the causes connected to poor achievement of this group of students in schools as highlighted in research writing.

According to the findings of a study that was conducted in 1997 by Stephen, below are some of the facets that contribute to the academic achievement of students:

1. *Variables pertaining to the students, such as their gender, age, degree of intelligence, amount of anxiety, values, interests, and aptitudes, etc.*
2. *Variables pertaining to the educator, such as gender, age, the possession of certifications to teach a certain subject, participation in in-service training programmes, the use of workbooks, maintaining discipline, delivering tests, quizzes, and so on.*
3. *Variables regarding the family environment, such as the number of members in the family, the education and occupation of the parents, the socioeconomic status of the family, the number of siblings, the availability of facilities, the parent-child relationship, the aspirations of the parents, the encouragement of the parents, etc.*
4. *Variables that are associated to teaching, such as the method of instruction, the medium of instruction, individualised instruction, the use of teaching aids, the influence of the student's mother tongue in the classroom, and so on.*
5. *Variables that pertain to the school's environment, such as the number of students in each class, whether the school is co-educational or single-gender, the type of management, the curriculum, etc. and*
6. *Interactions within peer groups. (Caldas, S. J., & Bankston, C.1997)*

With regards to the student related factors, Maina, M.J, 2010 has expressed that the mentality of the student assumes a huge part. With an uplifting attitude, they will actually want to commit themselves earnestly towards learning and creating the ideal scholarly results. Moreover, the group of friends that the student structures for themselves in the school helps forms a foundation (Maina, M. J, 2010). According to Kudari (2016), having a group of friends end up being beneficial in a number of ways. These include taking care of academic problems, participating in leisure activities, sharing one's delights and distresses, and other similar activities. Furthermore, having a group of friends will have a positive impact on their academics (as cited by Kapur, R. 2018). In a similar vein, the overall wellbeing of them plays an crucial part in determining how effectively they are able to learn. It is possible to place an emphasis on ECCE here. It is absolutely necessary for students to maintain both their mental and physical health if they want to achieve success in their academic endeavors. When a student is healthy, he will be in a position to desire to devote himself wholly to his educational pursuits at that moment (Kaur, J., & Sharma, A. 2021; Yoshikawa, H., & Kabay, S. 2015). Then again, factors such as stress, worry, fright, injury, sorrow or actual medical conditions end up being hindrances inside the course of their scholarly performance (Kapur, R, 2016).

Similarly, the studying method and skills adopted by them is crucial. To upgrade one's academic performance, the individuals should foster study skills inside themselves. A portion of the study skills incorporate, ability to memorize and remember their readings and other different study materials, making notes, working on composing essays and articles, rehearsing mathsums, etc. Using time effectively and self-motivation additionally are viewed as potential factors that impact the academic performance (Schunk, D. H. 1991; Paul, M., Panton, C., & Marzigliano, N. 2008). Likewise, the gender and socio-economic status can play a vital aspect in their academic performance. These are few of the student related variables (Alordiah, C. O., Akpadaka, G., & Oviogbodu, C. O. 2015; Ewumi, A. M. 2012; Okoye, N. S. 2009).

The involvement of school factors in influencing the academic results of the students cannot be disregarded. Schools with higher proportions of socially disadvantaged students are at more serious danger of issues that can result in under performance, influencing the education frameworks all in all. Low performing socially disadvantaged schools commonly does not have the capacity internally to support or improve, as school pioneers and educators and the conditions of schools, classrooms and social setting oftentimes neglect to offer a quality opportunity for growth for the most hindered students. The teachers must be proficient in their lead, particularly, while managing students. There are many factors that contribute to effective schools, but one of those factors is the method of instruction, which is proven to have a consistent influence on student' learning and is something that schools are able to measure (Wyatt 1996). According to Darling-Hammond (2000), the quality of the educator in class is probably the single most critical factor in determining whether or not students succeed in school. The McKinsey report (Barber & Mourshed, 2007), which focused on 25 different educational systems, identified teacher' with better competence as one of the most important factors in producing high-quality students. The primary target of the teachers is to upgrade their teaching abilities inside core specialty subjects in such a way that learning and accomplishment of the students can be improved. Professionalism of the teacher is portrayed fundamentally in the teaching- learning processes, informative methodologies, correspondence and their approachable mentality. At the point when the teacher portrays professionalism, then, they are adored not just by the head, staff and different teachers, yet they are likewise valued by their students and they enjoy being taught by them. Since India acquired its independence, different policies and programmes have elevated the

the place of teachers. For instance, the University Education Commission- UEC, Government of India, 1966, declared that *'the fate of India is currently being formed in her classrooms'* (p. 2). The National Curriculum Framework (Government of India, 2005) recently highlighted the existing relationship between educators quality and student outcomes, stating that *"the quality and degree of student achievement is fundamentally determined by the teachers' ability/competence, responsiveness, and their motivation"*. Multiple studies have shown an effect between the teacher's qualities and academic performance (Raychaudhuri et al., 2010; S. P. Singh et al., 2016; Tahir & Naqvi, 2006).

Also, with regards to the academic performance, parenting has been viewed as one of the most compelling elements, particularly in understanding the accomplishment gap among ethnic minority students (Gordon & Cui, 2012; Yamamoto & Holloway, 2010). Research has shown that parental participation, whether at home or at school, affects a child's academic success (Hill & Craft, 2003; Miedel & Reynolds, 1999). In particular, they take on an important role in helping their children succeed in school. They provide material support (such as money), moral support (in the form of praise and encouragement), and persuadable support (in the form of motivation and access to resources such as books, newspapers, and technology) in order to ensure their child does well in school. The word "parental participation/involvement" has not been consistently recorded in numerous research papers, despite the importance of parental contribution to students' academic success. It can be defined as interaction amid parents and their children's school to ensure the children are making adequate academic progress. Feuerstein defined parental participation as including a variety of actions, from discussing their child's academic progress with the teacher to attending regular parent-teacher conferences (Feuerstein, 2000). Furthermore, Holloway et al. (2008) defined it as *"the initiation of home-based behaviors like monitoring homework as well as school-based activities such as attending school events and communication with teachers"* (Holloway et al., 2008). Yet, there are discrepancies in the findings. Some preliminary research work has found a positive correlation between parental involvement and academic results (Barnard, 2004; Christenson et al., 1992; Hill & Craft, 2003) and others announced not quantifiable to adverse consequence (Banerjee, 2016).

As it is evident that demographic, teacher and parental related factors are more vital than other factors in the academic performance of students, this paper has endeavored to further substantiate the connection (if any) emphasis on students from low-income backgrounds in high school to examine the associations amid students, educators, and parents, and how it affects students' academic success.

1.5.1. Demographic Factors

1.5.1.1. Socio Economic Status (SES)

Inequalities in educational success across caste, religion, and ethnic boundaries persist in India despite the country's educational achievements in recent years. There are a number of contributing factors that have contributed to these disparities and gaps. One's Socio-economic status (SES) is a composite indicator of their economic and social standing (House, 2002; Galobardes et al., 2006). In sociology, SES is typically considered a static concept that is quantified through a combined evaluation of socioeconomic factors such as education, income, and employment. Although these three metrics are generally accepted measures, SES can also be defined by factors such as money, homeownership, or proximity to disadvantaged areas. Featherman's (1972) notwithstanding, debate about the conceptual meaning of socioeconomic status, the tripartite nature of SES, which includes parental education, work and income, appears to be widely acknowledged (Gottfried, 1985; Hauser, 1994; Mueller & Parcel, 1981). While reasonable links observed in several studies between these variables, the most important conclusion was that each component of SES is unique and calculates a significantly different element that should be treated independently of the others (Bollen et al., 2001; Hauser & Huang, 1997).

Student socioeconomic status (SES) is commonly regarded to be a result of three main characteristics, as described by the Michigan State Department of Education (1971) in performing their statewide assessment: Firstly, household earnings, Secondly the parents' occupation, and the third is their degree of education. Financial or socio-economic status (SES) is the most telling indication of family/student performance in school: the higher the SES of the family, the greater the student's academic achievement. Many research have documented this correlation, and it appears to be robust across a wide range of status measures (including parental education, income, and employment) (Gordon & Cui, 2012;

Van Ewijk & Slegers, 2010; White, 1982). GPA, SAT/ACT scores, ACT/SAT scores, ACT/SAT composite scores, ACT/SAT sub scores, high school graduation numbers, university enrollment intentions, and dropout rates from high school can all be predicted by socioeconomic status (SES) (Calsyn & Kenny, 1977; White, 1982). The socioeconomic hierarchy in India consists of the very wealthy, the middle class, and the very poor (Masthi, N. R., & Kulkarni, P., 2013). Reading through the current literature might be overwhelming because of the variety of indicators used to determine socioeconomic status. Typical indicators of education level, employment status, and monthly income are typically shown. Factors including family size, educational aspirations, nationality, mobility, access to reading materials at home, and commute time are frequently mentioned, as are teacher salary, student-to-teacher ratio, per-capita costs, and staff turnover rates in schools (Delelis, 2019; Hijazi & Naqvi, 2006; Kingdon, 2007; Tahir & Naqvi, 2006).

Evidence for a correlation between socioeconomic status and educational attainment isn't hard to find. According to data presented by Klein (1971), there is an estimated 0.802 correlation between socioeconomic status and primary school kids' success in science (cited in White, 1982). Levine, Stephenson, and Mares (1973) found that in large metropolitan urban schools, there was a correlation between overall test scores and financial level. On the parallel, it's also not hard to uncover weak to nonexistent connections between socioeconomic status and academic performance. Lambert (1970) analysed data from 300 first graders and found a 0.434 association between socioeconomic class and achievement on the Stanford Achievement Paragraph Reading Test. A thorough analysis of the relationship between family income and academic achievement among surveys is likely to leave the average reader befuddled. While several studies have found a connection between socioeconomic status and academic performance (Bryant, Glazer, Hansen, & Kirsch, 1974), no published work explains the wide discrepancy in these findings or provides a credible estimate of the real link between SES and success in school.

As stated previously, the Dalits and Adivasis are underprivileged with regards to economic status than upper rank Hindus. Likewise, Dalit and Adivasi children experience the ill effects of different hindrances being part of the socially disadvantaged group (Hanchinamani, 2001). There are accounted cases of Dalit students experiencing

discrimination and other stereotyping behavior by their teachers and also fellow pupils (Nambissan, 1996b; A. K. Singh, 2013; Thorat, 2002). The majority of Dalit pupils in primary school at a school in Aurangabad, Maharashtra, Western India, reported being forced to sit outside the classroom (NAMBISSAN, 2002). In another review, a Dalit teacher revealed to have experienced the same discrimination by her teacher and in addition to that the books and slates were not touched by the teacher unlike other pupils (The Probe Team, 1999:50). With regards to the location, Dalit homes are majorly situated outside the prime locality and thus farther from schools. The Scheduled Castes generally are not permitted to pass through the neighborhoods of the predominant ranks or through the town's central localities going through the locations of the predominant castes. They needed to walk quite far along the outskirts of the town to arrive at their houses (Nambissan, G.B, & Sedwal, 2002). The behaviour of teachers in general sometimes put Dalit students in an awkward position. Teachers from higher social classes tend to think negatively about them and treat them as if they are incapable of learning anything (The Probe Team, 1999).

The ST community (Adivasis) as well is experiencing similar judgments and faces a distinctive set of issues. They frequently live in bumpy areas like the hills or the outskirts such as forests that are rather remote. Demographically, these residences are small and scantily populated and subsequently fall short of numerous infrastructural offices, including schools and even streets. Even when schools are inside walking distance for students, it is typical for the streets to become obstructed during the rainy season. These elements are especially compelling for ST students who live in confined communities (Padel & Das, 2010; Radhakrishna, 2016). Language represents one more significant challenge for them. Tribals regularly talk the local language in which they reside and they feel additionally estranged when their teachers are not familiar with it (Sujatha, 2002). Muslim students experience the ill effects of such disadvantages as well. Numerous Muslims might want to see education happen in Urdu, their first language, however very few couple of schools oblige to this (Shammas, 2017; Tineo et al., 2021). The students frequently face provocation and belittling, and rising religious comments lead to their estrangement from school. Since Muslim families are vastly located within the city, admittance to schools is unlikely to be an issue, yet discrimination and stereotyping by teachers and an unfriendly school climate might represent a significant obstacle (Government of India, 2006).

1.5.1.2. Early Childhood Care and Education (ECCE)

Children from low-income and socially marginalized households have become a prominent topic of national and international emphasis due to the importance of ECCE in their development and future prospects (W.S. Barnett, 1995; W. S. Barnett & Nores, 2015). Public investments in excellent ECCE have been shown through a careful examination of the evidence to have significant long-term effects on the cognitive and affective growth of children from low- income families. The most crucial time for growth and development is before the age of six, when the seeds can take root and flourish. Similarly, today's parents must ensure their child's nutrition, safety, and education if they want their child to grow up to be a wise and active member of society. The global community has put its faith in this view, and as a result, numerous government programmes and initiatives have been established to protect children's rights (S. Barnett, 2013; Cortázar et al., 2020).

Origin: The need to ensure children's rights was strongly felt in European and North American countries after World War I. The League of Nations formed a council for child welfare in 1919 in response to rising awareness of the need to safeguard children's rights. In 1923, International Union included a pledge to the organisation "*Save the Children*" in its contract and issued a five-point proclamation in its favour. In this discussion, the specifics of the situations in which the community as a whole must look out for the welfare of its children were discussed. This is the origin of the term "Geneva Declaration" which refers to a proclamation of children's rights made in 1924. When the United Nations (UN) Organization was established in 1945, it replaced the League of Nations. In 1946, the Economic and Social Council of the United Nations emphasized that the Geneva Declaration would be recognised as proof of commitment to ensuring the rights of children and to working towards that objective.

In 1948, the General Assembly of the United Nations adopted the Universal Declaration of Human Rights. Later, in 1959, the number of principles outlined in the Geneva Declaration protecting children's rights was increased from five to ten. Thereafter, it made an assertion on human rights. Some examples of these rights and luxuries are the ability to live freely and without fear of harm or persecution, to work and earn a living without

interference, to access adequate healthcare, to receive an adequate education, to eat healthily and to be free from hunger, and so on. UNESCO's "Education 2030" plan, which includes the *Millennium Development Goals* (MDGs) and the *Sustainable Development Goals* (SDGs) also emphasises these needs. Many groups around the world are working hard to make sure that rights of children are protected, including the World Health Organization (WHO), the United Nations International Children's Emergency Fund (UNICEF), the United Nations Relief and Rehabilitation Administration (UNRRA), and the International Monetary Fund (IMF). The End of Decade Remarks on Education for All 2012 in the region of Asia-Pacific explains that '*Early Childhood Care and Education refers to a variety of procedures and mechanisms that support and sustain a child's development from birth to eight years of age. Education, physical, social, and emotional care, intellectual stimulation, health care, and food preparation are all included.*'.

The success of the Government's campaign for ECCE can be traced back in large part to India's dedication to universal primary education and its acceptance of the *United Nations Convention on the Rights of the Child (UNCRC)* in 1992. ECCE has been a cornerstone of efforts to improve the lives of young children i.e., education, health, nutrition, etc., since its beginnings in 1951. The Indian Government has implemented a number of these through various programmes, plans, laws, and other activities. Important ones include the Five-Year Plans, the National Policy for Children (1974), the Integrated Child Development Services (1975), the National Programme for Education (NPE), the District Primary Education Programme (DPEP), the Programme of Action (1992) on the National Policy for Education (1986), the Sarva Shiksha Abhiyan (SSA), the Eighty- Sixth Amendment Act to the Constitution (under Article 45 of the Directive Principles of State Policy in Part IV). The Integrated Child Development Services (ICDS) was launched on October 2, 1975, Mahatma Gandhi's birthday. Young children's emotional, physical, and intellectual growth are all aspects of development that this programme intends to foster.

Services: The aforesaid goals of the ICDS system are intended to be accomplished with the assistance of the following six services, which are as follows:

- Nutritional supplements
- Non-formal early childhood education
- Health and nutrition education

- Immunisations
- Health screenings
- Referrals

These efforts have the potential to increase the availability of ECCE for all children, which is reflected in the findings of national surveys. Proof of long-term results among participation in ECCE has been inspected in review articles (W. S. Barnett & Nores, 2015; Nores & Barnett, 2010; Gorey, 2001; Smith et al, 2000). Barnett reviewed on 38 U.S. studies for this article and concentrated on zeroing in on the results of ECCE for children in poverty, while Gorey converged outcomes across 35 preschool experiments and quasi examinations (Gorey, 2001). The dimensions focused in the result of such examinations incorporated Intelligent Quotient (IQ) scores, test accomplishment and marks, grade maintenance, specialized educational arrangement and secondary school graduation. Model ECCE programs fluctuated in quantity, intensity and term, yet they normally involved participation at least one year between the age of birth and five years in top notch programs (Ramey et al., 1994; Campbell, 2002).

Barnett's survey showed measurably significant program impacts on academic accomplishment past Grade Three out of five of 11 model programs (Barnett, 1998). The results of the Abecedarian and Perry Preschool programmes can be seen throughout adulthood. The best projects were those that began before and gave longer and more rigorous programs (Gorey, 2001; Frede, 1998). The Abecedarian project is typical of a scaled-up and long-term (five-year) intercession initiative. ECCE participants scored higher on the Abecedarian task as adults were judged to a control group that did not indulge in the ECCE programme. These participants also scored higher on reading and math tests, had more years of schooling, and were more likely to attend college (Myers, 2005). The majority of the studies that Barnett looked at reported that ECCE intervention groups had lower rates of grade retention and specialised education. Out of 24 quasi-experimental investigations, only nine found any lasting effects on students' performance on standardised tests. Children who participated in these ECCE programmes had a greater chance of completing high school, according to data gathered from five separate studies on school completion. According to Gorey, the effects of a typical interference on tests of intelligence and academic performance are substantial. In the long run, children who had

ECCE programmes outperformed their comparative students on IQ and academic achievement assessments in 75 percent of the cases. In fact, most ECCE members (74%) were achieving on average more success in school than non-members even five years after the projects had ended. Just about one-fifth of participants (22%) were held back an academic year, but nearly half (43%) of controls were. Seventy-four percent of the membership went on to complete high school, but only 57 percent of the controls did. Few studies have followed the effects of ECCE into adulthood, although many follow-up studies in a variety of countries have confirmed that ECCE has a good impact on academic performance (Bookcock, 1998).

1.5.1.3. Gender

Gender refers to the artificial distinctions between sexes in contemporary society. What this means is that, it includes the social roles that women, men, girls, and boys are expected to play and the norms that govern their interactions with one another. As a social construct, gender is subject to change over time and across cultures. Gender inequality is compounded by inequalities of race, socioeconomic status, sexual orientation, and disability. Gender discrimination frequently occurs in tandem with other forms of marginalisation, such as those based on socioeconomic status, race, religion, nationality, disability, age, geographic location, sexual orientation, and gender identity. This is what is meant by the phrase "intersectionality." (C. S. Brown et al., 2022; Hetzel, 1986).

There has been a lot of attention paid by researchers to the fact that there are significant gender disparities in the motivation to succeed in school (Meece, J. L., & Scantlebury, 2006). Gender role assumptions are confirmed in the context of academic success when domain-specific studies of motivation reveal that male students are more sure and attracted in mathematics and science than their female counterparts. When compared to young men, young women have a more positive and enthusiastic attitude towards language and communication. Yet the meta-analysis of 369 studies that covered the academic achievement of over a million boys and girls from 30 countries formed the basis of the study conducted by Daniel and Susan Voyer, professors of psychology at the University of New Brunswick. The findings were undoubtedly robust: Girls acquire higher grades in every subject, including the science-related areas where boys were presumed to surpass them (Voyer & Voyer, 2014, 2019). Examining whether or if these disparities in motivation between the sexes can foretell inequalities in academic performance has been a

major focus of researchers (Spinath, R & Steinmayr, B., 2008). Differences between the sexes in educational success can be better understood when character, personality, and motivation are taken into account.

Beliefs about one's own competence have been the focus of a number of research since they have been found to significantly influence students' will to succeed (Linenbrink & Pintrich, 2002; Wigfield & Eccles, 2002). It was discovered that both boys and girls hold a wide range of beliefs about their own ability throughout childhood and adolescence (Eccles & Wigfield, 2002). The findings showed that young men were more confident in their abilities in the areas of sports and mathematics than young women. Nonetheless, young women had stronger convictions than young men did about their abilities in English reading and social activities. Convictions in one's competence are important because one anticipates one's performance, according to research by Linnenbrink and Pintrich in 2002. The student's drive to excel and fulfil goals is similarly impacted by their values and ideas. Elizur & Beck, 1994 seen no significant gender difference in the affective answers to the *achievement motive questionnaire* (Elizur, 1979, 1986; Shye, 1978). Their results stands by the perspective that gender orientation contrasts in accomplishment motive are established in socialization processes instead of essential contrasts between girls and boys. Nagarathanamma and Rao (2007) tracked down no critical distinction among young men and young ladies concerning accomplishment motivation level. Kaushik and Rani (2005) also accounted for such comparison findings. Adsul et al. (2008) investigated how changes in orientation, socioeconomic status, and social caste affect college students' drive to succeed. It was discovered that male students possessed a high motivation to achieve, while female students possessed a lower-than-ideal degree of motivation.

In spite of the fact that the proportion of female students is lowest in national vitality institutes, the *All India Survey on Higher Education (AISHE)*, 2021 report found that the enrollment of women aged eighteen to twenty-three in higher education increased by more than 18% between 2015 and 2016 (AISHE Report 2021 Released, *Check out Key Highlights and Notable Developments in Higher Education Sphere, 2021*). The survey found that while more women are pursuing advanced degrees like MPhil and postgraduate certificates, men continue to dominate in the field of medicine and the Bachelor of Arts and Science. In contrast, female enrollment is far lower in professional degrees like

information technology, engineering, and mathematics programmes. The Gross Enrolment Ratio of female students stands at 27.3% which is higher in comparison to male students 26.9% (“18% More Women in Higher Education in 5 Years,” 2021). This clarifies that girls stand at a higher level of pursuing higher education than boys. Thus, such variations are seen across all levels of education among both the genders.

1.5.2. Teacher Related Factors

1.5.2.1 Teacher Competence

The word competence was mentioned in 1590s which means “*sufficiency to satisfy the wants of life*” was derived from the Latin word *competentia*. According to Mulyasa (2004), ‘*a person's habits of thinking and acting are a reflection of their competence, which is a combination of knowledge, abilities, values, and attitudes*’. Competencies are defined as “*the settings of information, aptitudes, skills, and experience that are necessary for the future, which show activities*” (Katane & Selvi, 2006). Sorokin defined competency as “*integration of necessary knowledge and personality qualities which allow professionally approaching and efficiently solving the problem in corresponding field of knowledge, scientific or practical activity*”. Suparlan (2006) explains that the standard of competence of teachers is ‘*the specified size or level of knowledge and behavior required for a teacher to be qualified for functional positions in accordance with their responsibilities, qualifications, and education level*’. The competent teacher, according to Vavral (2013, p.5), is “*one who successfully and efficiently executes a task (instructs) in a particular environment (in the classroom) utilizing suitable knowledge, skills, attitudes, and abilities that have changed and grown with time and needs*”.

As defined by B.K.Passi and M.S.Lalitha, teaching competency means ‘*a successful execution of all observable teacher behavior that results in desired student outcomes*’. Encyclopedia Dictionary of Education (vol.1: 1997) defines teaching competency as ‘*the quality of successfully completing a learning task that demonstrates skills, abilities, or aptitudes*’. Encyclopedia of teacher training and education (vol.ii 1998) defines teaching competency as ‘*suitable or enough skills for teaching purposes in terms also in terms of knowledge, and experience*’.

According to Zamroni (2001), the educator takes on a vital role in finalizing the approach used to student learning. The success of the education system hinges heavily on the efforts made by educators in classroom activities. So, as the person in charge of educating students, the teacher must have complete competence, defined as the ability, skill, and knowledge to lead the educational process. Teachers should have sufficient competency, which includes the knowledge, attitudes, abilities, and attributes shown in the classroom, to carry out their duties effectively (Suparlan, 2006). All educators need to be well-rounded in four key areas: pedagogical knowledge, interpersonal skills, community involvement, and professional expertise (Danim, 2010). Another author, Cooper, cites the evaluation by Sudjana (2002), who states that there are 4 competencies expected of teachers in particular as: 1) a true blue ability on learning the human conduct; 2) have the necessary information and control of expertise domains; 3) have the right mindset about themselves, school, peers, and domain; 4) has the capacity of various teaching methodologies. Competencies, however, can be broken down into three categories: personal, professional, and social, as outlined by the National Council for Teacher Education (NCTE). Additional information can be found in the document's 10 subsequent subheadings:

- I. Contextual competences include not just amicable and social contexts but also pedagogical ones. Issues like urbanisation and merit-based education are a part of this, as are the management of waste and stagnation, public perceptions of diversity, and long-term societal development.
- II. The conceptual abilities include knowledge of the developmental stages of a kid, a positive outlook on school, and an understanding of the many benefits of a good education.
- III. Thrilling pursuits, media exposure, isolated study, and the creation of optimal study conditions are all examples of the types of content competences mentioned.
- IV. Transactional competences involve leading instructional activities such as narrating, singing, and so forth, as well as their assessment and planning.

- V. The ability to think outside the box and take advantage of local resources, including banks and museums, is a vital skill for developing engaging and effective lesson plans and pedagogy.
- VI. Evaluation competences include the ability to conduct constructive assessments, recognise the importance of feedback, and so on.
- VII. Managing the classroom and the students' time effectively are both part of what makes a good educator, which are both covered by the seventh set of management skills.
- VIII. Educational exercises related competencies incorporate curricular and co-curricular exercises.
- IX. Skills for communicating with and working with parents take into account the importance of parents and guardians in their students' education
- X. Human traits, public event celebration, and community life activities are examples of network and organization-related skills (Sasikumar et al., 2016).

Simply said, teaching competency refers to the set of abilities and knowledge that allow for effective teaching. The victory of a school student relies on teachers, and the success of those teachers depends on the variety of teaching methods available to those teachers (Bogo et al., 2006; Girot, 1993). The extent to which a teacher is able to impart quality instruction and motivate their students to learn has been shown to be dependent on the teacher's own cognitive abilities and character traits. Teacher performance was found to be positively correlated with ratings in four domains (instruction, student appraisal, classroom management, and personal qualities) by Stronge and colleagues in 2007. Teachers' knowledge of subject matter has been shown to have a positive effect on their students' performance in school (Kunter et al., 2013), so it's not surprising that certificates awarded to teachers are reliable indicators of student success (Darling-Hammond, 2000). According to the multifaceted model of teacher competence (Kunter et al., 2011, 2013), a teacher's competence involves more than just their head knowledge and skills; it also involves their heart ideas about education and how students should be taught. In other words, the extent to which a teacher is able to exert control over a given situation depends

on not just their skills and knowledge, but also their convictions, values, and motivations as professionals (Klieme et al., 2008). Bandura (1990) suggests that competence is not just the possession of information and skills, but also the ability to put them to good use in a wide range of contexts, including some that are unpredictable and stressful. This is supported by studies showing a correlation between teachers' confidence in their ability to improve student performance and that performance (Tschannen-Moran et al., 1998).

Thusly, such beliefs are viewed as a vital part of teacher' competence and are like what psychologist Albert Bandura (2001) depicts as efficacy. As indicated by Bandura in 1986 and 2001, Self efficacy is a person's confidence in their ability to influence their own well-being and the outcomes of their own lives. For the most part, a person's motivation to run errands like these will improve when their sense of competence in the workplace grows (Bandura, 1986). Teacher efficacy and drive have been related with more certain positive conduct (Hoy et al., 1998), which thus influences students commitment (Allinder, 1994) and learning results (Hines & Kritsonis, 2010). Competence and efficacy are additionally significant while considering comprehensive schooling. Researchers have inferred that additional teaching qualifications resulted in increment in student accomplishment (Darling-Hammond & Youngs, 2002), while Billingsley, 2004 expressed that lower levels of competence might lessen the instructive opportunities for students and hence adversely sway their educational pathways and results.

As evident, the improvement of an educator's quality is vital in the area of education. Hence, universally, there is developing interest in evaluating their competence provoked by interest for assuring quality and for more prominent acknowledgment of the teaching profession (Vermunt & Verloop, 1999). Various instruments have been formulated to measure the quality of teachers at different stages in their careers with regards to recruitment, experience and professional growth (Dwyer, 1998). Educational institutes usually employ Student Assessments of Teachers (SETs) in requesting comments about teaching execution and, truth be told, numerous schools depend on SETs to settle conclusions connected with faculty retention, advancement, tenure, promotion and merit pay (Jacobs, 2004). The latter use is disputable in that most of rating structures employed to acquire the SETs have obscure or challenging psychometric properties and may not quantify and measure what they imply to measure (Simpson & Siguaw, 2000). Without a doubt, the utilization of SETs for settling on staff related choices has

brought up many issues relating to the dependability, validity and potential favoritism related with these evaluative scales (Simpson & Siguaw, 2000). Despite continuous negative remarks (by Jacobs 2004), SETs proceed as a main performance sign of teaching efficiency and quality with impressive exertion coordinated at making SETs dependable and substantial (Simpson & Siguaw, 2000; Toland & De Ayala, 2005). Most of them are directly drawn from perspectives of educators and don't really measure significant work components. Dimensions produced by staff, while substantial and useful, may not highlight parts of teaching that are significant from students viewpoint, or that mirror their values. There is the requirement for student inclusion at the first stage, without restricting them to surveying the attributes or practices proposed by teachers. Pretty much every current SET measure has been worked according to the viewpoint of educators recognized as having expertise in teaching and they seldom incorporate things created by students.

1.5.2.2. Professional Commitment

“Commitment refers to a feeling of obligation to follow a particular course of action or to seek a particular goal” (Theodorson and Theodorson 1970, as cited by Rani, 2019). According to Dictionary of Education (1973) *“commitment is a personal or group engagement to support and follow a line of action, an orientation, a point of view or a choice, usually involves some public declarations of the engagement used especially in vocabulary of writers in religious existentialism and good dynamics”*. White, 1982 defined the concept as *“employees’ loyalty, the degree to which an employee identifies with the organization”*. Balu (1985) stated that *“professional commitment is an attitude of someone towards his profession”*. Meyer and Allen (1997) stated *“teacher commitment as a psychological position that display a teacher’s relationship with his or her profession and has a strong influence for the decision to remain as a part of that profession”*. To Simpson and Hood (2000) teachers’ commitment means *“excitement about teaching and learning, connecting with students, showing positive attitude towards students, and being perceptive about students motives, strengths, need and situation”* (as cited by Rani, 2019). Commitment is a psychological union or recognition with a thing or purpose that has an elite meaning (Buchanan, 1974; Morrow & McElroy, 1986). A committed worker is more likely to trust in the morals and goals, longing to be part of the institute, and apply effort past the least expectations for it (Firestone & Pennell, 1993; Kanter, 1968; Tschannen-Moran et al., 1998). Likewise, Professional commitment is characterized by *“client orientation, loyalty, professional autonomy, conformity to professional standards and*

ethics” (Somech & Bogler, 2002). From the pre mentioned definitions it can be inferred that professional commitment comprises feelings of involvement, loyalty and bonding to the profession.

PRISE (2007) defines professionally committed educators as those who are: a) dedicated to their own professional growth, seeking out higher education and standards-based professional development opportunities; b) critically demonstrative in their practise, actively seeking out consequential feedback and discourse, and participating in action research; and c) dedicated to the growth of the teaching profession, fostering professional learning communities and teachers' organisations. Two general categories (Somech and Bogler, 2002) of teacher commitment are present in the literature: organizational commitment, which incorporates identity, inclusion, devotion, and career continuance (Bogler & Somech, 2004; Day et al., 2005; Ingersoll, 1997); and professional commitment, which incorporates occupation related ability and adequacy. Organizational commitment specifically has been connected inversely to turnover aim (Bogler and Somech, 2004). Strangely, the two categories of commitment have been demonstrated to be positively associated to one another (Somech and Bogler, 2002).

John Meyer and Natalie Allen's Three Component Model of Commitment was first published in the journal "Human Resource Management Review" in 1991, and it has since been accepted and implemented by a number of different organisations worldwide. There are specific names for each of these components: Professional dedication can be broken down into three categories: emotive, ongoing, and normative. When you feel a strong emotional attachment to your company and the work you do, you have developed affection for your work, also known as an "affective commitment." It's safe to assume that the educator has a genuine interest in and need to work for the group. Fear of loss (continuation commitment) occurs when you consider the benefits and drawbacks of leaving your current job. You can feel that you want to stay at your current job because the pain of leaving would outweigh any potential benefits from exploring other opportunities. You may fear losing money and other benefits, or you may worry about losing your seniority and the skills you worked hard to acquire at work (you may lose companionships or allies made in current organization). Being conscious of the expectations placed on you by your organisation might create a feeling of responsibility to stay (normative commitment), even if you're unhappy in your current position or feel the

need to go elsewhere for employment. You have decided that staying with your current employer is in your best interest (Kanter, 1968; Meyer & Allen, 2001; Randall, 1987).

The three objects of a teacher's dedication are the classroom, the pupils, and the larger society (Firestone & Rosenblum, 1988a, 1988b). The school itself, the profession, and the students themselves can be broken down into three distinct yet interconnected categories of teacher dedication (Firestone & Pennell, 1993; Firestone & Rosenblum, 1988b; Elliot & Crosswell, 2002). These three characteristics are indicative of various contexts and applications of dedication, as well as various varieties of educator conduct. In the first place, the term '*teacher commitment to school organisation*' refers to teachers who agree with the values or goals of the school's administration and who work hard to foster a positive working environment among their colleagues (Mowday et al., 1979; Mowday & McDade, 1979). Organizational teacher commitment is characterised by the following three factors: a complete conviction to the organization's mission, values, and vision, as well as a willingness to go above and beyond in service of those things, and a sturdy desire to stay with the company long-term (Mowday et al., 1979). Second, it is a positive emotional tie to the teaching profession (Somech & Bogler, 2002). This reflects how engrossed the educator is in completing the assigned tasks or how central work is to the teacher's identity (S. P. Brown & Leigh, 1996). Finally, a teacher's allegiance to their pupils' behaviour, character development, and academic success is represented by their "client commitment," or dedication to those children (Dannetta, 2002; Elliot & Crosswell, 2002; Nias, 1981). Teachers that care about their kids will do whatever it takes to ensure their success in school. On the other hand, the four dimensions of the Teacher Commitment were represented by four factors extracted from Exploratory Factor Analysis (EFA) of data obtained in a study by Lei MeeThien et al in 2014. Teacher dedication included these areas: classroom, school, students, and profession (Thien et al., 2014).

Niloufar (2011) did a study to determine what factors positively influenced high school teachers' dedication to their jobs. Researchers surveyed 2800 high school educators in the Iranian capital, Tehran. The results indicate a vital and positive link between socioeconomic considerations, interpersonal elements, pedagogical expertise, classroom dynamics, sense of professional worth, instructors' personal qualities, and students' perceptions of their professionalism. Esther and Marjon (2011) focused on the connections

between educator's sense of self-efficacy in the classroom, their level of professional dedication, and their students' evaluations of the classroom atmosphere. Fifty-eight Dutch elementary school teachers were included in the study. This study found that pre-administration teachers' confidence in their ability to perform their duties in the broader school setting decreased significantly over the course of their preparation. It appeared that the pre-administration shift in teachers' motivation, professional responsibility, and sense of self-adequacy made no difference to their assessment of the standard of the school's educational climate. Larry's (2009) research focused on the demeanor of students and educators in the classroom. It included 522 primary school educators from across Northeast Alabama. The results proved the existence of a link between teacher dedication and school environment. Professionalism and competence were found to be the most telling indicators of dedication in the analysis. Professionalism was indicated by financial stability and academic leadership and the press, while leadership among peers was an indicator of professionalism. The focus of Vincent's (2002) research was on understanding the factors that can affect teachers' dedication to student learning. Fifteen high school educators in one Canadian district in southern Ontario were used as an example. The findings provided a comprehensive listing of 22 elements that may affect a teacher's dedication to student learning. These factors may be broken down into two classes: individual and institutional. Arjunan and Balamurugan (2013) focused on the dedication of teachers in schools serving Native American communities. Kolli Hills and Sitheri Hills in Tamil Nadu provided 121 of the sample's secondary and higher education educators (Arjunan & Balamurugan, 2013). It was found that the majority of educators only achieved "low level" or "mediocre" levels of professional dedication. It was also found in the study that male and female educators are equally dedicated to their careers.

Implications for student achievement that stem from studies examining the influence of teachers' commitment levels are limited. A flaw in the research methodology is likely to blame for the conflicting results. Research methods that have been used traditionally to probe educators' dedication have failed to account for the moderating influence of organisational context and teacher rank. In addition, the findings on teachers' dedication have focused mostly on the teachers' actions, rather than the students'. While it's safe to assume that a teacher who invests more time and effort into classroom activities will see positive results, there's surprisingly little evidence to back up this assumption. In

particular, the effects of teachers' dedication on their students' academic performance have received scanty attention.

1.5.2.3. Attitude of Teachers towards Teaching

The teaching profession has expanded into new areas and dimensions in response to shifting social norms, each of which calls for a unique set of skills and mindset. A teacher's character and personality can be influenced by his or her own behaviour, attitude, and interest in the classroom. The Latin term *aptus* is where the English word *attitude* gets its origin. Attitude is defined as “*a mental and neural state of readiness, organized through experience, exerting directive or dynamic influence upon the individual's response to all objects and situations with which it is related*” (Allport, 1935, p. 810, as cited by ÖZ, H., & Kiris, H, 2018). ‘*It is the manner in which an individual usually reacts to any external stimuli*’ (Anastasi, 1957). It is a unique element which is likely to change. It is a main factor to be considered for the teacher's performance. ‘*It is characterized as a condition of preparation formed through the experience and impacts the reaction of individual towards the improvements. It is the behavior's precursor and ranges from favorable to negative to neutral*’ (Bhargava A & Pathy M.K, 2014). According to Randall (1985), dedication means (i) fully embracing the ideals and principles of one's chosen career (ii) The determination to make significant sacrifices for the benefit of one's chosen field. (iii) A strong motivation to continue one's professional affiliations. Teacher's Attitude can be explained as “*the way teachers see and believe that may lead to the action they will take related to their teaching practises in the classroom*” as per IGI Global. The home environment, familial foundation, financial foundation, values, and educational groups, etc. all have an effect on a teacher's attitude. The social and professional standing of instructors, the standard of the school's facilities, and the level of safety in the school are other important factors. A teacher's pedagogical stance is a multifaceted amalgam of their beliefs, outlook, strategy, methods, students' motivation and control. The interpersonal dynamic between teacher and student revolves around the teacher's pedagogical approach. Rather than being based on any particular ideology, teachers' perspectives on inclusive education are shaped mostly by concerns about the program's feasibility (Vaz et al., 2015). Nonetheless, there is a fundamental set of elements that influences how a teacher approaches the classroom (Rizzo & Wright, 1987). These relate to:

- Mindsets regarding the value of education and information.
- Favorite method of enforcing discipline on students.
- Recommended methods for arranging in-class activities.
- Whether you get good or bad feelings about the lesson content.
- Values concerning the function of schooling as a whole.
- The teacher's actions are determined by forces inherent to the profession.
- Values regarding the most effective educational practices.
- Perspectives on the students.

The impact that one's own personal experiences have on one's own outlook is still another factor to consider. This remains constant for the teaching profession as well (Suja, 2007). A teacher's attitude towards the subject and the student is crucial in inspiring a desire of studying in the classroom. Teachers' perspectives are mostly influenced by their gender and the type of education they received (Oral, 2004; Bozdogan et al, 2007). Female educators are generally seen to have a favourable outlook on their work (Capa & cil, 2007). Nevertheless, Sumita (2012) found no statistically significant gender gap in teacher attitude scores about the teaching profession after surveying secondary school instructors. When comparing their ratings on an academic perspective of their views towards the profession, there was a statistically significant difference. Another study found that teachers' negative attitudes towards their jobs were due to inadequate financial payments and delays in the release of payment rates (Osunde & Izevbigie, 2006). When restrained, these negative influences can motivate educators to be more alert and competent in carrying out their duties. A more optimistic outlook on the field encourages students to go ahead with their education and contributes to the growth of their creative thinking skills (Celikoz & Cetin, 2004a, 2004b). Differences in teachers' perspectives on demonstrating their calling can be traced back to the learning environment, educational materials, and processes adopted during initial teacher preparation courses (Mckeachie, 1994; Mordi, 1991; Schibeci & Riley, 1986). No matter the amount of time and effort students and educators put in, the results will always reflect the educator's mentality.

There have been numerous studies conducted to determine the effect that a teacher's outlook has on their effectiveness in the classroom and other areas, as well as the factors that contribute to this effect. Based on her research, Devi (2005) found that a positive attitude on teaching and a sense of fulfillment in one's work are the two most important

factors in determining professional success in the area. Similar findings were also confirmed by Suja (2007). This author believes that a teacher's dedication is affected by their attitude on teaching, their enthusiasm for their vocation, and their level of expertise. Mathai (1992) noted in his review that one's outlook on teaching and one's success in the classroom are intertwined. Cornelius (2000) conducted a similar analysis and found that knowledge, attitude and academic accomplishment all have an effect on their eventual effectiveness in the classroom. Overachievers and average achievers in the classroom, as opposed to their underachieving counterparts, have a more positive attitude on their profession, as established by Gynanduru and Kumar (2007). Most research on teacher attitudes has focused on instructors' gender, students' academic success, and teachers' sense of job satisfaction.

Agnes (2013) investigated the feelings of educators in the Yenagoa LGA in Bayelsa state, Nigeria, about their chosen profession. One hundred fifty secondary school educators were selected at random for the study. It was shown that male educators in secondary and higher secondary schools in Bayelsa State, Nigeria have a negative attitude on the teaching profession, whereas female educators in the same schools have a more optimistic attitude. According to research conducted by Shaukat et al. (2011) in the Multan district of Pakistan, teachers' perceptions of their profession were generally positive. This region's high school teachers all chipped in to help compile the sample. Forty secondary schools were represented overall, representing genders, different geographic locations, and different types of education provision (public vs. private). From the findings, we can infer that many secondary school educators hold negative views of their profession. Teacher beliefs, values, and expectations were found to have a substantial impact on student performance, as reported by Nicky Jacobs & David Harvey, 2014.

1.5.2.4. Teacher's Belief towards Disadvantaged Students

The word 'belief' takes its root from the Aryan word 'lubh' which means to *like or to hold near*. Teachers' beliefs are one of the most difficult ideas to be defined (Mansour, 2009). Savasci Acikalin stated that even though educational studies has paid great attention to teachers' beliefs, the concrete and clear definition of teachers' beliefs has still not been defined (Savasci-Acikalin, 2009). The Collins English dictionary defines belief as "*an acceptance that something exists or is true, especially one without proof*" (Belief Definition and Meaning | Collins English Dictionary, 2023). The sociology dictionary

defines belief as “*A conviction or idea about the nature of reality that an individual or group accepts as true*”. On the other hand, Pajares, M.F (1992), a renowned researcher defines ‘belief’ as “*individual’s judgment of the truth or falsity of a proposition, a judgment that can only be inferred from a collective understanding of what human beings say, intend, and do*” (as cited in Blessinger, n.d.). However, there is no single definition for the term ‘belief’ and similarly for the term ‘teachers’ belief’. Similar to Pajares, Cabaroglu and Roberts (2000) stated that “*Beliefs are conceptual portrayals that signal a reality, truth, or trustworthiness to its holder to ensure reliance upon it as a guide to personal thought and action*” as cited by Gilakjani, A.P & Sabouri, N.B. in 2017. Michael Borg’s (2001) defined it as “*a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behavior*” (as cited by Ausbrooks-rusher et al., 2012). He also pointed out that ‘teacher’ belief’ is a term that is usually used to refer to “*the manner in which the teacher teaches and which holds good relevance to their belief*”. Likewise, “Beliefs are judgments and evaluations that we make about ourselves, others, and the world around us. They are personal ideas based on observation or rational thinking” (Khader, 2012 as cited by Gilakjani, A. P., & Sabouri, N. B. 2017). In order to move forward in this scale development and analysis, we would define beliefs as ideologies, assumptions and convictions a person holds to be true based on their past experiences. Beijaard et al., in 2004 stated that beliefs are formed as important constituents of a teachers’ professional identity conception. The Planning Commission in its 9th Five-year Plan’s Chapter 14 stated the SCs, the STs, the OBCs and minorities as socially disadvantaged.

Discrimination, by large, in view of caste rank is profoundly pervasive in India, especially in North India. The caste issue has the most incomprehensible recorded history of any aspect of Indian culture, which is classified according to the order of importance of caste rank, legalism, religion, linguistic diversity, and local devotion (Gilbert, 2004). Negative effects on children might occur from discrimination based on variables such as ethnicity, sex, religion, etc. (Russell et al., 2012). When educators engage in such bias and prejudice in the classroom, it has repercussions for students. The examination of such discrimination by teachers is hence a theme that should be taken up so that such worries are tended to in an appropriate way. When teachers, especially higher caste teachers, have this stereotypic belief stigma vested in them, differential treatment is often vented out to such socially

disadvantaged students (Assari & Caldwell, 2018; Howarth & Andreouli, 2015). Even after increased representation of the socially disadvantaged in educational institutions, their perception among some teachers have not changed vastly. According to Hermans et al. (2008) and Usher & Pajares (2006), one's beliefs determine one's motivations, emotions, decisions, behaviours, and reactions. To put it simply, "teachers' beliefs can assist or hinder practise by filtering, framing, and guiding experience, decisions, and behaviours." (as cited in Fives & Buehl, 2016). Rochmes in his study has written about racial achievement gaps which have stagnated and income achievement gap shave expanded (Rochmes, 2015).

Evidence abounds of teachers in South Asia engaging in distinct activities with respect to children from disadvantaged backgrounds, practices that could be seen as bias. Jha and Jhingran's (2005) multi-state study on teaching the most denied children in India found that pupils from low-income families were more likely to experience prejudice. In an assessment of government schools in India conducted in 2015, Vasavi came to the conclusion that certain educators' preconceived notions were reinforced by the way they supervised their classrooms. Evaluations are also affected by teachers' intangible choices and judgements (Rawal & Kingdon, 2010). Parents' accounts of caste-based discrimination reported in Jacoby & Mansuri in 2015 range from poor treatment of students from low-caste homes at school to complete exclusion from the classroom.

Using information from other studies, Anuradha De and Rabea Malik painted a picture of two potential pathways that link teachers' beliefs and learning: (i) teachers' assumptions from students regarding how much they can accomplish academically, and (ii) teachers' teaching method and the degree of effort put in, attention paid, and time spent on students of varying capacity and home backgrounds. Assumptions about how students learn are tied to teachers' ideas in the primary pathway (De & Malik, 2021). According to Akerlof and Kranton (2002), students will understand when generalizations are made or assumptions are made in a classroom setting. So, they will either work hard to meet those expectations or, if the expectations are too low, they will not bother trying at all. Expectations are likely to be high for hardworking students and low for those who struggle to keep up. These norms are typically conveyed in the form of a conception of the ideal or good student, or the types of attributes that constitute an ideal or perfect student. In general, the more work a student puts in, the more they will learn. The second theory postulates that teachers' efforts may change from one student to the next. To the extent

that teachers put up the effort, their students benefit. Consideration given to struggling students, the amount of time spent, the feedback and support given, the classroom's setup, and whether or not instruction is provided in ways that aid the students who require special or extra attention are all aspects of a teacher's work that are comparable to comprehensive and inclusive teaching practises (Westbrook & Croft, 2015). Such approaches are particularly important for children from underprivileged backgrounds, who may have less access to learning resources outside of school and be more reliant on their teachers for success. Furthermore, if these adolescents receive less assistance from teachers, they may have even less success in school.

However, there has been no agreement on the significance of explicit teachers factors, prompting the common conclusion that the current exact proof doesn't establish a solid role for teachers in the assurance of scholarly accomplishment and future intellectual work of students (Rivkin et al., 2005).

1.5.3. Parent Related Factors

1.5.3.1. Parental Support

“Parental support is commonly defined as being emotionally present and consistently dependable for the child in times of need. It is also important to an adolescent’s well-being; it has positive effects on children’s self-efficacy and academic performance” (Felson, 1989). Parental support alludes here to the assistance and help given by the parents to their kids with regards to their studies. Parents are perceived as the first and most significant educator in child’ life. Their support is one of their main commitments that can establish a positive impression during the time spent in adolescents’ development (Anderson & Minke, 2007; Izzo et al., 1999; Hoover-Dempsey & Sandler, 1997). *“Adolescents need their parents both for guidance and support during this crucial point in their life”* said Badony in 2000. It is a generally expected presumption in the literature that more prominent the parental support, more noteworthy the social competence such as better self-esteem, moral conduct, academic and professional accomplishment of their child. Likewise, low parental support results in low self-worth and depressive symptoms among adolescents (van Roekel et al., 2011). Parents help in their kids’ overall accomplishment by providing open doors to them to explore, express themselves and exercise their willing and creative mind. Way and Rossman (1997) underscored that *“Associations among parent and youths incorporate positive conduct, for example,*

interests, support, correspondence transparently and parent youngster connectedness, assist teenagers with figuring out how to be independent and fruitful in forming their own lives”.

Researchers differentiate between parental support provided at school and at home, that the two have different effects on children as they impart different forms of resources (Boonk et al., 2018; Marjoribanks, 2002; Pomerantz & Moorman, 2010). School-based support involves practices that require parents’ uninterrupted contact with school, such as attending parent-teacher meetings, school proceedings, field trips, and also volunteering at school. Whereas, home-based parental support occurs outside of school, majorly, although not always, at their home (Mowen, 2015). Some of those practices are directly associated with school, such as supplementing children with homework, providing a quiet room for study, participating in a higher education selection process, and dealing with school-related concerns and the worth of education. Other home-based parental support practices are not directly associated with school, but improve children’s learning and intellectual development, such as reading books with children, attending the library together, engaging in problem solving activities, and visiting museums and historical sites. This study focuses on home-based parental support practices (Aikens & Barbarin, 2008).

Significant variations in fathers' education, the frequency with which they taught their children new skills at home, and the nature of their involvement, and ethnicities were all noted by Nam & Park, 2014. Research by Barge and Loges (2003) shows the importance of open lines of communication in fostering student success, both in and out of the classroom, by facilitating mutual understanding and consensus. Kikas et al. (2014) observed that mothers appear to be more involved with their children's schooling than fathers and further indicated that family socialisation esteems adversely impacted parental inclusion. According to Schary, Cardinal, and Lepronzi (2012), parents' involvement is correlated favorably with their children's engaging in active play. You and Nguyen (2011) explained how a child's relationship to their parents can have a beneficial effect on their performance in school. Hornby & Lafaele, 2011 put forth a framework for comprehending how parental involvement can act as a hindrance to professional success. Researchers Lau et al. (2011) showed that children whose parents were keenly part of their education had a far higher level of school readiness. Parental involvement in deciding on a career and the variety of jobs available are two factors that Stringer and

Kerpelam (2010) reported would be considered in a personality test for the workplace. Using mediation, Starkey and Klein (2010) found that parents helped their children improve their arithmetic grades. According to research highlighted by Bokszczanin (2008), families whose parental involvement is limited experience more strife and conflict among members and a higher level of parental protectiveness. Adolescents thrive when raised by parents who are both emotionally and physically nurturing. To sum up, parental support is more concerned with listening to the child's thoughts and feelings and offering assistance, whereas parental engagement is more concerned with spending time with the child and showing genuine interest in the child's life (Ratelle et al., 2005).

1.5.3.2. Parental Academic Monitoring

In recent years, India has joined international trends by increasing the accessibility of information and refining their approach to parents' engagement in their children's education. This principle is most obviously at work in the current national education act, the Right to Education Act of 2009, which puts “*parents alongside the state as responsible for ensuring the child's right to education*” (Maithreyi & Sriprakash, 2018, p. 353, as cited by Cashman, L., Sabates, R., & Alcott, B., 2021). About this method, many Indian educators place the onus of academic achievement or failure squarely on the shoulders of parents (Bhattacharjea et al., 2011). Most students in Indian schools are first-generation learners (Wadhwa, 2018a, 2018b), so it's important to think about whether parents are ready to live up to these expectations, especially for children who are underperforming, and what factors resulted in effective and appropriate parental involvement in this context. In spite of the growing body of literature on the subject, the academic description of how the notion is characterized and the contributing features have yielded confused and inconsistent conclusions. Because of this, law enforcers, practitioners, and parents are all baffled.

At home, parental participation has been widely recognized as a protective factor for a range of adolescents' health and well-being. Among the many forms of parental participation, Petit singled out parental monitoring in 1980. Knowing the teenager's friends and spending habits as well as their whereabouts when they're not at home are all ways in which parents can keep tabs on their children. Research has also been conducted on the topic of parental surveillance and its potential links to more specific domains, like academics. The difference between parental monitoring and support is that the former refers to the parents' awareness of their child's locations (tracking and surveillance), while

the latter refers to the parents' emotional availability and presence. This is according to Stattin and Kerr (2000). Adolescents present an enormous challenge for their parents, who must learn new skills, such as "parental monitoring," to help them through this trying time.

The engagement of parents in their children's educational activities has been the subject of a number of studies on parental monitoring. Educators could gain insight into factors outside of the classroom that affect children's performance well by studying parental academic monitoring. Improved academic performance has been linked to monitoring students' health and wellbeing. To counteract the problem of substance misuse among young people, Turner (1994) argued that parents should keep an eye on their children's grades reduce their chances of developing substance abuses. That's why it's so important to study the results of parental school supervision on their children's academic performance and, by extension, their health and happiness. Delaying initiation into alcohol use and lowering subsequent drinking rates in adolescents has been linked to parental involvement as well (Kristjansson et al., 2010). Another study found that adolescent alcohol use is associated with inadequate or absent parental supervision (Rusby et al., 2018; Stattin & Kerr, 2000). High parental academic supervision has also been linked to positive health outcomes in adolescents, including reduced substance use and fewer thoughts about substance use (Muchiri & Dos Santos, 2018; Yabiku et al., 2010), improved mental health, and reduced behavioural problems (Hair et al., 2008; Ellis et al., 2007). Parents of academically struggling children should assist their children less frequently than those of academically successful children, while other writing shows that parents of academically struggling children engage in more school monitoring at-home and less school involvement (Shumow & Miller, 2001). In a supplementary analysis of data from a study by Shumow and Miller dug even further into the complexities of this problem (LSAY). The results show that parents who had children who were struggling received more involved involvement from teachers than those who had children who were thriving. The converse was true for associations formed while at school. Parents of high-achieving kids were far more part of their children's academics than were those of students who were struggling (Shumow and Miller, 2001). Among low-income urban populations, there is less information regarding specific aspects that may be linked to parental academic monitoring.

A solid foundation for literacy can be developed with little effort when children are nurtured by competent, loving parents and have access to nurturing, non-competitive

extended family relationships (Cotton and Wicklund, 2010). Cotton and Wicklund (2010) found that students' academic responses and performance improved when their parents actively participated in their education by supervising homework, encouraging extracurricular activities, and participating in parent teacher meetings. Cuban researchers Ibis, Alvarez-Valdivia, Kenia, Barry, and Schneier (2013) found that parental monitoring was highly valued and that parents were welcome in classrooms and schools at all times (Makokha et al., 2018). It showed that when there are strong ties between the classroom, the family, and the neighbourhood, students do better academically and have a more positive overall school experience. According to research by Taylor and Lopez (2005), adolescent academic success is correlated with mothers' expectations for their children's academic performance. Davis-Kean (2005) came to similar conclusions, noting that parents' educational achievements were linked to their children's educational achievements via an indirect mechanism including parental expectations and perceptions about their children's abilities.

1.6 Conceptual Framework

The conceptual framework is to find the role of the Teacher and Parent Related Factors on the Academic Performance of the Socially Disadvantaged Students of Maldah, Purulia and North Dinajpur, West Bengal. A hypothetical model is given below in Figure- illustrating the variables chosen for the study. These have been selected after extensive review of the earlier theoretical approaches and the related studies.

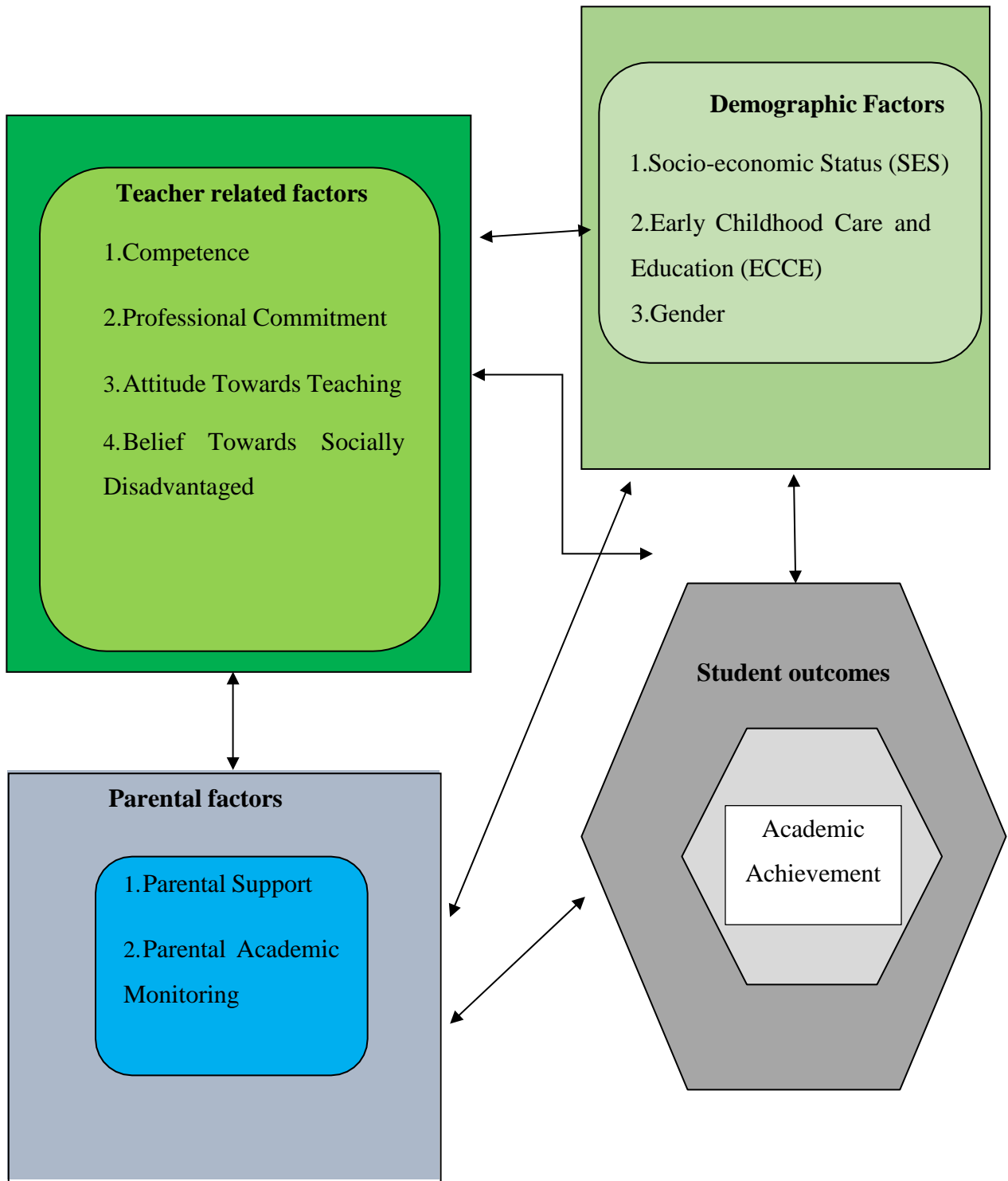


Figure 1.1: Graphical representation of Conceptual Framework

1.7 Significance of the Study

Education and tutoring have, traditionally, pointed toward supporting pupils to work on their abilities and improve on their knowledge in various spaces of learning (Kyriakides & Creemers, 2008). The commitment of academic frameworks, schools and individual educators to the advancement of pupils concerning distinctive learning results has been explored broadly through research inside the field of education. As a matter of fact, during the most recent 3 decades, Educational Effectiveness Research (EER) has set practically elite accentuation on the quest for elements that might influence pupils learning progress. Notwithstanding, research has likewise shown that their results might be impacted by factors growing from their experience and background. For example, their family's financial status, nationality, caste and sexual orientation – all in all, factors which are not liable to change. Moreover, recent effectiveness research concentrates on intend to decide if viable schools can diminish the underlying contrasts seen in pupils results which can be ascribed to their contextual factors that are probably not going to change (Charalambous et al., 2018; Kyriakides et al., 2018).

Given the fast changes in the proportion of populaces in numerous educational frameworks, for the most part happening from variations in social and financial conditions in the world and the steady progression of students coming from migrant and disadvantaged foundations, the significance of looking at the adequacy of school/ teacher related factors as far as their capacity to advance quality, yet additionally equity, parents related factors and demographic factors are perpetually apparent (Blömeke et al., 2011). This study aims to investigate the academic performances of Socially Disadvantaged senior secondary students of Malda, Uttar Dinajpur and Purulia districts of West Bengal and the reasons behind the difference in the academic performance from the general students. West Bengal, thus, is the perfect ground for investigating the educational condition of the underprivileged social classes as less studies have focused on all the three factors together. The purpose of this research is to examine the educational and academic outcomes of wealthy and disadvantaged groups by gender, socioeconomic status, and access to ECCE. Also, investigate the causes of these low performance in the classroom as well. Afflicted with Disadvantage in this society, students have fallen behind in the classroom and the social scene. A complete transformation in their lives is possible only via the illumination of quality education.

1.8 Objectives

A child born into a family which meets all requirements for social denial and scarcity is incredibly vulnerable and will undoubtedly confront difficulties generally throughout life, beginning at early childhood. This converts into compromised education, diminished job opportunities and lower pay, thus further setting a foundation of continued neediness/disadvantage. It is fundamental to stop this chain in order to elevate these denied areas of general public. This thesis was led to comprehend the different factors which give a clarification to the underachievement of socially disadvantaged students in higher secondary education levels at schools.

It is designed to meet the following objectives:

1. To study the level of Academic Performance of socially disadvantaged senior secondary students.
2. To compare the Academic Performance of Socially Disadvantaged Senior Secondary students with respect to their S.E.S, with and without ECCE and Gender.
3. To compare the parental academic monitoring of the socially disadvantaged senior secondary students with respect to their S.E.S, with and without ECCE and Gender.
4. To compare the parental support received by socially disadvantaged senior secondary students with respect to their S.E.S, with and without ECCE and Gender.
5. To ascertain the influence of parent related factors (parental academic monitoring and support) & teacher related factors (Teacher Competence, Professional Commitment, Attitude of Teachers towards Teaching and Belief towards the socially disadvantaged students) on the Academic Performance of Socially Disadvantaged Senior Secondary students.

1.9 Hypothesis

The following hypotheses are framed keeping in mind the above-mentioned objectives:

1. There will be no significant difference in the Academic Performance of Socially Disadvantaged Senior Secondary students with respect to their a) S.E.S b) with and without ECCE and c) Gender.
2. There will be no significant difference in the Parental Academic Monitoring perceived by socially disadvantaged senior secondary students with respect to their a) S.E.S b) with and without ECCE and c) Gender.
3. There will be no significant difference in the Parental support perceived by socially disadvantaged senior secondary students with respect to their a) S.E.S b) with and without ECCE and c) Gender.
4. There will be no significant impact of parent related factors (parental academic monitoring and support) on the Academic Performance of Socially Disadvantaged Senior Secondary students.
5. There will be no significant impact of Teacher related factors (teacher competency, professional commitment, attitude of teachers towards teaching, and teacher's belief towards disadvantaged students) on Academic Performance of the socially disadvantaged senior secondary students.

1.10. Statement of the Problem

The present study is focused on assessing the role of teacher and parent related factors on the Academic Performance of Senior Secondary School Students alongside their demographic details. It will explore the impact of teacher and parent related factors on academic performance of senior secondary school students among the socially disadvantaged groups in the three districts of West Bengal- Malda, Uttar Dinajpur and Purulia. The statement of the problem is 'Does teacher and parent related factors influence the academic performance of the socially disadvantaged students?'

1.11 Operational Definitions of the Variables

1.11.1 Socially Disadvantaged

Social Disadvantage has been determined as the lack of social, economic and cultural environment necessary and expected experiential stimuli due to which child desired development does not occur. It indicates to low category life conditions or separations which stops some people from participating in their societies cultural achievements. Here in this present study the investigator will take S/C, S/T, O.B.C and Minority as socially disadvantaged students.

1.11.2 Academic Performance

Academic performance is the ability to perform school tasks properly and successfully. It is the attainment of some fixed achievement level, whereas academic failure is the failure for scholars in achieving it. Operationally, academic achievement refers to the perform school task properly and successfully and as is measured by marks obtained by the senior secondary students in examination.

1.11.3 Teacher Related Factors

1.11.3.1. Teacher Competence

Teacher competence here will be seen as the knowledge, skill, classroom management ability, learner assessment and personal characteristics possessed by the teacher so as to make the teaching learning environment effective, fruitful and productive.

1.11.3.2. Professional Commitment

Professional Commitment operationally defined as a pledge in the line of duty, which is ethical on the part of teacher towards his or her profession. It is operationally defined as the extent of mental concentration at work as well as the feeling of obligation to one's job (profession) and to one's organization.

1.11.3.3. Attitude of Teachers towards Teaching

Attitude of Teachers towards Teaching operationally refers to tendency to feel, perceive or behave towards certain objects in a specific manner. However, Attitude for this study is defined as the feelings of the teachers towards the teaching profession, classroom teaching, child centered practices, educational process, pupils and teachers.

1.11.3.4. Teacher's Belief towards Disadvantaged Students

Teachers Belief operationally defined in this present study will be kind of compassion, kindness, empathy, patience and encouraging mentality the teachers keep towards the socially disadvantaged pupil.

1.11.4. Parent Related Factors

1.11.4.1. Parental Academic Monitoring

Parental academic monitoring is conceptualized as perception of the students as the extent to which parents watch or keep track of the different aspects of a youth's academic life. It includes knowing what subjects their child studies and if/when the child has misbehaved at school.

1.11.4.2. Parental Support

Parental support is operationally defined as students report of having a parent who tells when they do a good job and who they turn to for advice when facing personal problems.

1.11.5. Demographic Variables

1.11.5.1. Early Childhood Care and Education (ECCE)

In this study it will be considered whether the students have received ECCE or not, and if they did, what difference that makes in their academic performance. It refers to the ranges of mechanism and process which helps in sustaining and supporting the development process of students in their early age of life (Alexander et al., 2017). It often adheres and encompasses education, emotional care, physical care, social care, stimulation which is intellectual, along with nutritional understanding.

1.11.5.2.Socio Economic Status (SES)

In this study the investigator will consider the socio-economic conditions of the target students- whether they are socio economically sound or poor and the influence of that on their academic performance.

1.11.5. 3. Gender

Gender operationally defined as the sex of the respondents in accordance to male and female.

1.12 Delimitations of the Study

The study is delimited to the following areas:

- The study is delimited into the districts of Malda, Uttar Dinajpur and Purulia of West Bengal.
- It is delimited to class XI student's school students studying in government WBCHSE affiliated schools where Second Language English is taught.
- The study is delimited to S.C, S.T, OBC and Minority (Muslims, Christian, Buddhist, Sikh, Parsee and Jains) students only.
- Socially Disadvantaged Students from high SES is not the part of the sample.
- The study is delimited to Language Teachers (English and Bengali) only.

CHAPTER 2- REVIEW OF LITERATURE

Research is a systematic and scientific process. It is important to understand the existing theories, practices, trends, dimensions related to the study. The review of literature widens the world of experience for the researcher providing many valuable insights. It also aims to identify the key works within a certain area of study, evaluate those works, and then bring them together. It sheds light historical background, recent developments, types of research, comparative studies etc. A literature review also identifies a research gap (such as ignored or under-investigated areas) and communicates how a particular thesis addresses this gap within research-based writings like a doctoral thesis.

David (1969) stated in his book that the literature review provides the direction for future research which can benefit the other researchers to know the best practices, trends, models, theories relevant to the domain (Daiches, 1994).

Turney and Robb (1971) described literature review as *“the recognition of a problem, the development and improvement of a research design and determination of the size and scope of the care and intensity with which a researcher has examined the literature related to the intended researcher”* (Research in Education, an Introduction by Turney, Billy L. & Robb, George P., n.d.)

Hart, 1998 in his words described that *“a literature review is the process of selection of documents that are available both in published as well as in unpublished form on the topic having information, ideas and evidences which are written from a particular standpoint to fulfill certain aims and objectives or show certain views on the nature of the topic and also states how it is to be investigated and the effective appraisal of these documents in the relation to the research being proposed”*.

A literature review works as a device to:

-provide context by reviewing the newly disseminated research work

-classify the study into several categories and show how exploration in a certain area has changed over time by demonstrating authentic foundation (early exploration discoveries in a space) and describing continuous advancements in the field

-describe the points of agreement and disagreement among experts, and name the dominant worldviews

-assess the past explorations and recognize gaps (for example- neglected regions)

- help defend the research project by highlighting its distinctive value in comparison to other efforts in the same field

This chapter provides a literature review on the topic of students from low-income backgrounds and their academic performances, focusing on factors such as Socio-economic status, ECCE, Gender as well as teacher and parental factors (such as teachers' competence, commitment, attitude, and belief towards students from low-income backgrounds, and parents' academic monitoring and support). The researcher has used internet resources like Elsevier, EBESCO, PubMed, Web of Science, Science Direct, Google Scholar and other databases to access, read, and review the literature related to the topic and factors associated with it. In addition, notable books, theses, dissertations, and journals are also referred.

The search of the review was not limited to a particular year range or country. The following terms were used as keywords to search for influential factors: teacher competence, teacher commitment, attitude towards teaching and belief towards socially disadvantaged students, SES, ECCE, parents academic monitoring, parents support towards child, parental involvement, parental home based involvement, parental academic support, parental help in homework, parental encouragement, parent-school partnership, parents' participation in school activities, parenting styles, parent-child discussion, parental expectation/ aspiration, students' expectations of parental involvement, poverty, below poverty line, BPL, income, parents occupation, discrimination towards minorities, immigrants, stereotype, bias, caste, Scheduled Caste, Scheduled Tribe, Muslim, OBC, Senior secondary education, school, etc. On the other hand, academic performance and academic self-concept included keywords such as Grades, GPA (Grade Point Average), math achievement test, reading achievement test, English achievement test, science

achievement test, academic self-concept, academic self-ability, subject specific self-concept, intrinsic motivation, etc.

2.1. STUDIES ON TEACHER COMPETENCE AND ACADEMIC PERFORMANCE OF STUDENTS

Hanushek EA in his study in 1997 reviewed almost 400 studies of student performance and stated that after limiting variations in family characteristics, there is no strong or consistent relationship existing between school quality and student Performance (Hanushek, 1997).

Rao, P.M. (2002) conducted a study on teacher competencies and learners' achievement in tribal area of Karnataka, India. Findings of the study were: (1) Teachers did not possess necessary competencies either in the subjects or in the pedagogical methods. (2) Students' overall achievement were found to be low and their performance in two subjects- language and mathematics was of average level. It was also found that the teachers had exhibited an average performance in language and mathematics. (3) Classroom practices of teachers were found to be below average in all subject (A. V. Rao & Prasad, 2002).

Widyoko (2005) carried out a survey on competence of teacher's teaching. He revealed that most teachers teaching different subjects have an average level of competency and did not significantly differ from each other.

Jonah Chetia Phukan (2007) in his thesis findings unveiled that the effectiveness of teachers' positively and significantly had an impact on their students' academic achievement. More specifically, it is noticed (from t- ratio) that both the variables were proportionate i.e., higher the teacher effectiveness, higher will be the academic achievement. The study also stated the organization climate had positive and significant impact on the academic success of students.

Ugbe & Agim, 2009 with the objectives to investigate the influence of competence of educators' on academic performance of students' in chemistry, to examine the influence of teachers' qualification on the academic status of students in chemistry and

to determine the impact of educators experience on the academic performance of students in chemistry conducted a study. 200 students, 20 teachers and 6 principals from 6 secondary schools were enrolled. The result shows a significant association between the two variables in chemistry, and the students tutored by qualified teachers performed considerably better than those tutored by unqualified teachers. Also, the academic performance of the students taught by experienced teachers were significantly better than those taught by inexperienced teachers.

Mahanta, 2012 conducted a study titled '*Professional competence VISA- VIS variations of Gender and Locality*'. The Objective was to examine the level of professional competence with variation of gender (male and female) and locality (rural and urban). The sample included 300 teachers from secondary schools in state of Assam, India. The findings showed that the professional competence between both the genders differed significantly. The female educators were found to be slightly more superior in the competence than their male equivalent. With regards to academic qualification, both the genders were almost similar. Professional competence between rural and urban school teachers varied greatly, where urban teachers were found to be superior in competence than their rural counterparts.

Abdus Sattar Abbasi and Ghulam Mustafa Mir (2012) undertook a study in the state of Gujarat, India to investigate the effect of students' work ethics, teacher's ability and institutional setting on achievement of students at university level. By incorporating 214 students, this study showed no association between teachers' abilities and students' performance (Abbasi & Mir, 2012).

'Teaching competency and job satisfaction among high school teachers: A study' (2012) was carried out with the objectives to research the style of leading seen among principals and organizational settings as predictors of teacher effectiveness in secondary schools of Malawi. With a sample of 150 teachers from Government and private schools, the study concluded that there was no significant difference between government and metric high school teachers with regards to teaching competency. Likewise, there was no significant difference amid rural and urban educators, and male and female teachers with regards to the competency (Selvam, 2012).

The reason behind another review undertaken by Kosgei et al (2013) was to lay out the connection between teachers' qualities and students' scholarly achievement. The review was directed in Nandi District, Kenya and the targeted populace included teachers of 26 public secondary schools. The review applied a causal near research plan. Information was gathered by a questionnaire and it discovered no significant connection amid teachers capability and students scholarly accomplishment (Kosgei et al., 2013).

In order to determine the effect of a teachers' classroom effectiveness in the Delta state of Nigeria, AA Akiri (2013) took 300 teachers and their 1690 students scores were taken into consideration. The outcomes showed those successful teachers created better performing students. But they noticed contrasts in students' academic performance to be measurable. It was presumed that teachers' effectiveness isn't the main determinant of a students' academic accomplishment (Akiri, 2013).

Later that year (2013), in the country of Uganda a study took place to determine the impact of teacher skills and ability on the academic performance of 6th standard primary school students. This study utilized data from 2009 Southern African Consortium for Monitoring Education Quality (SACMEQ) survey which comprised of 5000 plus students' academic records. The outcome of the study showed students high scholarly accomplishment in numeracy and reading was essentially connected with high teacher competency in similar disciplines. Notwithstanding, the researchers Robert Wamala and Gerald Seruwagi stated that this speculation may not be true for all students in all nations in light of varieties in student qualities and the learning climate (Wamala & Seruwagi, 2013).

Jeyalakshmi. P conducted a research thesis in 2014. The objectives were to study the level of Teacher competency between male and female science teachers, the level of Teacher achievement between female and male science subject educators, the level of teacher competency amid rural and urban science educators and the level of teacher achievement between rural and urban science teachers. The study proved that the level of teacher competency of female science teachers were higher (59.6%) than male science

teachers (40.4%) in total, the level of achievement of female science teachers were higher (59.6%) than male science teachers (40.4%) in total, the level of teacher competency of urban science teachers were higher (72.6%) than rural science teachers (27.4%) in total and the level of achievement of urban science teachers were higher (51.8%) than rural science teachers (48.2%) in total (Jeyalakshmi, 2014).

A study was undertaken in the rural regions of Dokota Town, Tibba Sultan Pur, and Mailsi (Pakistan) by Sarwat Sultan and Muhammad shafi (2014) with a purpose to discover the impact of perceived teachers' competence on their students' performance moderated by perceived classroom environment. The study sample comprised of 500 students (250 males & 250 females) in the age range of 12-14 years studying in both public and private schools. Teaching Competence Scale (Passi & Lalita, 2009) and Class Environment Scales (Kelly, 2010) respectively. Results indicated that perceived teachers' competence predicted the students' performance, but did not predict the perceived class environment. Further, results indicated that there is no intercession and restraint effect of class environment on the association between teachers' competence and students' performance (Sultan & Shafi, 2014).

A research work by Reeti Chauhan and Pratibha Gupta (2014) was undertaken with the objectives to measure the significant difference of teaching competency of female and male teachers', to measure the difference of rural and urban teachers and to measure the significant difference of teaching competency of experienced and inexperienced teachers working at secondary schools in Ghaziabad, Noida. The General Teaching Competency Scale (GTCS) by B. K. Passi and Mrs. M. S. Lalitha (A class room observation schedule) was incorporated on 100 teachers from the randomly selected 20 schools. The tool consists of 21 items and was related to 21 teaching skills, and was evaluated on a 7-point rating scale. The findings showed that the competency of female teachers was higher than their male counterpart teachers, the competency of urban teachers was higher than the rural teachers and the competency of experienced teachers was higher than inexperienced/fresh teachers (Chauhan and Gupta, 2014).

Srinivasan. P (2015) in his study stated a high negative correlation between intelligence of school teachers and achievement of students and that there was insignificant

association between emotional intelligence of school teachers and academic achievement of students (Srinivasan, 2015).

Jarrar Ahmad & Khan, 2016 executed a study to assess teaching competency in relation to type of schools, qualification and stream among 447 secondary school teachers of eastern Uttar Pradesh, India. The General Teaching Competency Scale constructed by Passi & Lalitha was utilized. There was an interesting result drawn from this study that that Government school teachers were much competent than private school teachers, science stream teachers had higher level competency than their art stream counterparts with reference to their teaching and Post graduate teachers had higher level than graduate teachers with reference to their teaching competency but was not statistically significant.

Secondary schools teachers were studied on their level of competency in relation to their gender, years of teaching experience and the stream of teaching such as science and non-science subjects. The author, Mishra.S (2017) mentioned that there was no significant changes seen amid different stream of education and also among different types of qualifications i.e., teachers who had B.Ed. general and B.Ed. secondary qualification.

A research paper published by Prasetio et al., 2017 examined the relation between lecturers professional competency and its influence on their pupils academic functioning in higher education. It sampled 168 students from school of economics and business, Indonesia- class 2013, 2014 and 2015. A self-administered questionnaire based on Likert Scale with a reliability of 0.900 was distributed to the students. While female students rated their lecturers slightly higher than their male classmates, they also scored more in their GPA. However, there was no significant association between lecturers' competency and students' academic performance.

A comparative study was published in 2019 which compared and correlated the teachers' competencies and the students' academic performance in urban and rural Chitradurga district, Karnataka. The researchers Rudramuni E and Dr.Umadevi M.R sampled 150 secondary school teachers from 50 schools (rural and urban). The tools administered in the study were achievement test tool for students and teaching competency scale which was developed by authors. After utilizing descriptive statistics, karl pearsons product momentum correlation and linear regression, the researchers were able to clearly state a

positive and significant association between the two variables under exploration (Rudramuni & Umadevi, 2019).

Investigators Rana and Shivani (2019) wanted to examine the differences seen in teaching qualifications based on gender, school located region, subject background and years of teaching experience. Science teachers were seen to exhibit better planning and performance skills. Less experienced teachers, were also found to have better teaching competence than more experienced teachers.

A study in 2021 titled '*Ways to evaluate the professional competence of the teachers and its formation*' by Saidova Makhsudakhon Abbasovna assessed the methods, forms and criteria of a pedagogical process for developing professional competence. The main difference between the assessment of professional competencies of learners and the traditional education system was stated that the assessment of professional competencies, the assessment of acquired knowledge and skills in practical situations and not the mere assessment of pre-gained knowledge and skills alone (Saidova, 2021).

In the same year, a paper highlighted common factors that led to forming professional competencies. The paper strongly concluded that it is mandatory and necessary to organize ongoing professional development processes of theoretical, practical and scientific sessions which are significant in the implementation of interpersonal relationships that create collaborations which are crucial to increase the professional activity of educators, the formation of reflexive skills, and the development of spiritual and cultural acceptance (Nazirova et al., 2021).

A study by Jyoti Bawane brought out the reality that association between teacher quality and student performance has been difficult to establish and is indecisive. The author further stated that teacher roles and performance are swayed by cultural capital, teacher education programs and systemic forces (Bawane J, 2021).

Discussion: Certain studies show case a positive correlation between the two variables (Sarwat Sultan and Muhammad shafi in 2014; Jonah Chetia Phukan, 2007; etc).

Although most studies found the positive relations, studies by Wamala & Seruwagi, 2013 & Ghulam Mustafa Mir and Abdus Sattar Abbasi, 2012 found no relation. The findings stated that more teacher competency per se may not directly mean a better academic achievement by their students. There is no certainty that a significant relation between competence and student performance exists.

2.2. STUDIES ON TEACHERS' PROFESSIONAL COMMITMENT AND ACADEMIC PERFORMANCE OF STUDENTS

James W. Kushman (1992) studied organizational and student learning commitment in 63 urban elementary and middle school and its influence on students' performance. Though the teachers' organizational commitment was positively related, surprisingly, there was only a weak relationship between their commitment to student learning and achievement (Kushman, 1992).

A study in 1998 revealed that both the school reforms efforts - professional community and social support for achievement have a positive relationship on students academic performance, but the strength of their association with realistic pedagogy accounts for that effect. Undertaken in the US and employed both qualitative and quantitative methods, the study linked teacher productivity, absenteeism, burnout, and turnover, as well as having a significant impact on students academic progress and attitude toward school (Louis and Marks, 1998).

In 1998, Kusum Singh & Bonnie S. Billingsley in their study examined the effects of professional support on teachers' commitment to the calling. The sample was drawn out from public School Teachers' File and Staffing Survey (SASS) of 1987-1988. With a large sample size of 9,040 of teachers, the study concluded that the commitment of the teachers had a strong effect on the academic performance of the students. Gender of the teacher had a significant effect on the level of teachers commitment (Singh & Billingsley, 1998).

Vincent Dannetta published a review article in 2002 which selected 15 secondary school teachers in southern Ontario, Canada and employed a 2 staged data collection method (interview and survey method). The study suggested that the nonacademic students

needed a greater deal effort to teach than the academic level students. It affected the level of teachers commitment (Dannetta, 2002).

A quasi-experimental study gathered evidence from school reform efforts in the state of Chicago, USA in 2004. With an aim to quantify the effects of training received by teachers on the elementary students performance in maths and reading studying in high poverty schools, the study concluded that modest investments in staff development efforts may not have any effect on the students performance in maths or reading. This called for higher efforts and more professional interventions (Jacob & Lefgren, 2004).

Likewise, another research thesis by Abdul Raheem, M (2009) was conducted with an objective to assess the level of secondary school English language teachers' commitment toward their profession and their students' academic achievement in a public school at Tulkarm district in the academic year 2003-2004. The sample consisted of 39 teachers and a questionnaire which was developed by Celep (2000) was employed to measure the teachers commitment. There was a significant relation ($\alpha=0.05$) between the commitment of teachers and achievement of the students. However, the study also concluded that there were no significant differences in teachers' commitment related to their gender, age, salary, qualifications, marital status, school administrative type and no. of teaching years (Raheem, 2009).

Similarly, another study aimed to examine the effect of creative thinking, teaching, learning, teachers' attitude and their commitment on the respective students' proficiency in English language. 310 private school teachers were sampled for this purpose in Kuala Lumpur. The results of this study disclosed that creative thinking, learning, teaching, teachers' attitude and their commitment positively and significantly influenced the students' proficiency in the language, thus improved the academic performance of students (Vasudhevan, H, 2010).

The results of the research study by zohreh GH et al (2012) which examined the commitment of teachers and its effect on performance of students in governmental secondary school for girls revealed positive correlation between teachers' commitment and students educational performance but wasn't significant between

the two variables. Also, there was a significant yet negative association between commitment and the educational degree for educators, but there was no such significance between their age and years of work experiences. The study was carried out among 195 teachers in Tehran and used organizational commitment standard questionnaire of Allen & Meyer for assessing teachers' commitment and a questionnaire for demographical and examination of the averages of mark of students (Haftkhavani et al., 2012).

Massuline Antonia DE .Ligaya et al in 2015 attempted to determine whether levels of teachers' commitment to their profession and institution would affect the students' performance in English language. The study included foreign English educators and their students at a university in South Korea. The weighted mean of the teachers-respondents' obligation to work and to the institution when deciphered demonstrated that they were focused on both work and their institution. Further the average scores for the students performance were high. However, on further analysis, the teachers commitment was not forecasters of the students' performance in listening, writing and speaking English (Ligaya et al., 2015).

Bibiso, Olango and Mesfin in 2017 investigated the association amid teachers' commitment and scholarly performance of secondary school female students in southern Ethiopia. 76 teachers and 162 female students were given questionnaires to fill up, attend interviews and also document analysis. According to them, both the variables were positively correlated, yet, commitment of teacher wasnot satisfying the educational goals of the students (Bibiso et al., 2017).

Altun, Mustafa (2017) in his study concluded that the teachers commitment is an inspirational force that moves them to put additional time and energy in their students accomplishment. This readiness of advancing students achievement motivates teachers to look for ways of upgrading the teaching career and lay out a successful learning climate to permit students to arrive at their goals. The study also concluded that teachers with high degree of commitment likewise propel students to participate in school chores. When students partake in learning exercises, they have a superior opportunity to foster their accomplishment (Altun, 2017).

Liyaqat Bashir in 2019 undertook a study with 300 secondary school teachers selected from the state of Punjab, India, and employed teacher Effectiveness Scale standardized by Yashmin Ghani Khan (2011) and Professional Commitment Scale developed by Dr.Ravinder Kaur and Sarabjit Kaur (2011). The study proved that professional commitment and teaching effectiveness were significantly related to each other i.e., if the commitment of the teacher is measured to be high then the effectiveness would also measure to be high (Bashir, 2019).

In order to learn more about students' achievement in higher educational levels, researchers Ayllón, Alsina, & Jordi Colomer (2019) examined the relative impact of the three aspects of Need-Supportive Teaching (NST) and students' self-efficacy. NST presumes that teachers are paramount in encouraging students by offering autonomy support, involvement (support of relatedness) and structure (support for competence). Students at the University of Girona (Spain) submitted 86,000 evaluations of their professors and the results show that the teacher's commitment and students' belief in one's capacities are strongly and positively related to educational achievement. That is, students perform better in school when they trust their teachers can be relied upon and are easily available to share guidance (Ayllón et al., 2019).

A comparative study by Fayaz A.H (2019) was published which compared direct recruited teachers' and promoted senior secondary teachers' professional commitment in the state of Kashmir, India. By equally employing both direct recruited (100) and promoted (100) teachers, and by using a scale developed by Dr.Ravinder Kaur and Sarabjit Kaur (2011), the research scholar established that direct recruited teachers were more committed to their jobs than promoted senior secondary teachers (Fayaz A.H, 2019).

A study conducted in Balochistan in 2019 tapped into the level of professional commitment amid secondary school educators and its related factors. By adopting a mixed methodology technique and sampling 116 secondary school teachers, the study revealed an above average level of professional commitment among them and no significant impact by their gender, the type of school or experience. The study insisted on continuous focus to be given on this aspect for teachers (Haider et al., 2019).

A positive relationship between school climate and teacher's commitment with

dimensions such as uncompetitive leadership and academic achievement was discovered by Nadia Khan (2019). Elementary schools teachers were sampled in Karachi for this study and stated that institutional vulnerability is a predictor of teachers' commitment (Khan, 2019).

Shahzad Haider et al. tapped into the level of commitment related to profession among teachers of secondary school and its related factors, and revealed an above average professional commitment. The study advocated for continuous research on the school working environment and professional setting which has a major impact on the level of commitment (Haider S. et al., 2019).

In 2020, the professional commitment of male and female lectures was investigated by Basharat Ashraf and Amaresh Kumar. The sample consisted of 400 physical education lectures and utilized the scale developed by Dr.Ravinder Kaur and Sarabjit Kaur (2011) to collect data. The author proved that Male Physical Education Lecturers (MPEL) were more highly committed towards their profession as compared to their Female Physical Education Lecturers (FPEL) counterparts.

A systematic review was carried out by Sourav Choudhury and Vijay Chechi which reviewed 17 studies published between the year 2000-2020 related to educators commitment towards teaching and students academic performance. The review concluded that the professional commitment indicator had a moderate effect on students' performance in studies (Choudhury, S & Chechi VK, 2020).

In 2021, Setyaningsis, Sunaryo and Widodo aimed to find ways to enhance teacher commitment professionally by examining the influence of transformational leadership, self-efficacy, and job satisfaction. The examination did find a strong association that strengthening the 3 factors could improve commitment if improvement in following indicators can be carried out-1. Self-confidence 2. Announcement of self- confidence for Self-Efficacy variables, 3. Salary received, 4 Promotion 5. Supervision of supervisors for the job satisfaction variable, 6. The job per se 7. Surviving in the Organization and 8. Establishing professional values for the teacher commitment variable towards the profession.

A study by Nadia Ahmed A Al Jadidi in 2022 investigated the impact of job satisfaction on the professional commitment of teachers in early childhood levels, both private and public schools. In order to obtain apt and sufficient information, statistical method was used to verify the current practices of female teachers concerning job satisfaction and its impact on their professional commitment. A sample of 208 female teachers from public, private, international and kindergartens took part in the research. The study showed that the dimensions of job satisfaction (salary, community appreciation, working conditions and family relationship) had a strong impact on the level of professional commitment. 82.7% of the teachers stated that they would choose to be a teacher again if given the choice (Jadidi, 2022).

Discussion- Most of the studies have disclosed a significant positive connection between teachers' commitment and students academic performance (Abdul Raheem, M, 2009). But studies by James W. Kushman in 1992 & Massuline Antonia D.Ligaya et al in 2015 showcased no relationship. Multiple factors could impact the level of teachers commitment- skills, subjects, age, experience in teaching aspect, etc. None of the studies were undertaken in the state of West Bengal.

2.3. STUDIES ON TEACHERS' ATTITUDE TOWARDS TEACHING AND ACADEMIC PERFORMANCE OF STUDENTS

Carolyn Boiarsky in the year 1985 published a journal article that studied how modeling and coaching can change the attitude of teachers and their behaviors. She went on to add that the change was difficult and time consuming, alongside requiring strong scientific evidence and proof.

Ghosh, S. and Bairagya, S. (2010) concluded that Female educators have a more positive outlook than their male counterparts. The experienced teachers were found to have highly favorable attitude than that of the less experienced teachers towards their profession (Ghosh & Bairagya, 2010).

Sanghamitra Ghosh and Shyamsundar Bairagya (2010) used the attitude scale for teaching profession and detected that academic stream and qualification of school teachers was not significantly associated with their attitude. But there existed a significant difference with their gender, caste and years of teaching experience (Ghosh & Bairgya, 2010).

Anil A (2011) learnt the attitude of university teachers across different subjects like social sciences, science and linguistics. He concluded that they all possess equal attitude and did not differ in any way. He further added that they had high attitude towards professionalism.

Tripta Trivedi (2011) focused on the assessment of teachers' attitude towards their profession by developing and using a tool that concluded that most of the secondary school teachers irrespective of their gender, medium of teaching or stream of subject do not have a positive attitude. Further, females possessed more favorable professional attitudes than male, the arts stream teachers were more positive in their attitude and differed significantly from science stream teachers (T. Trivedi, 2011).

Barwal S.K (2011) stated in their study an existence of significant difference in the attitude of both male and female gender, graduate and post graduate level of education, rural and urban school educators towards their profession (Barwal, 2011).

Rohini P.Trivedi (2012) from Ahmedabad mentioned that primary, secondary, higher secondary and college educators had a good attitude towards their occupation. However, it was also stated that there was no effect of attitude of higher secondary and college teachers on teaching profession. For this study, 117 teachers of both schools and colleges were selected from 22 institutes of Bhavnagar city were sampled (R. P. Trivedi, 2012).

Dr.K.Sumita Rao (2012) included 200 teachers from 6 schools in urban and rural Kolar, India. The study concluded that there was a significant difference in the mean teacher attitude towards teaching their profession in the aspects of academics, co-curricular and administrative aspects towards teaching profession (K. S. Rao, 2012).

A study found a significant correlation between teacher job satisfaction and their attitude towards teaching career. It also disclosed that the correlation between job satisfaction and their attitude towards teaching profession of teacher educators from un-aided B.Ed. colleges was positive and significant. The study also depicted that

the correlation between the job satisfaction and their attitude towards teaching profession of teacher educators from aided B.Ed. colleges was highly positive(Petkar, 2013).

Dr.B.Prasad Babu and T.J.M.S. Raju (2013) in their study enrolled 437 educators from 7 colleges in Vizianagaram district. The stool was self-constructed and had 60 items. Significant differences were observed in gender and educators' attitude towards professional status of educators in their attitude towards the profession, management, and subjects of study (Babu & Raju, 2013).

Maliki A.E. (2013) debriefed the attitude of educators towards the profession. The study utilized a descriptive survey design with 150 teachers from 5 schools in Yenagoa Local Government Area. An instrument was developed by the researcher and the results indicated that majority of the teachers have a poor attitude towards their profession. It also revealed that females had more positive attitude than male teachers (Maliki, 2013).

Mohammad, P. and Mohd, S. (2013) conducted a study with a sample of 180 prospective teachers (90 from private and 90 from public institutions). "*Teacher Attitude Inventory (TAI)*" by Dr. S.P. Ahluwalia was used. Findings revealed that there was a significant difference in the attitudes of prospective teachers studying in private and public B.Ed. institutions. However, there was no significant difference in the attitudes of both the genders, religions, stream of subject prospective teachers towards teaching profession.

Khan et al. (2013) revealed that the science subject educators exhibited positive attitude towards their profession than the arts subject educators. The study also revealed that male teachers possessed favorable attitude towards teaching profession than the female teachers (Kahn & Lewis, 2013).

Daniel andronache et al (2014) aimed at prospective teachers attitude from graduate students in educational sciences. A likert scale with 5 points was used and showed that

there is a positive association amid the intellectual and the emotional dimension but there was no significant correlation between the size of the behavioral, cognitive and emotional dimension (Andronache et al., 2014).

Pancholi, A., & Bharwad, A. B. J. (2015) likewise studied the attitude of teachers towards their profession and revealed that gender played a role in their attitude but stream of teaching did not. They disclosed that female teachers held a higher attitude while there were no significant differences existing between their attitude with regards to their stream.

By sampling 500 students from Orissa, Sanjeet Kumar Tiwari and Sanjit Kumar Sahu (2015) found that the effect of locality and gender upon attitude of educators towards teaching profession was found to be statistically insignificant. It (study) also found that there was no statistically significant difference between both the genders of teachers' with respect to the attitude towards their profession (Khamari et al., 2015).

Authors Brinol P, Rucker DD, Petty RE et al., (2015) pondered on the theories of persuasion and its impact on customer attitude change or information processing. They stated that customers either see the persuasion as good or bad based on their needs and decide on attitude change. He stated that attitude change is time consuming.

Soibamcha and Pandey (2016) found significant difference in the attitude of educators towards their profession between more qualified and less qualified ones. The study also revealed that well educated teachers (59%) seemed to be having more favorable attitude towards teaching than that of less educated teachers (41%), and younger teachers (59%) appeared to have more positive attitude than that of the older teachers (41%) (Soibamcha & Pandey, 2016).

Odike, Maryrose N. and Nnaekwe, Kingsley (2018) sampled 360 non-education undergraduate students to understand their perception of teaching profession by the influence of teachers' attitude towards their profession. It was concluded that negative attitude towards their profession and untrustworthy conduct displayed by certain educators contributed a large degree to the poor perception of college students towards the teaching profession (Odike & Nnaekwe, 2018).

Later the same year Miri Ben Amram and Nitza Davidovitch published their research work titled '*Teachers' attitudes towards E-teaching during COVID 19*'. Female teachers were found to have a positive approach and better interpersonal interaction with the students in contrast to their male peers. The study ended by emphasizing the importance of incorporating communication technologies to increase the necessary knowledge during the teachers training session.

Ekperi, Paul Madukwe, Ude Onwuka and Wike Young Nyejirime studied the teacher's attitude and its influence on academic performance of student's in geography in the year 2019. With a sample size of 400 students who took geography subject at the local Government area of Enugu north, Nigeria. The findings disclosed that attitude of teachers correlated significantly with students' academic performance in the specific subject. Poor Government attitude to teachers, lack of job satisfaction, poor and delayed payment, low students' learning interest and absence of AV aids were found to have an influence on the attitude of teachers (Ekperi et al., 2019).

Devon P, 2019 studied the possibilities and science behind changing attitudes and perspectives among teachers. He concluded that changing a person's attitude is extremely tough and researchers are yet under the process for a methodology to quickly and rightly change the attitude of teachers. He also stated that any form of persuasion would backfire.

The study by Olatunde (2021) included 163 teachers and tagged Student Teacher Attitude Questionnaire (STAQ) with an intention to find the association between attitude and teaching. The result showcased that on the overall, student teachers had negative attitude towards their calling. The result further showcased a significant difference in performance of educators based on their attitude while a nonsignificant difference existed between gender of student teachers given their attitude.

To explore the relationship between teacher effectiveness and attitude towards their profession, 200 government and private school students were enrolled by researcher Pooja Sharma (2021). The researcher concluded that there was a significant difference in attitude of private and Government school teachers which showed that the former school teachers has a more positive attitude in their teaching

as compared to the latter. The study further declared that teachers belonging to private schools were more efficient in their teaching profession (Sharma, 2021).

Discussion- From the above literature it is highlighted that educators have mixed attitude towards their profession which are influenced by type of training received, years of experience, gender (Trivedi, 2011; Sanghamitra Ghosh and Shyamsundar Bairagya, 2010), locality (urban/rural) (Barwal and Sangeeta K 2011), caste, subjects handling (Tripta Trivedi, 2011), etc., Also, few studies have showed no significant relation between teachers' attitude and students' academic performance (Olatunde,2021).

2.4. STUDIES ON BELIEF OF TEACHERS TOWARDS SOCIALLY DISADVANTAGED STUDENTS

Douglass stated that it might be assumed, that the teachers' insight of the disadvantaged students' needs and issues might also disclose large discrepancies and further affect their academic performance. The author also recommended a follow up study which could define teacher perceptions more accurately (Douglas p. Howard, 1968).

Differences in ethnic prejudice between student teachers in early childhood education, elementary and secondary schools, particularly towards Negroes were assessed by Cullen and Auria in 1969. Modified version of Bogardus' Ethnic Distance Scale and Hinckley's Attitude towards the Negro Scale and Semantic Differential Rating Scale was developed to assess teaching behavior in terms of rigidity and conformity. Prejudice toward Negroes was found to be greater than toward other ethnic groups (Cullen & Auria, 1969).

Stereotypes held by prospective elementary school teachers towards ethnicity using the Semantic Differential technique was researched by MK Aldridge in 1976. With 10 bipolar terms, few of the terms elicited were: practical-impractical, intelligent-dumb, kind-cruel, happy-sad, superior-inferior, clean-dirty, brave-cowardly. The study disclosed a stereotyped and biased perspective (Aldridge, 1976).

Another study in 1984 by BS Morgan measured the attitude held by educators towards black American patients with 20 bipolar adjective on SDT scales for stereotypes. Few of the bi-polar adjectives are: Kind-cruel; Bad- good; Fragile-tough; Brave-cowardly; Weak-strong. There were no critical contrasts among the any of the 3 different course nursing students. Correlations additionally were made between the impression of students toward dark Americans and toward such patients (Morgan, 1984).

R. C. Gardner et al., 1988 studied about stereotypes against French Canadians- an ethnic group in Canada by incorporating 3 different assessment methods. 110 grade 12 and grade 13 students aged 16 and 19 in Ontario were selected as samples. The study was able to identify that each item in one method was different in comparison to other assessment methods. Few of the bi polar adjectives incorporated in stereotype differential (Gardner, 1973) were Unambitious- ambitious; Inartistic-artistic; Uncultured- cultured; Undependable- dependable; Dishonest- honest; Disloyal- loyal; Unemotional- emotional. The study summarized that the pattern of the correlations drawn from each assessment method demonstrated that the nature of the stereotypes identified can differ and thus might have clear inferences for studies involving individual-difference assessments of stereotyping.

A study by Pohan, C. A and Aguilar, T. E (2001) formulated two empirical measures- Personal (15 items) and Professional (25 items) Beliefs about Diversity Scale using items regarding gender, sexual orientation, social class, race/ethnicity, disabilities, language and status of immigration to measure teachers' beliefs regarding diversity issues (social class, gender, religion, languages and sexual orientation). The authors concluded that these measures could be used for assessing multicultural education interventions, in testing empirical and theoretical models, and in initial gauges of beliefs about diversity (Pohan & Aguilar, 2001).

The pedagogical beliefs held by teachers and factors that are able to have an impact to change it was studied by Peacock in 2001. Changes in the beliefs were recorded to be very limited and concluded that training programs that involved teachers were neither efficient, nor enough for the change of their beliefs.

Authors Yechezkel Dar and Nura Resh (2003) stated that the cognitive ability of socially disadvantaged students is the major cause for stereotype to be formed by teachers and perceived injustice by students. They also stated that socioeconomic status and the effect of ethnic extraction had minor relation.

Doris F.Chang and Amy Demyan in 2007 utilized two different measurement strategies to check contemporary stereotypes of Blacks, Whites and Asians held by an ethnically varied sample of 188 teachers over 160 schools in the southern state of California, United States. Participants mentioned a total of 2000 plus answers and 600 plus exclusive responses in the task. Few of the descriptions stated by the teachers to describe the students race were industrious (Asian students received the highest attribution of 25.1%), intelligent (Asian students received the highest attribution of 10.1%), active (Black students received the highest attribution of 5.4%), privileged (White students received the highest attribution of 4.4%), disobedient (black students received the highest attribution of 7.2%), etc. The utilization of both the estimation techniques (open and fixed) uncovered some strategy variety in the evaluation of teachers' racial convictions, with the open-ended arrangement proposing more mind extensive and heterogeneous racial portrayals (Chang & Demyan, 2007).

David R.Williams and Selina A.Mohammed explained the inverse relationship between teachers discrimination and mental health. They also stated that this relationship would require more understanding of stressful dimensions and aspects of racism in order to be completely clear. There is an association between the perceived discrimination that students feel and their mental health status (Williams DR & Mohammed SA, 2009).

Another study examined the influence that age, economic status and gender of students might have on their academic performance by sampling 175 undergraduate respondents in 2017. In addition to the tool used to collect demographic details, the Cumulative Grade Point Average (CGPA) of the students was collected. The study discovered that gender orientation, age and economic status were not critical indicators of scholarly performance of the respondents (E E Ebenuwa-okoh, 2010).

Namrata, 2011 published a study which elicited teachers' beliefs and expectations from children of marginalized group using a structured tool and also observed behaviour in classroom among 35 teachers. Findings revealed that primary school teachers double marginalized students of the disadvantaged groups. Most of the teachers had a negative perception and therefore had no expectations from them (Namrata, 2011).

A study by Sabine Glock and Julia Karbach (2015) investigated implicit attitudes toward racial minority students among pre-service teachers by using imaged of male students from racial majorities and minorities and, the same positive and negative adjectives used by Glock, Kneer, et al. (2013). Study concluded that pre-service teachers held more negative implicit attitudes towards racial minority than the majority students (Glock. S & Karbach J, 2015).

Beliefs about the characteristics, attributes, or behaviors of a particular group of people was measured by using different Questionnaires by Wenz et al., 2016 in the country of Germany. 52 second-grade teachers were asked to answer keeping in mind upper class background students, whom were of Turkish and Russian origin as well as immigrant students and ethnic majority students. The study tracked down predispositions to the impediment of young men, immigrants by and large, as well as foreigners of Turkish and Russian origin specifically (Wenz et al., 2016).

Glock et al., (2016) studied the educators' attitudes toward children with obesity. Seven words reflecting obesity and seven words reflecting opposite state thinness as primes for measuring implicit attitude and the German scale to measure attitude was used. Results showed that certain implicit bias towards obesity could originate from an implicit positive energy toward slimness rather than the opposite toward heftiness. Explicit mentalities were blended: positive attitudes towards accomplishment, an aversion of obese people, and nonpartisan perspectives concerning fault and wellbeing obligation arose. Implicit and explicit attitude mentalities impacted decisions of language proficiency and insight: pre-administration teachers with more uplifting outlooks passed judgment on the obese student all the more well (Glock et al., 2016).

Safrankova & Hrbackova, 2016 in their study included 245 teachers in the country of Czech Republic. The study aimed to inquire what they perceived about the socially disadvantaged students and their education, and further verify few of the associations related to chosen determinants and the insights of them and their education. For the research study, the authors utilized two varieties of the research methods: questionnaire and Semantic differential which contained 12 words with bipolar adjectives. This was developed by Osgood and his colleagues (1975). The 12 bipolar adjectives used were *pleasant – unpleasant; undemanding – demanding; easy – difficult; beautiful – ugly; clean - dirty; bright– dark; good – bad; heavy – light; problematic – unproblematic; strong –weak; strict – mild; sour –sweet*. Through the study it was observed that teachers' convictions are affected by the socio-cultural setting of the region where the teacher works and the years of experience. Novice educators with less teaching experience (in the study- less than 5 years), had a different perception than professional educators (in the study- upto 21 years). It was likewise observed that educators convictions about socially disadvantaged pupils are not impacted by the experience with training of them and positive impression of students' diversity.

In 2018, Sabine Glock and Ines Bohmer conducted two studies to investigate teachers' inherent attitudes, stereotypes and explicit cognitions with regards to ethnic minority male students in Germany. The first study included 45 teachers and 40 pre-service teachers. The implicit association test was employed. The revealed negative implicit stereotypes as they more fervently associated the students with negative working and learning behaviors than ethnic majority students.

Study 2 explored the role of attitudes in judgments by sampling 63 teachers and 50 pre service teachers, and used implicit association test with the same pictures as study 1. In addition to characterizing teachers' attitudes, the study concluded that respondents with more negative attitudes made less encouraging opinions of ethnic minority students. The demographic details collected in both the studies where the teachers were age, gender, teaching experience (pre service teachers stated in weeks and teachers provided in years) and ethnic background.

Teachers' attitudes towards ethnic minority students were measured by Glock et al., 2018 by utilizing an IAT and a questionnaire (pleasant– unpleasant; obstructive-beneficial; effort- effortless; etc). Pre-service teachers were found to hold a more negative attitude towards them, when they imagined a more culturally diverse school than those whom imagined a less diverse school. This was found to be exactly contrary for in-service teachers (Glock et al., 2019).

A study by Anke Heyder et al (2020) analyzed whether the teachers conviction that innate capacity is essential for better execution in maths among primary school students may influence the students inborn inspiration to perform well in the subject. The study investigated with a sample of 830 German fourth standand students and their 56 teachers respectively. Teachers announced more grounded convictions in the innate capacity for maths than for German language expressions. Furthermore, the more teachers accepted that math requires inborn capacity, the lower was the low-achieving students intrinsic motivation. These outcomes recommend that teachers' convictions that maths achievement relies upon natural innate capacity might be a significant impediment to making a classroom climate that cultivates motivation and learning for all students (Heyder et al., 2020).

In 2021, authors studied 336 Italian primary and secondary teachers' attitudes towards students with disabilities. A tool was developed for the study as per presented descriptions by vignettes of 3 hypothetical students who were differently abled -first characterized by a sensory disability, second by intellectual disability and third with behavioral problems. 10 7- point scale assessing their attitude towards students' school performance and social acceptability of disabled students was used. Results proved that educators age, gender, and years of working experience were not connected with their perspectives. Secondary teachers hold more negative mentalities connected with the social acceptability of students who are specially abled. More regrettable perspectives connected with school execution towards young men and students with scholarly incapacity, and more bad mentalities connected with social acceptability towards students with behavioral issues were found (Ginevra et al.,2021).

Discussion- It is clear from the above discussion that teachers (pre service and experienced) have certain stereotypes and bias against socially disadvantaged students whom are minorities, immigrants or not fitting into the cultural and social norms of the locality. The beliefs of teachers can be assessed by various methods as discussed above.

Measurement scales- Four belief measurement types as cited in the literature as stereotypes do not hold one single definition—the checklist method (Katz & Braly, 1933), the stereotype differential technique (H. E. Gardner, 1973), the percentage technique (Brigham, 1971), and the diagnostic ratio technique (McCauley & Stitt, 1978). Racial stereotypes and generalizations have frequently been evaluated by the checklist technique, which requests respondents to choose from a foreordained list of characteristics, those that they perceive are "typical" of the specific group. Albeit good degrees of uniformity found among the descriptive words usually chosen to portray Blacks, this technique is believed by contemporary psychologists to be an evaluation of 'subjects' knowledge on an ethnic stereotype' (Devine and Elliot, 1995; Gardner, 1973). Conversely, Gardner (1973) theorized generalizations as consensual convictions about the qualities of a specific group. This stereotype differential technique, first executed by R. C. Gardner et al., 1968, expects subjects to rate ethnic gatherings on a progression of semantic differential scales with bipolar adjectives. Extremity of ratings is surveyed by utilizing the t statistic measurement to test for significant distinction of mean evaluations from an unbiased esteem. Generalizations are defined as far as those ascribes for there is the largest polarization (i.e., agreement that the quality related with an extreme end of the scale is typical for the target group).

Likewise, the percentage technique was viewed as an enhancement of the checklist strategy since it empowered specialists to measure the intensity of the generalizations, rather impractical with the checklist method. Be that as it may, he contradicted Gardner's (1973) suggestion that agreement was a fundamental part of the meaning of a stereotype. All things being equal, he recommended that generalizations are overgeneralizations made with regards to the presence of a quality in a specific ethnic gathering. Utilizing his measurement procedure, respondents are approached to consider about every ethnic or racial gathering and to appraise the percentage of individuals who have each of the listed characteristics. On the other end, McCauley &

Stitt, 1978 contended that a ratio measure was a better exact individual contrast proportion of generalizations than the percentage technique. Utilizing the diagnostic ratio approach, a quality is viewed as stereotypic of that group assuming it is seen to be much more common in that gathering contrasted with general population regardless of the overall level of the traits perceived to be occurring in either the specific group or the general population.

These fixed-design methodologies have generally been liked by specialists since they are more straightforward to carry out and examine, than open-ended that permit respondents to assess in their own words and ways. Notwithstanding, open-ended measurements give valuable data about an individual's insights and perspectives that can't be elicited from fixed-design strategies (Haddock and Zanna, 1998).

2.5. STUDIES ON SOCIO-ECONOMIC STATUS (SES) AND ACADEMIC PERFORMANCE OF STUDENTS

R.Mishra (1990) attempted to find out any association among higher caste, backward caste and scheduled caste adolescent students in their cognitive ability, academic achievement and study habits. 12th grade male adolescent students from different senior secondary schools of Uttar Pradesh, India were considered for the study. A sample of 150 male adolescents and their marks in intermediate exams were considered as the measure of academic achievement. Results concluded that higher caste students were better in scholastic achievement than Backward Castes & Scheduled Castes students.

Holtzapple and Elizabeth Ann (1991) conducted a study on schools, students' individualities and student academic success in the state of Pennsylvania. The key findings of the study were a) Socio economic status and race were constant forecasters of student achievement; b) Relationship between race/achievement and SES with the academic success varied between each school; c) Effect of school factors' on student level relationships were minimal (Holtzapple, 1991).

Shukla S. K. and Aggarwal, A. (1997) conducted research to find out the differences between SC and Non- SC students in their socio-economic, self-concept,

level of intelligence, occupational aspiration and academic achievement. Results concluded low socio-economic status of SC students than non- SC students, no significant difference between SC and non-SC in level of intelligence, low level of occupational aspiration of SC students than Non-SC students, lower level of academic achievement of SC students than Non-SC students (Shukla S.K & Aggarwal A, 1997).

Chattopadhyay, M.K. (1998) published a paper which unveiled that SC students' group of class 8th had significantly lower scores on all four tests as compared to the other students group. Likewise, SC students group of 10th class had significantly lower scores on all four tests as compared to the other caste students groups. However, the SC students of class 8th and 10th did not differ significantly from other caste students in their same grade on knowledge, understanding and application ability of maths (Chattopadhyay, 1998).

In 2001, Uma S.Kambhampati and Sarmistha Pal carried out a review article. Critical proof that paternal and maternal educational levels clarifies the distinctions in gender variations in both enrolment and performance: while fathers' schooling fundamentally affects both boys and girls schooling at the primary level, mothers' proficiency greatly affects the possibilities of girls being educated than sons (Kambhampati, S & Pal, S, 2001).

A meta-analysis was conducted by Selcuk R. Sirin, New York University, US (2003), to assess the relationship between SES and academic achievement of students in articles disseminated between the year 1990-2000. The results exhibited a moderate to strong SES–achievement relation. It was also conditional upon minority status, school level and locality of school (Sirin, 2005).

A study by Amitava et al., (2010) revealed that the academic performance of the student relied on a number of SES factors and established a positive relation between students' academic performance with mothers' education level and presence of trained teachers in the school. The sample consisted of students from both

Government and Government aided schools and, their household details (Amitava et al., 2010).

A paper published by Juliana Guimarães and Breno Sampaio in 2010 analyzed the factors affecting students performance in a college entrance test in Brazil. Specific consideration was given to the significance of family background factors, like parents' level of schooling and income, on students academic performance and the way they connect with the likelihood of going to Government funded schools and private mentoring classes. Results proposed that parents' level of schooling and studying climate were key determinants of the students' accomplishments. Additionally, they are positively connected with the likelihood of going to non-public schools and private mentoring classes, which are both estimated to positively affect the test scores (Cavalcanti et al., 2010).

Aydın and Coşkun (2011) revealed that the views of students about the measurement of geography lesson achievement motivation have shown significant difference according to grade level, but did not show any according to gender, parents' education level and family income status.

Ritu Chandra and Shaikh Azimuddin (2013) studied the association between SES and academic achievement of students from 14 Secondary schools of Lucknow city, India (13 to 17 years of age). The sample of the study comprised of 614 students (both males and females) from standard 9th and 10th. The SES scale developed by Dr. Meenakshi (2004) was employed and board results were used for assessment of academic achievement. A positive correlation was marked between the two factors (Chandra & Azimuddin, 2013).

Saini (2015) investigated on academic success of SC school students in three districts: Jind, Jhajjar and Rohtak. The sample held 600 SC students, both boys and girls and their 10th grade marks were considered as their academic achievement. The results revealed no significant relationship between study habits and school environment on the academic achievement but home environment had a significant effect.

Another study checked the association between SES of peers and individual academic achievement. The objective was examined while a variety of socio- demographic factors were controlled, including students own SES. The study showed a shocking effect that peer family SES in particular had a significant and substantive effect on the individual' academic achievement. It was only slightly lesser than the individual's own family SES (Bankston III & Caldas, 2015).

Saini, M. (2016) completed a study to find the difference in academic achievement of students belonging to SC and non-SC categories. A sample of 284 students studying in IX class from district Mandi, Himachal Pradesh was chosen. Results concluded that SC and non-SC students do not differ significantly with regard to their academic achievement. Results also revealed that non-scheduled caste students have higher mean of academic achievement scores than scheduled caste students (Saini, M, 2016).

Ushaben (2017) pointed out a vast difference in the academic achievement of children from different socio-economic backgrounds in our society. The children from more privileged group were found to be achieving better results in schools and other educational areas compared to other deprived groups. ST students took much more time to unfold their abilities in our society.

Navkiran and Dr. Amardeep Kaur Paul published their paper in 2018 on academic achievement among SC and non-SC adolescents in connection to their family environment with a sample of 200 (scheduled caste and non-scheduled caste) adolescents attending 4 government senior secondary schools in the state of Punjab. Study results concluded that non-scheduled caste adolescents performed better in academics than scheduled caste adolescents and the family environment played a significant part (Navkiran & Paul A.K, 2018).

Shi Hu, et., in 2020, based on life history perspective, intended to track association between family SES and the students career outcomes among 200 plus final year college students. The study found that, as expected, that higher SES was related to more career probing and goal diligence via lower perceived death, and

that probing and determination were related to better person–job fit. The findings feature the cruciality of family SES in a young adults career growth.

Carlos Felipe Rodríguez-Hernández et al., (2020) conducted a systematic review of 42 studies and discovered that SES is generally estimated through occupation, monthly pay, education, home and neighborhood assets. Scholarly performance in higher education was estimated as far as accomplishment, capabilities and determination. The meta-analysis uncovered a weak positive connection between SES and performance in higher standards (Rodriguez-Hernandez et al., 2020).

Aju Kurian published a paper in 2021, which was carried out among tribes and non-tribal students of the state of Bihar, India, in order to explore any relationship between achievement motivation and scholarly achievement. The author concluded that there was a significant association that existed between the two factors- achievement motivation and academic achievement. Further, it was stated that tribal students performed poorer in their academics when compared with their non tribal peers (Kurian, 2021).

Gupta, R (2021) selected 200 students from both genders to ascertain any impact of gender and caste. The study stated that gender and caste had a significant impact on problem solving ability of the students. The study also stated that gender did not have any impact on academic success level of the students but caste did.

Discussion- On the basis of above review of related literature, a concluding remark of this body of research is that there is a weak to moderate association between the two variables in higher education (Bankston III & Caldas, 2015; Ushaben 2017; Shi Hu, et., in 2020; Kurian, 2021; Gupta, R 2021). However, a more comprehensive assessment of this association is still absent in the educational literature. Students' caste, parents economic status, intelligence level, grade level, were few of the related factors discovered.

2.6. STUDIES ON EARLY CHILDHOOD CARE AND EDUCATION AND ACADEMIC PERFORMANCE

In a study by Kasturi, 1990, the author sampled 80 children of 3-5 years of age (40 had formal pre-school education and 40 had no exposure to preschool education). The collected data were treated using ANOVA analysis method. The study showed that preschool education was found to have a positive impact upon cognitive abilities of the children whom attended it (Kasturi, 1990).

Kaul, et al., (1992) checked the impact of Early Child Education on retention in primary classes. A sample 31,483 children were taken from primary schools which were situated near the ECE centres, out of which 10,636 children had ECE experience whereas the rest 20,847 were admitted directly from home. The former children with ECE experience were found to have a better retaining rate in comparison to children who had direct entry in the schools (Kaul et al., 1993).

Fusaro, Joseph A (1997) has run a meta-analysis on the impact of entire day kindergarten on the kids' learning results. He discovered a few studies that showed constructive outcomes of entire day kindergarten rather than half day kindergarten, while other investigations could not find any distinctions in accomplishment between students' who went to entire day kindergarten and those who went to half-day kindergarten (Fusaro, 1997).

Steven Barnett. B, a professor at Rutgers University studied the cognitive and school outcomes of those children who were enrolled in early childhood programs (1998). By reviewing 36 studies on these programs, the results of the review indicated that these programs can produce great short-term benefits for children with regards to intelligence quotient and significant long-term effects on school performance, placement in special education, grade retention, and social adjustment (Barnett, 1998).

Booyeun Lim (2004) studied on the artistic skills of preschool students. Through the quasi experimental study, the investigator revealed that aesthetic setting enhances visual and communication skills of the students. (Lim*, 2004).

In 2010, Myungkook Joo stated that a head start indulgence was linked with better scores in tests with reduced number of suspensions, expulsion and failures (age 7-17 years). The study threw light that home environments and parental educational status were more prominent and a significant determinant of children's long-term outcomes than ECCE programs being a head start (Joo, 2010).

Abdulraheem.A (2011) advocated in his paper that ECE is a concerted effort that might enhance the quality of teaching and learning for the weaker sections of the society, particularly in rural areas.

A study in West Bengal, Burdwan district was carried out in the year 2011 among 300 upper primary level school students and 150 parents, teachers and authorities both in urban and in rural areas. The study aimed to assess the role of Mid-Day Meal programme (MDM) in academic achievement of students and utilized a self-developed questionnaire. The results of of analysis revealed that mid-day meal program had a significant and positive impact on the students' academic performance. There was also a significant relationship on the students enrolment rate, attendance and retention percentage and, the dropout rates of students (Paul & Mondal, 2012).

In 2013, Gupta, in his study obtained the previous years academic marks of SC and ST students to analyze any relationship with caste and academic performance. He author was successful in establishing a significant relationship (Gupta, 2013).

In 2015, the long-standing effects of ECCE on academic achievement in Chile was investigated. The researchers found a significant and positive effect of ECCE on academic achievement of the benefiteres (Maths, reading and social sciences) with boys being more benefitted than girls from this public initiated. The study also uncovered ECCE effect differed on the SES of the families, with children from middle SES groups profiting the most (Cortázar, 2015).

Marguerite Maher and Lisa Buxton (2015) studied the cultural interface of Early Childhood Education within five remote Aboriginal communities in Australia through case study methodology. The study found literacy improvement of the children

through the involvement of elders within the community and family participation in preschools (Maher & Buxton, 2015).

In 2015, the continuing effects of ECCE on academic achievement in Chile was investigated. The researchers found a significant positive effect of ECCE on academic achievement of the benefiteres (math, reading and social sciences) with boys being more benefitted than girls from this public initiated. The study also uncovered ECCE effect differed on the SES of the families, with children from middle-low SES groups benefiting the most (Cortázar, 2015).

Magnuson et al., (2016) undertook a meta-analysis and concluded that there was no difference found on the impact of ECCE for both the genders on cognitive and achievement measures, and there were no effects on child behavior and future outcomes. The meta-analysis also revealed that boys benefited much more than girls on overall school outcomes such as grade retention and other special education categories (Magnuson et al., 2016).

With an intention of assessing the effect of ECCE on the academic achievement among 5th class students, 378 students from both private and public schools were selected from Jalandhar city. The discoveries of the review uncovered that children who were presented with ECCE were scholastically successful than those who were not presented. Kids who are raised in joint family structures are high in scholastic accomplishment than kids raised in nuclear family. The study also stated that children of non-working moms performed higher in scholastics than those of working moms (Kauts et al., 2019).

A study was conducted in 2020 in Chile in order to approximate the ECCE effect by comparing ECCE participants with non participants' family and background characteristics. The study followed a cohort of 80,000 children from preschool to the completion of schooling. Results unveiled that ECCE participants had better academic outcomes than their counterparts in national exams in three different grades.

Also, ECCE participants had a lower chance to sit back in a grade or to discontinue schooling (Cortázar et al., 2020).

A study conducted by Swagathika Ray in Nayagarh district, Bhubaneswar (2021) with 120 students highlighted the impact of exposure to pre-primary education on academic achievement of students. The study uncovered that those who were exposed to pre-primary education performed better in language, numerical, science and social studies than those whom did not attend pre-primary education (Ray, S, 2021).

Discussion- The accumulation of convincing evidence from most of the researches is that young children are more capable learners when they are exposed to ECCE in form of preschool years (Swagathika Ray 2021; A Kauts, D Sheetak, 2019; Kaul, 1992; Kasturi, 1990 etc). However, certain studies have disclosed no such significant correlation between ECCE and student's academic performance (Magnuson et al. 2016; Myungkook Joo 2010, etc).

2.7. STUDIES ON GENDER AND ACADEMIC PERFORMANCE OF STUDENTS

Samal,N. (1990) in his study found that the academic performances of high planners were better than that of low planners and there was no significant difference between students of both genders with regard to academic achievement.

Muthumanickam,R. (1992) checked the academic achievement of students of higher secondary commerce group and, found that both the genders did not differ in relation to their achievement- gender was not found to be an influencing factor of scholarly achievement (Muthumanickam, 1992).

Gender differences on experience in learning were observed by Williams and Subich in the year 2006 and they reported that women reported higher learning experiences and capacity beliefs within the usual social domain; whereas the men in the same sample reported that they had better schooling experiences and higher capacity within realistic and investigative domains. The study utilized LEQ by Schaub & Tokar, 2005 to examine learning experiences of the students (Williams & Subich, 2006).

Ajiboye, J. O., & Tella, Adeyinka (2006) in their study found a significant effect of gender on academic performance in social studies i.e., male students outdid their female peers. This was further attributed to the attendance rates- male students had a better attendance record than their female peers during the course (Ajiboye & Tella, 2006).

Another study in Botswana explained the impact parents education status and students gender on achievement of school students in the year 2007. The outcomes showed parental education, companions and gender have joint impact and contribute essentially to scholarly accomplishment of the students. Discoveries uncovered further that gender differences also existed (Tella et al., 2007).

A study by Naderi in 2008 does not support intelligence levels and gender as predictors of student's academic performance. Study samples (N= 153, 105 = male & 48= female) were asked to complete intelligence test questionnaire and the Cumulative Grade Point Average were adopted. The findings revealed a lower association between the two independent variables and CGPA of the students (Naderi et al., 2008).

Pandey, S. N., & Ahmed, Md. Faiz (2008) in their study found that between male and female adolescent students there was no meaningful difference on the levels of academic performance. Similarly, no significant difference was found between the two genders on the measures of performance motivation, measure of intelligence and SES (Pandey & Md, 2008).

Asha Stephen (2008) in her thesis used Structural Equation Modeling (SEM) to evaluate potential distinctions in gender differences in subject-explicit self- efficacy, interests and scholastic performance of 316 secondary school students from a region in India. Results showed distinct distinctions in gender differences in scholarly performance, self-adequacy and interests in different scholastic subjects. The female students in this study showed higher certainty and better execution (in all the scholarly subjects examined- Maths, Science and English) than their male peers (Stephen, 2008).

A study on using objective direct measure and assessment of classroom self-regulatory behavior, the authors Matthews J. S. and others (2009) have found that girls outperformed boys in both assessment methods utilized but there was no significant difference in five academic outcomes which was measured by Woodcock–Johnson III Tests of Achievement (Matthews et al., 2009).

A study carried out by Chayan Adak and Bijoy Krishna Panda in West Bengal, India (2010) planned to comprehend existing listening abilities among the socially disadvantaged students in view of various demographic variables and check whether listening ability and academic excellence are some ways or another connected when both the classification of students are considered in higher education. 225 Undergraduate freshman students of colleges at West Bengal comprised of the populace after effectively completing of the higher secondary level. Significant discoveries uncovered that the gender, discipline of education and mode of instruction had a huge impact on their listening ability ($p < 0.05$); female, urban students and science major students had a better listening ability; additionally, listening expertise and academic excellence was positively related ($p < 0.01$) (Adak & Panda, 2010).

Deb, Sibnath, Chatterjee, Pooja, & Walsh, Kerryann (2010) in their study inspected young adolescents view of quality time with their parents across gender and social status. A gathering of 460 teenagers (220 young men and 240 young women), around 13-17 years were enlisted to take part in this review. Results showed that in the sampled group with 20.1% of young men and 17.9% of young ladies viewed experiencing high nervousness. More young men were anxious than young ladies ($p < 0.01$). These teenagers from Bengali medium schools were more anxious than those from English medium schools ($p < 0.01$). Adolescents having a place with the middle-class social group experienced more anxiety than those in high and low financial groups ($p < 0.01$). Adolescents with working moms were viewed as more anxious ($p < 0.01$) (Deb et al., 2010).

Sayid Daggagh Ghazvini and Milad Khajehpour in 2011 published a study which focused on examining the gender difference in academic performance of students in Literature and Mathematics present in numerous cognitive motivational variables such

as locus of control, academic self-concept and usage of learning strategies. Results showed existing distinctions in gender differences, with young ladies showing interior locus of control, utilizing mentality, inspiration, using time effectively, uneasiness, and self-testing systems all the more widely, and improving their grades in Literature. With young boys utilizing better concentration, data handling and choosing primary thoughts techniques more, and improving grades in maths (Ghazvini & Khajehpour, 2011).

A cross-sectional study was undertaken in the state of West Bengal among 2068 school-going adolescents in order to assess entire array of risk behaviors (Aggressive, substance use, suicidal and sexual risk behaviors) and their correlates using a validated questionnaire in the local language, Bengali. Prevalence of physical assaults, weapon handling in the last 30 days and crew fights in the last 1 year were recorded. Current users of alcohol, tobacco, and illicit substances were low yet present. Males, low SES, exposure to media and poor academic success were associated with majority of the studied behaviors, except that female student showed more tendencies to suicidal behavior (Mukhopadhyay et al., 2012).

As procrastination can have an effect on the academic achievement of students, 174 dental students from 3 dental colleges in India were assessed for their trait procrastination and its effect on their academics. The results disclosed that 27% of the them showcased a significant extent of procrastination trait. However, neither age nor gender affected its extent ($p < 0.05$). Procrastination had a bad impact on the academic success of the students ($p = 0.039$) (Madhan et al., 2012).

Dr. Seema S Desai undertook a study with 200 students from Post Graduate program in Islampur city to study the effects of gender on academic achievement. The study did not establish any relationship between the two variables. i.e., there was found no interactional effect of gender and reserved categories on the academic success of students (Desai, 2016).

April Sutton et al in 2018 published their review article which marked the first to utilize public information to explore how the progress to secondary school (re)shapes scholarly status at the convergence of race/nationality and gender. The study included students' academic performance between 7th and 10th grades. The authors found that white and dark young boys experience the most drops in their Grade Point Averages (GPAs). Critically, they stated that white and dark young boys confronted scholarly performance decreases before the transition to secondary school, though their female student peers experienced scholastic performance decreases just during the progress of transition to secondary school (Sutton et al., 2018).

Pandya Disha Prashant (2019) conducted a study with the objectives to study the effect of gender and type of school on achievements of the students. Findings revealed that there is no significant difference of mean score of academic achievements of boys and girls of the secondary school students and, no significant difference of mean score of academic achievements of the students of secondary school studying in granted and non-granted school (Prashant, 2019).

A descriptive study by Wafula, N. K, Bota, K. N., & Kabuka, E. K, was done among 246 secondary school slow learners in Kenya (2019). The t-test results indicated a significant difference between the male and female i.e., male students performed better than female students among the slow learner's category (Wafula et al., 2020).

Fahad Soma et al 2021 formulated a meta-analysis which aimed at examining the connection between emotional intelligence and academic performance while including age and gender as moderators. A positive and significant relationship was seen between the two variables with $\rho = 0.19$. Whereas, the relationship was not found to be moderated by age, but partially mediated by gender (Fahad et al., 2021).

S Al, et al., 2021 deliberated to scientifically scrutinize the gender variation and social media usage, and its effect on academic performance. Analysis discovered explicit differences between social media usage among both the teenage genders.

Boys were found to be mainly using social media for communication and interaction, while girls used it for educational purposes. Moreover, results also seconded a strong positive association between social media usage and students' academic performance.

Discussion-Gender differences in academic achievement have been recorded in multiple previous studies (Adak & Panda, 2010; Sutton et al., 2018; Prashant, 2019; Wafula et al., 2020). But no specific gender has been certainly recorded to be always performing better. Many other factors which affect this are different subjects, different learning experiences, higher self-efficacy, intelligence score, parental involvement, procrastination, etc.

2.8. STUDIES ON PARENTAL ACADEMIC MONITORING AND ACADEMIC PERFORMANCE OF STUDENTS

Banks-Williams and Sharon (1991) conducted a study on '*Parent involvement and the effect on student academic achievement*'. Data was collected and the major findings were: (a) While all students scored higher on the post test, those students whose parents took part in the intensively involved group scored higher than their counterparts, thus showing a positive effect of parent involvement; (b) Parents who got involved with their child, both enforced their own sense of achievement and also had the effect of making them interested in ongoing progress in their school activities; (c) Success in academic performance because of their parents' involvement was a positive factor in opposing bad influences (Banks-Williams, 1991).

Greninger A. R, 1991 in their book examined determined the association between parental participation and student achievement through the use of computer aided communications technology by sampling 600 students from 4 elementary schools in Florida, US. The findings indicated that a vast chunk of parents increased their participation in their children's educational process as a result of this intervention (Greninger, 1991)

A study by Keith, P. B., & Lichtman, M. V. (1994) which selected 1714 8th grade Mexican- American Students from the National Educational Longitudinal Study of 1988, found that parental involvement definitely and significantly influenced children's academic achievement. The most special finding was that parental involvement predisposed the overall academic achievement, as well as promoting special marks in particular subject areas of reading, mathematics, science and social studies (Keith & Lichtman, 1994).

In 1996, a large sample of students was taken from U.S middle school to assess the relationship, if any, between parental involvement on the scholarly achievement of 8th graders. The findings disclosed that children whose parents hailed from lower socio-economic background were less implicated in their academics than the parents whom hailed from higher socio-economic background. There was no association between the parental involvement and students performance (Sui-Chu & Willms, 1996).

Mdanda M. Gilford (1997) investigated home environment and its relationship with the child's academic achievement. She observed that there exists a reliable connection between the two. Two parent families are the most powerful factor on students' scholarly accomplishment. It was additionally uncovered that kids whose parents show significant degree of contribution perform better in their scholarly errands over those kids whose parents' were not engaged with school matters. There exists a connection between parental supervised learning projects and students' scholarly accomplishment (Mdanda, 1997).

Mau W. C (1997) studied the parental influences on the academic achievement of high school students and investigated the differences on academic achievement of different races such as Asian Americans, Asian immigrants and white Americans. The sample entailed of 10th graders attained from the National Education Longitudinal Study of 1988. Results indicated that both Asian Americans and Asian immigrants spent significantly more time on homework and perceived higher expectations than did white American students. White Americans, however, conveyed more parental involvement in their education. There was a negative association

between both the variables for both Asian immigrants and Asian Americans (Mau, 1997).

Agarwal, R. and Kapoor, M (1998) attempted to reveal impact of parents' participation in their children academic achievement. They found that parents giving timely direction and guidance added towards the better academic performance of their children. Being overly pushy in participation did not significantly influence the academic achievement. Not surprisingly, parents neglecting and ignoring children's academic activities was not conducive for better performance (Agarwal & Kapoor, 1998).

Deslandes, Bouchard, and St-Amant (1999) sampled 525 secondary students aged 14-16 years to examine the parenting style and its impact. The result of the study indicated that 3 major factors of parental participation such as parental acceptance, psychological autonomy granting and supervision had a positive effect on their children's academic performance. Students whose parents provided them emotional support performed better than their classmates and was the most significant predictor of school grades ($P=0.29$, $P<0.001$). Parents' communication with teachers was the second strongest predictor, and demonstrated a negative relationship ($P= - 0.24$, $P<0.001$) (Deslandes et al., 1999).

Fan, X.T., & Chen, M. (2001) conducted a meta-analysis to collect literature related to the relationship between parental participation and children's academic success. They revealed that a small to moderate, yet practically consequential relationship between the two variables. The robust relationship was seen in parental expectation for their children's educational achievement, while parental home supervision had the weakest (Fan & Chen, 2001).

Attaway and Bry (2004) examined the impact of maternal parenting style by interviewing 59 black mothers/female guardians of 11-19 aged adolescents. The finding revealed a significant negative relationship between parents' belief concerning

the quantity of control they should have in their relationship between their child and their adolescents' achievement (Attaway & Bry, 2004).

A research scholar Sharma in the year 2005, conducted a study in Haryana, India, to see the relationship between parental participation academically and academic achievement of students. The findings revealed a significant and positive relationship between the two variables of urban as well as rural students. There was no significant difference between parental involvement based on region of the students.

Garg et al., 2005 enrolled 74 East Indian students (both males and females) of Lucknow, India, and 1000 plus students across Canada (both males and females), whom ranged from ages 13 to 15 years and indicated that the percentage of self-reported authoritative parenting was almost similar in both social groups. However, a higher proportion (35%) of Indian adolescents perceived authoritarian parenting than did their counterparts (19%). The finding indicated that the parenting style was related to the highest levels of household interaction and academic performance of Canadian adolescents, and higher levels of parental involvement and family interrelatedness for Indian students.

Investigators Rath, JM, et al (2008) stated that academic performance is for sure linked with the level of parental academic monitoring. The Perceived Parental Academic Monitoring Scale by Bruce G. Simons-Morton et al.,(1999) was used among the six grade students in a setting of African American Adolescents. Few perceived lower parental involvement while the rest disclosed high involvement.

In the line of Perceived Parental Academic Monitoring Scale by Bruce G. Simons-Morton et al.,(1999) being used among different population settings, Weissberg-Benchell, J.,et al.(2009) used it among Americans to measure perceived parental academic involvement among youth with type 1 diabetes

A survey by David R. Topor et al (2010) sampled 158 7-year-old students, their mothers and teachers. Results showed a significantly strong relationship between parent's participation and a child's scholastic performance, well beyond the effect of the kid's intelligence levels. A multiple mediation model demonstrated that the child's

view of mental competence completely intervened the connection between parent involvement and the child's presentation on a standardized accomplishment test (Topor et al., 2010).

MT Wang, NE Hill, & T Hofkens in the year 2014 used the perceived PAM scale among African American and European American adolescents and measured their parental involvement's effect on academic outcome, and emotional wellbeing among secondary school levels. They stated that each facet of parental involvement impacted differentially but significantly to adolescent outcomes.

Siddiqui M.A and Ali M.I (2017) organized a survey with 140 school students of Moradabad city, India. It was reported that parental participation had a significant and positive impact on the academic success of the students. Students having good parental involvement performed better than those students who belonged to lower parental involvement conditions. Furthermore, it was also found that Muslim parents' involvement with their children was significantly less as compared to non- Muslim parents (Siddiqui & Ali, 2017).

V.Kalyani (2021) assessed 20 districts, covering 56 blocks and divided the students into three cohorts for the purpose of the study. The first cohort comprised of students just moved to class 2 at the midline survey level. Similarly, cohort 2 had students who moved to class 3 during midline survey, while cohort 3 had students who moved to class 4 during midline. It was concluded that training the parents in communication and other skills is obligatory and the interventionists or the school management would have to devote more in it. Also, involving the community or appointing and training them for educational gains would be an auxiliary advantage as these are well accustomed with the local.

By sampling 419 adolescents into the study, a study aimed to examine the influence of teacher support and parental academic monitoring over a span of 3 years, while parallelly checking the interceding role of self- motivation and academic self-efficacy of students. The authors Gaetana Affuso et al., 2022 concluded that both the variables directly and positively affected motivation and self-efficacy of the student over time, which, in turn, influenced academic performance positively.

Discussion: In the Indian context, there are very limited studies on parental involvement with the academic achievement of children and, mostly focus on the relationship of home environment and parental encouragement. Most of the studies have reported positive relationship of parental involvement (Steinberg and associates, 1992; Sharon E. Paulson, 1994; Kingsley Nyarko 2011, David R. Topor et al, 2010, Kaur & Kaur, 2015; Garg et al., 2005, Lawrence & Barathi, 2016; Sharma S, 2014; Siddiqui M.A & Ali M.I 2017, Rathore & Sangwan; 2015) with students' academic performance. While at the same time, very few studies have reported no such significant association between the parental involvement/home environment and students' academic performance (e.g., Agarwal, R. & Kapoor, M (1998), Pappattu & Vanitha, 2017). One study here has recorded a negative relationship (Mau, 1997).

2.9. STUDIES ON PARENTAL SUPPORT AND ACADEMIC PERFORMANCE OF STUDENTS

Jill Cummins in 1986 reported that black students make bad educational choices. However, he further stated that they receive good parental support and encouragement at home which contributes towards them developing successful academic skills. The study supported previous researchers that parental support does have a positive impact on their child's schooling (Cummins J, 1986).

Blanchard (1991) conducted a study on '*Parental differences in the support for school achievement of African- American boys and girls.*' The aim of it was to determine the differential effects of parenting behaviour on the school achievement of African-American students. No significant differences existed in the nature or degree to which African-American mothers and fathers supported the school achievement of their sons and daughters (Blanchard, 1991).

Similarly, Steinberg and associates (1992) focused on disclosing any effect authoritative parenting and parental encouragement could have on the success of adolescents' school performance. With a large sample of 6400 American adolescents as sample, the empirical study revealed that authoritative parenting in education were

positively correlated, while parental encouragement to succeed is negatively correlated with adolescents' school achievement (Steinberg et al., 1992).

Sharon E. Paulson (1994) selected 247 9th grade students and their parents to explore the effect of style of parenting and their involvement on their adolescents' educational achievement. The study stated that the parenting style said by the adolescents was only moderately correlating with what their parents stated to be their style of parenting. However, parental involvement significantly predicted the child' academic achievement (Paulson, 1994).

In another study in 2008 parent-adolescent interactions effect on academic achievement of African American adolescent males was scrutinized and results indicated that a sizable proportion of the sample (179) who perceived parent-adolescent interactions as a positive effect were identified to be having a solid psychological wellbeing and were more probably to score decent grades and achieve more in comparison to those who did not perceive likewise (Shearin, 2002).

A thesis by Marie Nebel- Schwalm in 2006 showed that teenagers with neither significant degrees of homework issues nor undeniable degrees of parent-child clashes played their best in academics. Nonetheless, teenagers with significant degrees of reported homework issues and undeniable degrees of parent-child clashes performed better on a proportion of scholastic accomplishment than those teenagers who just had such issues (Nebel-Schwalm, 2006).

Flouri in 2006 concluded that even though parents' interest in their child's education was not significantly related to educational attainment, they were significant forecasters of educational performance chiefly in daughters (Flouri, 2006).

Bushra Iqbal Chohan and Rehana Masrur khan carried out a study in 2010 with 305 grade 4 students whom studied in primary and elementary public schools. The results of the study diaclosed that parents' inputs to their children's academics have a steady and positive impact on the academic attainment and self-concept (Chohan & Khan, 2010).

Kingsley Nyarko (2011) carried out a study in central Ghana with 239 adolescents whom belonged to different family types and different arrangements to discover the impact of the parents' authoritativeness on their children's (adolescents) academic performance. The authoritative parenting scale developed by Steinberg, Mounts, Lamborn, & Dornbusch, in 1991 was utilized to measure the extent of authoritativeness of the parents. At the end of the study, it was disclosed that the result shows that parents' authoritativeness positively and significantly correlated to the academic achievement of their children (Nyarko, 2011).

Acharya. N and Joshi. S (2011) investigated the relationship between parental support and achievement motivation (success in life, life satisfaction and quality of life) for adolescents. The study was achieved in Varanasi city, India, with a sample of 500 adolescents from classes 11th and 12th (age between 16 and 18 years). The result revealed that parental support for their children had strong influence on motivation for achievement. The study also revealed that girls were more sensitive than boys (Acharya & Joshi, 2011).

Aiyappa and Acharya (2012) undertook the study by enrolling 973 pre-university college students (16 and 18 years) in districts of Dakshina Kannada and Udupi of Karnataka, India. The findings showed that the majority of the fathers had an authoritative style (56.6%) followed by authoritarian (23.8%) and permissive style (6%). In the same way, most of the mothers adopted authoritative style (66.6%) followed by authoritarian style (20.2%) and permissive style (5.1%). The study concluded that authoritative parenting style had a positive influence on academic achievement of adolescents. On the other hand, authoritarian parenting style and permissive had a negative influence on academic achievement.

Shanmuganathan and Chinnappan (2014) explored the extent to which parental encouragement has an effect on the academic success of school students. In the study, samples of 1000 adolescents (385- boys & 615- girls) were taken and descriptive survey research was followed. The study revealed a significant relationship between the two variables (Shanmuganathan & Chinnappan, 2014).

In 2015, Jayanthi.J and Srinivasan.K examined the impact of home environment on mathematics achievement of students. 1007 high school students from Chennai and Thiruvallur, Tamil Nadu were sampled. The findings of the study showed that most of the students (47.9%) had got moderate level of home environments and an association was found between level of home environment and achievement in mathematics. Gender influence was also found in this study (Jayanthi & Srinivasan, 2015).

In a study, Kaur.B and Kaur.M (2015) examined the association between parental encouragement and academic achievement of adolescents. The sample consisted of 200 senior secondary students of Ferozepur district, India. The result showed a positive relationship between the two variables ($r=0.26$). The study also showed the gender effect between boys and girls and the two variables. Boys stated to have received more parental encouragement than that of girls (Kaur B & Kaur M, 2015).

Dr. M. Hasan (2016) conducted a study on a sample of 205 secondary school students of Uthra Pradesh, India. The analysis revealed a significant and positive association between parental support and academic performance ($r= 0.30$). There was no significant difference between academic achievements of female and male students who had high or low level involved parents (Hasan, 2016).

Pappattu and Vanitha (2017) conducted a study with 300 students from eight schools of Palakkad district, India. The researchers found no significant association between family environment factors and academic achievement in science. The result of the study also mentioned that home environment had no significant impact on gender and academic performance (Pappattu & Vanitha, 2017).

A study by Jose Enrique moral-garcia et al., in 2019 was carried out in Spain among 1100 adolescents (12–16 years old) to establish a relationship between parental support, gender and age with academic performance. The study revealed that the adolescents who received little parental support ($p<.0.001$) performed worse in their

academics than those who received more. Older adolescents (15-16 years old) practiced a lower academic performance ($p < 0.01$) but girls ($p < 0.01$) showcased higher academic performance (Moral-García et al., 2020).

Another study by Klootwijk, et al., in 2021 used a daily diary method for 20 online and in-person days to assess social support, everyday mood and conflict among friends, and academic motivation among 102 adolescents aged between 12 and 16 years. The authors found that their academic motivation was lower on online when compared with physical school days, positive mood was positively associated with academic motivation, and friend conflict related negatively to academic motivation. Moreover, lower level of parental support led to lower academic motivation.

Eduardo et al., in 2021 published a research article which included two hundred and twenty-nine mothers and their adolescents in a cross-sectional study across South America. Major findings of the study indicated style of parenting had indirect impacts on academic performance with the interference of adolescent independence. Good interaction and parental affection showed the greatest contribution of parenting to the explanatory model.

Lihong Ma, Jian Liu and Banban Li (2021) in their research article made an attempt to ascertain the relationship between teacher-student association and academic success of students through the mediating role of parental involvement. The study was carried out in China for 651 students from fourth to eleventh graders in October 2019. The study revealed that parental involvement moderates association between teacher-student relations and academic success. The high PI reduces the impact of lower TSR in primary school students while it has no compensating impact on secondary school students.

Discussion- It has been documented that parental support has a good effect on the academic success of students, although the extent to which students of different races and castes perceive their parents' support varies (Eduardo, et al., in 2021; Moral- García et al., 2020; Hasan, 2016; Kaur B & Kaur M, 2015). Authoritative parenting

style has been reported to be more welcoming and influential on students' academic performance. Parental support / involvement plays a pivotal role in achieving academic goals of students. It has positive significant impact on primary school students while modern positive impact on secondary school students Lihong Ma, Jian Liu and Banban Li (2021).

2.10. Research Gap

Generally, research gap is a question or a problem that has not been answered by any of the existing studies or research within the specific field. Sometimes it exists where there is a concept or new idea or suggestion that has not been investigated at all. Types of research gap: Evidence Gap (Contradictory results), Knowledge Gap (Desired finding not found), Methodological Gap (Poor methodology), Theoretical Gap (To put new insight) and Population Gap (Not studied in that area or with a small sample). Many studies around the world have been conducted to identify the influential elements on a student's academic success. However, most of the studies are on general population. Very few studies on disadvantaged population based on psychological variables such as Cognitive- mental health, Intelligence, creativity, aspiration; Non-Cognitive- Anxiety, personality, LOC etc and Sociological- SES, Adjustment & School Environment.

In adolescent period, students seek independence but their emotion and thinking are also to be brought into consideration which both make up a human body. Thus, perceived PS & perceived PAM are important factors which impact their studies. These two parent related factors are new concepts in our nation, which help to attain better academic performance but are missing in existing Indian literature. Parental support is also a key factor especially for disadvantaged students but a very few studies are available on the same. There are all five types of research gap existing in this context and safe to say that scales to measure the two factors are limited in Indian context, showing the poor importance the two factors receive.

Teacher related factors such as Teacher competence, professional commitment, attitude of teachers towards teaching and belief towards the socially disadvantaged students which are expected to significantly affect students' academic performance is still up for debate in India's current literature (James W. Kushman, 1992; Massuline Antonia D. Ligaya et al., in 2015; Wenz et al., 2016; Ginevra et al., 2021). We witness evidence gap, knowledge gap and population gap across all the cited studies. The Teacher belief towards socially

disadvantaged students is new (i.e., Theoretical gap). To develop the Teacher belief scale, the investigator has taken the help of new theory i.e., SIT which put new insight in our research.

Looking at the demographic variables (Gender, SES and ECCE status), evidence and methodological gap are existing in extreme levels. Academic poor performance among the socially disadvantaged students in the mentioned districts is witnessed which shows practical knowledge gap on the reasons. Population gap is also witnessed in this aspect as most of the studies on Teacher and Parent related factors are on general population. There are not many studies seen on socially disadvantaged students consisting of both parent and teacher related factors. Here, the investigator has seen the impact on disadvantaged students in the context of West Bengal. Likewise, especially in those mentioned 3 districts there is no work undertaken in this concept and is focused in this study.

Chapter 3

Research Methodology

Research is a methodical activity as it employs a scientific method. Hence, the next task of research work following setting an objective is to choose a proper research methodology. The judgment about the methods to be in use for accomplishment of objectives of research depends upon the nature of the problem chosen and the type of data required. The preceding parts before this is setting the statement of the problem, reviewing literature, specific objectives and hypotheses to be tested. The selection of research methodology and procedures has been very much determined by the nature of the research problem. Every single research problem or topic needs a specific method and procedure for conducting the research investigation. This part has been devoted towards presenting design of the study, research method, conceptual framework, sampling frame, sampling technique, sample size, sample area, sample distribution, tools used and procedure adopted for variables description and hypotheses testing. In addition, the statistical analysis applied is also explained in detail.

3.1 Research design:

C.R Kothari (2004) describes research as “*a scientific and systematic search for pertinent information on a specific topic*” (Kothari *Research Methodology Methods and Techniques 2004 - This Page Intentionally Left Blank*, n.d.), it is therefore vital to set a research design that will bring about definite set of answers to the question of the study. Research design simply means stating the aspect under enquiry, strategies in place data collection, analyzing the evidences and disseminating the findings. According to Kerlinger (1964), research design has two basic purposes – (1) *to answer research questions*, (2) *regulate the variables*.

This present study adopts Ex post Facto Research. Ex post facto research, often known as after-the-fact research, is a type of research design where the investigation begins after the fact has taken place, independently of the researcher. Ex post facto research designs are the foundation of the bulk of social science studies conducted in settings where it is neither feasible or ethical to modify the features of

human participants. The present research design may be called as Correlational and Causal-Comparative design in which the researcher tries to find out the correlation between variables and also tries to estimate the contribution of the independent variables to the dependent variable. Thus, correlation between Teacher Related Factors (Teaching Competence, Professional Commitment, Attitude towards Teaching and Belief of Teachers towards Disadvantaged Students), Parental Factors (Parental Academic Monitoring and Parental Support) on the Academic Performance of the Socially Disadvantaged Senior Secondary Students will be established. The study employed a quantitative approach.

3.2 Research method:

In educational research, descriptive- normative survey is the most appropriate method which finds extensive application. According to Sidhu, (1987), *"It is that method of investigation which tries to describe and comprehend what exists at present in the form of conditions, practices, processes, trends, effects, attitudes, beliefs, etc. It is concerned with the phenomena that are typical of the normal conditions. It investigates into the conditions or relationships that exists, practices that prevails, beliefs, points of view or attitudes that are held, processes that are going on, influences that are being felt and trends that are developing"* (Quantitative_research_methods.Pdf, n.d.).

The 'Normative Survey' method of educational research was applied here in this thesis for the purpose of carrying out a meaningful and useful analysis. By applying this method of educational research, the researcher has succeeded in achieving the set objectives of thesis study as stated in Chapter 1.

3.3 Population of the study and Sampling frame:

According to John W. Best (2007) *"A population is any group of individuals who have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that group"* (Research in Education EBook: John W. Best, James V. Kahn, n.d.). Whereas, *sampling frame is a list from where we draw our samples*. The 'socially disadvantaged' individuals or groups are lower financial gathering who face social and instructive hardships. They are groups who are socially and educationally denied or

un-privileged individuals as per Havighurst, R.J, 1964. These individuals imply those who come from socio-monetary foundation segment of the local area. Even after 75 years of independence, there are disparities not only among different geographic areas but also between socio-economic disadvantaged groups such as the SC, ST and minority population. This is due to the Vedic caste system that exists from ancient India and still holds an impact in the society. The population of this study comprises of socially disadvantaged senior secondary students of grade XI government WBCHSE affiliated co-ed schools where second language English is taught and their language teachers (English and Bengali) from the districts of Malda, Purulia and north Dinajpur, West Bengal.

Table 3.1 Details of Districts within Sampling Frame

S.No.	District	Literacy rate(%) *	Passing %	S.C%	S.T%	Minority%	Total%
1.	Maldah	62.71	70.04	20.9	7.9	52.1	80.81
2.	Purulia	65.38	70.78	19.4	18.5	19.1	56.01
3.	North Dinajpur	60.13	69.41	26.09	5.4	50.69	82.18

*(Census 2011)

***(West Bengal Board of Secondary Exam. Results - 2020, n.d.)*

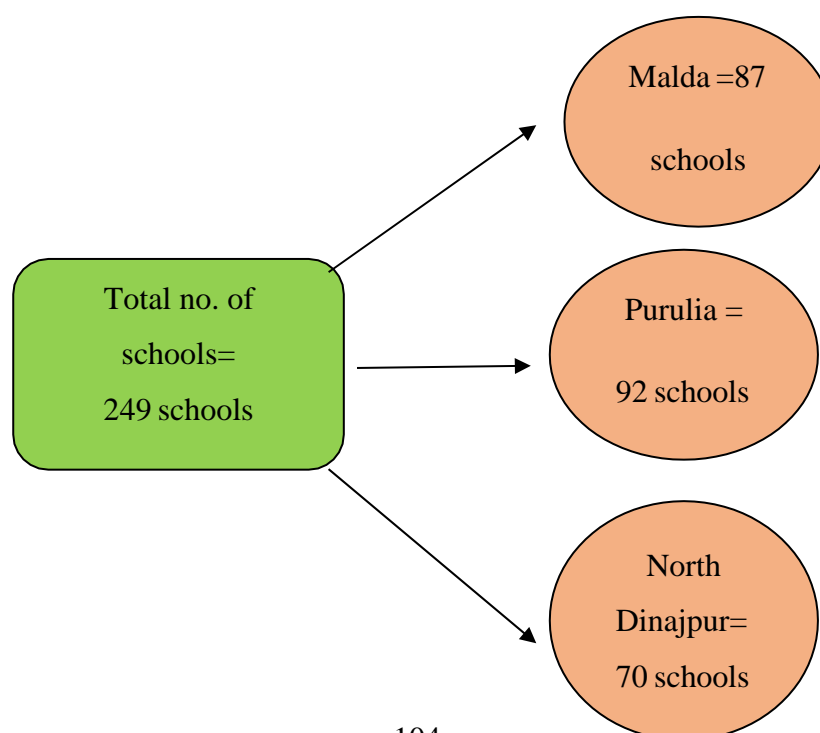


Figure 3.1: Graphical Representation of Sampling Frame of present study

Schools of the three districts serve as the sampling frame of the study. It was chosen on the basis of lowest literacy rate, lowest passing percentage, and highest percentage of socially disadvantaged students (census 2011). Figure 3.1 shows the sampling frame of present study.

3.4 Sampling Technique

Kulbir Singh Sandhu (2005) states that *“sampling is the process of drawing a sample from the population. For this purpose, the population is divided into a number of parts called sampling units”* (K.S. Sandhu’s Research Works | Guru Angad Dev Veterinary and Animal Sciences University, Ludhiāna (GADVASU) and Other Places, n.d.). According to Fred N. Kerlinger (2007), *“Sampling is taking any portion of a population or universe as representative of that population or universe”*.

Sampling technique is the process employed in selecting a sample. In the present study, the researcher used Multistage sampling method

Stage 1: Purposive sampling- In the first stage, three districts i.e., Maldah, Purulia and North Dinajpur were selected purposively based on the lowest literacy rate, lowest passing percentage and highest percentage of socially disadvantaged individuals in the state of West Bengal.

Stage 2: Proportionate sampling- In this phase, the total number of co-education higher secondary schools were recovered from D.E.O offices in the three selected districts. There was a total of 249 schools (87 in Maldah, 92 in Purulia and 70 in North Dinajpur). As per central limit theorem, 10% of the total schools were chosen by proportionate stratified random sampling method which led to choosing 25 schools (9 in Maldah, 9 in Purulia and 7 in North Dinajpur).

Stage 3: Simple random sampling- On the basis of the school record, approximately 20 students (equal number of Male–Female gender ratio - 10 boys and 10 girls) from SC, ST, OBC and Minority category in grade XI were selected by random sampling from the 25 schools. Thus, a total of 181 students from schools in Maldah, 182 students from schools in Purulia and 142 students from schools in North Dinajpur were the sample after removing outliers and incomplete forms, totaling to 505.

Teacher sampling: Purposive sampling –four language teachers (two English and two Bengali) approximately were selected in a ratio of 1:5 (teachers: students) who teach class XI currently. The care has been taken to select teachers who have taught the selected students in the sample in class X also. New admission students results were not considered here. The total teachers sample was 102 after removing outliers and incomplete forms. According to Sidhu (2012) “Simple Random Sampling means that every member of the sample selected from the total population in such a manner that all members of the population have essentially the same probability of being selected” (‘Simple Random Sampling,’ 2018).

3.4.1. Sample

Sample is simply known as the subset of the population. In the present study, sample was drawn from 638 respondents- 520 students of class XI (Arts, Science and Commerce) who belonged to class of socially disadvantaged (Muslims, Christians, Buddhists, Sikhs, Parsees and Jains) and were low in their Socio-Economic Status, and 118 teachers whom taught language subject (English & Bengali) from 25 schools. Thus, approx. 20 students and 4 Language teachers were selected randomly per school. However, due to outliers, errors and incompleteness, 15 forms of students and 16 forms of teachers were removed. Thus, a total of 505 students and 102 teachers were the study sample.

Table 3.2: Sample Details

S.No.	Name of the district	No. of schools	No. of students	No. of teachers
1.	Maldah	9	181	38
2.	Purulia	9	182	36
3.	North Dinajpur	7	142	28
	Total	25	505	102

Table 3.3: List of Schools across Three Districts

S.No.	Maldah (9)	Purulia (9)	Uttar Dinajpur (7)
1	Sovangar High School (H.S)	Swapan Subrata High School	Kshudirampally Sukanta Smriti Bidyapith
2	Miliki High School	Badaldih High School	Darivit High School
3	Muchia anchal c.m High School (H.S)	Hura High School (H.S)	Daspara High School (H.S)
4	Sahapur High School (H.S)	Lagda High School	Islampur High School (H.S)
5	Madhaipur a.r. High School	Gobindapur High Scho (H.S)	Milanpally High School (H.S)
6	Maldah academy High School (H.S)	Koradih j.d.r. High School	Nandigachh High School
7	Kaliachak High School	Durku Sri Aurobindo Vidyapith	Tatu Singha Smriti High School
8	Golapganj High School	Pichasi High school	
9	Goyeswari P.B Vidyaniketa	P.B Chadka high school	

3.5 Study Area

Maldah: This district spans 3733 square kilometers and is bordered on the north by Uttar Dinajpur and state of Bihar, on the south by Murshidabad, on the east by Bangladesh, and on the west by Jharkhand and Bihar. It shares a 165.5-kilometer international border with the country of Bangladesh. 3,997,970 people live in the Maldah district, according to the 2011 Census. The literacy rate in the district is 62.71 percent. It is a predominantly Muslim district with 52.05 percent Muslims, 46.97 percent Hindus, and 0.98 percent other religions. There are 15 C.D. blocks in the district. (*Census of India Website: Office of the Registrar General & Census Commissioner, India, n.d.*).

Purulia: The district spans 6259 square kilometers. Purulia had 2,930,115 people in 2011 according to the Indian census, with 87.26 percent living in rural areas and 12.74 percent in urban areas. Scheduled Tribes and Scheduled Castes make up 19.38% and 18.45% of the population, respectively. According to the Census 2011, this district has 80.99% followers of Hinduism and is its primary religion, 7.76% Islamic, and 0.30% Christianity. It has been broken up into 20 C.D. blocks. (*Census of India Website : Office of the Registrar General & Census Commissioner, India, n.d.*).

North Dinajpur: Total population of Uttar Dinajpur district is 3,007,134 as per Census 2011. The district covers a total area of 3,140 sq km. and is divided into 9 C.D. Blocks. Muslims constitute 49.92%, Hindu's constitute 49.31%, Christians constitute 0.56%, Sikhs, Jains and Buddhist hold 0.07% in total of Uttar Dinajpur population (*Census of India Website : Office of the Registrar General & Census Commissioner, India, n.d.*).

3.6 Variables

Best (2007) states that “variables are the conditions or characteristics that the experimenter manipulates, controls, or observes”. Similarly, “The independent variables are the experimenter manipulates or controls in his or her attempt to ascertain their relationship to observed phenomena. The dependent variables are the conditions or characteristics that experimenter introduces, removes, or changes Independent variables” (Learn about the Different Types of Variables in an Experiment, 2019).

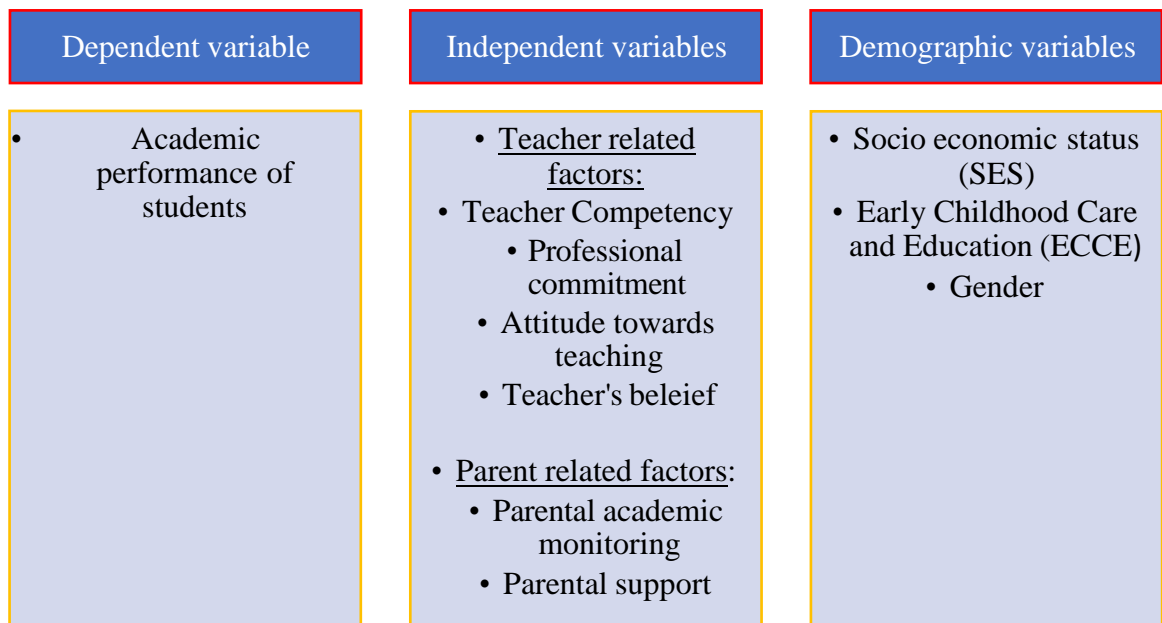


Figure 3.2: Graphical representation of Variables of present study

3.7 Tools Used for Data Collection

Any primary data investigation requires responses from the selected sample of respondents. These structured responses are called data, and the instrument /devices by the application of which these data were collected are called ‘tools’. “A questionnaire is a printed form of tool containing a set of structured statement and a set of response” (Lindquist, 1963). Apart from retrieving the academic performance from Class X board result of West Bengal Board of Secondary Education and demographic details, the

following are the 6 scales utilized in the present study to collect data. Validity and reliability of the scales are discussed in detail in the scale validation section.

1. **Teacher competence Questionnaire (TCQ)** by Meicky Shoreamanis Panggabean, Karel Karsten Himawan (2016) has been adapted for this study to measure the level of competence of the selected teachers. Developed in Indonesian context, this scale revolves around five distinctive dimensions- *Professional Knowledge, Professional skills, Personal characteristics, Personal Ethical standards and values, and Professional development and lifelong learning*. It consists of 42 items and scoring ranged between strongly disagree to strongly agree. The scale terms as a competent teacher if score is 140 and a highly competent teacher if the score is 157 (Panggabean & Himawan, 2016). For validation here, the researcher sampled 350 students from the 5 districts in West Bengal.
2. **Teachers Attitude Inventory (TAI)** by S.P Ahluwalia (1978) contains six subscales within and has been used here to measure the attitude of teachers towards teaching. This inventory consists of 90 items of which 43 are favorable and 47 are unfavorable. The following are the six subscales within the TAI- *Attitude towards Teaching Profession, Attitude towards Classroom Teaching, Attitude towards Child Centered Practice, Attitude towards Educational Process, Attitude towards Pupils and Attitude towards Teacher*. The scoring ranged between strongly agree to strongly disagree with 0 being least and 4 being highest for favorable items and 4 being lowest and 0 being highest for unfavorable items. The scores range between 0 and 360. For revalidation here, the researcher sampled 900 teachers from the 5 districts in West Bengal.
3. **Teacher Commitment Scale** by Vijay Kumar Chechi and Vikas Sharma (2007) consists of 50 items within 5 dimensions -*Learner, Society, Profession, attaining excellence for professional action and basic values*. This scale has been developed in Indian context and was validated to measure commitment of the teachers. The researchers scored the responses of the teachers according to the standardized norms of the scale between strongly disagree to strongly agree. The minimum score was 1 and maximum score 5. For validation, the sample was 400 for ETA and half i.e., 180 for CFA from the 5 districts in West Bengal.
4. **Teacher's Belief Scale towards socially disadvantaged students** has been developed by the investigator by incorporating Social Identity Theory (SIT) and Stereotype Content Model (SCM). 15 Bi-polar adjectives have been pulled from previous studies which elicited the belief of teachers towards the socially disadvantaged and were validated in the

Indian context with 500 teachers. 5-point semantic differential type with negative adjectives to positive adjectives (1 to 5) was in place.

5. **Perceived Parental Academic Monitoring Scale** by Bruce G. Simons-Morton et al.,(1999) has a Cronbach's Alpha of 0.71. It is a 10-point Likert Scale ranging from 1 being strongly disagree to 10 being strongly agree and consists of 5 items. This scale has been adapted and validated with 100 secondary school students from five districts of West Bengal to measure the student's perception of their parent's level of monitoring in academics.
6. **Perceived Parental Support scale** by Jackson, Henriksen & Foshee, (1998) and later modified by Simons-Morton et al., in 1999 has 11 items and ranges from 1, strongly disagree, to 10, strongly agree. The Cronbach's Alpha is 0.84. For validation here, EFA was carried out with 264 data i.e., secondary school students and CFA with 150 across five districts of West Bengal.

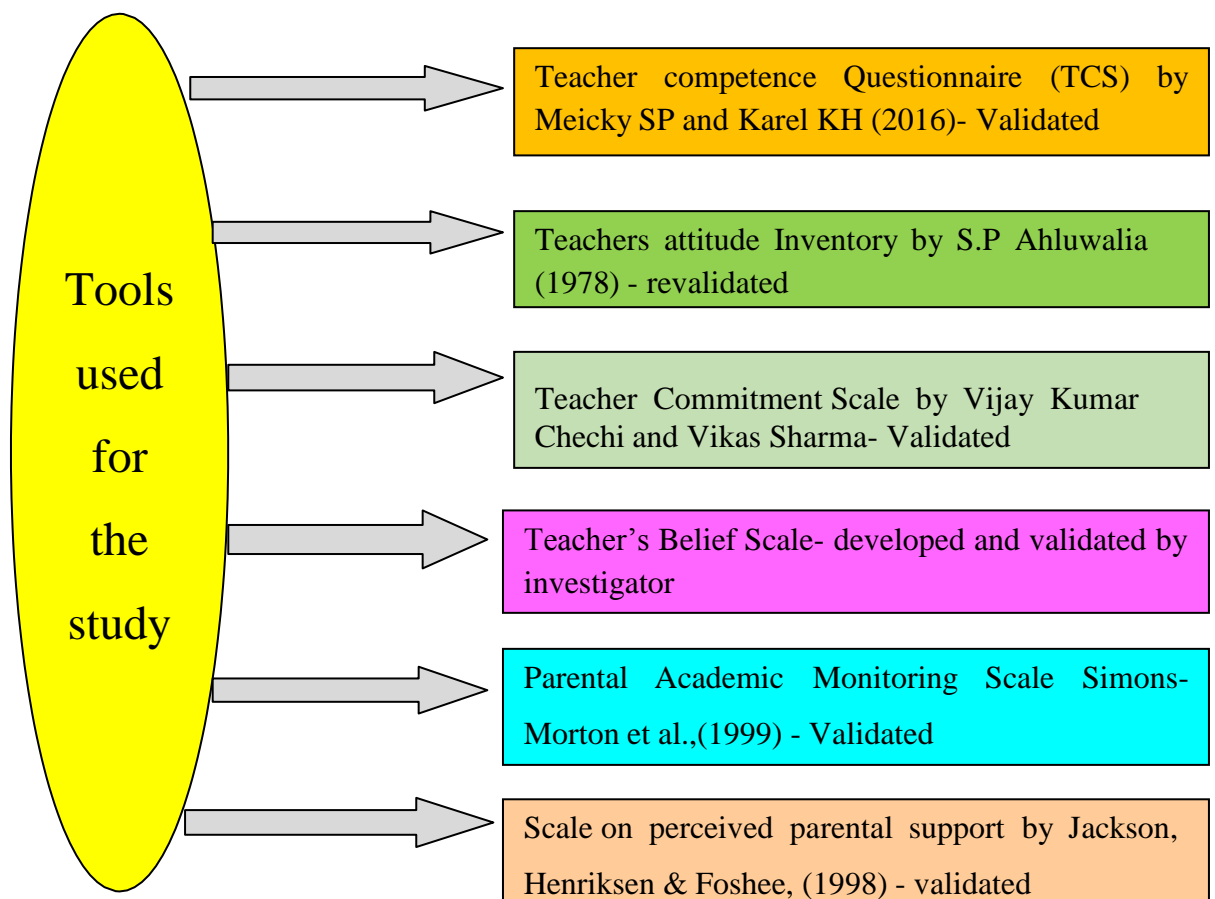


Figure 3.3: Graphical Representation of Tools in Place

3.8 Validation and Description of the Tools

The following six tools have been validated and administered to conduct the present study:

3.8.1. Validation of Perceived Parental Academic Monitoring (PAM) Scale by Bruce G. Simons-Morton et al.,(1999)

It is unidimensional and consists of 5 items on a 10-point Likert scale ranging from 1 being strongly disagree to 10 being strongly agree. Here, we have reduced the variation from 1 to 5 (strongly disagree, disagree, neutral, agree, strongly agree) as smaller variance means more consensus and as mentioned by John Dawes in 2008, 5-point scales, 7-point scales and 10-point scales are all transferable. Thus, the investigator here has modified the scores to 5-point Likert scale from strongly disagree to strongly agree. The 5 items are

1. I have a parent/guardian who knows where I am after school.
2. I have a parent/guardian who knows what my grades are.
3. I have a parent/guardian who knows when I have misbehaved at school.
4. I have a parent/guardian who asks me about my schoolwork.
5. I have a parent/guardian who knows what classes I am taking.

The Cronbach's alpha of the scale is 0.81, Mean is 8.5 and Standard deviation is 1.8. For the validation of the scale in our study, 100 secondary school students were chosen from five districts of West Bengal, India i.e., Howrah, North 24 Paraganas, Purulia, Maldah and Uttar Dinajpur.

3.8.1.1 Construct Validity for PAM scale

Bartlett's test of sphericity and Kaiser-Meyer-Olkin (KMO) to measure the homogeneity of variables (variables correlations matrix) was carried out to verify the sample adequacy to the factorial analysis. Here, 50 data was incorporated.

Table 3.4: KMO and Bartlett's Test

Result	
Kaiser-Meyer-Olkin Measure Sampling Adequacy.	0.858

Bartlett's Test of Sphericity	Approx. Chi-Square df Sig.	160.537 10 0.000
-------------------------------	----------------------------------	------------------------

- Bartlett's test of sphericity for homogeneity of variance $\chi^2=160.537$; p 0.000, thus proving the variance to be homogenous.
- KMO index of sample suitability is 0.858 indicating a commendable correlation of the variables included in the analysis (Tabachnick & Fidell, 1996). Since the level of significance is less than 0.05, we carried out the further analysis (Kothari & Garg, 2014).

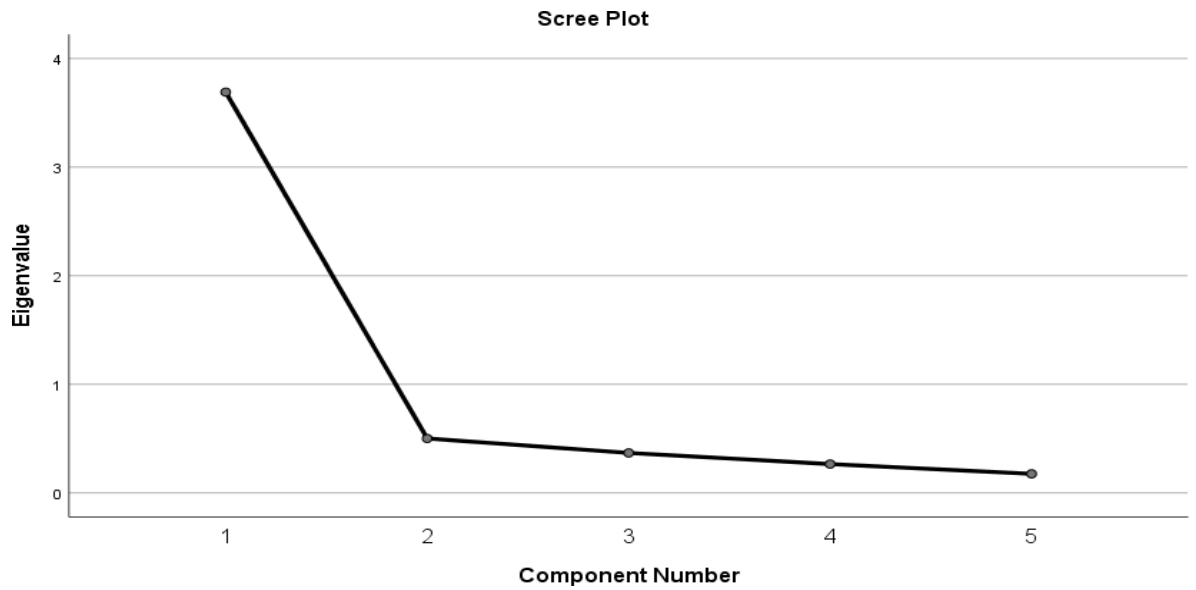
3.8.1.1.1 Total Variance for PAM scale

During the Initial run of Exploratory Factor Analysis, an unidimensional factor was generated. A good internal consistency indicates the precision of the tool and that the results are consistent. The eigenvalues and the variance explained by them are as follows

Table 3.5 Total Variance for PAM scale

Component	Initial Eigenvalues			Extraction Sums of Squared Loadin		
	Total	% of variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.690	73.803	73.803	3.690	73.803	73.803
2	.501	10.023	83.825			
3	.368	7.362	91.188			
4	.265	5.304	96.491			
5	.175	3.509	100.000			

The extraction followed Principal Component Analysis. Eigenvalues greater than 1.0 will be retained as per thumb rule. The first factor explains and arrives at the variance of 73.803. Thus, first factor was extracted and analysis has retained it.



Thus, having proved suitability, the researcher ran EFA test with the unidimensional structure. Here, principal component analysis has been used as extraction method in order to minimize the number of items under the scale with high loadings and to simplify the interpretation of factors. The rotated component matrix is shown in table. All the items have a high loading score and has been retained for CFA.

Table 3.6: Component Matrix for PAM scale

Item Number	Loading Value
PAM1	.870
PAM2	.820
PAM3	.842
PAM4	.854
PAM5	.907

3.8.1.2 CFA- Confirmatory Factor Analysis for PAM scale

Here, the single factor has cleared the EFA test and item analysis, and was further analyzed with CFA in AMOS 26. The other half of the data, i.e., 50 senior secondary students was collected from both males and females. Analysis of data was done by using SPSS version 23 and Amos 23 version.

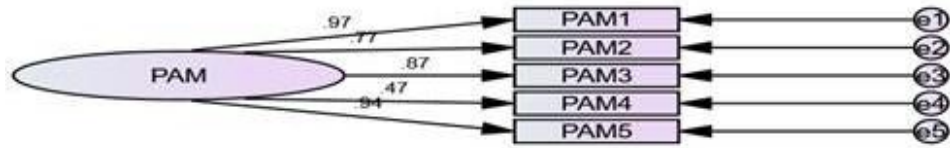


Figure 3.4: The Fitness Estimates of the Model for PAM scale

The individual loading factor shows value less than 0.5 for item 4 and hence was eliminated. Item no 4 was removed further and CFA after removing item 4 was again carried out as below in AMOS 26

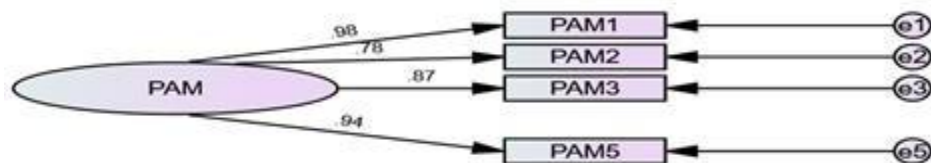


Figure 3.5: The Fitness Estimates of The Model of PAM scale

Note: PAM= Parental Academic Monitoring

Table 3.7: The Fitness Estimates of the Model

Measures	P value	CMIN/ DF	RMR	RMSEA	GFI	AGFI	PCFI	IFI	CFI
Result	0.000	2.010	0.029	0.144	0.958	0.790	0.330	0.990	0.990
Benchmark	<0.05	<3	<0.08	<0.1	>0.90	0 - 1	>0.8	>0.90	>0.95

Table 3.8: Standardized Factor Loadings of the Items of Perceived Parental Academic Monitoring Scale

Dimensions	Item No	Standardized factor loading
PAM	1	.98
	2	.78
	3	.87
	5	.94

Table 3.9: Modified PAM Scale with 1 Sub Scale and 4 Items

Dimension	S.No.	Items	Retained/ Deleted
PAM	1	I have a parent/guardian who knows where I am after school	Retained
	2	I have a parent/guardian who knows what my grades are.	Retained
	3	I have a parent/guardian who knows when I have misbehaved school	Retained
	4	I have a parent/guardian who asks me about my schoolwork.	Deleted
	5	I have a parent/guardian who knows what classes I am taking.	Retained

Interpretation: The P value obtained at 0.000 was less than 0.05 which implies the result is significant and indicates no match between the hypothesized path diagram and the obtained data. However, p value is neglected when the sample size is either very small or big due to its sensitivity. The CMIN/DF value was obtained as 2.010 which is less than the cut off value of 3. The RMSEA value was 0.144 and is borderline. Good-of fit-index (GFI) was obtained at 0.958 which is more than 0.90. The IFI and the CFI was obtained at 0.990 and 0.990 which are values either close or above the desired

cut off value of >0.90 and >0.95. Since all the fitness estimates have desirable magnitude, the goodness of the fit of the model is satisfactory. Hence, the model has Construct validity.

3.8.1.3 Reliability Analysis for PAM scale

In order to determine the reliability of the perceived parental academic monitoring scale, Cronbach's Alpha was arrived by using SPSS 26 and the internal consistency of the whole scale was 0.936 which is considered as a reliable score (Cronbach, 1951).

3.8.1.4 Composite Reliability for PAM scale

The composite reliability (Raykov, 1997) was obtained from the sample size of 100 respondents using the following formula. The composite reliability is 0.940. The finalized scale with 4 items is standardized and can be used in Indian settings to assess perceived parental academic monitoring

$$CR = \frac{(\sum \lambda_i)^2}{(\sum \lambda_i)^2 + \sum Var(\varepsilon_i)}$$

3.8.2 The Validation of Perceived Parental Support (PS) Scale by Jackson, Henriksen & Foshee, (1998) and Later Modified by Simons-Morton et al., in 2002

It was carried out with 11 items (as per original scale) which range from 1 being strongly disagree to 10 being strongly agree. Here, we have reduced the variation from 1 to 5 (strongly disagree, disagree, neutral, agree, strongly agree) like previous PAM scale as smaller variance means more precision and as mentioned by John Dawes in 2008, 5-point scales, 7-point scales and 10-point scales are all transferable. The original scale is unidimensional and holds the following 11 items:

1. I have a parent/guardian who makes me feel better when I am upset.
2. I have a parent/guardian who is always telling me what to do.
3. I have a parent/guardian who is too busy to talk to me.
4. I have a parent/guardian who listens to what I have to say.
5. I have a parent/guardian who likes me just the way I am.
6. I have a parent/guardian who tells me when I do a good job on things.

7. I have a parent/guardian who wants to hear about my problems.
8. I have a parent/guardian who is pleased with how I behave.
9. I have a parent/guardian whom I turn to for support with my personal problems.
10. I have a parent/guardian whom I depend on for help, advice, or sympathy.
11. I have a parent/guardian whom I depend on to cheer me up when I am feeling down or upset

The Cronbach's alpha is 0.84, Mean 8.2 and Standard deviation is 1.6 for original scale. For validation here, EFA was carried out with 264 data i.e., secondary school students and CFA with 150 data across five districts of West Bengal i.e., Howrah, North 24 Paraganas, Purulia, Malda and Uttar Dinajpur.

3.8.2.1 EFA– Exploratory Factor Analysis for PS scale

Here, EFA was analyzed with 264 was incorporated. Analysis was carried out in SPSS 26.

Table 3.10: KMO and Bartlett's Test for PS scale

Result		
Kaiser-Meyer-Olkin Measure Sampling Adequacy.		0.973
Bartlett's Test of Sphericity	Approx. Chi-Square df Sig.	5983.751 55 0.000

The above table shows Bartlett's test of sphericity to be significant as $p=0.000$ and KMO measure as 0.973 which is indicative of adequate data. Thereby, the data met the levels for sampling adequacy. In order to determine the reliability of the scale and each dimension, Cronbach's Alpha was applied on the sample size 264 students by using SPSS 26.

Table 3.11: Total Variance for PS scale

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.075	91.589	91.589	10.075	91.589	91.589

2	0.223	2.024	93.612			
3	0.160	1.451	95.064			
4	0.115	1.043	96.106			
5	0.097	0.878	96.984			
6	0.085	0.773	97.758			
7	0.066	0.604	98.362			
8	0.056	0.510	98.872			
9	0.045	0.407	99.280			
10	0.040	0.368	99.647			
11	0.039	0.353	100.000			

The extraction followed Principal Component Analysis. Eigenvalues greater than 1.0 was retained. Thus, the first factor explains and arrives at the variance of 91.589 it is extracted and further analysis was incorporated.

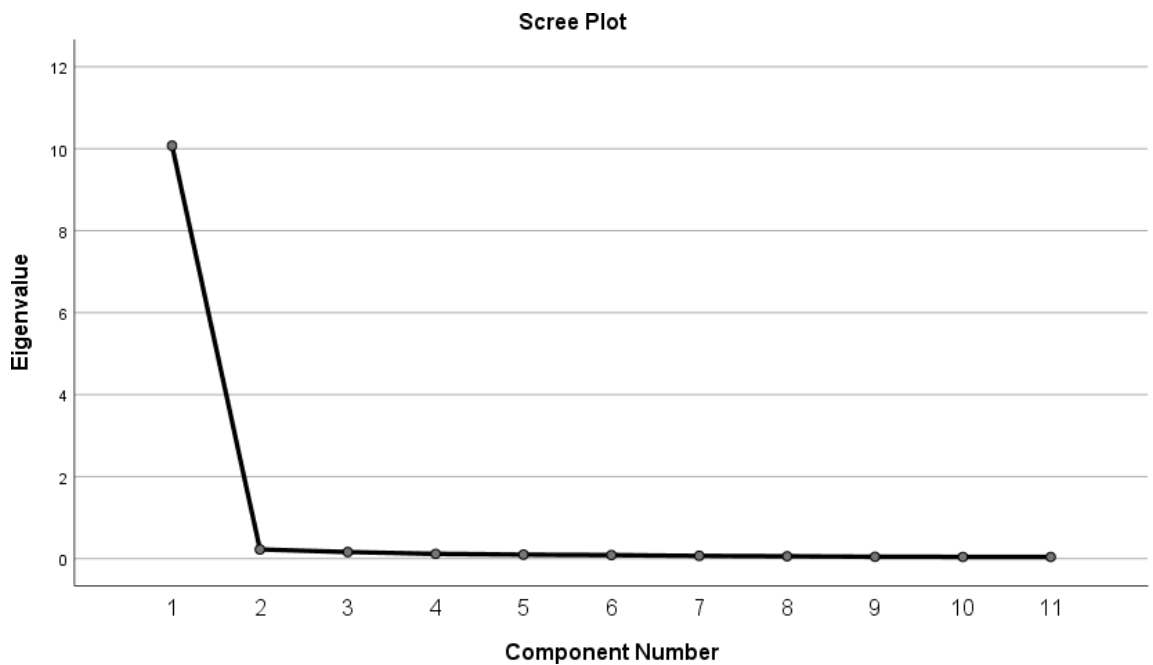


Table 3.12: Component matrix for PS scale

Item number	Loading value
-------------	---------------

PS1	.946
PS2	.969
PS3	.899
PS4	.968
PS5	.960
PS6	.973
PS7	.977
PS8	.944
PS9	.973
PS10	.953
PS11	.962

3.8.2.2 CFA- Confirmatory Factor Analysis for PS scale

CFA was carried out for single factor with 11 items initially and with a sample size of 150 students in statistical software Amos 26.

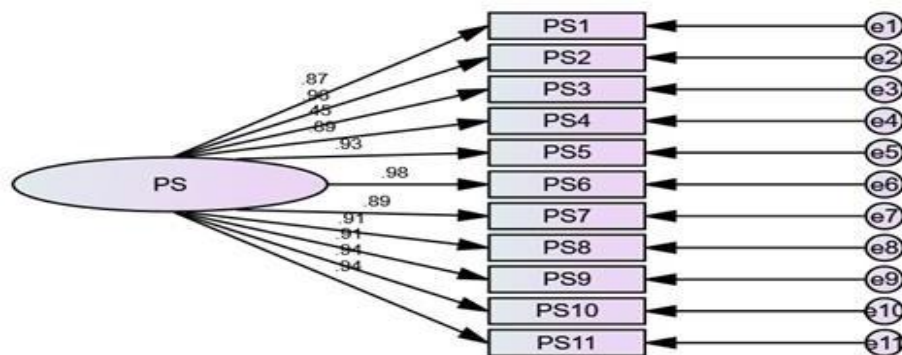
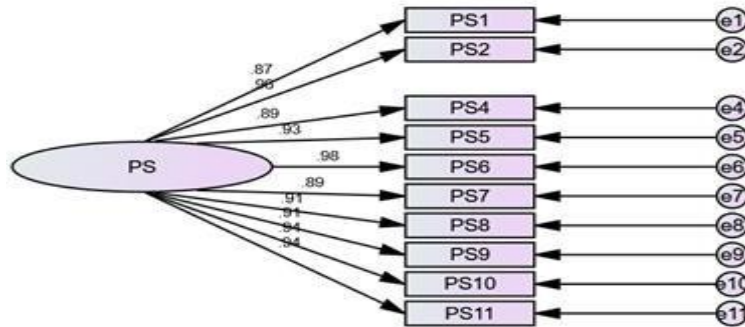


Figure 3.6: The Fitness Estimates of the Model for PS scale

Next, CFA is carried out after removing item no.3 as individual loading factor is less than 0.50.

Figure 3.7: The Fitness Estimates of the Model for PS scale



Note: PS= Parental Support

Table 3.13: Standardized Factor Loadings of the Items of Perceived Parental Support Scale

Dimensions	Item No	Standardized factor loading
PS	1	.87
	2	.96
	4	.89
	5	.93
	6	.98
	7	.89
	8	.91
	9	.91
	10	.94
	11	.94

Table 3.14: The Fitness Estimates of the Model for PS scale

Measures	P value	CMIN/ DF	RMR	RMSEA	GFI	AGFI	PCFI	IFI	CFI
Result	0.003	1.767	0.026	0.072	0.921	0.876	0.769	0.989	0.989
Benchmark	<0.05	<3	<0.08	<0.1	>0.90	0 -1	>0.8	>0.90	>0.95

Interpretation: The above table no 3.14 shows a good estimate for all the fit indices like CMIN/DF, RMR, RMSEA, GFI, AGFI, PCFI, IFI and CFI. Thus, shows good overall estimates with their values according to the desired benchmarks. Since most of the fitness estimates have desirable magnitude, the goodness of fit of the model is satisfactory (Ding & Ng, 2008).

3.8.2.3 Reliability Analysis for PS scale

In order to establish the reliability of the scale and its dimension, Cronbach's Alpha was applied on the sample size of 150 respondents (students) by using IBM SPSS version 26. The internal consistency of the whole scale was 0.983, which is considered as reliable score (Cronbach, 1951).

3.8.2.4 Composite Reliability for PS scale

The composite reliability (Raykov, 1997) was obtained from the sample size of 414 respondents (students) and was found to be 0.983. The finalized scale with 10 items has high validity and reliability and can be used in Indian settings to assess perceived parental support.

Table 3.15: Modified PS Scale with 1 sub scale and 10 items

Dimensi-on	S.No.	Items	Retained/Deleted
PS	1	I have a parent/guardian who makes me feel better when I am upset	Retained
	2	I have a parent/guardian who is always telling me what to do.	Retained
	3	I have a parent/guardian who is too busy to talk to me.	Deleted
	4	I have a parent/guardian who listens to what I have to say.	Retained
	5	I have a parent/guardian who likes me just the way I am.	Retained
	6	I have a parent/guardian who tells me when I do a good job on thin	Retained

	7	I have a parent/guardian who wants to hear about my problems.	Retained
	8	I have a parent/guardian who is pleased with how I behave.	Retained
	9	I have a parent/guardian whom I turn to for support with my personal problems.	Retained
	10	I have a parent/guardian whom I depend on for help, advice, or sympathy.	Retained
	11	I have a parent/guardian whom I depend on to cheer me up when I am feeling down or upset	Retained

3.8.3 Validation of Teacher Competence Questionnaire (TCQ) by Meicky Shoreamanis Panggabean, Karel Karsten Himawan (2016): The scale has a total of 5 domains and 43 statements which are to be rated on a five-point continuum (AD) Absolutely Disagree, (D) Disagree, (N) Neutral, (A) Agree, (AA) Absolutely Agree. The domains are Professional Knowledge (5 items), Professional Skills (17 items), Personal Characteristics (8 items), Personal Ethical Standards and Values (7 items), and Professional Development and Lifelong Learning (5 items). The minimum score was 1 and maximum score 5.

Table 3.16: Dimensions and Item Numbers of Original Scale

S.No.	Dimension	Item Number
1	Professional Knowledge	1,2,3,4,5
2	Professional Skills Pedagogies Classroom management Learner assessment	6,7,8,9,10,11 12,13,14,15,16 17,18,19,20,21,22
3	Personal characteristics	23,24,25,26,27,28,29,30
4	Ethical standards and values	31,32,33,34,35,36,37
5	Personal Development and lifelong learning	38,39,40,41,42,43

Table 3.17: Cronbach Alpha Value Against Each Dimension

Dimension	No. of Items	Cronbach Alpha
Professional Knowledge	5	.704
Professional Skills	17	.794

Personal characteristics	8	.792
Ethical standards and values	7	.662
Personal development and lifelong learning	5	.711

As the scale was developed with priori theory, CFA alone proves to be well sufficient to be carried out. Data was collected from 350 secondary school students to validate this tool across five districts of West Bengal i.e., Howrah, North 24 paraganas, Purulia, Maldah and Uttar Dinajpur. The domains mentioned in the scale are common for the eleven south Asian countries and follows the standard mentioned by the Indonesian government, namely: 1) *pedagogical competence*, 2) *personal competence*, 3) *social competence*, and 4) *professional competence*. Also, since the GFI's and values will be considered here, CFA will be apt analysis undertaken in this fairly new scale used to measure teacher competence to measure the validity and reliability (Hurley, A.E, et al, 1997). Kline (2011) and Joseph et al.,(2012) stated that the goal of running CFA is to test the existing theory or model.

The sampling size adequacy was determined by using the Kaiser-Meyer- Olkin (KMO) Test and Bartlett's Test of Sphericity (BTS) as a prerequisite to perform Confirmatory Factor Analysis (CFA). The adequacy of the sample size is met if the value of KMO is greater than 0.6 or better closest to 1.0, and the significance value of BTS is less than 0.05 (Tabachnick and Fidell, 2007; Hair et al., 2010). Here, we see that KMO value is 0.781 and BTS is 0.000.

Table 3.18: KMO and Bartlett's Test for Teacher Competence Scale

Results		
Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy		0.781
Bartlett's Test of Sphericity	Approx. Chi-Square	4936.069
	df	820
	Sig.	0.000

3.8.3.1 CFA- Confirmatory Factor Analysis for Teacher Competence Scale

CFA was carried out for seven-factor with 42 items initially and with a sample size of 350 students in statistical software Amos v26.

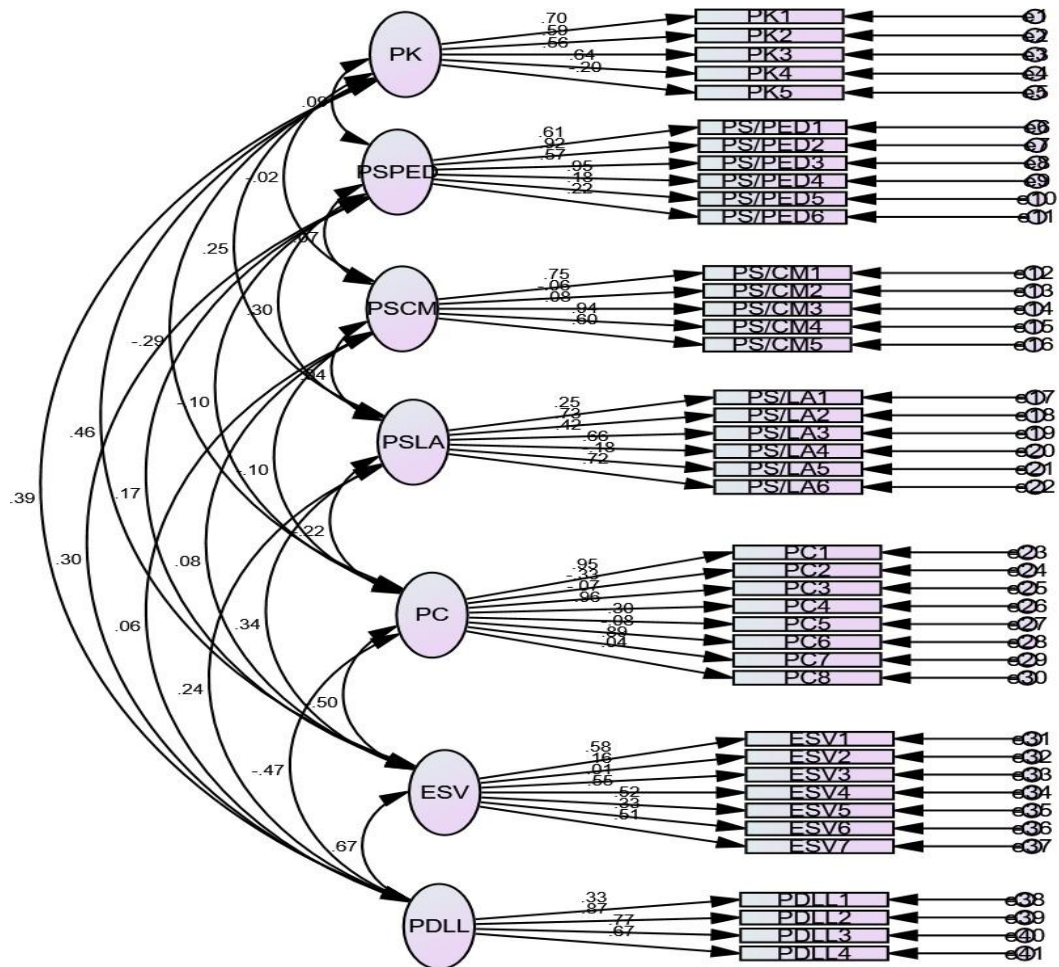


Figure 3.8. The Fitness Estimates of the Model for Teacher Competence Scale

Next, CFA is carried out after removing less loaded items i.e., 18 items as individual loading factors are less than 0.50. The deleted items are PK 5, PSPED 5 and 6, PSCM 2 and 3, PSLA 1,3 and5, PC 2,3,5,6 and 8, ECV 2,3, and 6, and PDLL 1.

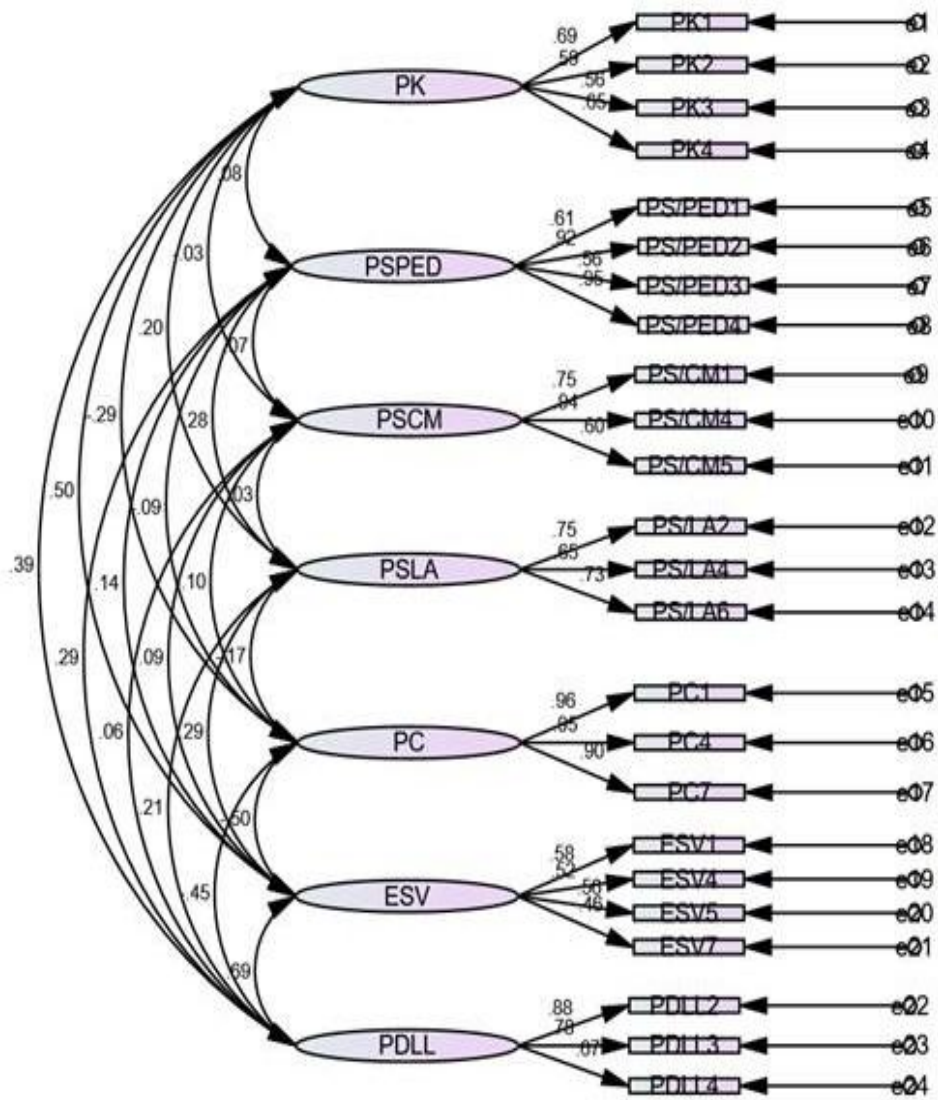


Figure 3.9: The Fitness Estimates of the Model for Teacher Competence Scale

Next, 3rd CFA is carried out after removing 1 item as individual loading factor is less than 0.50. The deleted items are ESV 5.

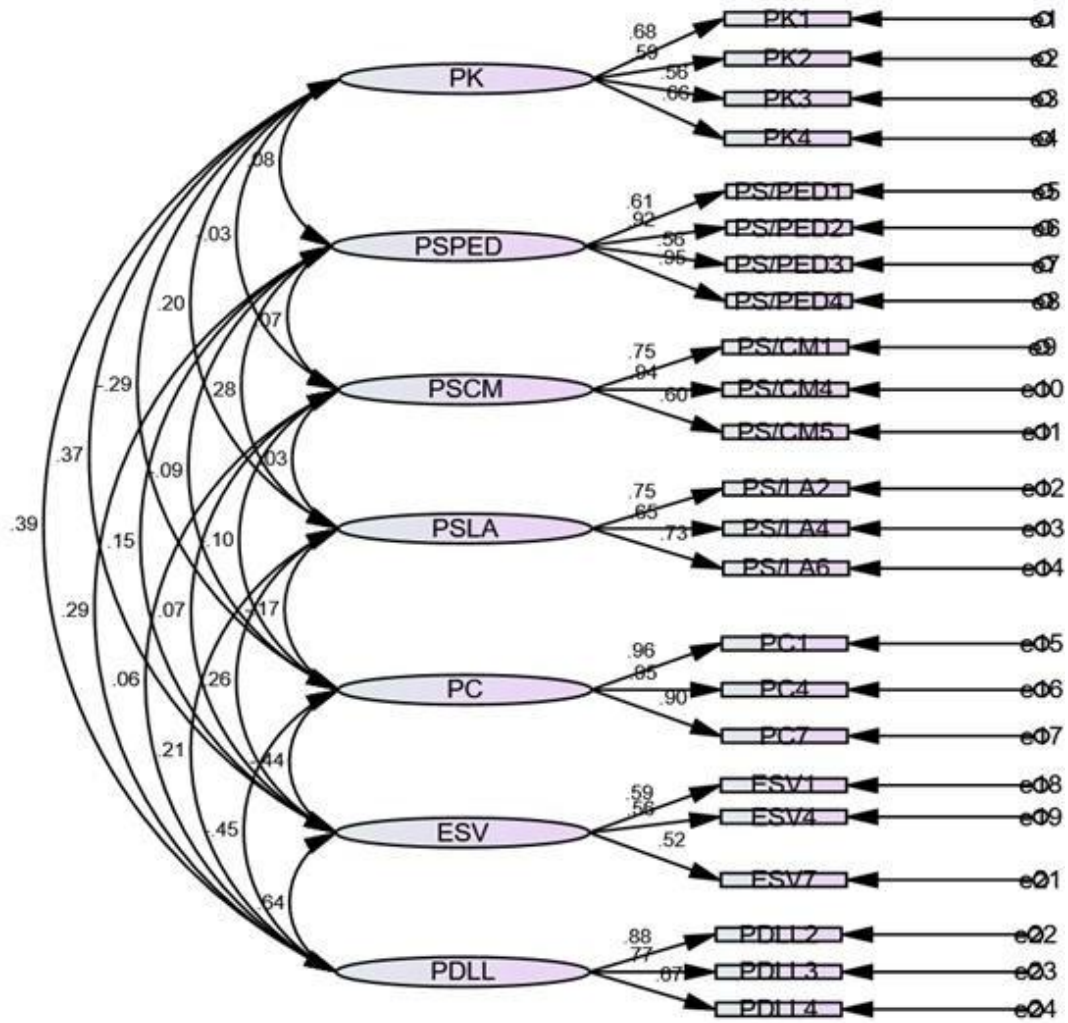


Figure 3.10: The Fitness Estimates of the Model for Teacher Competence Scale

Note: PK=Professional knowledge; PS PED= Professional skills pedagogies; PS CM= Professional skills classroom management; PS LS= Professional skills learner assessment; PC=Professional characteristics; ESV= Ethical standards and values; PDLL= Professional Development and Lifelong Learning

Table 3.19: The Fitness Estimates of the Model for Teacher Competence Scale

Measures	P value	CMIN/ DF	RMR	RMSEA	GFI	AGFI	PCFI	IFI	CFI
Result	0.000	1.704	0.026	0.047	0.914	0.886	0.789	0.956	0.956
Benchmark	<0.05	<3	<0.08	<0.1	>0.90	0 - 1	>0.8	>0.90	>0.95

Table 3.20: Standardized Factor Loadings of the Items of Teacher Competence Questionnaire (TCQ) scale

Dimensions	Item No.	Standardized Factor Loading
PK	PK1	.68
	PK2	.59
	PK3	.56
	PK4	.66
PSPED	PS/PED1	.61
	PS/PED2	.92
	PS/PED3	.56
	PS/PED4	.95
PSCM	PS/CM1	.75
	PS/CM4	.94
	PS/CM5	.60
PSLA	PS/LA2	.75
	PS/LA4	.65
	PS/LA6	.73
PC	PC1	.96
	PC4	.95
	PC7	.90
ESV	ESV1	.59
	ESV4	.56
	ESV7	.52
PDLL	PDLL2	.88
	PDLL3	.77
	PDLL4	.67

Interpretation: The table no 3.19 shows a good estimate for all the fit indices like CMIN/DF, RMR, RMSEA, GFI, AGFI, PCFI, IFI and CFI. Thus, it shows good overall estimates with their values according to the desired benchmarks. Since all of the fitness estimates have desirable magnitude, the goodness of the fit of the model is satisfactory (Ding & Ng, 2008).

3.8.3.2 Reliability Analysis and Composite Reliability for Teacher Competence Scale

Table 3.21: Factor Wise Reliability and Composite Reliability

Dimension		Items	Reliability	Composite Reliability	
Professional Knowledge		PK1, PK2, PK3, PK4	.717	.718	
Professional Skills	Pedagogies	PS/PED 1,2,3,4	.858	.723	.929
	Classroom management	PS/CM 1,4,5	.802		
	Learner assessment	PS/LS 2,4,6	.753		
Personal Characteristics		PC 1,4,7	.951	.955	
Ethical Standards and Values		ESV 1,4,7	.580	.577	
Professional Development and Lifelong Learning		PDLL 2,3,4	.816	.822	

Cronbach's alpha of the finalized scale is 0.664 and the composite reliability is 0.965. The finalized scale with 23 items has high validity and reliability to be used in Indian settings to assess the teacher's competence.

Table 3.22: Modified Teacher Competence Questionnaire (TCQ) with 5 Sub Scales and 23 Items

Dimension	S. No.	Item	Deleted/Retained
Pk1	1.	Teacher shows mastery of the teaching materials.	Retained
Pk2	2.	It does not take a long time for the teacher to answer my questions.	Retained
Pk3	3.	Teacher shows wider and deeper knowledge than the one written in the textbooks.	Retained

Pk4	4.	Teacher is competent to answer most of students' question.	Retained
Pk5	5.	Teacher cannot give satisfactory answer when students ask.	Deleted
Ps1	6.	Teacher tends to rely on one particular way of teaching (e.g.: students' presentation, lecture, etc.	Retained
Ps2	7.	Teacher often asks open-ended questions.	Retained
Ps3	8.	Teacher has various way of teaching.	Retained
Ps4	9.	I often feel bored in the classes taught by this teacher.	Retained
Ps5	10.	Teacher always has some ways to make the students pay attention to the lessons taught.	Deleted
Ps6	11.	I am allowed to do something unusual (e.g.: to learn with the different ways than most people do) as long as it gains better learning experience.	Deleted
Ps7	12.	In the first meeting, teacher tells me how I should do during the class.	Retained
Ps8	13.	Before teaching, teacher informs the learning objective.	Deleted
Ps9	14.	Teacher often gets out of the class to take any left teaching materials while teaching.	Deleted
Ps10	15.	When I have problems in class, I solve it independently, without teachers' intervention.	Retained
Ps11	16.	Teacher moves around the class when the students are working in group.	Retained
Ps12	17.	Teacher informs the grading aspects of my assignments.	Deleted
Ps13	18.	Teacher gives quizzes and tests.	Retained
Ps14	19.	Teacher returns students' assignments that have been graded.	Deleted
Ps15	20.	In the beginning of the class, teacher reviews the material taught in the last meeting.	Retained
Ps16	21.	Teacher presents written information about grading rubric of my assignments.	Deleted
Ps17	22.	Teacher gives comments or feedbacks, either in written or oral form, of my assignments.	Retained
Pc1	23.	Teacher has special treatment to his or her favorite student(s)	Retained
Pc2	24.	Teacher demonstrates a good behavior to be a role model	Deleted
Pc3	25.	Teacher does not reluctant to repeat explaining the materials for some students who are slow learners.	Deleted
Pc4	26.	Teacher shows different behavior when he/she is inside and outside the class.	Retained
Pc5	27.	Teacher practices fair treatment for the students.	Deleted

Pc6	28.	Teacher gives compliments to other teachers in front of the students	Deleted
Pc7	29.	Teacher talks negative things during the class.	Retained
Pc8	30.	Teacher shows enthusiasm while teaching.	Retained
Es1	31.	I am informed of teacher's email and phone number	Retained
Es2	32.	Teacher informs the students about plagiarism policy.	Deleted
Es3	33.	Teacher encourages me to show respect to the teachers and staffs in school.	Deleted
Es4	34.	Teacher encourages me to appreciate my friends.	Retained
Es5	35.	Teacher appreciates students whose opinions are different with him/her.	Deleted
Es6	36.	Teacher does not hesitate to be contacted after the class.	Deleted
Es7	37.	Teacher stimulates class discussion.	Retained
Pd1	38.	Teacher shows wide knowledge about many things more than the subjects taught in his/her class(s).	Deleted
Pd2	39.	[Please put an X in the [SD / Somewhat Disagree] column for this item.	Retained
Pd3	40.	Teacher encourages me to keep improving myself.	Retained
Pd4	41.	Teacher encourages me to widen my horizon through various ways.	Retained
Pd5	42.	Teacher encourages me to study as high as I can, no matter what my career will be.	Deleted

3.8.4 Revalidation of Teachers Attitude Inventory (TAI) by S.P Ahluwalia (1978)

The scale measures the attitude of educators towards their profession under the fact that teaching attitude is construct, and can be measured and observed directly. Dr. S.P Ahluwalia has developed this scale under 6 sub scales which are *Teaching profession, Classroom teaching, Child-centered practices, Education process, Pupils and Teachers*, and consists of 90 statements (43 favorable and 47 unfavorable) and 15 per sub scale. The inventory is laid down in a five-response format i.e., 0-4 which are 'Strongly agree, Agree, Undecided, Disagree and Strongly disagree' but varies for favorable and unfavorable items. The range of the score is 0 to 360. The reliability was 0.88.

Table 3.23: Dimensions and Item Numbers of Original Attitude Scale

S. No.	Dimensions	Items
--------	------------	-------

1	Teaching profession	1,8, 13,20,33,34,41,46,48,60,66,72,79,85,86
2	Classroom teaching	2,9,14,17,35,38,42,47,53,59,61,63,67,73,84
3	Child centered practices	3,11,16,21,25,27,39,49,54,62,64,75,80,83,90
4	Education process	4,7,10,18,28,32,36,43,50,55,63,71,74,76,87
5	Pupils	5,15,22,29,31,37,44,51,56,58,70,77,81,82,89
6	Teachers	6,12,19,23,24,26,30,40,45,52,57,68,69,78,88

Table 3.24: Scoring Pattern for Favorable and Unfavorable Items for Teacher attitude scale

S. No.	Score	Response for Favorable Items	Response for Unfavorable Items
1	4	Strongly agree	Strongly disagree
2	3	Agree	Disagree
3	2	Undecided	Undecided
4	1	Disagree	Agree
5	0	Strongly disagree	Strongly agree

The sample was 900 secondary school teachers in five districts of West Bengal i.e., Howrah, North 24 paraganas, Purulia, Maldah and Uttar Dinajpur. There were 57% males and 43% females. The years of experience in teaching varied between one year to 30 years among the respondents.

As the TAI scale was developed 4 decades back (in 1978), the sub scale to measure ICT was not incorporated since technology did not make it to the frontline then. We aimed at revalidating the Dr.S.P Ahluwalia TAI scale after incorporating ICT as a sub scale post extensive literature review and item pooling. The five items chosen for ICT dimension and the source are:

Table 3.25: Items Pulled Under ICT Dimension and Source

S. No	Items	Details of the Study
1.	I believe that by using ICT in my class would make my instruction more interesting for my students	Teachers' decision to use ICT in classroom practice: an investigation on decomposed theory of planned behavior -Kanella Atsoglou & Athanassios

		Jimoyiannis, 2012
2.	Due to the incorporation of ICT in my teaching my students are more motivated to work at my subject	Teacher attitude scale regarding the use ICT-Reliability and validity study - Ramos JPH, et al, 2012
3.	I believe ICT use in education increases my student's involvement my class.	Examining High School teachers attitude towards ICT use in education- Semerci. and Aydin K.M, 2018
4.	I believe ICT use in education increases students' success in my class	Examining High School teachers attitude towards ICT use in education- Semerci. and Aydin K.M, 2018
5	ICT applications enhance students' creativity	Teachers' decision to use ICT in classroom practice: an investigation on decomposed theory of planned behavior -Kanella Atsoglou & Athanassios Jimoyiannis, 2012

3.8.4.1 Measuring Validity for Teacher Attitude Scale: After incorporating these 5 items, the scale had 95 items in total. The 5 Item under ICT domain draft were shown to the language experts of The University of Calcutta and Viswa Bharati University. Next step was to show to the subject experts of Education. Five Professors from different Universities were selected for Face Validity and Content Validity.

Table 3.26: List of Experts Contacted for Measuring Face Validity and Content Validity of 5 Items in ICT Domain

Rater	Name	Designation
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1.	Dr. Inderjit Kaur	Professor & Head of Dept- Education, Desh Bhagat University, Amloh Road, Mandi Gobindgarh District Fatehgarh Sahib, Punjab- 14, Mandi Gobindgarh, Punjab 147301
2.	Dr. Shyamal Uday Chowdhury	Professor Department of Teacher Education, The West Bengal University of Teachers' Training, Education Planning and Administration.25/2@ 25/3 Ballygunge Circular Road, Kolkata 700019
3.	Dr. Jayanta Mete	Professor, Dept. of Education, University of Kalyani, 8, 12 Diagonal Rd, B8, B-12 Diagonal Rd, B8, Block B, Kolkata, West Bengal 741235
4.	Dr Nand Kishor	Professor, Central University of Haryana Mahendragarh, SH 17, Jaat, Haryana 123031
5.	Dr. Parul Sood	Professor and Assistant Dean, Chitkara College of Education, Chitkara University, GM85+PHF, Punjab, 140506.

3.8.4.2 Face Validity for Teacher Attitude Scale

In order to measure the validity of ICT domain included, face validity was included since it tests whether the items measures what it is supposed to measure. Five Professors from different universities were contacted and based on their opinions, face validity and content validity calculated. Two rounds of meeting were conducted and based on their view point the tool was found to be having good face validity. All the five items were retained for CVI calculation.

3.8.4.3 Content Validity for Teacher Attitude scale

In order to determine the content validity of ICT domain with five items it was shown to the experts and their expert viewpoint on the quality of items were taken and measured on four-point rating which is shown in the table below.

Table 3.27: Expert Viewpoints on Quality of Items for Teacher Attitude Scale

Quality of Items	Not Relevant	Somewhat Relevant	Quite Relevant	Highly Relevant
Rating	1	2	3	4

Based on the judgement of the experts, content validity index was calculated. The method developed by Lawshe (1975) was applied for measuring content validity. The items having value below 0.8 will be rejected and the items having ICVI above 0.8 will be retained. In total 5 items under ICT domain were retained as all values were above 0.8, and Content Validity Index was found to be 1 which shows the content of ICT domain is highly relevant. Item wise index of the retained items is given below.

Table 3.28: Item Wise Content Validity Index of ICT in Teacher Attitude Scale

Item No	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Number Agreement	ICVI
Item No 1	4	4	4	4	4	5	1
Item No 2	4	3	4	4	3	5	1
Item No 3	4	4	4	3	3	5	1
Item No 4	4	4	4	3	4	5	1
Item No 5	4	4	4	3	4	5	1
					SCVI	5	1

Table 3.29: Content Validity for ICT in Teacher Attitude Scale

SCVI (Average)	1
Total agreement	5
SCVI/UA	1

3.8.4.4 Purification for attitude scale

The 600 secondary school teachers as sample were analyzed by Churchill's item purification method (Field, 2005) to access for accuracy. Here, the 'corrected-item-total' correlation of 0.3 or lesser is considered the possibility of elimination as they have a very low discrimination index. The Principal Components Analysis (PCA) used here has reduced the dimensionality of each sub scale and showcases the same variance.

Table 3.30: Item- Total Statistics for Teacher Attitude Scale				
Elements	Scale Mean if It deleted	Scale variance if item deleted	Corrected item-total correlation	Cronbach's alpha Item deleted
TPF1/1	293.89	517.634	0.043	0.871
CTF1/2	293.44	503.111	0.652	0.866
CPF1/3	293.44	501.809	0.656	0.866
EPUF9/4	295.79	535.155	-0.285	0.877
PF1/5	293.62	516.116	0.139	0.87
TF1/6	293.76	496.545	0.478	0.866
EPUF10/7	293.57	497.521	0.588	0.865
TPF2/8	293.35	506.419	0.595	0.867
CTF2/9	293.44	502.644	0.664	0.866
EPUF11/10	293.62	516.116	0.139	0.87
CPF2/11	293.43	500.846	0.668	0.866
TUF6/12	294.13	511.196	0.145	0.87
TPUF8/13	293.98	517.505	0.042	0.871
CTF3/14	293.78	513.439	0.178	0.87
EPF1/15	293.57	497.702	0.574	0.865
CPF3/16	293.45	501.884	0.588	0.866
CTF4/17	293.73	515.774	0.125	0.87
PUF6/18	294.29	516.642	0.058	0.871
TUF7/19	293.85	493.655	0.501	0.865
TPF3/20	294.14	517.403	0.029	0.872
CPF5/21	293.35	513.467	0.252	0.869
PUF7/22	294.21	519.848	-0.017	0.872
TF2/23	293.8	490.23	0.512	0.865

TUF8/24	293.9	515.47	0.095	0.871
CPUF11/25	294.91	521.22	-0.052	0.874
TUF9/26	293.79	490.669	0.51	0.865
CPF4/27	293.51	503.045	0.518	0.867
EPF2/28	293.14	516.315	0.194	0.87
PUF8/29	293.47	503.044	0.481	0.867
TUF10/30	293.8	518.083	0.034	0.871
PUF9/31	293.54	503.745	0.437	0.867
EPUF12/32	293.59	495.191	0.616	0.865
TPF4/33	293.42	506.467	0.488	0.867
TPUF9/34	293.93	512.953	0.156	0.87
CTUF9/35	293.94	513.231	0.145	0.87
EPF3/36	293.66	497.089	0.534	0.866
PUF10/37	293.75	517.117	0.132	0.87
CTUF10/38	293.42	503.28	0.637	0.866
CPF6/39	293.46	502.085	0.585	0.866
TF3/40	293.64	518.101	0.039	0.871
TPF5/41	293.46	507.247	0.414	0.868
CTF5/42	293.47	502.647	0.563	0.866
EPF4/43	293.56	497.439	0.593	0.865
PF2/44	293.63	503.278	0.356	0.868
TUF11/45	293.92	512.41	0.169	0.87
TPUF10/46	293.82	501.113	0.375	0.867
CTF6/47	293.44	502.848	0.617	0.866
TPUF11/48	293.92	512.795	0.157	0.87
CPF7/49	293.85	517.709	0.063	0.87

EPF5/50	293.62	497.601	0.537	0.866
PUF11/51	293.92	512.451	0.169	0.87
TF4/52	293.84	496.228	0.444	0.866
CTF7/53	295.71	534.474	-0.268	0.877
CPUF12/54	293.84	518.081	0.05	0.871
EPF6/55	293.56	498.701	0.56	0.866
PUF12/56	293.43	503.177	0.509	0.867
TUF12/57	293.89	501.145	0.285	0.869
PUF13/58	295.71	534.474	-0.268	0.877
CTUF11/59	293.58	510.685	0.283	0.869
TPUF12/60	293.54	504.506	0.423	0.867
CTUF12/61	295.71	534.474	-0.268	0.877
CPF8/62	293.55	501.147	0.531	0.866
EPUF13/63	295.2	527.277	-0.168	0.875
CPF9/64	295.71	534.474	-0.268	0.877
CTUF13/65	293.61	502.061	0.45	0.867
TPF6/66	293.49	505.686	0.431	0.867
CTF8/67	293.45	502.438	0.623	0.866
TUF13/68	293.65	519.119	0.007	0.871
TUF14/69	293.68	497.856	0.425	0.867
PUF14/70	295.71	534.474	-0.268	0.877
EPF7/71	293.7	490.276	0.587	0.864
TPUF13/72	293.6	505.28	0.366	0.868
CTUF14/73	293.65	519.119	0.007	0.871
EPUF14/74	293.58	516.118	0.087	0.871
CPUF13/75	293.82	519.105	0.018	0.871

EPUF15/76	293.66	493.272	0.561	0.865
PUF15/77	293.78	518.427	0.024	0.871
TUF15/78	294.08	504.26	0.301	0.868
TPUF14/79	293.61	515.908	0.147	0.87
CPF10/80	293.45	501.857	0.647	0.866
PF3/81	293.57	502.997	0.383	0.867
PF4/82	293.6	504.231	0.378	0.867
CPUF14/83	293.65	519.119	0.007	0.871
CTUF15/84	293.42	502.51	0.688	0.866
TPF7/85	294.73	512.063	0.117	0.871
TPUF15/86	293.65	519.119	0.007	0.871
EPF8/87	293.56	511.786	0.223	0.869
TF5/88	293.87	488.545	0.505	0.865
PF5/89	293.44	503.64	0.496	0.867
CPUF15/90	295.58	535.516	-0.397	0.876
ICT1/91	293.34	508.818	0.362	0.868
ICT2/92	294.29	516.642	0.058	0.871
ICT3/93	293.3	507.994	0.455	0.868
ICT4/94	294.61	524.229	-0.106	0.874
ICT5/95	293.31	509.633	0.397	0.868

The initial set of 95 items was analyzed by Churchill's item purification method (Field, 2005) to assess for accuracy. The above table results suggested deletion of 47 items (bolded) because they did not significantly contribute to the factor structure and failed to meet the minimum criteria of factor loading of 0.4 (Howard, 2016). All remaining chosen elements in inter-item correlations were above 0.4 and thus satisfy the criteria.

3.8.4.5 Construct Validity for Teacher Attitude scale

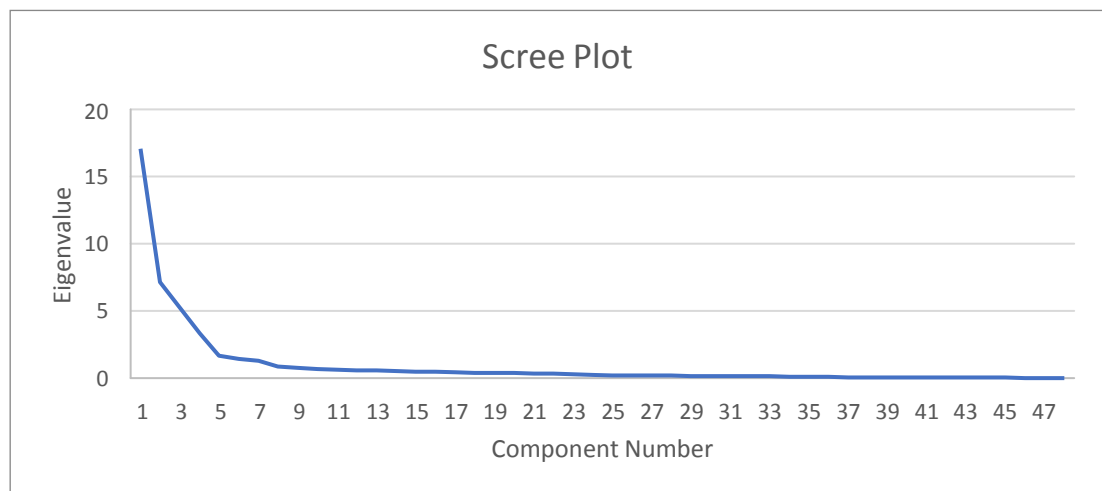
EFA– Exploratory Factor Analysis for Teacher Attitude scale

Bartlett’s test of sphericity was carried out to test the validity of the null hypothesis and Kaiser-Meyer-Olkin (KMO) to measure the homogeneity of variables (variables correlations matrix) was carried out to verify the sample adequacy to the factorial analysis. The analysis was carried out in SPSS 26. The test results are shown below:

Table 3.31: KMO and Bartlett’s Test for Teacher Attitude scale

Results		
Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy		0.957
Bartlett's Test of Sphericity	Approx. Chi-Square	38163.764
	df	1128
	Sig.	0.000

The above table shows Bartlett’s test of sphericity to be significant as $p=0.000$ and KMO measure of sampling adequacy as 0.957 which is considered to be indicative of adequate data according to Cheung, 2005 rule of thumb.



Thus, having proved suitability, the researcher ran EFA test with the seven-factor structure. Here, varimax rotated method has been inculcated in order to minimize the number of items under each sub scale with high loadings on each factor and to simplify the interpretation of factors. The rotated component matrix is shown in table 4.3 with the 48 retained items.

Table 3.32: Rotated Component Matrix for Teacher Attitude scale							
	1	2	3	4	5	6	7
CTF1/2		0.840					
CPF1/3				0.793			
TF1/6			0.815				
EPUF10/7	0.944						
TPF2/8						0.757	
CTF2/9		0.852					
CPF2/11				0.820			
EPF1/15	0.939						
CPF3/16				0.763			
TUF7/19			0.761				
TF2/23			0.925				
TUF9/26			0.936				
CPF4/27				0.714			
PUF8/29					0.861		
PUF9/31					0.794		
EPUF12/32	0.921						
TPF4/33							
EPF3/36	0.864						
CTUF10/38		0.840					
CPF6/39				0.793			
TPF5/41						0.703	
CTF5/42		0.809					
EPF4/43	0.952						
PF2/44					0.667		
TPUF10/46			0.533				
CTF6/47		0.818					

EPF5/50	0.891						
TF4/52			0.836				
EPF6/55	0.926						
PUF12/56					0.922		
TPUF12/60						0.686	
CPF8/62				0.704			
CTUF13/65		0.553					
TPF6/66				0.592			
CTF8/67		0.820					
TUF14/69			0.773				
EPF7/71	0.929						
TPUF13/72						0.641	
EPUF15/76	0.916						
CPF10/80				0.796			
PF3/81					0.742		
PF4/82					0.748		
CTUF15/84		0.863					
TF5/88			0.915				
PF5/89					0.921		
ICT1/91							0.593
ICT3/93							0.775
ICT5/95							0.803

As the loadings of each element here is above 0.50 the items were further accepted and contributed to the construct underlying the factor. However, Item no 66 was loaded in 'Child-Centred Practices' & Item no 46 was loaded in 'Teachers' so both were deleted. Thus, 9 items from factor 1 Educational process (EP), 8 items from factor 2 Classroom Teaching (CT), 7 items from factor 3 Teachers, 7 items from factor 4 Child centered practices, 7 items from factor 5 Pupils, 4 items from factor 6 Teaching profession (TP) and 3 items from factor 7 ICT, totally to 45 items were included for CFA.

3.8.4.6 CFA- Confirmatory Factor Analysis for Teacher Attitude scale

Here, the 45 items were included and Individual Factor loading should have to be a minimum of .50 and .70 is considered excellent. The second half of the sample was utilized here i.e., 300 secondary school teachers. Amos 26 was utilized as the statistical software.

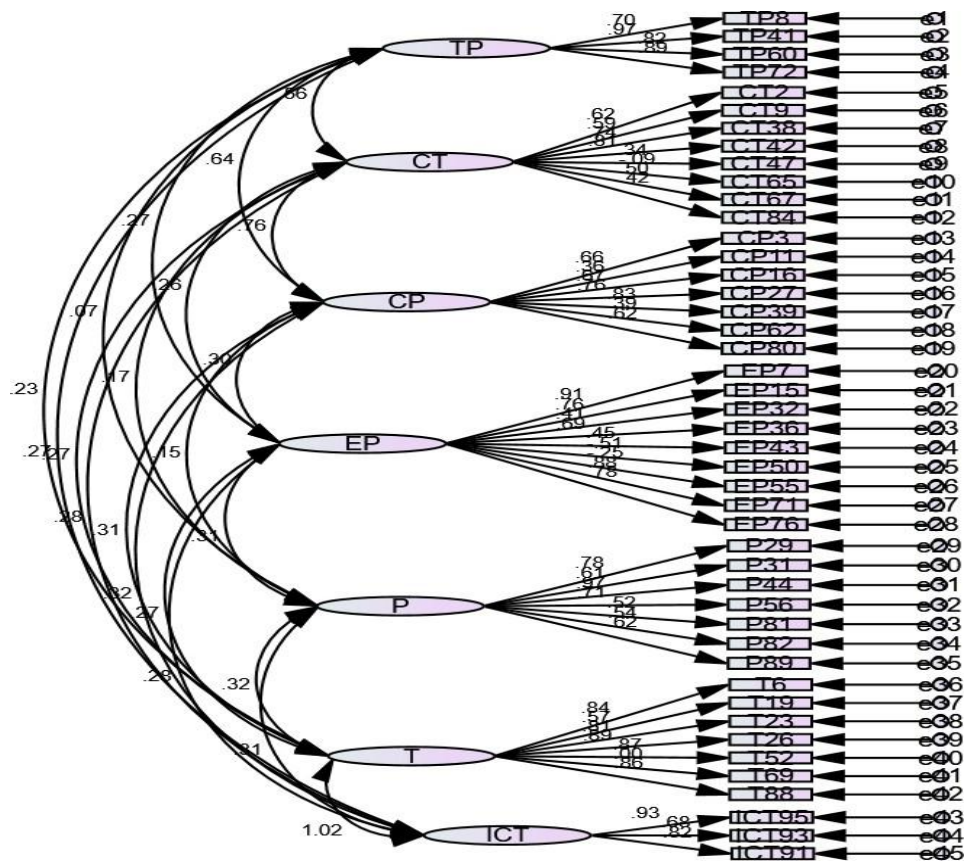


Figure 3.11: Factor Structure of Teacher's Attitude Towards Teaching Profession Scale (TAI by S.P Ahluwalia)

As individual loading factors of 47, 65 and 84 of factor 2, 11 and 62 of factor 3, 32, 43,50 and 55 of factor 4 and 69 of factor 6 were less than 0.50 and were deleted and 2nd CFA is analyzed again without the above factors. Thus, CFA was conducted with 35 items.

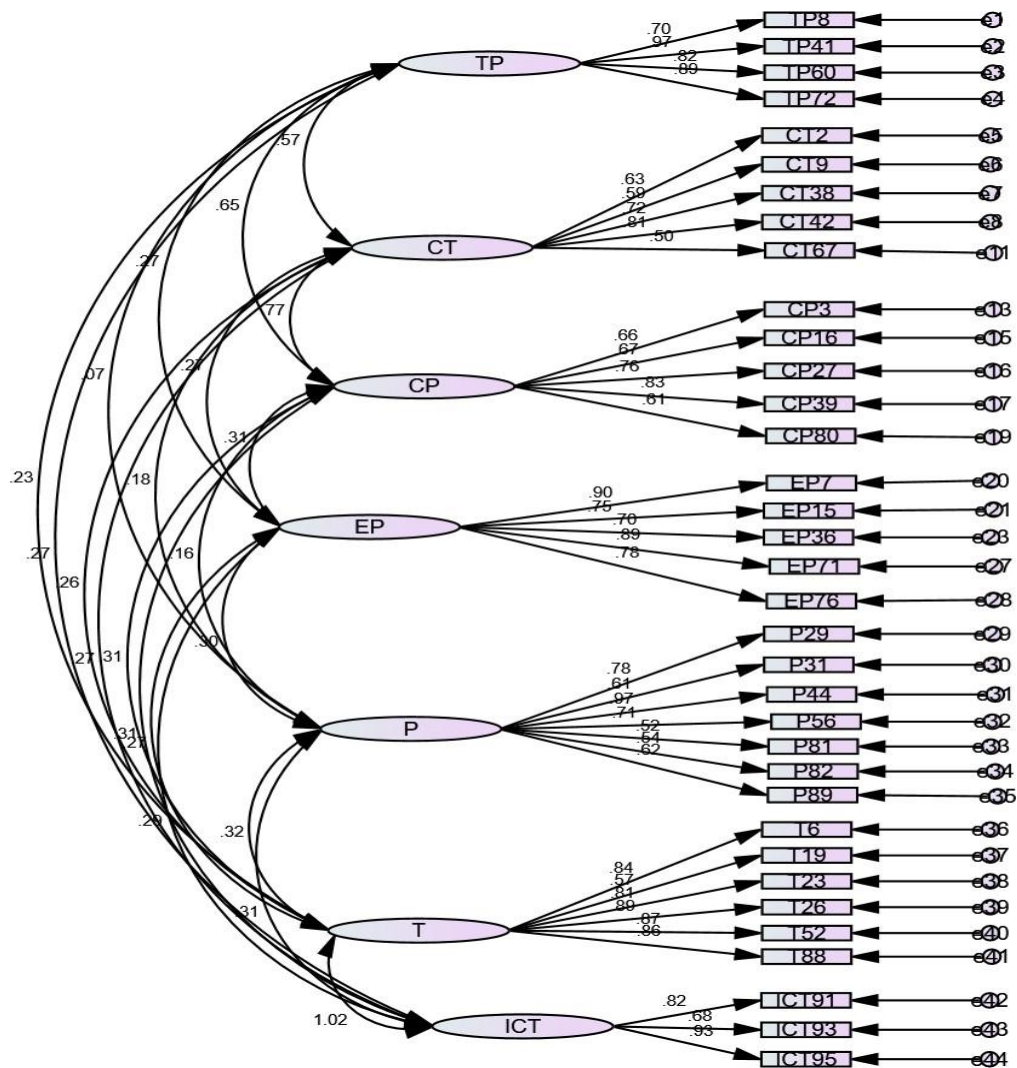


Figure 3.12: Factor Structure of Teacher's Attitude towards Teaching Profession

Note: TP= Teaching profession; CT= Classroom teaching; CP= Child centered practices; EP=Educational process; P=Pupils; T=Teachers; ICT= Information communication technology

Table 3.33: The Fitness Estimates of the Model for Teacher Attitude scale

Measures	P value	CMIN/D	RMR	RMSEA	GFI	AGFI	PCFI	IFI	CFI
Result	0.000	1.288	0.038	0.031	0.889	0.870	0.884	0.976	0.976
Benchmark	<0.05	<3	<0.08	<0.08	>0.90	0-1	>0.80	>0.90	>0.95

Table 3.34: Standardized Factor Loadings of Teacher Attitude Scale Towards Their Profession for Teacher Attitude scale

Domain	Item No.	Standardized Factor Loading
Teaching Profession	TP8	.70
	TP41	.97
	TP60	.82
	TP72	.89
Classroom teaching	CT2	.63
	CT9	.59
	CT38	.72
	CT42	.81
	CT67	.50
Child centered practices	CP3	.66
	CP16	.67
	CP27	.76
	CP39	.83
	CP80	.61
Education process	EP7	.90
	EP15	.75
	EP36	.70
	EP71	.89
	EP76	.78
Pupils	P29	.78
	P31	.61
	P44	.97
	P56	.71

	P81	.52
	P82	.54
	P89	.62
Teachers	T6	.84
	T19	.57
	T23	.81
	T26	.89
	T52	.87
	T88	.86
ICT	ICT91	.82
	ICT93	.68
	ICT95	.93

As the p value is 0.000 in table 3.33, it denotes a significant model and CMIN/DF of 1.288 is less than 3 and thus indicative of an acceptable fit between hypothetical model and sample. RMR is root mean square residual shows 0.038 which is < 0.08 and is an acceptable model fit. RMSEA is the root mean square error of approximation and value of 0.031 is considered a good fit. Looking at the GFI (Goodness of fit index) the output shows 0.889 and is also considered as acceptable model fit. The adjusted goodness of fit index (AGFI) corrects the GFI and the output has resulted in 0.870 which is again acceptable. Likewise, as the IFI is over the benchmark value of 0.976 and it is a good fit. The Incremental Fit Index (IFI) And Comparative Fit Index (CFI) obtained is 0.976 and 0.976 which is larger than 0.95 and thus indicates relatively good model–data fit in general. The former is more consistent than the latter as it takes freedom degrees into account for its calculation. Since all of the fitness estimates have desirable magnitude, the goodness of the fit of the model is satisfactory.

3.8.4.7 Reliability Analysis and Composite Reliability for Teacher Attitude scale

Table 3.35: Factor-Wise Reliability Statistics and Composite Reliability

Dimension	Items	Cronbach's Alpha	Composite Reliability
TP	TP- 8,41,60,72	.753	.913
CT	CT- 2,9,38,42,67	.963	.789
CP	CP- 3,16,27,39,80	.941	.835
EP	EP- 7,15,36,71,76	.975	.903
P	P- 29,31,44,56,81,82,89	.921	.862
T	T- 6,19,23,26,52,88	.958	.919
ICT	ICT- 91,93,95	.761	.856

High composite reliability is a very good indicator that all the 35 items constantly measure the same construct. From the results above, we could see all the composite reliability for the constructs ranges from 0.789 to 0.919, which exceeds 0.70. The internal consistency of the whole scale (Cronbach's alpha) was 0.936 and composite reliability is .979 which is considered as a reliable score (Cronbach, 1951). The finalized scale with 35 items has high validity and reliability and can be used in Indian settings to assess the teachers' attitude towards their profession.

Table 3.36: Modified TAI Scale with 7 Sub Scales and 35 Items

Dimension	S. No.	Item	Retained/ Deleted
TPF1/1	1	If I had a son entering college, I would have encouraged him become a teacher	Deleted
CTF1/2	2	A class-room should not be as quiet as graveyard.	Retained
CPF1/3	3	Students' behavior should be taken into consideration by the teacher	Retained
EPUF9/4	4	Students work hard if they are not given freedom to ask questions in the class.	Deleted
PF1/5	5	Students are generally sincere.	Deleted
TF1/6	6	A teacher respects everybody.	Retained
EPUF10/7	7	Individual differences among the students should not be paid much attention to.	Retained

TPF2/8	8	Teaching develops personality and character.	Retained
CTF2/9	9	Class-room teaching makes the students disciplined.	Retained
EPUF11/10	10	Freedom should not be given to the students to learn according to their own desire.	Deleted
CPF2/11	11	Pupils should be given freedom to express their views in the class.	Deleted
TUF6/12	12	Teachers are not free to express their views.	Deleted
TPUF8/13	13	Those who fail in other fields of work usually become teachers.	Deleted
CTF3/14	14	Teaching work becomes easy in the class-room.	Deleted
EPF1/15	15	Students learn more by love than by punishment.	Retained
CPF3/16	16	Pupils should not be let down before the class.	Retained
CTF4/17	17	Class-room teaching begets social atmosphere.	Deleted
PUF6/18	18	Students do not live together in harmony with one another.	Deleted
TUF7/19	19	When one sees a teacher he feels like laughing at him.	Retained
TPF3/20	20	No occupation is better than the teaching profession.	Deleted
CPF5/21	21	Students learn best by doing.	Deleted
PUF7/22	22	Now-a-days students do not obey their teachers.	Deleted
TF2/23	23	Everybody pays attention to what a teacher says.	Retained
TUF8/24	24	Teachers are boastful.	Deleted
CPUF11/25	25	There should be no students' union in school.	Deleted
TUF9/26	26	Teachers do not determine the moral standards of a nation.	Retained
CPF4/27	27	Student's health is an important responsibility of the school.	Retained
EPF2/28	28	Just one method of teaching is not suitable for all the students.	Deleted
PUF8/29	29	Students observe discipline only in the school.	Retained
TUF10/30	30	Most of the teachers are greedy.	Deleted
PUF9/31	31	Students are generally disinterested in national problems.	Retained
EPUF12/32	32	Group activities do not create a sense of co-operation among	Deleted

		the students.	
TPF4/33	33	Teaching profession has a bright future.	Retained
TPUF9/34	34	Teaching profession appears to be interesting only in the beginning.	Deleted
CTUF9/35	35	Bright and talented students often suffer in class room teaching	Deleted
EPF3/36	36	The surrounding of the school has an impact on the learning process.	Retained
PUF10/37	37	Students should not be given freedom to think.	Deleted
CTUF10/38	38	Class-room teaching does not inculcate a feeling of self-confidence in the students.	Retained
CPF6/39	39	Pupils remain unsatisfied if their doubts are not clarified.	Retained
TF3/40	40	People do not look down upon teachers.	Deleted
TPF5/41	41	I take pride in telling that I belong to the teaching profession.	Retained
CTF5/42	42	Class-room teaching makes students respect each other.	Retained
EPF4/43	43	The talents of students remain hidden if due attention is not paid to their special abilities.	Deleted
PF2/44	44	Students should enter the class only after obtaining permission from the teacher.	Retained
TUF11/45	45	Teachers do not have a sense of humor.	Deleted
TPUF10/46	46	There are more disadvantages than advantages in the teaching profession.	Deleted
CTF6/47	47	Class-room teaching strengthens the desire to learn	Deleted
TPUF11/48	48	I want to take up the teaching profession only because my parents wish so.	Deleted
CPF7/49	49	Books are not all in all for students.	Deleted
EPF5/50	50	Students can become good citizens only when teachers are good teachers	Deleted
PUF11/51	51	I get pleased when mischievous students get a beating.	Deleted
TF4/52	52	One, who does according to what he says, has the qualities of	Retained

		teacher.	
CTF7/53	53	Class-room teaching needs a change.	Deleted
CPUF12/54	54	Different activities performed by the students should not have place in their final evaluation.	Deleted
EPF6/55	55	Good relationship between the teacher and the taught is essential for learning.	Deleted
PUF12/56	56	Students should not be allowed to ask questions in the class.	Retained
TUF12/57	57	Teachers cannot satisfy intellectually superior students.	Deleted
PUF13/58	58	Students can do anything in order to get through the examination.	Deleted
CTUF11/59	59	There is a distance between teacher and students in the class room teaching.	Deleted
TPUF12/60	60	It is curse to remain in the teaching profession.	Retained
CTUF12/61	61	Back-benchers do not get proper attention in class room teaching.	Deleted
CPF8/62	62	It is good that now-a-day aptitude of students is given importance.	Deleted
EPUF13/63	63	Teaching methods of the past were better than those of to-day	Deleted
CPF9/64	64	While assigning home-task pupil's ability should be taken into consideration.	Deleted
CTUF13/65	65	The place of the student should not be supreme in class room teaching.	Deleted
TPF6/66	66	Teaching is a very stimulating profession.	Deleted
CTF8/67	67	Weak students gain a lot through the revision of the lesson by the teacher in the class-room.	Retained
TUF13/68	68	One, who does not inflict corporal punishment on students, is poor teacher.	Deleted
TUF14/69	69	One should not even dream of becoming a teacher in his life.	Deleted
PUF14/70	70	Students often talk non-sense in the class.	Deleted

EPF7/71	71	Good learning condition is created when the relations between the teacher and the pupil are warm and friendly.	Retained
TPUF13/72	72	Teaching profession makes people lazy.	Retained
CTUF14/73	73	Class-room teaching is book-centered rather than pupil center/centered.	Deleted
EPUF14/74	74	Keeping students informed of their progress has little effect on learning.	Deleted
CPUF13/75	75	The teacher should not make the lesson interesting for children.	Deleted
EPUF15/76	76	A good teacher has little need for charts, maps diagrams and tables like.	Retained
PUF15/77	77	Most students do not respect the teachers.	Deleted
TUF15/78	78	Teaching makes a teacher tired.	Deleted
TPUF14/79	79	Teaching profession is not a good medium of serving humanity.	Deleted
CPF10/80	80	We should fit the curriculum to the student and not the student to the curriculum.	Retained
PF3/81	81	Students take pride in the neat and attractive environment of the school.	Retained
PF4/82	82	Students should have right to express-disagreement with what the teacher says.	Retained
CPUF14/83	83	One of the difficulties with modern schools is that discipline is often sacrificed to the interest of students.	Deleted
CTUF15/84	84	In class-room teaching the principle of 'learning by doing' cannot be implemented.	Deleted
TPF7/85	85	I will not take up any other job except teaching	Deleted
TPUF15/86	86	If I do not get any other job, I will join the teaching profession.	Deleted
EPF8/87	87	Teacher should not be strict in their dealings with students.	Deleted
TF5/88	88	Teachers are the leaders of the nation.	Retained
PF5/89	89	If a student does not understand an assignment. It is usually the teacher's fault.	Retained

		fault of the teacher.	
CPUF15/90	90	A teacher's job primarily one of the teaching and explaining t subject matter.	Deleted
ICT1/91	91	I believe that if using ICT in my class would make my instruction more interesting for my students.	Retained
ICT2/92	92	Due to the incorporation of ICT in my teaching, my students more motivated to work at my subject.	Deleted
ICT3/93	93	I believe ICT Use in Education increases my students' involvement in my class.	Retained
ICT4/94	94	I believe ICT Use in Education increases students' success in my class.	Deleted
ICT5/95	95	ICT applications enhance students' creativity	Retained

3.8.5 Validation of Teacher Commitment Scale by Vijay Kumar Chechi and Vikas Sharma (2007)

It consists of 50 items within 5 dimensions such as *Learner, Society, Profession, Attaining excellence for Professional action and Basic values*. This scale has been developed in Indian context and was revalidated here to measure commitment of the teachers in the present study. The sample was 400 teachers from the 5 districts of West Bengal i.e., Howrah, North 24 paraganas, Purulia, Maldah and Uttar Dinajpur. The researchers scored the responses of the teachers according to the standardized norms of the scale between strongly disagree to strongly agree. The minimum score was 1 and maximum score 5.

Table 3.37: Dimensions and Item Numbers of Original Teacher Commitment Scale

S. No.	Dimensions	Items
1	Learner	1,2,3,4,5,6,7,8,9,10
2	Society	11,12,13,14,15,16,17,18,19,20
3	Profession	21,22,23,24,25,26,27,28,29,30
4	Attaining excellence for professional actio	31,32,33,34,35,36,37,38,39,40
5	Basic values	41,42,43,44,45,46,47,48,49,50

The scale was initially constructed with face and content validity with a set of seven subject and language experts. As the scale is revalidated here, six subject experts were approached for their opinions and expert advice. After their approval, we conducted purification, EFA, CFA and reliability check.

3.8.5.1 Purification for Teacher Commitment Scale

The 400 sample was analyzed by Churchill's item purification method (Field, 2005) to access for accuracy.

Table 3.38: Total –Item Correlation Statistics for Teacher Commitment Scale

Elements	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
L1	194.45	85.466	0.503	0.834
L2	197.55	90.910	-0.094	0.847
L3	194.50	84.607	0.586	0.833
L4	194.46	87.332	0.287	0.838
L5	194.50	84.431	0.586	0.832
L6	194.48	88.777	0.125	0.841
L7	194.49	84.205	0.634	0.832
L8	194.54	87.918	0.215	0.840
L9	194.52	84.726	0.540	0.833
L10	194.51	87.438	0.269	0.839
S1	194.45	84.288	0.525	0.833
S2	194.65	83.340	0.586	0.831
S3	194.56	84.663	0.478	0.834
S4	194.60	84.071	0.522	0.833
S5	194.58	86.530	0.313	0.838
S6	194.55	86.729	0.312	0.838
S7	194.60	84.226	0.495	0.833

S8	194.57	85.203	0.419	0.835
S9	194.56	84.713	0.388	0.836
S10	194.14	89.489	0.143	0.841
P1	194.61	84.399	0.530	0.833
P2	194.64	84.607	0.502	0.834
P3	197.30	89.742	-0.005	0.846
P4	194.54	87.753	0.233	0.839
P5	194.57	84.211	0.558	0.833
P6	197.39	94.520	-0.358	0.855
P7	194.59	84.058	0.568	0.832
P8	197.32	90.384	-0.057	0.850
P9	197.25	89.475	0.012	0.846
P10	194.57	84.181	0.571	0.832
AEPA1	194.70	88.152	0.102	0.844
AEPA2	194.24	89.817	0.033	0.842
AEPA3	194.49	90.225	-0.032	0.845
AEPA4	194.44	85.515	0.500	0.834
AEPA5	195.67	91.552	-0.171	0.847
AEPA6	194.50	85.609	0.469	0.835
AEPA7	194.44	85.469	0.506	0.834
AEPA8	194.50	85.243	0.514	0.834
AEPA9	194.44	85.425	0.509	0.834
AEPA10	194.57	87.619	0.232	0.840
BV1	194.20	90.453	-0.063	0.843
BV2	197.49	87.308	0.272	0.839
BV3	196.69	88.224	0.066	0.847

BV4	194.55	85.637	0.444	0.835
BV5	194.49	84.987	0.488	0.834
BV6	194.55	86.067	0.403	0.836
BV7	197.54	92.404	-0.250	0.849
BV8	194.63	86.333	0.281	0.839
BV9	197.43	88.285	0.176	0.841
BV10	197.49	87.574	0.241	0.839

The initial set of 50 items were assessed by Churchill’s item purification method (Field, 2005) to assess for accuracy. Here, the ‘corrected-item-total’ correlation of less than or equal to 0.3 is considered to be insignificant and the items were suggested to be removed from the developing scale. The above table results suggested deletion of 25 items (bold) because they did not significantly contribute to the factor structure and failed to meet the recommended criteria of factor loading of 0.4 (Howard, 2016). All remaining chosen elements in inter-item correlations were above 0.4 and thus satisfy the criteria.

3.8.5.2EFA– Exploratory Factor Analysis for Teacher Commitment Scale

Bartlett’s Test of Sphericity was carried out to test the validity of the null hypothesis and Kaiser-Meyer-Olkin (KMO) to measure the homogeneity of variables (variables correlations matrix) was carried out to verify the sample adequacy to the factorial analysis. The analysis was carried out in SPSS 26. The test results are shown below:

Table 3.39: KMO and Bartlett’s Test for Teacher Commitment Scale

Result		
Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy		0.842
Bartlett's Test of Sphericity	Approx. Chi-Square df Sig.	12708.248 300 0.000

The above table shows Bartlett's test of sphericity to be significant as $p=0.000$ and KMO measure of sampling adequacy as 0.842 which is considered to be indicative of adequate data according to Cheung, 2005 rule of thumb.

Table 3.40: Total Variance Explained for Teacher Commitment Scale

S. No.	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotated Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.670	34.679	34.679	8.670	34.679	34.679	4.844	19.376	19.376
2	3.719	14.878	49.556	3.719	14.878	49.556	4.314	17.255	36.631
3	2.806	11.225	60.781	2.806	11.225	60.781	3.803	15.213	51.844
4	1.935	7.740	68.521	1.935	7.740	68.521	3.577	14.310	66.154
5	1.736	6.945	75.466	1.736	6.945	75.466	2.328	9.312	75.466
6	.965	3.861	79.327						
7	.862	3.450	82.777						
8	.756	3.026	85.803						
9	.685	2.741	88.543						
10	.540	2.160	90.703						
11	.513	2.054	92.757						
12	.390	1.562	94.319						
13	.347	1.389	95.708						
14	.228	.911	96.619						

15	.210	.838	97.457						
16	.128	.510	97.968						
17	.117	.467	98.435						
18	.097	.386	98.821						
19	.075	.298	99.119						
20	.069	.276	99.395						
21	.060	.242	99.636						
22	.039	.154	99.791						
23	.031	.122	99.913						
24	.019	.075	99.988						
25	.003	.012	100.000						

The extraction followed Principal Component Analysis. Eigenvalues greater than 1.0 was retained for further analysis. Thus, all five factors were extracted and further EFA analysis has retained it. The five factors explain and arrive at the variance of 75.466 together. Extraction of initial factors and factor rotation were followed as next steps. Here, EFA with Principal Component Analysis and Varimax Kaiser Methods was applied to assess the factorial structure with 25 items with 400 samples. This was based on Eigenvalue greater than 1 and suppression value of 0.50.

Table 3.41: Rotated Component Matrix for Teacher Commitment Scale

Items	Components				
	1	2	3	4	5
L1			0.712		
L3				0.917	
L5				0.856	
L7				0.893	
L9				0.906	
S1			0.863		
S2			0.579		
S3			0.691		
S4			0.728		
S7			0.619		
S8					
S9			0.552		
P1	0.933				
P2	0.877				
P5	0.946				
P7	0.955				
P10	0.920				
AEPA4		0.932			
AEPA6		0.811			
AEPA7		0.935			

AEPA8		0.799			
AEPA9		0.934			
BV4					0.915
BV5					0.638
BV6					0.911

As the loadings of each element here is above 0.50, except S8 which is less than 0.50 and Item L1 loaded with another factor, all the other 23 items were further accepted and contributed to the construct underlying the factor.

3.8.5.3 CFA- Confirmatory Factor Analysis for Teacher Commitment Scale

The 23 elements passed the EFA test and item analysis, and thus was analyzed with CFA. Here, Individual Factor loading should have to be .50 minimum and .70 is excellent. The second half of the sample was utilized here i.e.,180 secondary school teachers. Amos 26 was utilized as the statistical software.

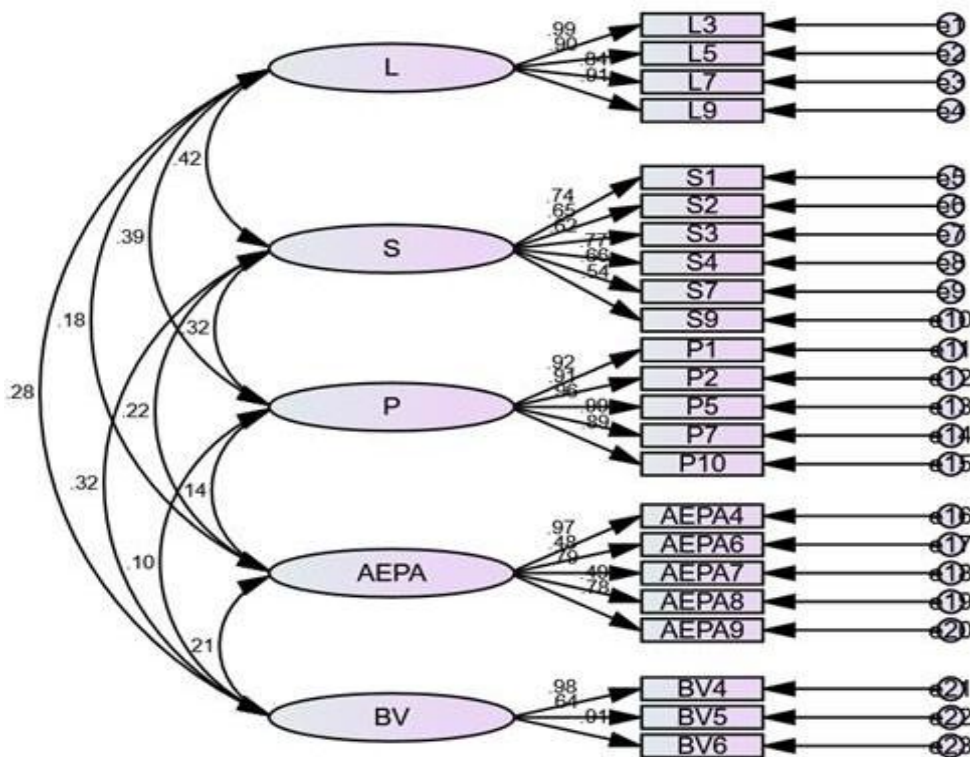


Figure 3.13: Factor Structure of Teacher's Commitment towards Profession

As, individual loading factor of AEPA6 and AEPA8 were less than 0.50, 2nd CFA is analyzed again without AEPA6 and AEPA8. Thus, CFA was conducted with 21 items.

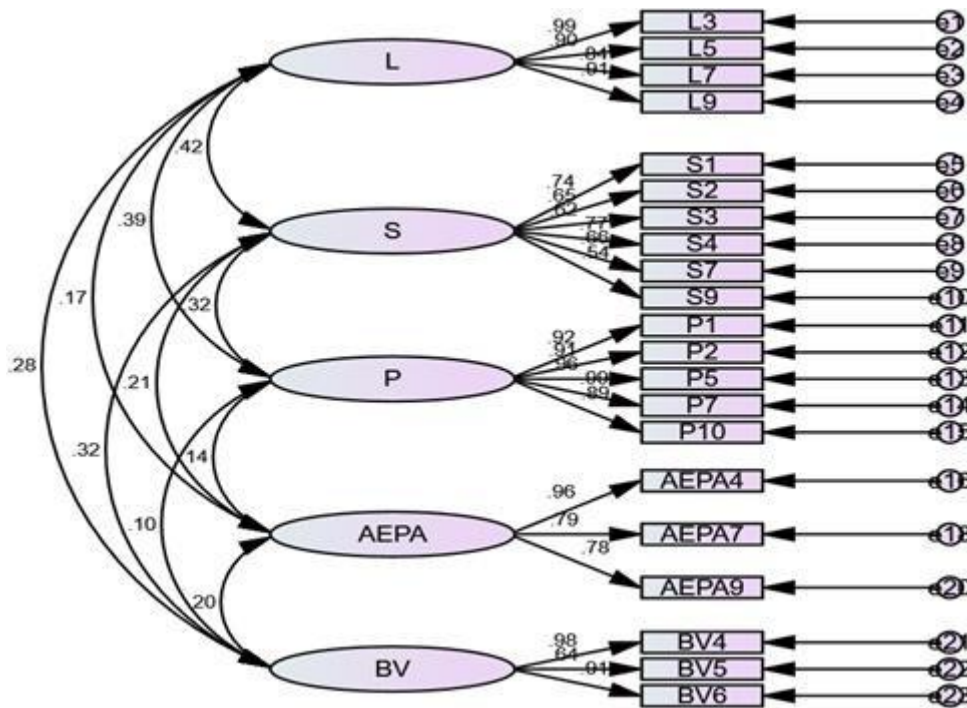


Figure 3.14: The Fitness Estimates of the Model of Teacher's Commitment Towards Profession

Note: L=Learner; S=Society; P=Profession; AEPA= Attaining excellence for professional action; BV=Basic values

Table 3.42: The Fitness Estimates of the Model for Teacher Commitment Scale

Measures	P value	CMIN/DF	RMR	RMSEA	GFI	AGFI	PCFI	IFI	CFI
Result	0.000	1.690	0.026	0.062	0.875	0.838	0.820	0.963	0.963
Benchmark	<0.05	<3	<0.08	<0.08	>0.90	0 - 1	>0.8	>0.90	>0.95

Table 3.43: Standardized Factor Loadings of the Items of Teacher Commitment Scale

Dimensions	Item No.	Standardized Factor Loading
Learner	L3	.99
	L5	.90
	L7	.84
	L9	.91
Society	S1	.74
	S2	.65
	S3	.62
	S4	.77
	S7	.66
	S9	.54
Profession	P1	.92
	P2	.91
	P5	.96
	P7	.99
	P10	.89
Attaining excellence professional action	AEPA4	.96
	AEPA7	.79
	AEPA9	.78
Basic values	BV4	.98
	BV5	.64
	BV6	.91

Interpretation: The above table 3.42 shows good fit indices except GFI which is borderline and thus shows good estimates with their values according to the desired benchmarks. The internal consistency Cronbach's Alpha was 0.895.

3.8.5.4 Face Validity for Teacher Commitment Scale

With the retained 21 items against the five domains, face validity was checked with the six experts

Table 3.44: List of Experts Contacted for Content Validity of Teacher Commitment Scale

Rater	Name	Designation
1.	Dr. Shyamal Uday Chowdhury	Professor, Department of Teacher Education, The West Bengal University of Teachers' Training, Education Planning and Administration.25/2@ 25/ Ballygunge Circular Road, Kolkata, 700019
2.	Dr. Jayanta Mete	Professor, Dept. of Education, University of Kalyani, 8, B-12 Diagonal Rd, B8, B-12 Diagonal Rd, B8, Block B, Kolkata, West Bengal, 741235
3.	Dr. Inderjit Kaur	Professor & Head of Dept- Education, Desh Bhagat University, Amloh Road, Mandi Gobindgarh District, Fatehgarh Sahib, Punjab- 14, Mandi Gobindgarh, Punjab, 147301
4.	Dr. Kirandeep Singh	Professor, Panjab University, Sector 14, Chandigarh, 160014
5.	Dr. Parul Sood	Professor and Assistant Dean, Chitkara College of Education, Chitkara University, GM85+PHF, Punjab, 140506.
6.	Dr Nand Kishor	Professor, Central University of Haryana Mahendergarh, SH 17, Jaat, Haryana, 123031

The degree to which a test appears to measure what it is meant to measure is referred to as face validity. A test would have strong face validity if subject matter experts agreed that the items appeared to measure what the test was designed to measure. Two rounds of meeting were conducted and based on their view points, the tool was found to be having good face validity. All the 21 items were retained for CVI calculation.

3.8.5.5 Content Validity for Teacher Commitment Scale

In order to determine the content validity of 21 retained items, it was shown to the six experts and their expert viewpoint on the quality of items were taken and measured on four-point rating which is shown in the table below.

Table 3.45: Expert Viewpoints on Quality of Items for Teacher Commitment Scale

Quality of item	Not relevant	Somewhat relevant	Quite relevant	Highly relevant
Rating	1	2	3	4

Based on the judgement of the experts, content validity index was calculated. The method developed by Lawshe (1975) was applied for measuring content validity. The items having value below 0.8 will be rejected and the items having ICVI above 0.8 will be retained. In total 21 items under 5 domains were retained as all values were above 0.8, and Content Validity Index was found to be 1 which shows the content of the scale highly relevant. Item wise index of the retained items is given below.

Table 3.46: Item Wise Content Validity Index of Teacher Commitment Scale with 21 Items

No.	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater 6	Average	Numbers in Agreement	ICVI
Q1	4	4	4	4	3	4	23	6	1
Q2	4	4	4	4	4	4	24	6	1
Q3	4	4	4	4	4	3	23	6	1
Q4	3	4	4	4	2	3	20	5	0.8333
Q5	4	4	4	4	4	4	24	6	1
Q6	4	4	4	4	4	4	24	6	1
Q7	4	4	4	4	4	4	24	6	1
Q8	4	4	4	4	4	4	24	6	1
Q9	4	4	4	4	4	4	24	6	1
Q10	3	4	4	4	4	4	23	6	1

Q11	3	4	4	4	4	4	23	6	1
Q12	3	4	4	4	4	4	23	6	1
Q13	4	4	4	4	4	4	24	6	1
Q14	4	4	4	4	4	4	24	6	1
Q15	3	4	4	4	4	4	23	6	1
Q16	3	3	4	4	4	4	22	6	1
Q17	4	4	4	4	4	4	24	6	1
Q18	4	4	4	4	4	4	24	6	1
Q19	4	4	4	4	4	4	24	6	1
Q20	3	3	4	4	3	2	19	5	0.8333
Q21	4	3	4	4	4	4	23	6	1
								S-CVI	0.9841

Table 3.47: Content Validity of Teacher Commitment Scale

SCVI (Average)	0.9841
Total Agreement	6

3.8.5.6 Reliability and Composite Reliability for Teacher Commitment Scale

Table 3.48: Cronbach's Alpha and Composite Reliability of Teacher Commitment Scale

Sub Scale	Cronbach's Alpha	Composite Reliability	No of Items
Learner	0.950	0.951	4
Society	0.823	0.827	6
Profession	0.971	0.972	5
Attaining excellence	0.882	0.885	3

for professional action			
Basic values	0.870	0.886	3

A construct's reliability should be at least 0.70, according to experts advice. When all 21 items consistently measure the same construct, they have high composite reliability. As can be seen from the preceding results, the composite reliability for each construct ranges from 0.827 to 0.972, which is greater than 0.70. An unmistakable sign that each and every one of the items consistently measures the construct that corresponds to it, which is teachers' commitment to their profession. Overall, Cronbach's alpha is 0.895 and composite reliability of 0.980. The finalized scale with 21 items has high validity and reliability and can be used in Indian settings to assess the teacher's commitment towards teaching profession.

Table 3.49: Modified Teacher Commitment Scale with 5 Sub Scales and 21 Items

Dimensions	S. No.	Items	Retained/ Deleted
L1	1	I believe that a teacher cares for a child as a-nurse, guide and guardian.	Deleted
L2	2	I feel that the best way to teach stubborn students is to punish them for their mistakes.	Deleted
L3	3	I believe that the mission of my life is to facilitate the all-round development of the child.	Retained
L4	4	I take pains for the students' gain in teaching learning process.	Deleted
L5	5	I try to solve the problems of the students at the earliest.	Retained
L6	6	I solve the problems of students even at odd hours.	Deleted
L7	7	I feel satisfied by acting as a facilitator for the students.	Retained
L8	8	I perform evaluation duty well, to the satisfaction of my students.	Deleted
L9	9	I get thrilled when children share their excitement with me	Retained
L10	10	I apply new methods of teaching whole heartedly for the better understanding of the students.	Deleted
S1	11	I believe that teachers are nation builders.	Retained

S2	12	I hold the view that a teacher needs to understand social norms and values of the society, in which he is working.	Retained
S3	13	I promote democratic atmosphere in my classroom.	Retained
S4	14	I hold the opinion that a school is a miniature of society.	Retained
S5	15	I feel that there should be freedom for planning and execution of the activities of the school.	Deleted
S6	16	I feel that a teacher should be given greater autonomy to work in the classroom.	Deleted
S7	17	I believe that a teacher is a facilitator for the social and educational development of the child.	Retained
S8	18	I opine that a teacher needs to work within the limits of his social norms.	Deleted
S9	19	I believe that a teacher should take students on visits outside the school for direct experiences.	Retained
S10	20	I believe that a teacher is a human being first and then a teacher.	Deleted
P1	21	I hold the view that teachers are responsible for the quality of teaching.	Retained
P2	22	I am worthy of being called a good teacher.	Retained
P3	23	I can work in a cooperative environment only.	Deleted
P4	24	I have good relations with my colleagues and principal.	Deleted
P5	25	I am a dedicated teacher.	Retained
P6	26	I sometime enjoy gossip in the classroom.	Deleted
P7	27	I am conscious of the roles and the responsibilities that come along with the teaching profession.	Retained
P8	28	Our school gives ample opportunities for professional growth.	Deleted
P9	29	I am of the opinion that syllabus completion is the teacher first priority.	Deleted
P10	30	I advocate use of technology for better classroom learning	Retained

AEPA1	31	I am aware of the importance of research work in the field of teaching learning process.	Deleted
AEPA2	32	I keep my knowledge updated with current affairs, so as to give my students the best.	Deleted
AEPA3	33	I love to learn and teach new things to students that are being added in the curriculum.	Deleted
AEPA4	34	I own a small library, concerning books related to my subject, at my home.	Retained
AEPA5	35	I opine that publishing articles/ reports opens opportunities for dialogue with other like-minded people.	Deleted
AEPA6	36	I believe in appreciating the desirable qualities of my colleagues.	Deleted
AEPA7	37	I believe that a teacher's grasp of knowledge is important for the teaching profession.	Retained
AEPA8	38	I believe in acquisition of proper skills for the teaching profession.	Deleted
AEPA9	39	I believe in developing right attitude for the teaching profession.	Retained
AEPA10	40	I generally give illustrations from other subjects to clarify concepts to the students.	Deleted
BV1	41	I lend a helping hand to a sick child in the school.	Deleted
BV2	42	I am not comfortable in teaching a physically handicapped or mentally challenged child.	Deleted
BV3	43	I provide financial assistance to poor students.	Deleted
BV4	44	I help weak students by giving extra time to them.	Retained
BV5	45	I want to be praised for my good teaching.	Retained
BV6	46	I keep the parents well informed about the performance of their ward.	Retained
BV7	47	I feel that to teach moral values is not the job of a teacher but of the parents.	Deleted
BV8	48	I always ensure that students are actively participating in	Deleted

		the teaching-learning tasks.	
BV9	49	I chose the teaching profession for earning money.	Deleted
BV10	50	I like to crack jokes in the classroom.	Deleted

3.8.6 Development and Validation of Teacher Belief towards Socially Disadvantaged Students Scale

It was done by the investigator by drawing a sample of 500 secondary school teachers from West Bengal, India. Samples were chosen randomly from 10 schools per district and data was collected by distributing questionnaires which consisted of the 15 elements under three dimensions- *Evaluation, Activity and Potency*. The first half of sample was utilized for EFA and item analysis. The original form of SDS proposed by Osgood et al.,(1957) was structured on three dimensions.. Under the same dimensions, 5 elements under Evaluation, 5 elements under Potency and 5 elements under Activity had been initially included as mentioned below.

Bipolar Adjectives	Osgood et al.,(1957) domains	Fiske et al.,(200 domains	Reference
Inattentive/ Attentive	Potency	Competence	Glock and Bohmer, 2018
Unmotivated/motivated	Evaluation	Warmth	
Incompetent/competent	Potency	Competence	
Dependent/Independent	Evaluation	Warmth	
Disruptive/Well-behaved	Activity	Competence	
Unfriendly/Friendly	Evaluation	Warmth	Jenaro et al., 2018
Unambitious/Ambitious	Activity	Competence	Dunkake and Schuchart, 2015
Inarticulate/Articulate	Potency	Competence	
Dishonest /honest	Evaluation	Warmth	Osgood et al.,1975, Aldridge, 1976 & Aljeaid, 1986
Unemotional/emotional	Activity	Warmth	Osgood et al, 1975 & Gardner et al., 1988
Violent/non violent	Potency	Competence	Morgan, 1984 & Aldridge,

Slow/fast	Potency	Competence	1976
Introvert/ extravert	Potency	Warmth	Gardner et al., 1988
Cowardly/brave	Potency	Competence	Osgood et al.,1975 & Aldridge, 1976
Ugly/beautiful	Evaluation	Warmth	Safrankova & Hrbackova, 2016

Further, in order to measure the belief of the term ‘socially disadvantaged students’ possessed by teachers, a five- point Semantic Differential Scale which ranged from 1 to 5 ratings (Very disagree, fairly disagree, neutral, fairly agree, very agree) with the list of bipolar paired adjectives were arranged. The teachers were asked to rate each of the mentioned elements on the scale according to their outlook, attitude or image of the assessed construct (here- ‘socially disadvantaged students’).

Table 3.50: Total- Item Correlation Statistics of Teacher Belief Scale

Items	Scale Mean F Item Deleted	Scale Variance If Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Unmotivated/ Motivated	50.0320	127.292	0.426	0.795	0.839
Dependent/ Independent	50.1040	127.363	0.432	0.821	0.839
Unfriendly/ Friendly	50.0680	126.554	0.463	0.984	0.838
Dishonest/ Honest	50.0600	126.386	0.466	0.984	0.837
Ugly/Beautiful	50.1080	127.727	0.413	0.787	0.839
Disruptive/ Well-behaved	47.8920	119.976	0.522	0.963	0.833
Unambitious/ Ambitious	47.5240	118.218	0.540	0.921	0.832
Unemotional/ Emotional	47.8640	121.652	0.438	0.719	0.838

Violent/ Nonviolent	47.8760	119.426	0.535	0.995	0.833
Slow/Fast	47.8720	119.285	0.539	0.995	0.832
Inattentive/ Attentive	48.9520	121.243	0.441	0.833	0.838
Inarticulate/ Articulate	48.8920	120.547	0.460	0.894	0.837
Incompetent/ Competent	48.9040	119.589	0.475	0.894	0.836
Cowardly/ Brave	48.9680	120.136	0.471	0.911	0.836
Introvert/ Extravert	48.9440	120.101	0.474	0.927	0.836

The initial set of 15 adjectives pairs were analyzed to assess accuracy. Here, the 'corrected-item-total' correlation of 0.3 or lesser is considered to be insignificant. The above table retained all 15 elements and met the minimum criteria of factor loading of 0.4 (Howard, M. C, 2016). Thus, the findings suggested high reliability of the scale used to measure the context. Subsequently, the 15 elements -5 elements under Evaluation, 5 elements under Potency and 5 elements under Activity were sent for six expert opinions.

Table 3.51: List of Experts for Teacher Belief Scale

Rater	Name	Designation
1.	Dr. Shyamal Udoy Chowdhury	Professor, Department of Teacher Education, The West Bengal University of Teachers' Training Education Planning and Administration.25/2@ 25 Ballygunge Circular Road, Kolkata 700019
2.	Dr. Jayanta Mete	Professor, Dept. of Education, University of Kalyani, B-12 Diagonal Rd, B8, B-12 Diagonal Rd, B8, BloB, Kolkata, West Bengal 741235
3.	Dr. Inderjit Kaur	Professor & Head of Dept- Education, Desh Bhagat University, Amloh Road, Mandi Gobindgarh District Fatehgarh Sahib, Punjab- 14, Ma Gobindgarh, Punjab 147301
4.	Dr. Kirandeep Singh	Professor, Panjab University, Sector 14, Chandigarh,

		160014
5.	Dr. Parul Sood	Professor and Assistant Dean, Chitkara College Education, Chitkara University, GM85+PHF, Punjab 140506
6.	Dr. Nand Kishor	Professor, Central University of Haryana Mahendergarh, SH 17, Jaat, Haryana 123031

3.8.6.1 Face Validity for Teacher Belief Scale

In order to measure the validity of scale with 15 elements, face validity was included since it tests whether the items measures what it is supposed to measure. Six Professors from different universities were contacted, based on their opinions face validity and content validity calculated. Two rounds of meeting were conducted and based on their view point the tool was found to be having good face validity. All the fifteen items were retained for CVI calculation.

3.8.6.2 Content Validity for Teacher Belief Scale

To determine the content validity of the scale with 15 elements, it was shown to the experts and their expert viewpoint on the quality of items were taken and measured on four-point rating which is shown in the table below.

Table 3.52: Expert Viewpoints on Quality of Items

Quality of item	Not relevant	Somewhat relevant	Quite relevant	Highly relevant
Rating	1	2	3	4

Based on the judgement of the experts, content validity index was calculated. The method developed by Lawshe (1975) was applied for measuring content validity. The items having value below 0.8 will be rejected and the items having ICVI above 0.8 will be retained. In total 15 items under 3 domains were retained as all values were above 0.8, and Content Validity Index was found to be 1 which shows the content of the scale is highly relevant. Item wise index of the retained items is given below.

**Table 3.53: Item Wise Content Validity Index of Teacher Belief Scale Towards
Socially Disadvantaged Students**

Item No	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Rater 6	Experts in agreement	ICVI
Q1	4	4	4	4	3	4	6	1
Q2	4	4	1	4	3	4	5	0.8333
Q3	4	4	4	3	3	4	6	1
Q4	4	4	4	3	4	4	6	1
Q5	4	4	4	3	2	4	5	0.8333
Q6	4	4	4	3	3	4	6	1
Q7	4	4	4	3	3	4	6	1
Q8	4	4	4	3	3	4	6	1
Q9	4	4	4	3	1	4	5	0.8333
Q10	4	4	4	3	1	4	5	0.8333
Q11	4	4	4	4	1	4	5	0.8333
Q12	4	4	4	3	3	4	6	1
Q13	4	4	4	4	3	4	6	1
Q14	4	4	4	3	1	4	5	0.8333
Q15	4	4	4	3	1	4	5	0.8333
							S-CVI	0.9222

Table 3.54: Content Validity for Teacher Belief Scale

SCVI (Average)	0.9222
Total agreement	5.333

3.8.6.3 EFA– Exploratory Factor Analysis for Teacher Belief Scale

15 elements were incorporated in testing the factorability. In this scale development research work, SPSS 26 was used to conduct item analysis. SPSS 26 is the statistical software utilized here. The test results are shown below:

Table 3.55: KMO and Bartlett’s Test for Teacher Belief Scale

Result		
Kaiser-Meyer-Olkin Measure Sampling Adequacy.		0.853
Bartlett's Test of Sphericity	Approx. Chi-Square df Sig.	6811.448 105 0.000

The above table shows Bartlett’s test of sphericity to be significant as $p=0.000$ and KMO measure of sampling adequacy as 0.853 which is considered to be indicative of adequate data according to Cheung, 2005 rule of thumb. This shows that EFA could be conducted. Thereby, the data met the thresholds for sampling adequacy. In order to determine the reliability of the scale and each dimension, Cronbach’s Alpha was applied on the sample size of 250 respondents by using SPSS 26.

Table 3.56: Total Variance Explained for Teacher Belief Scale

Component	Initial Eigenvalues			Extraction Sums of Squared Loadin			Rotated sums of squared loadings		
	Total	% of variance	Cumulative	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.979	33.194	33.194	4.979	33.194	33.194	4.608	30.721	30.721
2	4.583	30.556	63.750	4.583	30.556	63.750	4.523	30.152	60.873
3	3.936	26.238	89.988	3.936	26.238	89.988	4.367	29.115	89.988
4	.361	2.409	92.398						
5	.258	1.722	94.120						
6	.250	1.666	95.786						
7	.185	1.234	97.020						
8	.129	.860	97.880						
9	.099	.657	98.538						
10	.069	.457	98.995						
11	.064	.426	99.421						

12	.051	.340	99.760						
13	.024	.158	99.919						
14	.009	.063	99.982						
15	.003	.018	100.000						

The extraction followed Principal Component Analysis. Eigenvalues greater than 1.0 was retained. Thus, all the three factors were extracted and further EFA analysis has retained it. The three factors explain and arrives at the variance of 89.988 together.

Extraction of initial factors and factor rotation were followed as next steps. Here, EFA with PCFA and Varimax with Kaiser Normalization methods was applied to assess the factorial structure of the SDS. Here, 15 items under three-dimensions were analyzed against each component and is shown in table 3.57.

Table 3.57: Rotated Component Matrix for Teacher Belief Scale

Items	Component		
	1	2	3
E1			0.904
E2			0.922
E3			0.956
E5			0.955
E6			0.924
A1	0.976		
A2	0.967		
A4	0.878		
A5	0.984		
A6	0.983		
P1		0.917	
P2		0.948	
P3		0.960	
P4		0.965	
P5		0.964	

As the loadings of each element here is above 0.50, all the adjectives were further accepted and contributed to the construct underlying the factor. Thereby a tri-factorial structure with Eigenvalues greater than 1.0 was retained. The Cronbach's Alpha for each factor was further obtained as follows: Evaluation= 0.963, Activity= 0.978 and Potency= 0.974. Thus, all the three dimensions were found to be reliable.

3.8.6.4 CFA- Confirmatory Factor Analysis for Teacher Belief Scale

The 15 elements passed the EFA test and item analysis, and thus was analyzed with CFA in AMOS 26. The second half of the sample was utilized here. The CFA was conducted on three- dimensional scale with fifteen items on 250 sample size and the results are discussed below.

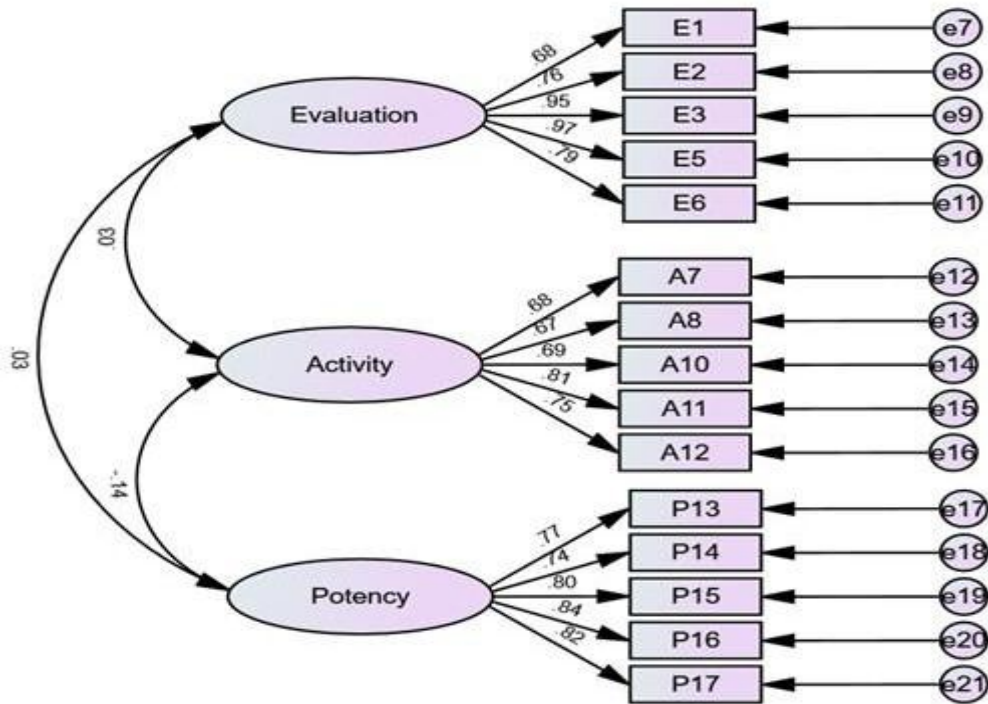


Figure 3.15: Factor Structure of Teacher's Belief Towards Socially Disadvantaged Students

Note: E=evaluation; A=activity; P=Potency

Table 3.58: The Fitness Estimates of the Model for Teacher Belief Scale

Measures	P value	CMIN/DF	RMR	RMSEA	GFI	AGFI	PCFI	IFI	CFI
Result	0.000	2.141	0.065	0.068	0.908	0.874	0.792	0.957	0.956
Benchmark	<0.05	<3	<0.08	<0.1	>0.90	0 -1	>0.8	>0.90	>0.95

Table 3.59: Standardized Factor Loadings of the Items of Teachers Belief Scale towards Socially Disadvantaged Students

Dimensions	Item No	Standardized factor loadi
Evaluation	E1	.68
	E2	.76
	E3	.95
	E4	.97
	E5	.79
Activity	A1	.68
	A2	.67
	A3	.69
	A4	.81
	A5	.75
Potency	P1	.77
	P2	.74
	P3	.80
	P4	.84
	P5	.82

Interpretation: In table 3.58, the p value is 0.000 and denotes a significant model and CMIN/DF of 2.141 is less than 3 and thus indicative of an acceptable fit between hypothetical model and sample. RMR is root mean square residual shows 0.065 which is <0.08 and is an acceptable model fit. RMSEA is the Root Mean Square Error of Approximation and value of 0.068 is considered good fit. Looking at the GIF (Goodness of fit index) the output shows 0.908 and is also considered as acceptable model fit. The adjusted goodness of fit index (AGFI) corrects the GFI and the output has resulted in 0.874 which is again acceptable. Likewise, as the IFI is over the benchmark value of 0.90 it is a good fit. The Incremental Fit Index (IFI) And Comparative Fit Index (CFI) obtained is 0.957 and 0.956 which is larger than 0.90 and 0.95, and thus indicates relatively good model–data fit in general. Since most of the fitness estimates have desirable magnitude, the goodness of the fit of the model is satisfactory.

3.8.6.5 Reliability and Composite Reliability of Teacher Belief Scale

Sub scale	Cronbach's Alpha	Composite Reliability	No of items
Evaluation	0.963	0.920	5
Activity	0.978	0.843	5
Potency	0.974	0.896	5

A construct's reliability should be at least 0.70, according to experts' advice. High composite dependability is generally an excellent pointer that every one of the 15 items continually measure a similar build which is teachers' belief towards socially hindered students. All of the constructs' composite reliability ranges from 0.843 to 0.920, exceeding 0.70, as shown by the previous results. a clear sign that each item consistently measures its associated construct. The internal consistency of the whole scale was 0.833 and composite reliability is 0.960, which is considered a reliable score (Cronbach, 1951). The finalized scale has high validity and reliability and can be used in Indian settings to assess the teachers belief towards socially disadvantaged students.

Table 3.60: Developed and Validated Teacher Belief Towards Socially Disadvantaged Students Scale with 3 Sub Scales and 15 Items

Dimensions	Item No	Items	Deleted/retained
Evaluation	E1	Unmotivated/Motivated	Retained
	E2	Dependent/Independent	Retained
	E3	Unfriendly/ Friendly	Retained
	E4	Dishonest/Honest	Retained
	E5	Ugly/Beautiful	Retained
Activity	A1	Disruptive/Well-behaved	Retained
	A2	Unambitious/Ambitious	Retained
	A3	Unemotional/Emotional	Retained
	A4	Violent/ Nonviolent	Retained
	A5	Slow/Fast	Retained
Potency	P1	Inattentive/Attentive	Retained
	P2	Inarticulate/Articulate	Retained
	P3	Incompetent/Competent	Retained
	P4	Cowardly/ Brave	Retained

	P5	Introvert/ Extravert	Retained
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3.9 Ethical Considerations

In addition to the significance of choosing an apt research methodology and strategies, is the significance of the ethical contemplations around undertaking the research study. Ethical consideration is one of the indispensable aspects of research in social science and humanities, especially in educational research (Bassey & Owan, 2019). As we as a whole realize that the motivation behind each exploration work is the improvement of information and abilities, and eventually to improve human beings with the collaboration and support from them. Irwin A. Berg (1954) pointed out three ethical points that should be kept in mind while doing any research work, i.e. 1) Consent- The researcher must take consent from the subject after briefing him/ her the purpose and benefit/risk of the study, 2) Privacy/confidence- the researcher must ensure the privacy of the respondent regarding their attitude, reaction, opinions and responses and 3) Standard/Acceptable Procedures- the researcher must follow the standard procedures of research work (Berg, 1954).

1. Informed Consent Form:

Initially, consent was gained from the Head of the Department (HoD) of the researchers' institution and a letter of introduction was recovered. This was submitted along with a personal hand written letter to the District Education Officer (DEO) of the three selected districts. After gaining permission and clearance, this was followed by in-person visitation of Head Master/Principal of the selected senior secondary schools who were informed about the purpose of visit and also to seek the permission to undertake the survey. As it is ethical to gain consent from potential participants, a written consent form with all the necessary information about the research survey and what is required from them was prepared while taking into consideration the guidelines and tips for better understanding by the individual who reads. The consent form consisted of 3 sub headings: 1. Information sheet 2. Contact information of researcher (in case of further queries) 3. Certificate of consent. The hard copy consent form in the local language Bengali which also included the rationale of the study, time required to take part and the possible benefits the respondents may encounter from it was handed over to the participants (teachers and students) before gaining voluntary consent and signature.

However, the respondents (Students and Teachers) were not forced and also given the permission to withdraw from the survey at any point.

2. Privacy/Confidence:

Before administering the tools on the students and teachers, the researcher introduced the tools going to be employed and assured the confidentiality of documents and information to participants of the survey. This process decreased the extent of recovering untrue information. The researcher guaranteed safeguarding the personal information gained from the participants. The researcher assured that their responses will not be disclosed before anybody or any organization and would be kept confidential and will be used only for purpose of the current research work. The researcher alone had direct access to the questionnaires and other data and was kept out of access from others within locked doors. It was also ensured to use codes in place of name of the respondents to gain their confidence and thus assure privacy. The researcher treated the data confidentially and also honored the respondent's right to remain anonymous.

3. Standard/Acceptable Procedures:

This ethic was fulfilled since the researcher is competent in this area of research and has followed the standard procedure which has been tried and tested by previous investigators. There were no potential risks for the participants and adhered to the principle of standard procedure as a legal safeguard.

3.10 Data Collection Procedure

The data collection process was done in two steps for (a) validation of the tools used and (b) data required for analysis and interpretation.

- a) For tool validation, the criteria of number of items in the different tools was considered and hence reasonable sample of 102 teachers and 505 students were approached to get their answers to the items of the tools. To collect data for tool development and validation, a convenience sampling technique was adapted.
- b) Before initiating the data collection process, the researcher contacted the District Education Officer of the three chosen districts and sought the requisite permission to visit schools. A hand written request for undertaking the survey was submitted along with the tools and objectives. After gaining the permission, the Head Master/Principal of the selected senior secondary schools were met in person and explained the need behind

the visitation before finalizing and initiating the data collection. The survey was conducted by the researcher himself. Data collection was undertaken during the lunch hours and tea breaks for the respondents. Google forms were employed here and each day 1 -3 schools were covered based on availability and accessibility. Researcher made sure to collect limited samples per day in order to maintain the quality of the data.

Table 3.61: Details of Respondents for Validation of each Tool

S.No.	Name of Tool	Respondents	Sample size	No. of districts
A.	Teacher related scales			
1.	Teacher competence Questionnaire (TCQ)	Students	350	5 districts of West Bengal i.e., Howrah North 24 paraganas, Purulia, Maldah and Uttar Dinajpur.
2.	Teachers Attitude Inventory (TAI)	Teachers	900	5 districts of West Bengal i.e., Howrah North 24 paraganas, Purulia, Maldah and Uttar Dinajpur.
3.	Teacher's Belief Scale	Teachers	500	5 districts of West Bengal i.e., Howrah North 24 paraganas, Purulia, Maldah and Uttar Dinajpur.
4.	Teacher Commitment Scale	Teachers	580	5 districts of West Bengal i.e., Howrah North 24 paraganas, Purulia, Maldah and Uttar Dinajpur.
B.	Parents related scales			
5.	Perceived Parental Academic Monitoring Scale	Students	100	5 districts of West Bengal i.e., Howra North 24 paraganas, Purulia, Maldah and Uttar Dinajpur.
6.	Perceived parental support scale	Students	264	5 districts of West Bengal i.e., Howra North 24 paraganas, Purulia, Maldah and Uttar Dinajpur.

3. 11. Statistical Techniques Used

In the present study, the researcher has employed many descriptive and statistical techniques for analyzing the data scientifically and systematically in accordance with the purposes and preset objectives. The analysis has been done in statistical software IBM SPSS. The following statistical (descriptive and inferential) techniques were employed as per the needs and nature of the study:

- Descriptive statistics has been utilized to analyze data recovered from the questionnaires. Mean, Standard Deviation, Skewness and Kurtosis were considered.
- For validation of tools and reliability score, internal consistency was assessed by Cronbach's alpha.
- Factorial design has been applied to study significant differences for various independent variables.
- Other statistical test like the independent sample t-test for analyzing the differences between variables equality of means.
- Multiple correlation analysis across two parental variables and four teacher variables.
- Multiple linear regression has been applied to study the influences of the different variables on dependent variables. In general, correlation analysis (Chi square) tells us about the relationship but not about the predictive values of the variables. Regression analysis tells whether the predictive model will fit based on the independent variables.

CHAPTER 4

RESULTS AND DISCUSSION

“The careful student of education, the research worker and investigator should become familiar with the location and use of the source of educational information” -Good, Barr and Scates, 1937.

4.1. INTRODUCTION

When the data was collected, meticulously processed and systematically analyzed, the research carried out in any field is said to be more significant and resolute. Based on this investigation, the researcher has achieved significant end results and draws legitimate derivations.

Data analysis entails examining the data that has been tabulated to ascertain the inherent facts or draw conclusions. It involves separating complex factors into simpler parts and arranging the parts in new ways to make them easier to understand. *“Analysis is a process that enters into research in one form or another from the very beginning”* (Carter, V. Good, A. S. Barr, and Douglas, E. Scates, 1937). Likewise, *“Educational data analytics is used to study the data available in the educational field and bring out the hidden knowledge from it”* (Research gate, 2022). Similarly, Data analysis can also be said as *“a method in which data is collected and organized so that one can derive helpful information from it”*.

It might be accurate to say that, in general, research consists of two large steps: data collection and data analysis. During the process of analysis, the data should be examined from as many perspectives as possible to discover the facts. No likenesses, dissimilarities, trends, or outstanding factors should go unnoticed. Further, translation of information is likewise a vital stage in the aggregate cycle of research. In light of all the limitations of data collection, it requires a vital examination of one's analysis's outcomes. Deductive and inductive logic are applied to the research process during interpretation.

The theoretical justification for the issue, a review of relevant literature, the study's significance, its objectives, hypotheses, a description of the pertinent tools used, its sample, its research design, the methods used to gather the necessary data, and statistical techniques were all covered in the earlier chapters. For the validation of the tools different set of samples were chosen and after validation of all tools, final data collection was conducted by the researcher from the time period of August, 2022 to October, 2022. This chapter focuses on analyzing the data collected i.e., academic performance of socially disadvantaged senior secondary students with teacher and parent-related factors taken into consideration.

4.1.1. Data Processing

The majority of data processing consists of the various steps necessary to formulate the data for analysis. The researcher here has processed the data using both electronic and manual methods. In order to maintain consistency, completeness, accuracy, and uniformity in current study, the researcher carried out the research on his own. During this stage, data was cleaned and coding (the process of assigning a certain number of digits, letters, or both, to various responses in order to facilitate simple data tabulation) was undertaken. The questionnaire items were entered into a computer for processing and analysis for the current study.

4.1.2. Tabulation and Graphical Representation

Following data processing, the data was grouped into appropriate categories and arranged in tables and Graphs as per the nature of data and study objectives. The null hypotheses were tested and significant results were obtained.

4.1.3. Description of Students and Teacher Sample

The researcher initially collected the data from 520 socially disadvantaged students through a structured questionnaire. Out of these 15 responses were excluded due to missing information, errors, and the presence of outliers. Using SPSS tool version 23.0, the Mahalanobis distance was calculated to remove the outliers from the data. Therefore, 505 socially disadvantaged students' data were taken into consideration as the sample. Similarly, 118 questionnaires were filled by teachers from 25 schools. Out of which, 16 forms were excluded due to insufficient information and finally 102 teacher forms were taken into consideration for the final analysis.

In the succeeding sections, the categorical variables are coded, for instance, the gender male is coded as 1 whereas the female is coded as 2, the SES (socio-economic status) parameter above the poverty line (APL) is coded as 1 while below the poverty line (BPL) is coded as 2, and ECCE parameters with ECCE (Early Childhood Care & Education) is coded as 1 while without ECCE is coded as 2.

4.2. DESCRIPTIVE STATISTICS ON SES, ECCE, & GENDER

In this section, the descriptive statistics of S.E.S, with and without ECCE, Gender, District are calculated:

Table 4.1: Descriptive Statistics of SES, ECCE, GENDER, DISTRICT

Socio Economic Status		
	Frequency	Percentage
Above Poverty Line	192	38
Below Poverty Line	313	62
Early Childhood Care and Education		
With ECCE	398	78.8
Without ECCE	107	21.2
Gender		
Male	255	50.5
Female	250	49.5
District		
Maldah	181	35.8
Purulia	182	36
North Dinajpur	142	28.1

The descriptive statistics of the demographical variables are shown in Table 4.1. A binary scale was used to measure the Socio-Economic Status and frequency and percentage are calculated. 38% of the 505 respondents are APL and 62% are BPL, which translates to 192 APL and 313 BPL which shows that the socio-economic condition of socially disadvantaged families is really poor. It is also noticed that people of lower socioeconomic status tend to have less access to economic, educational, social and health resources than those of higher socioeconomic status. Early Childhood Care and

Education (ECCE) contributes positively to children's long-term development and learning by providing a supportive and stimulating environment during these fundamental stages of lifelong learning. The ECCE variable was also measured on a dichotomous scale and frequency and percentage are calculated. Among 505 respondents, 398 are with ECCE and 107 are without ECCE which is also shown by percentages as 78.8% and 21.2%. The gender variable was measured on a dichotomous scale and frequency and percentage are calculated. Among 505 respondents, 255 are males and 250 are females which is also shown by percentages as 50.5% of respondents as males and 49.5% of respondents as females. District variable frequency and percentages are also shown here. It is seen that 35.8% of the 505 respondents are from Maldah, 36% are from Purulia and 28.1% are from North Dinajpur which translates to 181, 182 and 142 in frequency terms. Discrimination and inequality based on socio economic status, social identity, gender and other exclusionary factors are prevalent in society which adds a huge problem in the development of the disadvantaged students. So, all children, regardless of income, social status, geographic isolation and other potential barriers, deserve and are entitled to comprehensive and equitable opportunities to develop their unique strengths.

4.3. NORMALITY OF THE DATA

Normality testing is useful for parametric statistical tests like t-tests, correlation, regression, and more. It states that when the data is normally distributed, which implies the standard deviation of the variables must not be far away from their respective averages. To assess the normality, all the results are given in the Table 4.2 below: -

Table 4.2: Normality Testing of Academic Performance & Parental Academic Monitoring and Parental Support

Academic Performance, Parental Academic Monitoring and Parental Support										
Variable	N	Average	Median	Std. Deviation	Skewness	Std. Error of Skewness	Z (SK)	Kurtosis	Std error of kurtosis	Z(Kurtz)
Academic Performance	505	308.60	380.00	69.39	0.29	0.11	2.62	-0.03	0.22	-0.12
Parental Academic Monitoring	505	15.02	15.00	2.18	-0.17	0.11	-1.55	-0.41	0.22	-1.90
Parental Support	505	33.68	34.00	6.51	-0.022	0.11	-0.20	-0.47	0.22	-2.17

Table 4.2 depicts the summary of Normality testing of academic performance, parental academic monitoring and parental support. In academic performance, the average score of students is 308.60 with a median of 380; the standard deviation is 69.39, skewness of 0.29, standard error of skewness is 0.11, z score of skewness is 2.62, kurtosis is -0.03, standard error of kurtosis is 0.22, and z score of kurtosis is -0.12. The skewness and kurtosis values are less than 1.96 & 2.58. Also, the Normality Test either from KS or Shapiro was conducted using SPSS and the results have been presented below in the table 4.3. For academic performance, the normality assumption is met by Kolmogorov Smirnov statistics as its sig. value is greater than 5% (0.20). However, the normality doesn't match with Shapiro Wilk test as its sig. value is lower than 5% (0.01).

Parental Academic Monitoring has an average score is 15.02 with a median of 15.00; the standard deviation is 2.18, the skewness is -.17, standard error of skewness is 0.11, z score of skewness is -1.55, kurtosis is -0.41, standard error of kurtosis is 0.22, and z score of kurtosis is -1.90. The values of skewness and kurtosis are less than 1.96 (95% confidence intervals) & 2.58 (99% Confidence interval). Also, the Normality test either from KS/ Shapiro conducted using SPSS and the results are presented below in the table 4.3. It is seen that for parental academic monitoring, the normality assumption; is not met by either Kolmogorov Smirnov or by Shapiro wilk statistics as its sig. value is lower than 5% (0.00).

Further, in Parental Support, the average score of students is 33.68 with a median of 34.00; the standard deviation is 6.51, the skewness is -.022, standard error of skewness is 0.11, z score of skewness is -0.20, kurtosis is -0.47, standard error of kurtosis is 0.22, and z score of kurtosis is -2.17. It is found that both the values are within the acceptable range. So, the score in the group is normally distributed in the group. The values of skewness and kurtosis are less than 1.96 (95% confidence intervals) & 2.58 (99% Confidence interval). Also, the Normality test either from KS/ Shapiro conducted using SPSS and the results are presented below in the table 4.3. For parental support, the normality assumption is met by Kolmogorov Smirnov statistics as its sig. value is greater than 5% (0.094). However, the normality doesn't match with Shapiro Wilk test as its sig. value is lower than 5% (0.02).

George and Mallery (2010), stated that the value of skewness and kurtosis if ranged from -2 to +2, are considered acceptable to prove the distribution of data normal.

Whereas Hair et al., (2010) and Bryne (2010) argued and considered it normal if skewness is between -2 to +2 and kurtosis is between -7 to +7. Therefore, the values of skewness and kurtosis in descriptive tables for different construct were within the acceptable limits indicating that the data was fit for further analysis. Further, the above results depict all the skewness and kurtosis values are lying with the acceptable range of -3 to +3 of kurtosis and -10 to +10 as given by Brown (2006). Thus, the data is normally distributed.

Table 4.3: Normality through Kolmogorov and Shapiro Wilk

Variables	Kolmogorov Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig
Academic Performance	0.03	505.00	0.20	0.99	505.00	0.01
Parental Academic Monitoring	0.10	505.00	0.00	0.98	505.00	0.00
Parental Support	0.04	505.00	0.09	0.99	505.00	0.02

Figure 4.1: Histogram of Academic Performance:

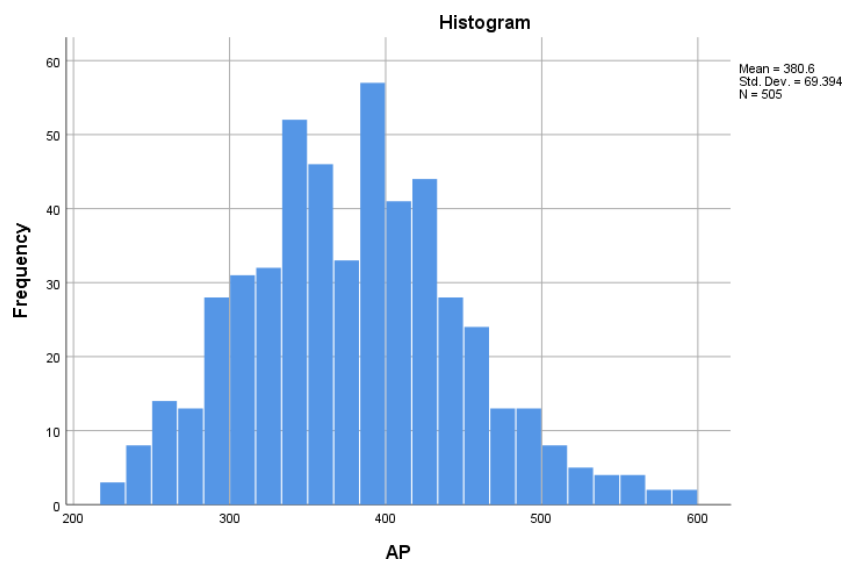


Figure 4.2: Histogram of Parental Academic Monitoring

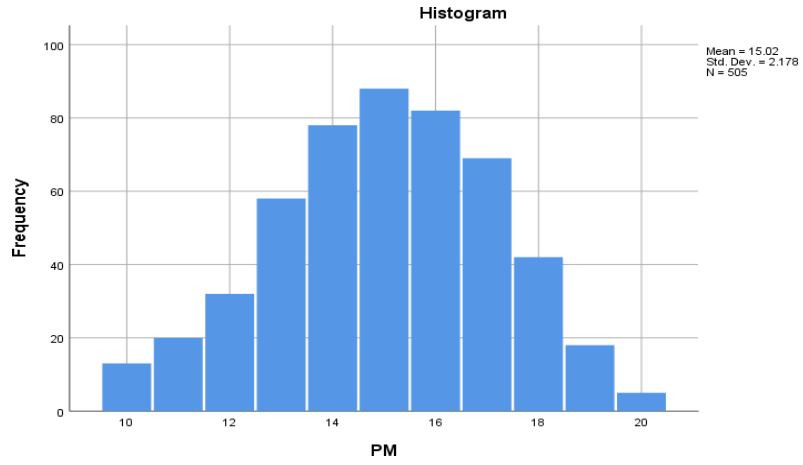


Figure 4.3: Histogram of Parental Support (PS)

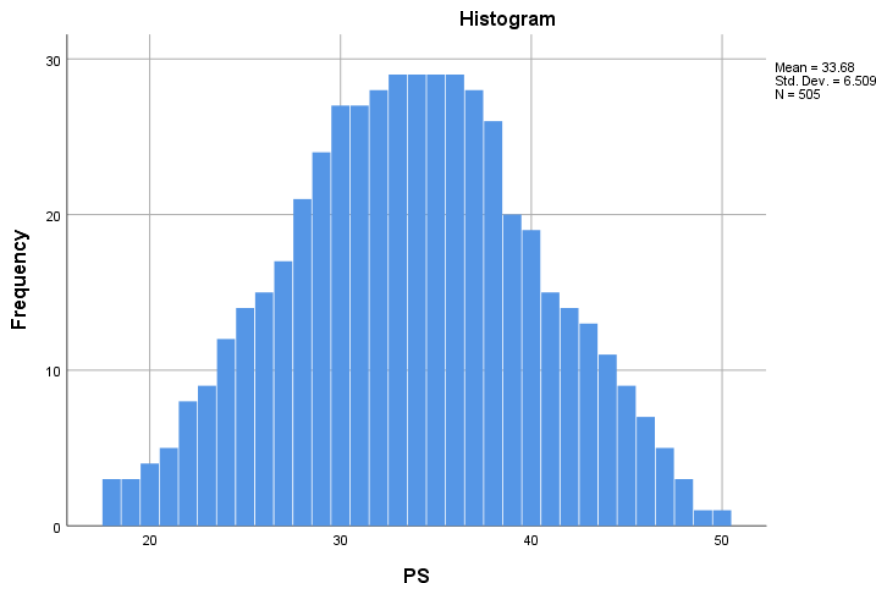


Table 4.4: Normality Testing of Teacher Competence, Commitment, Attitude and Belief

Teacher Competence, Commitment, Attitude and Belief										
Variable	N	Average	Median	Std. Deviation	Skewness	Std. error of skewness	Z (Sk)	Kurtosis	Std. error of kurtosis	Z (Kurt)
Teacher Competence	505	61.85	62.00	6.15	0.02	0.11	0.17	-0.23	0.22	-1.05
Teacher Commitment	102	67.59	68.00	3.55	0.15	0.24	0.63	-0.46	0.47	-0.98
Teacher Attitude towards teaching	102	66.32	66.00	6.15	-0.03	0.24	-0.12	-0.55	0.47	-1.16
Teacher Belief towards Social Disadvantaged Students	102	61.31	61.00	4.46	-0.13	0.24	-0.56	-0.58	0.47	-1.23

Table 4.4 shows summary of descriptive statistics of Teacher Competence, Commitment, Attitude and Belief. In Teacher Competence, the Average score (Mean) is 61.85 with a median of 62.00; the standard deviation is 6.15, the skewness is 0.02, standard error of skewness is 0.11, z score of skewness is 0.17, kurtosis is -0.23, standard error of kurtosis is 0.22, and z score of kurtosis is -1.05. The values of skewness and kurtosis are less than 1.96 & 2.58. Also, the Normality test either from KS or Shapiro conducted using SPSS, and the results are given below in the table 4.5. For teacher competence, the normality assumption is not met by Kolmogorov Smirnov statistics as its sig. value is lower than 5% (0.02). However, the normality is met with Shapiro Wilk test as its sig. value is greater than 5% (0.23).

Further in Teacher Commitment the average score (Mean) is 67.59 with a median of 68.00; the standard deviation is 3.55, the skewness is 0.15, standard error of skewness is 0.24, z score of skewness is 0.63, kurtosis is -0.46, standard error of kurtosis is 0.47, and z score of kurtosis is -0.98. The values of skewness and kurtosis are less than 1.96 (95% confidence intervals) & 2.58 (99% Confidence interval). Also, the Normality test either from KS or Shapiro was conducted using SPSS and the results are available below in the table 4.5. For teacher commitment, the normality assumption is met by Kolmogorov Smirnov statistics as its sig. value is greater than 5% (0.09) as well as with Shapiro Wilk test as its sig. value is greater than 5% (0.27).

In Teacher Attitude towards their profession, the average score (Mean) is 66.32 with a median of 66.00; the standard deviation is 6.15, the skewness is -0.03, standard error of skewness is 0.24, z score of skewness is -0.12, kurtosis is -0.55, standard error of kurtosis is 0.47, and z score of kurtosis is -1.16. The values of skewness and kurtosis are less than 1.96 (95% confidence intervals) & 2.58 (99% Confidence interval). Also, the Normality test either from KS/ Shapiro conducted using SPSS and the results are presented below in the table 4.5. For teacher attitude, the normality assumption is met by Kolmogorov Smirnov statistics as its sig. value is greater than 5% (0.20) as well as with Shapiro Wilk test as its sig. value is greater than 5% (0.52).

With regards to Teacher Belief towards socially disadvantaged students, the average score (Mean) is 61.31 with a median of 61.00; the standard deviation is 4.46, the skewness is -0.13, standard error of skewness is 0.24, z score of skewness is -0.56,

kurtosis is -0.58, standard error of kurtosis is 0.47, and z score of kurtosis is -1.23. The values of skewness and kurtosis are less than 1.96 (95% confidence intervals) & 2.58 (99% Confidence interval). Also, the Normality test either from KS or Shapiro has been conducted using SPSS and the results are presented in table 4.5. For teacher belief, the normality assumption is met by Kolmogorov Smirnov statistics as its sig. value is greater than 5% (0.20) as well as with Shapiro Wilk test as its sig. value is greater than 5% (0.14). The above results depict all the skewness and kurtosis values are lying with the acceptable range of -3 to $+3$ of kurtosis and -10 to $+10$ as given by Brown (2006). Thus, the data is normally distributed.

Table 4.5: Normality through Kolmogorov and Shapiro Wilk

Variables	Kolmogorov Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig
Teacher Competence	0.04	505.00	0.02	1.00	505.00	0.23
Teacher Commitment	0.08	102.00	0.09	0.98	102.00	0.27
Teacher Attitude Towards Teaching	0.05	102.00	0.20	0.99	102.00	0.53
Teacher Belief Towards Socially Disadvantaged Students	0.06	102.00	0.20	0.98	102.00	0.15

Figure 4.4: Histogram of Teacher Competence

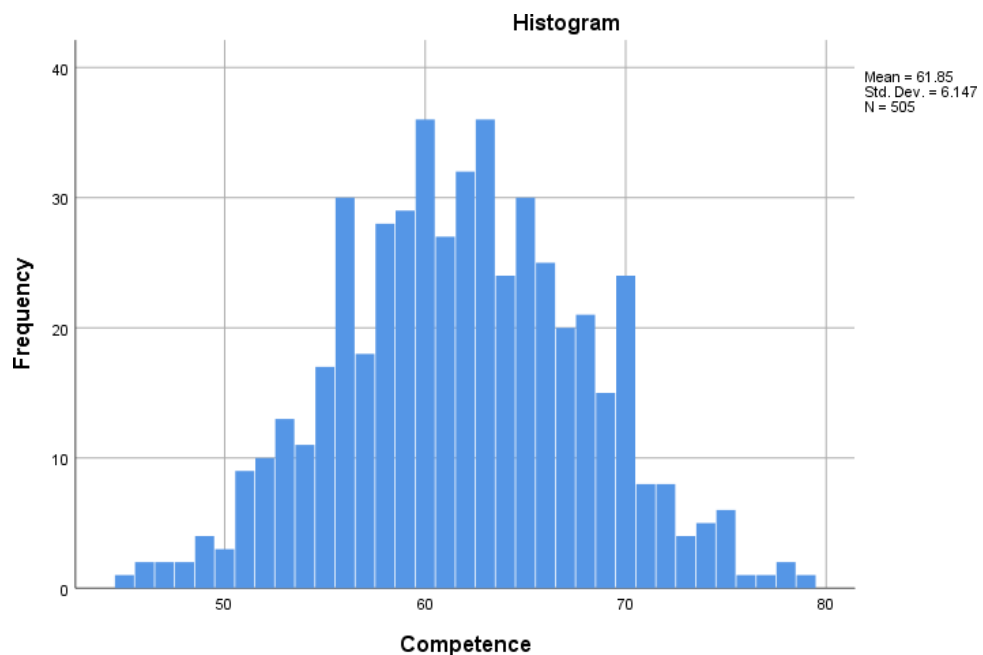


Figure 4.5: Histogram of Teacher Commitment

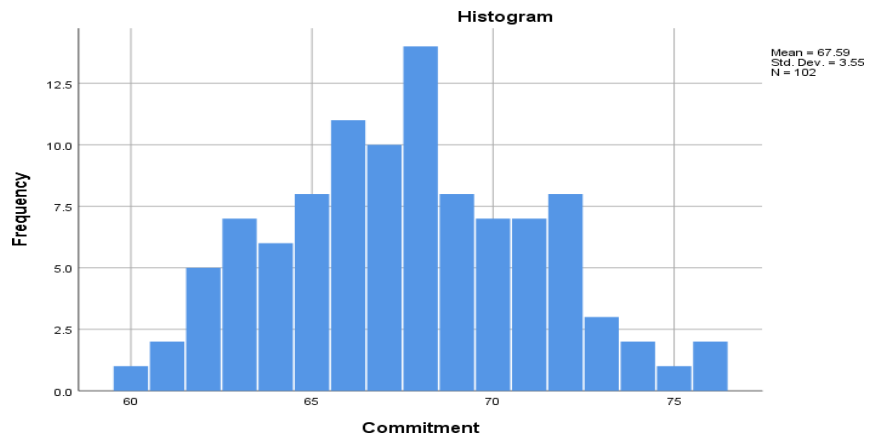


Figure 4.6: Histogram of Teacher Attitude Towards Teaching

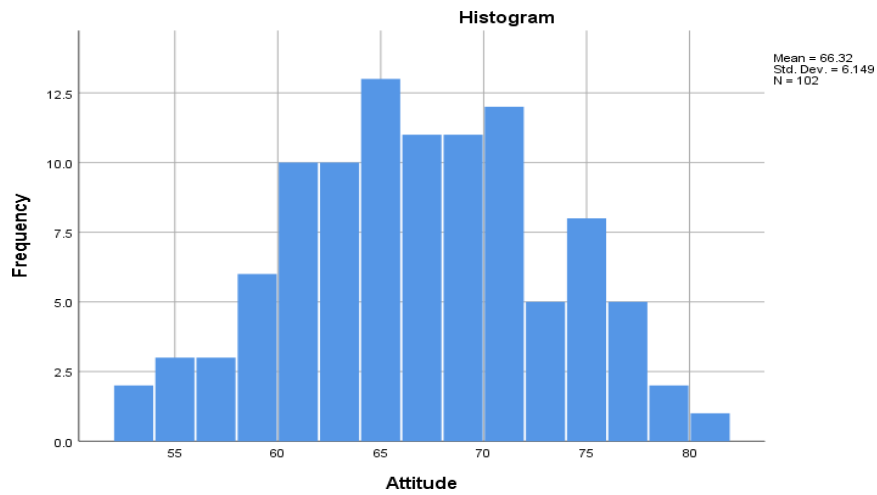
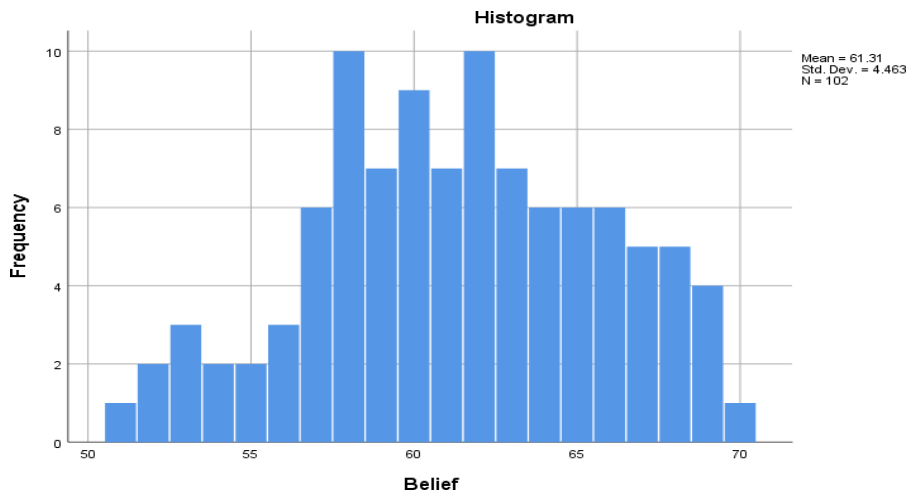


Figure 4.7: Histogram of Teacher Belief Towards Socially Disadvantaged Students



4.4. DESCRIPTIVE STATISTICS OF ACADEMIC PERFORMANCE, PARENTAL MONITORING, PARENTAL SUPPORT W.R.T SES, ECCE, GENDER & DISTRICT

After conducting normality testing, the data is found to be normal and here the descriptive statistics are shown. The descriptive statistics of academic performance, parental academic monitoring, and parental support with respect to the demographical variables like SES, ECCE, Gender and District are measured below in the table 4.6: -

Table 4.6: Descriptive Statistics of Academic Performance & Parental Factors

Variables		Mean	Median	SD	Skewness	S.E (Sk)	Kurtosis	S.E (Kurt)
Socio-Economic Status								
Academic Performance	APL	410.14	411.00	70.44	0.14	1.75	-0.04	0.35
	BPL	362.48	361.00	62.25	0.23	0.14	-0.09	0.28
Parental Academic Monitoring	APL	15.44	16.00	2.29	-0.18	1.75	-0.69	0.35
	BPL	14.75	15.00	2.07	-0.26	0.14	-0.26	0.28
Parental Support	APL	35.03	35.00	6.43	-0.04	1.75	-0.48	0.35
	BPL	32.86	33.00	6.43	-0.01	0.14	-0.48	0.28
Early Childhood Care & Education								
Academic Performance	With ECCE	384.33	384.00	69.05	0.35	0.12	0.10	0.24
	Without ECCE	366.74	365.00	69.24	0.09	0.23	-0.66	0.46
Parental Academic Monitoring	With ECCE	15.13	15.00	2.27	-0.21	0.12	-0.54	0.24
	Without ECCE	14.58	15.00	1.74	-0.41	0.23	0.17	0.46
Parental Support	With ECCE	34.35	35.00	6.58	-0.10	0.12	-0.48	0.24
	Without ECCE	31.21	31.00	5.59	0.00	0.23	-0.34	0.46
Gender								
Academic Performance	Male	385.18	385.00	71.39	0.26	0.15	-0.09	0.30
	Female	375.93	372.50	67.12	0.30	0.15	0.06	0.31
Parental Academic Monitoring	Male	15.40	15.00	2.02	-0.12	0.15	-0.49	0.30
	Female	14.62	15.00	2.27	-0.11	0.15	-0.47	0.31
Parental Support	Male	34.51	35.00	6.15	-0.03	0.15	-0.45	0.30
	Female	32.84	33.00	6.77	0.05	0.15	-0.50	0.31

District								
Academic Performance	Maldah	369.78	373.00	66.31	0.08	0.18	-0.41	0.36
	Purulia	386.41	384.50	64.19	0.17	0.18	-0.17	0.36
	North Dinajpur	386.94	385.00	77.95	0.49	0.20	0.01	0.40
Parental Academic Monitoring	Maldah	13.89	14.00	1.99	0.07	0.18	-0.33	0.36
	Purulia	15.18	15.00	1.77	-0.22	0.18	0.28	0.36
	North Dinajpur	16.25	17.00	2.18	-0.77	0.20	0.24	0.40
Parental Support	Maldah	29.19	29.00	5.11	0.11	0.18	0.14	0.36
	Purulia	33.28	34.00	4.80	-0.54	0.18	-0.16	0.36
	North Dinajpur	39.92	40.50	4.82	-0.39	0.20	-0.52	0.40

***Note:** APL is Above poverty Line; BPL is Below poverty line, with ECCE is with Early Childhood Care and Education and without ECCE is without Early Childhood Care and Education

From the above table 4.6, it is seen that with respect to demographic variable Socio Economic Status, the Mean (M), Median (Md), Standard Deviation (σ), Skewness (Sk), Standard Error of skewness (SE sk), Kurtosis, Standard error of kurtosis of Academic performance were found to be 410.14, 411.00, 70.44, 0.14, 1.75, -.04 and .35 for socially disadvantaged students belonging to Above poverty line and 362.48, 361.00, 62.25, .23, .14, -.09, .28 for socially disadvantaged students belonging to Below poverty line. Likewise, the Mean (M), Median (Md), Standard Deviation (σ), Skewness (Sk), Standard error of skewness (SE sk), Kurtosis, Standard error of kurtosis of Parental academic monitoring is 15.44, 16.00, 2.29, -0.18, 1.75, -0.69, 0.35 for socially disadvantaged students in Above poverty line and 14.75, 15.00, 2.07, -0.26, 0.14, -0.26 and 0.28 for socially disadvantaged students in below poverty line. Similarly, for parental support the Mean (M), Median (Md), Standard Deviation (σ), Skewness (Sk), Standard error of skewness (SE sk), Kurtosis, Standard error of kurtosis are 35.03, 35.00, 6.43, -0.04, 1.75, -0.48 and 0.35 for socially disadvantaged students in Above poverty line and 32.86, 33.00, 6.43, -.01, 0.14, -0.48 and 0.28 for socially disadvantaged students in Below poverty line.

With respect to demographic variable Early Childhood Care and Education, the Mean (M), Median (Md), Standard Deviation (σ), Skewness (Sk), Standard error of skewness

(SE sk), Kurtosis, Standard error of kurtosis of Academic performance is 384.33, 384.00, 69.05, .35, 0.12, 0.10, and .24 for socially disadvantaged students with ECCE and 366.74, 365.00, 69.24, 0.09, 0.23, -0.66 and 0.46 for socially disadvantaged students without ECCE. Likewise, the Mean (M), Median (Md), Standard Deviation (σ), Skewness (Sk), Standard error of skewness (SE sk), Kurtosis, Standard error of kurtosis of Parental academic monitoring is 15.13, 15.00, 2.27, -0.21, 0.12, -0.54 and 0.24 for socially disadvantaged students with ECCE and 14.48, 15.00, 1.74, -0.41, 0.23, 0.17 and 0.46 for socially disadvantaged students without ECCE. Similarly, for parental support the Mean (M), Median (Md), Standard Deviation (σ), Skewness (Sk), Standard error of skewness (SE sk), Kurtosis, Standard error of kurtosis are 34.35, 35.00, 6.58, -.10, 0.12, -.48 and 0.24 for socially disadvantaged students with ECCE and 31.21, 31.00, 5.59, .00, .23, -.34 and .46 for socially disadvantaged students without ECCE.

With respect to demographic variable Gender, the Mean (M), Median (Md), Standard Deviation (σ), Skewness (Sk), Standard error of skewness (SE sk), Kurtosis, Standard error of kurtosis of Academic performance for socially disadvantaged students who are males is 385.18, 385, 71.39, 0.26, 0.15, - 0.09 and 0.30. Whereas for female socially disadvantaged students it is 375.93, 372.5, 67.12, 0.21, 0.15, 0.06 and 0.30. For parental monitoring, the Mean (M), Median (Md), Standard Deviation (σ), Skewness (Sk), Standard error of skewness (SE sk), Kurtosis, Standard error of kurtosis is 15.4, 15, 2.02, - 0.12, 0.15, - 0.49 and 0.30 for male socially disadvantaged students and 14.62, 15, 2.27, -0.11, 0.15, -0.47 and 0.31 for female socially disadvantaged students. For parental support, the Mean (M), Median (Md), Standard Deviation (σ), Skewness (Sk), Standard error of skewness (SE sk), Kurtosis, Standard error of kurtosis for male socially disadvantaged students are 34.51, 35, 6.15, -0.03, 0.15, -0.45 and 0.30 and 32.84, 33, 6.77, 0.05, 0.15, -0.50 and 0.31 for female socially disadvantaged students.

It is also seen that with respect to district, the Mean (M), Median (Md), Standard Deviation (σ), Skewness (Sk), Standard Error of skewness (SE sk), Kurtosis, Standard error of kurtosis of Academic performance were found to be 369.78, 373.00, 66.31, .08, 0.18, -.41 and 0.36 for Maldah, 386.41, 384.50, 64.19, .17, .18, -.17 and 0.36 for Purulia and 368.94, 385.00, 77.95, .49, .20, .01 and .40 for Uttar Dinajpur. Likewise, the Mean (M), Median (Md), Standard Deviation (σ), Skewness (Sk), Standard Error of skewness (SE sk), Kurtosis, Standard error of kurtosis of parental academic monitoring is 13.89, 14, 1.986, .069, .181, -.327 and .359 for Maldah, 15.18, 15, 1.77, -.216, .18, .28 and .36

for Purulia and 16.25, 17, 2.18, -.77, .203, .24 and .04 for Uttar Dinajpur. The Mean (M), Median (Md), Standard Deviation (σ), Skewness (Sk), Standard Error of skewness (SE sk), Kurtosis, Standard error of kurtosis of parental support is 29.19, 29, 5.11, 0.11, 0.18, 0.14, 0.36 for Maldah, 33.28, 34, 4.80, -0.54, 0.18, 0.14, 0.36 for Purulia and 39.92, 40.50, 4.82,-0.39, 0.20, -0.52 and .40 for North Dinajpur.

4.5. DESCRIPTIVE STATISTICS OF TEACHER RELATED FACTORS (TEACHER COMPETENCE, COMMITMENT, ATTITUDE TOWARDS TEACHING AND BELIEF TOWARDS SOCIALLY DISADVANTAGED STUDENTS)

The descriptive statistics of teacher competence, commitment, attitude and belief are measured below in the table 4.7

Table 4.7: Descriptive Statistics of Teacher Related Factors

Variables	Mean	Median	SD	Skewnes	S.E (Sk)	Kurtosis	S.E (Kurt)
Teacher Competence	62.12	62.00	5.97	-0.12	0.24	0.17	0.47
Teacher Commitment	67.59	68.00	3.55	0.15	0.24	-0.46	0.47
Teacher Attitude Towards Teaching	66.32	66.00	6.15	-0.03	0.24	-0.55	0.47
Teacher Belief Towards Socially Disadvantaged Students	61.31	61.00	4.46	-0.13	0.24	-0.58	0.47

From the above table 4.7, the descriptive statistics for teacher related factors like competence, commitment, attitude towards profession and belief towards socially disadvantaged students are measured. The Mean for teacher competence is 62.12, median is 62, standard deviation is 5.97, skewness is -0.12, standard error of skewness is 0.24, kurtosis is 0.17 and standard error of kurtosis is 0.47. Also, Teacher commitment Mean is 67.59, median is 68, standard deviation is 3.55, skewness is 0.15, standard error of skewness is 0.24, kurtosis is -0.46 and standard error of kurtosis is 0.47. For teacher attitude, Mean is 66.32, median is 66, standard deviation is 6.15, skewness is -0.03,

standard error of skewness is 0.24, kurtosis is -0.55 and standard error of kurtosis is 0.47. For Teacher Belief, Mean is 61.31, median is 61, standard deviation is 4.46, skewness is -0.13, standard error of skewness is 0.24, Kurtosis is -0.58 and standard error of kurtosis is 0.47. For the normality of the data in the present values of skewness and kurtosis were considered. Brown (2006) reported that acceptable values of skewness should be from -3 to +3 and kurtosis values should range from -10 to +10. Here, the values are normally distributed.

INFERENCEAL STATISTICS

A subset of statistics known as inferential statistics uses a variety of analytical techniques to extrapolate conclusions about population statistics from data sample. In the current study, the inferential statistics used were t-test, correlation and regression analysis.

This inferential analysis has been done objective wise and is presented in separate headings for different objectives.

1. To study the level of Academic Performance of socially disadvantaged senior secondary students.
2. To compare the Academic Performance of Socially Disadvantaged Senior Secondary students with respect to their S.E.S, with and without ECCE and Gender.
3. To compare the parental academic monitoring of the socially disadvantaged senior secondary students with respect to their S.E.S, with and without ECCE and Gender.
4. To compare the parental support received by socially disadvantaged senior secondary students with respect to their S.E.S, with and without ECCE and Gender.
5. To ascertain the influence of parent related factors (parental academic monitoring and support) & teacher related factors (Teacher Competence, Professional Commitment, Attitude of Teachers towards Teaching and Belief towards the socially disadvantaged students) on the Academic Performance of Socially Disadvantaged Senior Secondary students.

4.6. LEVEL OF ACADEMIC PERFORMANCE

Objective 1 - To study the level of Academic Performance of socially disadvantaged senior secondary students.

The objective of the study is assessed through the academic performance of socially disadvantaged senior secondary students and the grades level they scored based on gender, SES, ECCE, district and stream of education in the given table below 4.8.

Table 4.8: Classification of Socially Disadvantaged Senior Secondary Students on their Academic Performance

Variable		A+ Level		A Level		B+ Level		B Level		C Level		Total	
		N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Gender	Male	4	66.7%	74	52.5%	137	50.4%	36	46.8%	4	44.4%	255	50.5%
	Female	2	33.3%	67	47.5%	135	49.6%	41	53.2%	5	55.6%	250	49.5%
SES	APL	5	83.3%	82	58.2%	89	32.7%	15	19.5%	1	11.1%	192	38.0%
	BPL	1	16.7%	59	41.8%	183	67.3%	62	80.5%	8	88.9%	313	62.0%
ECCE	With	6	100.0%	113	80.1%	218	80.1%	56	72.7%	5	55.6%	398	78.8%
	Without	0	0.0%	28	19.9%	54	19.9%	21	27.3%	4	44.4%	107	21.2%
District	Maldah	0	0.0%	45	31.9%	98	36.0%	34	44.2%	4	44.4%	181	35.8%
	Purulia	0	0.0%	59	41.8%	100	36.8%	20	26.0%	3	33.3%	182	36.0%
	North Dinajpur	6	100.0%	37	26.2%	74	27.2%	23	29.9%	2	22.2%	142	28.1%
Stream	Science	0	0.0%	58	41.1%	103	37.9%	18	23.4%	3	33.3%	182	36.0%
	Arts	4	66.7%	45	31.9%	93	34.2%	30	39.0%	3	33.3%	175	34.7%
	Commerce	2	33.3%	38	27.0%	76	27.9%	29	37.7%	3	33.3%	148	29.3%

Here, the grades are classified as per West Bengal Board of Secondary Education.

Table 4.9: Grade Classification and Marks

Grade scale	Grade	Performance indicator
90-100	AA	Outstanding
80-89	A+	Excellent
60-79	A	Very good
45-59	B+	Good
35-44	B	Satisfactory
25-34	C	Marginal
Below 25	D	Disqualified

Table 4.8 results depict that, 4 males got A + level grade, 74 males got A level grade, 137 males got B + level grade, 36 males got B level grade and 4 males got C level grade. Whereas, only 2 females got A+ level grade, 67 got A level grade, 135 got B+ level grade, 41 got B level grade and only 5 got C level grade.

Similarly, for SES category, 5 APL students got A+, 82 APL students got A level, 89 APL students got B+ level, 15 APL students got B level and 1 APL student got C level grade. However, when compared to the Below Poverty Line (BPL), 1 students A+ level grade, 59 students got A level grade, 183 students leading with the B+ level grade, 62 students got B level grade and 8 students got C level grade.

With regards to ECCE, 6 students with ECCE got A+, 113 students with ECCE got A, 218 students with ECCE got B+, 56 students with ECCE got C and 5 students with ECCE got D when compared to 28 students without ECCE got A, 54 students without ECCE got B+, 21 students without ECCE got C, 4 students without ECCE got D level grade. With regards to stream, none in science, 4 in Arts and 2 in Commerce have got A+, 58 in Science, 45 in Arts and 38 in Commerce got A. In grade B+, 103, 93, 76 were of Science, Arts and Commerce respectively, in grade B, 18, 30, 29 were from Science, Arts and Commerce and rest 9 were 3 per stream in grade C. Table 4.9 shows the classification of grades bifurcated based on the academic performance of students divided by the total number of subjects (7).

Discussion on Findings

As per the above description, and as per the report card analysis; it is amply clear that academic performance of socially disadvantaged students, isn't up to the mark in comparison to overall result of the state. It has been noticed that the students above poverty line have scored comparatively better than the students below poverty line. From the above description, it was also found that out of the 505 students, most of the students (398) received ECCE in their formative years. Their performance has also been better than the students without early childhood care and education. Gender does not play any role in the academic performance of the disadvantaged students; and there is no such difference in their mean score too. So, the academic performance of both male and female students is almost similar to each other group.

Objective 2. To compare the Academic Performance of Socially Disadvantaged Senior Secondary students with respect to their S.E.S, with and without ECCE and Gender.

To achieve this objective the following hypothesis was framed:

H01 There is no significant difference in the Academic Performance of Socially Disadvantaged Senior Secondary students with respect to their a) S.E.S b) with and without ECCE and c) Gender.

Following hypothesis are assessed using independent sample t-test.

HYPOTHESIS

a) H01 There is no significant difference in the Academic performance of socially disadvantaged senior secondary students w.r.t Socio-Economic Status.

b) H01 There is no significant difference in the Academic Performance of socially disadvantaged senior secondary students w.r.t with and without ECCE.

c) H01 There is no significant difference in the Academic Performance of socially disadvantaged senior secondary students w.r.t Gender.

4.7. SUMMARY OF ACADEMIC PERFORMANCE OF SOCIALLY DISADVANTAGED SENIOR SECONDARY STUDENTS w.r.t SES, ECCE & GENDER

To check this hypothesis, independent sample t-test is applied to check the difference between the categorical variables and is used with the following assumptions data must be normally distributed which is tested using Skewness and Kurtosis (refer table 4.2 and table 4.4). The other assumption like homogeneity is tested using Levene's test where the sig. value must be greater than the minimum threshold of 5%.

Table 4.10: Summary of Mean, N, SD and SED of Academic Performance of Socially Disadvantaged Senior Secondary Students w.r.t Socio-Economic Status, Early Childhood Care and Education, and Gender.

Academic performance	Variables	N	Mean	SD	SED
	SOCIO-ECONOMIC STATUS				
	APL	192	410.14	70.44	5.08
	BPL	313	362.48	62.25	3.52
	EARLYCHILDHOOD CARE AND EDUCATION				
	With ECCE	398	384.33	69.05	3.46
	Without ECCE	107	366.74	69.24	6.69
	GENDER				
	Male	255	385.18	71.39	4.47
	Female	250	375.93	67.12	4.25

With respect to academic performance, the demographic variable of Socio-economic status has N=192, Mean=410.14, SD=70.444 and SED= 5.08 for APL and N= 313, Mean= 362.48,

SD= 62.25 and SED=3.52 for BPL. The Early childhood care and education has N=398, Mean=384.33, SD=69.05 and SED= 3.46 for with ECCE and N= 107, Mean= 366.74, SD= 69.24 and SED= 6.69 for without ECCE. Similarly, for gender, the males have N=255, Mean= 385.18, SD= 71.39 and SED= 4.47 and for females n=250, Mean= 375.93, SD= 67.12 and SED= 4.24.

Table 4.11: Summary of Independent Samples t-test on Academic Performance of Socially Disadvantaged Senior Secondary Students w.r.t Socio-Economic Status, Early Childhood Care and Education, and Gender

		Levene's Test for Equality of Variance		t-test for Equality of Averages		
		F	Sig.	T	Df	Sig. (2-tailed)
Academic Performance	Variance	SOCIO-ECONOMIC STATUS				
	Equal variances assumed	1.78	0.18	7.94	503.00	0.00
		EARLYCHILDHOOD CARE AND EDUCATION				
	Equal variances assumed	0.24	0.62	2.34	503.00	0.02
		GENDER				
	Equal variances assumed	0.56	0.45	1.50	503.00	0.14

Data inserted here in table no 4.11 for academic performance shows that Levene's test with $F=1.78$, $P=0.18$ (>0.05) is not found to be significant even at 0.05 level of confidence of students on the basis of SES. Therefore, the data is homogeneous w.r.t academic performance among the groups based on SES. So, in this case, the researcher considered equal variance assumed t-test for interpret the results. If $t_{calc} > t_{tab}$, the null hypothesis can be rejected. The T-value is 7.94 which is greater than the accepted value of 1.96. Thus, the H_0 'There is no significant difference in the Academic performance of socially disadvantaged senior secondary students to Socio-Economic Status' is rejected. This shows that both above poverty and below poverty line students differ significantly on academic performance i.e., SES plays

an important role in the academic performance of the students. Further, on over viewing the Means table, it is also notable that students belonging to APL families (410.14) has significantly higher AP than students than BPL families (362.48).

Data inserted here in table no 4.11 for academic performance shows that Levene's test with $F=.24$, $P=.62$ (>0.05) is not found to be significant even at 0.05 level of confidence of students on the basis of ECCE. Therefore, the data is homogeneous w.r.t academic performance among the groups based on ECCE. So, in this case, the author considered equal variance assumed t-test for assessing the hypothesis. If $t_{calc} > t_{tab}$, the null hypothesis can be rejected. Here, the T-value is 2.34 which is greater than the accepted value of 1.96. so, H_0 '*There is no significant difference in the Academic Performance of socially disadvantaged senior secondary students with and without ECCE*' is rejected. This shows that students with and students without ECCE differ significantly on academic performance as ECCE plays a vital role. Also, on gazing at the Mean values, students with ECCE (384.33) had a better overall academic performance than students without ECCE (366.74).

Academic performance of gender shows the Levene's test sig. value is 0.45, the value is more than 0.05 therefore data is said to be homogenous. The t-value for males and females is 1.50 which is less than the accepted value of 1.96, the variable is found to be insignificant as the sig value is more than 0.05. Therefore, the null hypothesis, H_0 '*there is no significant difference in the academic performance of socially disadvantaged senior secondary students to gender*' is accepted and equal variance is assumed i.e., gender does not have any impact on the students AP.

Discussion on Findings:

This discussion is about the effect SES has on the academic performance of the students at school and proves to be enduring and substantial. Organization for Economic Cooperation and Development (OECD) has concluded that though many disadvantaged students succeeded at school, their socio-economic status has had an influential effect with significant variances in the academic results in most countries. It was also found that the privileged students tend to outscore their disadvantaged counterparts by huge margins. The results of our study are

consistent with Faaz and Khan (2017) who conducted a study revealed that there existed a positive and significant link between SES and the students' academic performance.

Likewise, Islam, M. R., & Khan, Z. N. (2017) conducted a study that demonstrated a significant difference in academic achievement between different SES groups, and a positive correlation between SES and academic achievement among seniors in secondary education was noticed. A study by Bhat, M. A., Joshi, J., & Wani, I. A. (2016); Okioga, C. K. (2013); Ogunshola, F., & Adewale, A. M. (2012); Uday Kumar, K., Rajendran, S., & Rani, A. S. (2022) & Abdu-Raheem, B. O. (2015) found that students with higher socio-economic status performed significantly better academically than students with lower socioeconomic status. Significant contrasting results were tracked down between the understudies (high and low) and (high and center) financial status. However, there was no discernible difference in academic achievement between students of middle and low socio-economic status. Showkeen and Rehman (2014) also investigated on the *impact of Socio-economic Status of Science stream students and their Academic Achievement at Senior Secondary level*. The study concluded that there is a significant and positive correlation between SES and Academic performance of students in the Science stream at senior secondary level.

The present research study, also verifies the findings of Solanke and Narayanaswamy (2015); Rather and Sharma (2015) and Saifi and Mehmood (2011) who also found a positive and significant difference of socio-economic status on student's academic performance or achievement. Keeping in view these findings, the present study recommends that the Central or State Governments should create more job opportunities, and help the people raise their socio-economic status, which in turn will have a positive impact on the student's academic success. Also, classroom learning materials like books, stationaries, etc. should be provided to the low SES students for the betterment of their performance. Another solution to this can be provision of free or cost-effective tuitions to the lower SES group and help them in filling the gap.

Other findings that show that ECCE has a significant difference has been confirmed by similar studies such as Barnett, 1995; Taiwo & Khan; Slaby et al, 2005; Magnuson et al, 2007; Berlinski et al, 2009, Osakwe, 2009; Eweniyi, 2012, Bibi & Ali, 2012; Rashid et al, 2013; Auger et al, 2014; Savaş & Gürel, 2014; and Eshetu, 2015. Considering the numerous

benefits ECCE has on academic performance of students, ECCE needs to be introduced in rural and urban areas equally in order to abolish the concept of non ECE schooling and prevent inequality. The Government should help in making this possible by encouraging implementation of this program by providing educational facilities (classrooms, stationaries, instructional materials, and equipment etc.) ECCE centres. The National Education Policy (NEP, 2020) mandates ECCE, and a National Curricular and Pedagogical Framework for ECCE has been developed and put in place for youngsters up to 8 years of age. ECCE's importance can be highlighted via appropriate enlightenment campaign that can be provided at the hospitals and regular social media advertisements.

With regards to gender and academic performance of socially disadvantaged students, the study here has fallen in alignment with other studies namely Akinsola (2007); Nenty (2010); Amosun (2011), Awofala, Adeneye and Nneji (2011), that there are no significant gender differences in the academic achievement of students. There should be no partiality in the way female and male students are taught. Equal treatment of male and female should be factored in schools, irrespective of SES or home environment.

4.8. SUMMARY OF FINDINGS OF PARENTAL ACADEMIC MONITORING AND PARENTAL SUPPORT OF SOCIALLY DISADVANTAGED SENIOR SECONDARY STUDENTS w.r.t SES, ECCE & GENDER

Objective 3:

To compare the Parental Academic Monitoring of the socially disadvantaged senior secondary students with respect to their S.E.S, with and without ECCE, and Gender.

Hypotheses Framed:

H₀₂ There will be no significant association between the Parental Academic Monitoring perceived by socially disadvantaged senior secondary students with respect to their a) S.E.S, b) with and without ECCE and c) Gender

a) *H₀₂* There's no significant difference in the Parental Academic Monitoring Perceived by socially disadvantaged senior secondary students w.r.t socio-economic status.

b) *Ho2 There is no significant difference in the Parental Academic Monitoring Perceived by socially disadvantaged senior secondary students w.r.t with and without ECCE.*

c) *Ho2 There will be no significant difference in the Parental Academic Monitoring Perceived by socially disadvantaged senior secondary students w.r.t gender.*

Table 4.12: Summary of Mean, N, SD and SED of Parental Academic Monitoring of Socially Disadvantaged Senior Secondary Students to Socio-Economic Status, Early Childhood Care and Education, and Gender

	Variables	N	Mean	SD	SED
Parental academic monitoring	SOCIO-ECONOMIC STATUS				
	APL	192	15.44	2.29	0.17
	BPL	313	14.75	2.07	0.12
	EARLYCHILDHOOD CARE AND EDUCATION				
	With ECCE	398	15.13	2.27	0.11
	Without ECCE	107	14.58	1.74	0.17
	GENDER				
	Male	255	15.40	2.27	0.11
	Female	250	14.62	1.74	0.17

With respect to parental academic monitoring, the demographic variable of Socio-economic status has N=192, Mean=15.44, SD=2.29 and SED= 0.17 for Above poverty line and N= 313, Mean= 14.75, SD= 2.07 and SED= 0.12 for Below poverty line. The Early childhood care and Education has N=398, Mean=15.13, SD=2.27 and SED= 0.11 for with ECCE and N= 107, Mean= 14.58, SD= 1.74 and SED= 0.17 for without ECCE. Similarly, for gender,

the males have N=255, Mean= 15.40.18, SD= 2.27 and SED= 0.11 and for Females n=250, Mean= 14.62, SD= 1.74 and SED= 0.17.

Table 4.13: Summary of Independent Samples t-test on Parental Academic Monitoring of Socially Disadvantaged Senior Secondary Students to Socio-Economic Status, Early Childhood Care and Education, and Gender

		Levene's Test for Equality of Variances		t-test for Equality of Averages		
		F	Sig.	t	Df	Sig. (2-tailed)
Parental academic monitoring	Variance	SOCIO-ECONOMIC STATUS				
	Equal variances not assumed	5.76	0.02	3.40	371.74	0.00
		EARLYCHILDHOOD CARE AND EDUCATION				
	Equal variances not assumed	9.88	0.00	2.72	212.78	0.01
		GENDER				
	Equal variances assumed	3.17	0.08	4.11	503.00	0.00

Data inserted here in table no 4.13 for parental academic monitoring shows that Levene's test with F=5.76, P=0.02 (<0.05) is found to be significant even at 0.05 level of confidence of students on the basis of SES. Therefore, the data is not homogeneous w.r.t parental academic monitoring among the groups based on SES. So, in this case, the author considered equal variance not assumed t-test for assessing the hypothesis. If $t_{calc} > t_{tab}$, the null hypothesis can be rejected. The T-value is 3.40, which is greater than the accepted value of 1.96. Thus, the H₀₂ 'There will be no significant difference in the parental academic monitoring of socially disadvantaged senior secondary students w.r.t Socio-Economic Status' is rejected. This shows that both above poverty and below poverty line students differ significantly on

their perception of parental academic monitoring i.e., perception of Parental academic monitoring is different. The mean values between both the groups showcases 15.44 for APL and 14.75. For BPL socially disadvantaged students.

Data inserted here in table no 4.13 for Parental academic monitoring shows that Levene's test with $F=9.88$, $P=.00$ (<0.05) is found to be significant even at 0.05 level of confidence of students on the basis of ECCE. Therefore, the data is homogeneous w.r.t parental academic monitoring among the groups based on ECCE. So, in this case, the author considered equal variance not assumed t-test for assessing the hypothesis. If $t_{calc} > t_{tab}$, the null hypothesis can be rejected. Here, the T-value is 2.72 which is greater than the accepted value of 1.96. so, H_0 2 '*There will be no significant difference in the Parental Academic Monitoring Perceived by socially disadvantaged senior secondary students w.r.t with and without ECCE*' is rejected. This shows that socially disadvantaged students with and without ECCE differ significantly on perception of parental academic monitoring. The mean values between both the groups showcases higher mean of 15.13 for ECCE and 14.58 for without ECCE.

Parental Academic Monitoring of gender shows the Levene's test with $F=3.17$, $P=.08$ (>0.05) is found to be insignificant even at 0.05 level of confidence. Therefore, the data is homogeneous. So, in this case, the author considered equal variance assumed t-test for assessing the hypothesis. If $t_{calc} > t_{tab}$, the null hypothesis can be rejected. Here, the T-value is 4.11 which is greater than the accepted value of 1.96. H_0 2 '*There will be no significant difference in the Parental Academic Monitoring Perceived by socially disadvantaged senior secondary students w.r.t gender*' is rejected. This shows male and females students differ significantly on their perception of parental academic monitoring. The mean values between both the groups showcases higher mean of 15.40 for boys and 14.62 for girls.

Discussion on Findings

This study finding reveals positive effects of parental academic monitoring has on socially disadvantaged students academic performance, and are consistent with other existing studies such as Cheung & Pomerantz, 2012, Kloosterman et al., 2011, Topor et al., 2010 and Wilder, 2014. However, authors like Fan and Chen, 2001 argue that a positive and strong relationship

of parental academic involvement and students' academic performance may be evident; if the measures of academic achievement are more generalized, with regards to grade point average or combined grades in more than one academic areas. Also, they both argued that a weaker association between parental academic involvement and students' academic performance was found when exam marks were measured in specific areas, such as mathematics and reading. Generally, research shows that adolescent boys and girls report different home-based experiences, with regards to parental academic monitoring. Studies shows girls are monitored more by their parents than boys (Svensson, 2003; Webb, Bray, Getz, & Adams, 2002) and they receive a considerably higher amount of overall support (Kim, 2001; Pollard, 1993). All this was contradictory to our findings.

According to Posey-Maddox & Haley-Lock (2016), schools can assist in removing barriers to cultural capital by establishing home-school relationships that place an emphasis on the parental factors rather than primarily on the school factors. Based on the strengths of each family, interventions to increase parental involvement can be developed, as stated by Valdes, 1996; Hill & Craft; and Lee and Bowen, 2006. According to Posey-Maddox & Haley-Lock, schools must take into account parents' assets, interests, varied life contexts, and other forms of engagement in the home or broader community. Additionally, Posey-Maddox and Haley-Lock (2016) suggested that parents, and the school have a two-way, mutual communication about each party's wants, desires, and expectations related to family-school relationships and their lived realities. They also stated that when schools know, acknowledge, and motivate all the involvement efforts made by parents, a productive relationship between parents and schools is more likely to be established. (Lee & Bowen, 2006).

Schools and parents, however, can't accomplish this single headedly. Institutional and structural changes are also required for this approach; such as adequate financing and support for public education, careers, and other economic supports for families. Schools can be more inclusive in increasing practices for parental academic involvement.

Objective 4:

To compare the parental support received by socially disadvantaged senior secondary students with respect to their S.E.S, with and without ECCE and Gender.

Hypothesis Framed

H_{03} There will be no significant difference in the Parental Academic Monitoring perceived by socially disadvantaged senior secondary students with respect to their a) S.E.S b) with and without ECCE and c) Gender.

a) H_{03} There is no significant difference in the Parental Support Perceived by socially disadvantaged senior secondary students w.r.t Socio Economic Status.

b) H_{03} There is no significant difference in the Parental Support Perceived by socially disadvantaged senior secondary students w.r.t with and without ECCE.

c) H_{03} There is no significant difference in the Parental Support Perceived by socially disadvantaged senior secondary students w.r.t Gender.

Table 4.14: Summary of Mean, N, SD and SED of Parental Support of Socially Disadvantaged Senior Secondary Students W.R.T Socio-Economic Status, Early Childhood Care and Education, and Gender

	Variables	N	Mean	SD	SED
Parental support	SOCIO-ECONOMIC STATUS				
	APL	192	35.03	6.43	.46
	BPL	313	32.86	6.43	.36
	EARLYCHILDHOOD CARE AND EDUCATION				
	With	398	34.35	6.58	.33
	Without	107	31.21	5.59	.54
	GENDER				
	Male	255	34.51	6.15	.39
	Female	250	32.84	6.77	.43

With respect to Parental support, the demographic variable of Socio-economic status has N=192, Mean=35.03, SD=6.43 and SED= 0.46 for Above poverty line and N= 313, Mean= 32.86, SD= 6.43 and SED= 0.36 for Below poverty line. The Early childhood care and Education has N=398, Mean=34.35, SD= 6.58 and SED= 0.33 for with ECCE and N= 107, Mean= 31.21, SD= 5.59 and SED= 0.54 for without ECCE. Similarly, for gender, the males have N=255, Mean= 34.51, SD= 6.15 and SED= 0.39 and for Females n=250, Mean= 32.84, SD= 6.77 and SED= 0.43.

Table 4.15: Summary of Independent Samples t-test on Parental Support of Socially Disadvantaged Senior Secondary Students W.R.T Socio-Economic Status, Early Childhood Care and Education, and Gender

		Levene's Test for Equality of Variances		t-test for Equality of Averages		
		F	Sig.	T	df	Sig. (2-tailed)
Parental support	Variance	SOCIO-ECONOMIC STATUS				
	Equal variances assumed	0.01	0.93	3.68	503.00	0.00
		EARLYCHILDHOOD CARE AND EDUCATION				
	Equal variances not assumed	4.23	0.04	4.94	192.56	0.00
		GENDER				
	Equal variances assumed	2.637	0.105	2.889	503	0.00

Data inserted here in table no 4.15 for parental support shows that Levene's test with F=0.01, P=0.93 (>0.05) is found to be significant even at 0.05 level of confidence of students on the basis of SES. Therefore, the data is homogeneous w.r.t parental support among the groups

based on SES. So, in this case, the author considered equal variance assumed t-test for assessing the hypothesis. If $t_{\text{calc}} > t_{\text{tab}}$, the null hypothesis can be rejected. The T-value is 3.676 which is greater than the accepted value of 1.96. Thus, the H03 'There will be no significant difference in the Parental Support Perceived by socially disadvantaged senior secondary students with respects to socio economic status' is rejected. This shows that both above poverty and below poverty line socially disadvantaged students differ significantly on their perception of parental support. The mean value is higher for APL students with 35.03 and mean value is 32.86 for BPL students.

Data inserted here in table no 4.15 for parental support shows that Levene's test with $F= 4.23$, $P=.04$ (<0.05) is found to be significant even at 0.05 level of confidence of students on the basis of ECCE. Therefore, the data is not homogeneous w.r.t parental support among the groups based on ECCE. So, in this case, the author considered equal variance not assumed t-test for assessing the hypothesis. If $t_{\text{calc}} > t_{\text{tab}}$, the null hypothesis can be rejected. Here, the T-value is 4.94, which is greater than the accepted value of 1.96. so, H03 'There will be no significant difference in the Parental Support Perceived by socially disadvantaged senior secondary students with respects to with and without ECCE' is rejected. This shows that students with and students without ECCE differ significantly on their perception of parental support. The mean values showcase a higher value for with ECCE and lower value of 31.21 for without ECCE socially disadvantaged students.

Parental Support of gender shows the Levene's test sig. value is 0.105 (>0.05) is found to be insignificant even at 0.05 level of confidence. Therefore, the data is homogeneous. The t-value for males and females is 2.889 which is more than the accepted value of 1.96, the variable is found to be significant as the sig value is less than 0.05. Therefore, the null hypothesis, H03 'there will be no significant difference in the perceived parental support of socially disadvantaged senior secondary students to gender' is rejected i.e., the socially disadvantaged student's perception of parental support is different between both the genders. The mean values are 34.51 for males and 32.84 for female socially disadvantaged students.

Discussion on Findings

The study results depict a positive association between the perception of parental support and socially disadvantaged students' status of SES, with and without ECCE, and gender. Further, the result reported that there is significant difference in the perception of the socially disadvantaged students with regards to their SES, as students in APL students perceive to receive better parental support than the students in BPL bracket. The results also found that the disadvantaged students with ECCE received more parental support and assistance in comparison to students without ECCE. In the case of gender also it was found that the male students' perception is favorable with respect to parental support than the girl students.

The finding of the study is supported by Bellibas, M. S., & Gumus, S. (2013) who found that students from well-to-do families get better support from their parents. It is also to be noted that the participation of parents is very poor in the families with low socio-economic status. In the study by Rajeswari, K. V., & Usha, D. P. (2014), they reported that parents with higher socio-economic status have higher parental involvement and greater influence on their children. Parental support is very important in early childhood education, and helps to expand a child's horizons, improve social relationships, and develop self-esteem and self-efficacy (Mishra, L. 2012).

This is in alignment with other studies such as Akomolafe and Adesua (2016), where the authors found a positive and significant association between parental support and students' academic success. They also stated that the academic achievement of adolescent respondents is a by-product of parental support that predicts their academic success. (Ming-Teand Sheikh-Khali, 2014). Parents familiarity with their children's school chores has a positive impact on their performance, as established by Cheng (2017). Also, Fantuzzo et. al. (2004) found that parents support in terms of parent-child reading and learning chores resulted in a substantial growth in a child's performance in school.

However, Nurit (2013) found positive links between home-based parental support and boy students' academic performance. Howard et. al. (2019) highlighted that positive parental acceptance and support has a significant predictive relationship with academic development. Likewise, authors Kadar-Satat et. al., (2017) indicated that active parental support in children's school activities is vital for achieving the best educational success for children. Active parental support in education of children is regarded as a positive factor in a young

child's learning and development (Ancell et al.,2018). Researcher and author Noggle (2019) also found that when fathers are actively participating in their children's education, the children perform better and are less likely to develop behavioral maladjustments.

4.9. CORRELATION ANALYSIS AMONG ACADEMIC PERFORMANCE, PARENTAL ACADEMIC MONITORING, PARENTAL SUPPORT, TEACHER COMPETENCE, TEACHER COMMITMENT, TEACHER ATTITUDE AND TEACHER BELIEF

Correlation Analysis is a statistical test used to measure the relationship between variables, it clarifies the direction, strength, and association between variables. SPSS software is used to test the correlation between variables which always creates a correlation matrix. Each correlation resulted twice, and the correlation between each variable itself shows always 1 which shows a 100% correlation. The correlation of any variable with itself is always 1(100%) in the table.

4.9.1. SUMMARY OF MULTIPLE CORRELATION ANALYSIS USING PARENTAL ACADEMIC MONITORING AND PARENTAL SUPPORT

TABLE 4.16: Summary of Correlation Between Parental Academic Monitoring and Parental Support

Variables	PAM	PS
PAM	1	.35
PS	.35	1
**Correlation is significant at the 0.01 level (2-tailed).		

Note: PAM- Parental academic monitoring and PS- Parental support

Table 4.16 shows correlation matrix of students related factors which has two dimensions i.e., parental academic monitoring and parental support of total sample of 505 students. The correlation (r) is 0.35 which depicts the moderate association among the two variables. This indicates a positive link between parental academic monitoring and parental support. i.e., with

increase in parental academic monitoring, parental support increases, and with decrease in parental academic monitoring, parental support also decreases.

4.9.2. SUMMARY OF MULTIPLE CORRELATION ANALYSIS USING TEACHER COMPETENCE, TEACHER COMMITMENT, TEACHER ATTITUDE, AND TEACHER BELIEF

TABLE 4.17: Summary of Correlation Between Teacher Competence, Teacher Commitment, Teacher Attitude, and Teacher Belief

Correlations				
	Teacher Competence	Teacher Commitment	Teacher Attitude Towards Teaching	Teacher Belief Towards Socially Disadvantaged Students
Teacher Competence	1.00	0.08	0.12	-0.04
Teacher Commitment	0.08	1.00	0.02	-0.11
Teacher Attitude Towards Teaching	0.12	0.02	1.00	-0.07
Teacher Belief Towards Socially Disadvantaged Students	-0.04	-0.11	-0.07	1.00

Table 4.17 shows the correlation matrix of teacher related factors which has four dimensions i.e., teacher competence, teacher commitment, teacher attitude towards teaching, and teacher belief towards socially disadvantaged students of total sample of 102 teachers.

The correlation (r) between competence and commitment is 0.08 which depicts the lower but positive association among the variables where both are interdependent. If competence increases, commitment is also expected to increase, and if competence decreases, commitment is also expected to decrease. The correlation (r) between competence and attitude is 0.12 which depicts the lower yet positive association among the variables where both are interdependent. If competence increases, attitude is also expected to increase, and if

competence decreases, attitude is also expected to decrease. The correlation (r) between competence and belief is -0.04 which also depicts the lower yet negative association among the variables. In other words, when competence increases, belief against socially disadvantaged students decreases, and vice versa.

The correlation among commitment and attitude is 0.02 which depicts the lower and positive association among the two. i.e., when commitment increases, attitude also increases and when commitment decreases, attitude also decreases. Further, correlation between commitment and belief also shows the negative and lower association (-0.11) which means the two variables have an inversely proportionate relationship.

Similarly, correlation between attitude and belief also has the negative and lower association with each other (-0.07). which means, when attitude increases, belief towards socially disadvantaged decreases. When attitude decreases, belief towards socially disadvantaged increases.

4.10. SUMMARY OF REGRESSION ANALYSIS FOR THE SCORES OF ACADEMIC PERFORMANCES OF STUDENTS WITH PARENTAL AND TEACHER'S FACTORS

Regression is a statistical method used to model the relationship between a given response (dependent variable) and a set of predictors (independent variables). The term simple linear regression model is used when a single independent variable is included in the model.

A simple linear regression model has the form

$$Y_i = \beta_0 + \beta_1 x_1 + \epsilon_i$$

Where: Y_i , is the response of the i th sampling unit

x_1 is the value of the i th response of predictor X

ϵ_i is the error where the model fails to capture.

Objective 5:

To ascertain the influence of teacher related factors (Teacher Competence, Teacher Commitment, Attitude of Teachers towards Teaching and Belief towards the socially disadvantaged students), parent related factors (Parental academic monitoring and Parental support) on the Academic Performance of Socially Disadvantaged Senior Secondary students.

HYPOTHESIS

H₀₄ There will be no significant impact of parental factors (parental academic monitoring and parent support) on the academic performance of socially disadvantaged senior secondary students.

Hypothesis framed:

H_{04.1} There is no significant impact of parent academic monitoring on the academic performance of socially disadvantaged senior secondary students

H_{04.2} There is no significant impact of parent support on the academic performance of socially disadvantaged senior secondary students.

Table 4.18: Model Summary of Simple Linear Regression of Parental Academic Monitoring and Parental Support on Academic Performance

Variable	R	R square	Adjusted R square	F	Sig. value
Parental Academic Monitoring	0.22	0.05	0.05	26.66	0.00
Parental Support	0.35	0.12	0.12	68.11	0.00

The simple linear regression results of Parental academic monitoring and parental support with academic performance were found to be significant with p values at 0.00 and 0.00 respectively. Academic performance was significantly predicted by parental academic monitoring with simple linear regression coefficient R= 0.22 for p value at 0.00 and coefficient of determination R²= 0.05 which means that 5% change is found in academic performance for unit variance in parental academic monitoring. Thus, H_{04.1} ‘*There is no*

significant impact of parent academic monitoring on the academic performance of socially disadvantaged senior secondary students’ is rejected.

Academic performance was significantly predicted by parental support with simple linear regression coefficient $R = 0.35$ for p value at 0.00 and coefficient of determination $R^2 = 0.12$ which means that 12% change is found in academic performance for unit variance in parental support. Hence, $H_{04.2}$ ‘*There is no significant impact of parent support on the academic performance of socially disadvantaged senior secondary students’ is rejected.*

Table 4.19: Co-efficient table AP * (PAM, PS)

Model		Unstandardized Coefficients	t	Sig
		B		
1	(Constant)	273.30	13.01	0.00
	PM	7.15	5.16	0.00
2	(Constant)	256.59	16.77	0.00
	PS	3.68	8.25	0.00

HYPOTHESES

H_{05} There is no significant impact of teacher related factor (teacher competence, teacher commitment, teacher attitudes towards teaching and of teachers’ beliefs toward disadvantaged students) on the academic performance of socially disadvantaged senior secondary students.

Hypotheses framed:

H_{05.1} There will be no significant impact of teacher competence on the academic performance of socially disadvantaged senior secondary students

H_{05.2} There will be no significant impact of teacher commitment on the academic performance of socially disadvantaged senior secondary students

Ho5.3 There will be no significant impact of teacher attitudes towards teaching on the academic performance of socially Disadvantaged senior secondary students

Ho5.4 There will be no significant impact of teachers' beliefs toward disadvantaged students on the academic performance of socially disadvantaged senior secondary students

Table 4.20: Model Summary of Simple Linear Regression of Teacher Competence, Teacher Commitment, Teacher Attitude towards Profession and Teacher Belief Towards Socially Disadvantaged Students on Academic Performance

Variable	R	R square	Adjusted R square	F	Sig. value
Teacher competence	0.12	0.01	0.01	7.35	0.01
Teacher commitment	0.17	0.03	0.02	3.01	0.09
Teacher attitude towards profession	0.27	0.07	0.06	7.84	0.01
Teacher belief towards socially disadvantaged students	0.22	0.05	0.04	4.94	0.03

The simple linear regression results of teacher competence, attitude towards profession and belief towards socially disadvantaged with academic performance were found to be significant with p values at 0.007, .006 and 0.029 respectively. Academic performance was not significantly predicted by teacher commitment with p value of 0.086.

For teacher competence and academic performance, the simple linear regression coefficient $R = 0.12$ for p value at 0.01 and coefficient of determination $R^2 = 0.01$ which means that 1.4% change is found in academic performance for unit variance in teacher competence. Thus, *Ho5.1 'There is no significant impact of teacher competence on the academic performance of socially disadvantaged senior secondary students' is rejected.*

For teacher commitment and academic performance, the simple linear regression coefficient $R = 0.17$ for p value at 0.09 and coefficient of determination $R^2 = 0.03$. Thus, *Ho5.2 'There is no significant impact of teacher commitment on the academic performance of socially disadvantaged senior secondary students' is accepted.*

For teacher attitude and academic performance, the simple linear regression coefficient $R=0.27$ for p value at 0.01 and coefficient of determination $R^2=0.07$, which means that 7.3% change is found in academic performance for unit variance in teacher attitude. Thus, $H_{05.3}$ ‘*There is no significant impact of teacher attitudes towards teaching on the academic performance of socially Disadvantaged Senior Secondary Students*’ is rejected.

For teacher belief towards socially disadvantaged students and academic performance, the simple linear regression coefficient $R=0.22$ for p value at 0.03 and coefficient of determination $R^2=0.05$, which means that 4.7% change is found in academic performance for unit variance in teacher belief. Thus, $H_{05.4}$ ‘*There is no significant impact of teachers’ beliefs toward disadvantaged students on the academic performance of socially disadvantaged senior secondary students*’ is rejected.

Table 4.21: Co-efficient Table AP *(Teacher Competence, Teacher Commitment, Teacher Attitude and Teacher Belief)

Model		Unstandardized Coefficients	t	Sig
		B		
1	(Constant)	464.41	14.95	0.00
	Teacher Competence	-1.36	-2.71	0.01
2	(Constant)	681.34	4.17	0.00
	Teacher Commitment	-4.20	-1.74	0.09
3	(Constant)	651.13	7.17	0.00
	Teacher Attitude	-3.82	-2.80	0.01
4	(Constant)	138.32	1.18	0.24
	Teacher Belief	4.23	2.22	0.03

To ascertain the conjoint contribution of independent variables i.e., teacher related factors and parental factors to the total variance of dependent variable i.e., academic performance is computed by **Multiple Regression Analysis**.

HYPOTHESIS

H₀₆. There will be no significant impact of parent related factors (parental academic monitoring and support) on the Academic Performance of Socially Disadvantaged Senior Secondary students.

- a) *H₀₆. There is no significant impact of parental academic monitoring on the Academic Performance of Socially Disadvantaged Senior Secondary students.*
- b) *H₀₆. There is no significant impact of parental support on the Academic Performance of Socially Disadvantaged Senior Secondary students*

Table 4.22: Model Summary of Multiple Regression Analysis between Predictor Variables (PAM and PS) and Outcome Variable (Academic Performance)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.36 ^a	.13	.13	64.81
Predictors: (Constant), PM, PS				
b. Dependent Variable: AP				

In table 4.22 the value of R Square is 0.13 which measures how well the two variables - parental support and parental academic monitoring explain the variation in the dependent variable Academic Performance. i.e., 13% variance in dependent variable is explained by predictor variables. The remaining of 87% is due to the other predictors that are not included in models and which are not controllable. In order to understand that the variation due to independent variables is able to report a regression equation fitting the data, ANOVA analysis is presented below.

Table 4.23: Summary of ANOVA Analysis between the Predictor Variables (Parental Monitoring, Parental Support) & Outcome Variable (Academic Performance) of Students

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	318563.139	2	159281.57	37.92	.00 ^b
	Residual	2108480.06	502	4200.16		
	Total	2427043.20	504			

a. Dependent Variable: Academic performance

b. Predictors: (Constant), Parental academic Monitoring and Parental Support

Table 4.23. shows p-value or sig value of F statistics which is 0.00 (< 0.05) is less than 0.05 level which proves that academic performance is well predicted by parental academic monitoring and parental support since it states the model is a good-fit. In other words, data is best to go ahead and form a regression model.

Table 4.24: Summary of Relative Contribution of Predictor Variables (Parental Academic Monitoring, Parental Support) and Outcome Variable (Academic Performance) of Students

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	215.43	21.81		9.88	.000
	PM	3.73	1.42	.12	2.63	.009
	PS	3.24	.47	.30	6.82	.000

Dependent Variable: AP

$$Y = \alpha + \beta_1 x_1 + \beta_2 x_2$$

From the above table 4.24, it is clear that both the independent variables are found to be significantly contributing to the total variance since the p values for the respective variables i.e., Parental academic monitoring p value = 0.01 (<0.05) and Parental support p value =0.00 (<0.05) are found to be significant. Hence, the regression equation for the academic performance can be presented as

$$\text{Score} = 215.43 + 3.73(\text{Parental Academic Monitoring}) + 3.24(\text{Parental Support})$$

Table 4.24 the constant is 215.43 which has a sig. of 0.00. The estimate indicates that academic performance of students if they consider the parental support and parental academic monitoring at all are 3.24 and 3.73. The unstandardized coefficient of the predictor parental academic monitoring is 3.73 having a p-value or sig value of 0.00 which is less than our significance level of 0.05 therefore we reject H_0 'There will be no significant impact of parent academic monitoring on the academic performance of socially disadvantaged senior secondary students'. The unstandardized coefficient of the predictor parental support is 3.24 which is significant at the level of significance 0.05 having a p-value or sig value of 0.00 therefore null hypothesis H_0 'There will be no significant impact of parent support on the academic performance of socially disadvantaged senior secondary students' is rejected.

This indicates that for increases in parental academic monitoring the average academic performance increases by 3.73 and for each increase in parental support the average academic performance increases by 3.24 keeping the level of other predictors in the model constant.

Discussion on Findings

The results of the study have rejected the hypothesis that parental support and parental academic monitoring both do not contribute towards better academic performance of the socially disadvantaged students. This study acknowledges that both factors are important for a student's academic performance. This study looked at parental academic involvement and parental support together; and also, how they can individually contribute to a socially disadvantaged adolescents' performance. Earlier researches have shown that students' have higher academic performance when parents provide support (Felson, 1989). Our findings also reconfirm that parental support has a positive and significant association.

According to research, parent-child interactions, particularly engaging and attentive parenting techniques, have a significant impact on a child's intellectual development (Christian, Morrison, & Bryant, 1998; Committee on Early Childhood Pedagogy, 2000). Programs to improve a child's academic performance may be created by looking at specific parenting behaviors that may be changed, like parent participation, and the ways in which these behaviors affect academic achievement.

The findings also replicate study of Ho (2003) by showing the importance of parental academic monitoring on a student's academic levels. Past research has also found that parental involvement, and parental support are equally important to boosting both male and female students academic grade levels (Kristjánsson & Sigfúsdóttir, 2009). The current study takes a higher step, by showing how parental academic monitoring and their support are different from one another; and how they can both impact a students' academic performance. Although both the variables are significant factors, one is not more important or stronger than the other.

These two aspects are positively linked to studies conducted by Lee and Croninger 1994; Gutman and Midgley 2000; Fan and Chen 2001; Jeynes 2005; Seginer 2006; Woolley and Grogan-Kaylor 2006 and Cheung and Pomerantz 2011 about students' academic performance; including higher grades, and may also be linked with higher scores of students in class tests, greater school involvement, and grade promotion.

HYPOTHESES

H07. There will be no significant impact of Teacher related factors (teacher competency, professional commitment, attitude of teachers towards teaching, and teacher's belief towards disadvantaged students) on Academic Performance of the socially disadvantaged senior secondary students.

- a) *H07.1 There is no significant impact of teacher competence on Academic Performance of the socially disadvantaged senior secondary students.*
- b) *H07.2 There is no significant impact of teacher commitment on Academic Performance of the socially disadvantaged senior secondary students.*

c) *H07.3 There is no significant impact of attitude of teachers on Academic Performance of the socially disadvantaged senior secondary students*

d) *H07.4 There is no significant impact of teacher belief on Academic Performance of the socially disadvantaged senior secondary students*

Table 4.25: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.42 ^a	.18	.14	80.62

a. Predictors: (Constant), Belief, Competence, Commitment, Attitude

b. Dependent Variable: AP

Table 4.25 shows how much is the contribution of teacher related factors (i.e., competence, commitment, attitude and belief towards socially disadvantaged students) in explaining the total variation of 18% on academic performance of students.

The value of R Square is 0.18. When multiplied by a hundred percent, the value of R-square will be 18%. The value of adjusted R-square is 0.14 which is preferred for reporting regression results. The remaining of 82% is due to the other predictors that are not included in models and which are not controllable. In order to understand that the variation due to independent variables is able to report a regression equation fitting the data ANOVA analysis is presented below

Table 4.26: Summary of ANOVA Analysis between the Predictor Variables (Teacher Competence, Commitment, Attitude Towards Teaching and Belief Towards Socially Disadvantaged Students) and Outcome Variable (Academic Performance) of Students

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	135593.29	4.00	33898.32	5.22	.00 ^b
	Residual	630430.17	97.00	6499.28		

Total	766023.46	101.00			
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a. Dependent Variable: Academic performance

b. Predictors: (Constant), Competence, Commitment, Attitude, Belief

In Table 4.26, the case of regression analysis, the p-value or sig value is 0.001. This shows that all the four independent variables - Competence, Commitment, Attitude, Belief are well predicting the dependent variable- Academic performance of students here. Also, which states the model is good-fit. In other words, data is best to go ahead and form a regression model.

Table 4.27: Summary of Predictor Variables (Teacher Competence, Commitment, Attitude, Belief) and Outcome Variable (Academic Performance) of Students

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	809.23	229.56		3.53	0.00
Competence	-3.10	1.36	-0.21	-2.28	0.03
Commitment	-3.19	2.28	-0.13	-1.40	0.17
Attitude	-3.23	1.32	-0.23	-2.45	0.02
Belief	3.44	1.81	0.18	1.90	0.06

a. Dependent Variable: AP

$$Y = \alpha + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4$$

Score = 809.23+(-3.01) (Teacher Competence) +(-3.19) (Teacher Commitment) +(-3.23) (Teacher Attitude Towards Teaching) +3.44 (Teacher Belief towards socially disadvantaged)

In Table 4.27, the constant is 809.230 which has a Sig 0.000. The estimate indicates the academic performance of students if they consider the teacher competence, commitment, attitude, and belief at all is -3.099, -3.192, -3.231 and 3.444.

The unstandardized coefficient of the teacher competence -3.10 and has a p-value or sig value of 0.025 which is less than our significance level of 0.05 and indicates that for each increase in teacher competence the average academic performance decreases by 3.10. There is an effect on academic performance of students by teachers' competence. The unstandardized coefficient of the predictor teacher commitment is -3.19 having a p-value or sig value of 0.17 which is greater than our significance level of 0.05 and thus rejects the null hypotheses. It does not have a significant impact on students' academic performance. The unstandardized coefficient of the teacher's attitude is -3.23 having a p-value or sig value of 0.016 which is less than our significance level of 0.05. Here, for every average for each teacher attitude, the average academic performance of students decreases by 3.23. The unstandardized coefficient of the teacher Belief is 3.44 having a p-value or sig value of 0.06 which is greater than our significance level of 0.05. thus, it does not have a significant influence on students' academic performance.

Hence, the null hypothesis formulated *H07.1 There is no major impact of teachers' competence on the academic performance of socially disadvantaged senior secondary students and H07.3 There is no significant impact of teacher attitudes towards teaching on the academic performance of socially Disadvantaged Senior Secondary Students* are rejected, and *H07.2 There is no significant impact of teacher commitment on the academic performance of socially disadvantaged senior secondary students and H07.4 There is no significant impact of teachers' beliefs toward disadvantaged students on the academic performance of socially disadvantaged senior secondary students* are accepted.

Discussion on Findings

Dr. Radhakrishnan has stated “*The teacher's place in society is of vital importance. The teacher acts as the pivot for the transmission of intellectual traditions, and technical skills from generation to generation besides helping to keep the lamp of civilization burning*”. This above lines state the important role of teacher in the educational life of students. In general, teaching socially disadvantaged students is difficult not only from a professional standpoint, but also from a pedagogical, psychological, and personality standpoint, as well as social traits and abilities. The education of socially disadvantaged students must be understood through the eyes of the teachers and teacher related factors like attitude, belief, commitment, and

competency. The findings of study have established that a strong and positive relationship between teacher competence and students' academic performance. This could be as a result of the teacher's intellectual ability being a key factor, in the level of education that children receive in the classroom. Additionally, the teachers' resourcefulness, teaching prowess, and ability to provide constructive feedback helps improve a students' performance. This is consistent with Ivowi's (1986) study conclusion, that there is a meaningful connection between teachers' ability and pupils' performance. This is also in line with the findings of Inyang (1997), who found that using teaching aids helps increase the effectiveness of children's education. Likewise, the study by James (1991) states that all teachers need extreme understanding of the subject they teach, including the knowledge of the new inventions, which calls for high professional qualification and competence.

Findings from this study, shows that a positive and significant relationship between teacher's attitude and socially disadvantaged student's academic performance. It agrees strongly with the statement made by Harrell (1998) that '*attitude is everything*' and Akinfe et al., (2012), Afolabi (2009) and Mwangi (1983); whose research work established a positive and significant relationship between dependent and independent variables. Similarly, this study also shows that teacher attitude influences much of what happens in the teaching style, and pedagogy and the resulting student learnings (Shrigley, 1983; Tobin, Tippins, & Gallard, 1994).

Finding from the study results also shows a negative relationship and impact between teacher professional commitment and socially disadvantaged student's academic performance. It is supported by Park, I. (2005) study, which explored the effects of teacher's commitment on the academic achievement of the students. The result also showed that there was no evidence that teacher organizational commitment had a significant effect on academic performance of the students. Most of the studies carried out in India and abroad have found that positive relationship between teacher commitment and academic performance of the students. But in this study, the researcher has taken socially disadvantaged students into consideration, which shows that overall, all the combined teacher related factors have had a strong impact on the academic performance of the socially disadvantaged students. The study also concludes that teacher competence and teacher attitude are both strong predictors of academic performance

where teacher commitment and teacher belief towards socially disadvantaged students have less to do with academic performance of the students.

In teaching, a predisposed attitude of teachers makes a huge impact on the teacher-student relationship and also the way teachers develop their cognitive thinking. Teachers' beliefs are the founding blocks of their professional identity, and are the determinant factor influencing their decision making and cognitive thinking towards students (Beijaard et al, 2004). Like any individual, a teachers' beliefs too are a set of attitudes generated because of a predisposed social stigma. Teachers' beliefs about students' result in differential expectations and treatment based on ethnicity, social class and gender differences (Pohan and Aguilar, 2001).

Since teachers are instrumental in creating the educational environment, directing student activities as well as conducting and assessing the learning processes and their outcomes, the low expectations, negative stereotypes, bias and cultural misconceptions held by them must be identified, challenged and reconstructed. The present study focuses on teachers' stereotypical beliefs' towards socially disadvantaged students in India. Findings from the present study state that teachers' belief towards socially disadvantaged students individually don't bear any significant impact on the academic performance of the students.

Moreover, teachers have tremendous influence on their students' lives, and they have the ability to deeply impact the lives of every student they teach. The majority of children go to school with an eagerness to learn and a drive to achieve. Progress of many of these disadvantaged students are determined by their teacher's competency and commitment. The teachers must be conscious of their authority, ability, and the impact they have on the lives of each and every student under their supervision. Teaching is a job that should not be taken lightly, and it is not something that every college graduate with a teaching certificate or license should take up simply as a vocation.

CHAPTER 5

SUMMARY AND CONCLUSIONS

5.1. OBJECTIVES

In this section the investigator tries to provide objective wise overview of the main findings of the study.

Objective 1- To study the level of Academic Performance of socially disadvantaged senior secondary students.

Academic performance of socially disadvantaged students isn't up to the mark in comparison to overall result of the state and mainstream students.

1. It has been found that the academic performance of the socially disadvantaged APL students is higher than the BPL students. Hence, SES plays an influential role in the academic performance as in all levels APL students secured higher grades.
2. The study also found that most of the disadvantaged students in West Bengal got Early Childhood Care and Education and the academic performance of those with ECCE is higher than that of the students without ECCE.
3. It was also observed that gender does not play a significant role in the academic performance of the socially disadvantaged students as the overall results for both male and female was almost similar.

Objective 2- To compare the Academic Performance of Socially Disadvantaged Senior Secondary students with respect to their S.E.S, ECCE and Gender.

1. It has been found that students of Above Poverty Line performed better than the students of Below Poverty Line. So, it is noted that SES plays a crucial role in the academic excellence of the disadvantaged students.

2. Majority of the students get Early Childhood Care & Education and the academic performance of those with ECCE is better than that of their counterparts i.e., without ECCE.
3. It was observed that the academic performance of the socially disadvantaged students does not differ significantly on the basis of gender. Both boys and girls scored similarly and their mean difference is also very low.

Objective 3 - To compare the parental academic monitoring of the socially disadvantaged senior secondary students with respect to their S.E.S, ECCE and Gender.

1. Students of different SES groups do not perceive similarly about parental academic monitoring. Students who belong to APL perceived to receive more monitoring than the BPL students. So, the care, affection and monitoring comes to the children only if financial stability remains in the family.
2. From the ECCE point of view, students with ECCE perceive to be receiving more monitoring than students without ECCE. It shows that parents who are concerned about their children provide them ECCE and monitor their academic whereabouts also.
3. From the report of the students, it is clear that the boys perceived to be receiving more monitoring than their girl counterparts. Hence, it is evident that socially disadvantaged families are more rooted in the education of the boys than girls. So, gender inequality is seen in the society.

Objective 4 - To compare the parental support received by socially disadvantaged senior secondary students with respect to their S.E.S, ECCE and Gender.

1. It has been found that the students who belong to APL get more support than the students who belong to BPL, which shows that SES of the family plays a role in the support system of the socially disadvantaged students.
2. Through this study it was also proved that parents who are serious about the future and career of their children provide them with ECCE and support them through out to achieve excellence in their academic pursuit. But parents who are ignorant about the future of their children do not provide them ECCE. Students without ECCE perceived less support received than that of the students with ECCE.

3. Among socially disadvantaged families gender discrimination is evident from the result as male students perceive more support from their family than the female who perceive less support and cooperation from their parents.

Objective 5 - To ascertain the influence of parent related factors (parental academic monitoring and support) & teacher related factors (Teacher Competence, Professional Commitment, Attitude of Teachers towards Teaching and Belief towards the socially disadvantaged students) on the Academic Performance of Socially Disadvantaged Senior Secondary students.

1. In parent related factors, parental academic monitoring and parental support depicts moderate association among them which indicates a positive association among the parental academic monitoring and parental support. i.e., with an increase in parental academic monitoring, parental support also increases, and with a decrease with in parental academic monitoring, parental support also decreases.

2. In teacher related factors, there has a positive association among one another. That is, if Competence increases, Commitment also increases; if commitment increase, Attitude also increases and in the same way if attitude increase belief also increases and vice- versa.

3. Parental Academic Monitoring has a significant impact on the Academic Performance of the socially disadvantaged students. It indicates that for every increase of academic monitoring the average academic performance increases by 3.729.

4. Parental Support has also a significant impact on the academic performance of the socially disadvantaged students which indicates that with every increase of parental support the average academic performance increases by 3.241.

5. The predictive variables, parental academic monitoring and parental support collectively bear positive impact on the dependant variable i.e., Academic performance with the variance of 13.1%.

6. All the selected teacher related predictor variables (Teacher Competence, Teacher Commitment, Teacher Attitude and Teacher Belief towards Socially Disadvantaged students) do not predict the academic performance of the socially disadvantaged students to the same extent. Among the teacher related variables, Teacher Competence and Teacher Attitude have contributed more than Teacher Commitment and Teacher Belief.

7. All the predictor teacher related variables too bear positive impact on the academic performance of the socially disadvantaged senior secondary students.

8. The selected teacher related variables (Teacher Competence, Teacher Commitment, Teacher Attitude and Teacher Belief towards Socially Disadvantaged students) jointly explain 17.7 percent of the variance in the academic performance of socially disadvantaged senior secondary students.

5.2. LIMITATIONS

The limitations of the study can be its flaws or shortcomings and this study has few limitations including:

1. For teacher related factors the data was collected only from language teachers (English and Bengali).

2. Both secondary schools and senior secondary schools provided the researcher with data. The strength of the school grows together with the expansion of the number of classes. Additionally, senior secondary schools operate with larger lab facilities and a greater number of specialized teachers. Therefore, the institutional support that the students perceived could not possibly be producing comparable results.

3. Research on Perceived Parental Academic Monitoring and Parental Support is very limited in Indian Context. So good quality national literatures are missing in the present state of the art on these variables.

4. Here the researcher has only considered socially disadvantaged students but the other disadvantaged groups like culturally disadvantaged and people with disabilities are left behind.

5. In the case of Teacher Attitude Scale, the researcher used a scale of year 1978 with 90 items for which 900 respondents were taken for the revalidation purpose.

6. Most of the students of socially disadvantaged groups in the study are from minority Muslim background.

7. Another challenge was the school principals' lack of collaboration, which resulted in the data collection procedure taking longer than necessary.

5.3 RECOMMENDATIONS

Parent specific recommendations

1. Parental involvement is found to be vital for the academic performance of the students. This can be achieved using many strategies like increasing the parents involvement in parent-teacher's meeting, involvement in home tasks, providing update on a day-to-day basis to the parents by the school and follow up by parents at home.

2. In order to guide their adolescent children from an educational standpoint, it is suggested that parents be well-equipped in terms of both, knowledge and skills. Parents should take the lead in helping their children succeed academically. This is due to the fact that they are the ones who introduce them to academic and social aspects of the world.

3. In order to ensure that their children are monitored at home, parents should establish and enforce beneficial academic (direct and indirect) rules and regulations. These guidelines facilitate activities at home and at school and provide a conducive learning environment.

4. Parents should not be gender biased and realize that irrespective of the gender, they can be the asset to the family and society if proper support is provided.

School/Community specific recommendations

5. Special care, support and attention from the family can help the disadvantaged students to perform better. So, awareness and education in the form of parental encouragement programmes can be organized by various schools and NGOs.

6. It is also suggested to conduct intervention programmes in the block level in every district to identify teachers and to take appropriate measures for the betterment of the disadvantaged and marginalized students.

7. Guidance and counseling programmes can be arranged by the school authorities for the socially disadvantaged students and parents.

8. Most of the parents of the disadvantaged students are illiterate and lack intellectual abilities

to help to their children in academic activities. Hence, special coaching after school hours can be an option for the upliftment of the disadvantaged students.

9. Most of the disadvantaged students are dwelling in rural areas and in houses with inadequate lighting facilities, reading materials and mass media like T.V, or smart phones which is one of the main sources of knowledge today. It implies a great need for community education centre in the backward areas

10. Institution, parents and state Government should make sure ECCE is given to all the disadvantaged children in true spirit by keeping the NEP mandate.

11. The educators should build partnership with communities to address the issues of drop outs and bring them back to the school.

12. Effective technique and materials can also be introduced for the disadvantaged students as they are poor learners when compared to the other general population.

13. The school should avail special compensatory programmes for the underprivileged section of students.

Teacher specific recommendations

14. The attitude and belief of teacher plays significant role in the academic performance of the students and so the teachers need to be free from bias, prejudice, stereotypical belief, discrimination and any negative attributions to a particular section of students on the basis of their caste, religion, socio economic condition or ability.

15. Teachers need to be more competent and committed to their profession by encouraging the students in all possible ways to come up in the academic ladder of success.

16. Recruiting more teachers from the disadvantaged section to reduce the existing gap between the teachers and the disadvantaged students.

17. Teacher training course needs to be remodeled and train the prospective teachers to gain better teaching techniques by understanding the values and expectations of the disadvantaged students.

Others

18. Special package or scheme can be introduced for the students who belong to Below Poverty Line with the existing schemes of central and state Govt.

19. Vocational education can be provided for the socially disadvantaged students to make them capable to earn and support their family.

20. The study can be referred by NCERT and SCERT in improving curriculum and teacher training programme.

21. An admirable endeavor was launched in the institution of Rayat Shikshan Sanstha by its founder and prominent educationist, Padambhushan Dr. Karmaveer Bhaurao Patil. The guiding idea of Karmaveer Bhaurao's educational philosophy was 'Education through self-help'. This programme is primarily being implemented for the benefit of students from rural areas who are relatively underdeveloped intellectually, and deserving, yet unable to afford postsecondary studies. The impoverished, needy, and deserving students can now access higher education thanks to this programme. The Earn and Learn Program offers financial aid to deserving students so they can maintain their degrees while working. This needs more awareness among beneficiaries.

5.4 EDUCATIONAL IMPLICATIONS

There are several educational implications encountered during the course of study. They are related to holistic development of school students, role of teachers, teaching-learning process, parental support and improvement in educational quality standard in a nutshell.

1. Critical thought is cultivated through education. In order to make sound judgments and interact with others, one must learn to apply reasoning (e.g., boosting creativity, enhancing time management). Students should receive enough institutional support, which is made up of academic counseling, learning support, informational support, care, encouragement, a supportive learning environment, basic infrastructure, and additional amenities. Students' leadership values and abilities will naturally develop if teachers counsel them, offer them extra support and encouragement for teamwork to excel in academics, offer helpful information in addition to the necessary infrastructure, facilities, and learning environment.

2. School students' high success drive is also fostered by the institutional support. As a result, both the Government and local schools should try to provide appropriate institutional support. According to the research, government schools should develop infrastructure facilities, and improve the learning environment for students' advancement, while private

schools should give their pupils meaningful information, guidance, and inspiration.

3. The conduct and attitude of the majority of students in secondary school show that parents are not actively involved in their child's education or development. More interventions and awareness programmes conducted in this line can aid.

4. One of the main causes of income disparity is education hardship, and deprivation prevents people from overcoming education poverty. The elimination of poverty has been a major goal of India's growth strategy. Children living in poverty are prevented from attending school because they are compelled to miss class for a variety of reasons. This cycle between poverty and poor educational status is vicious.

5. The disadvantaged youth are the focus of the current study and youth are the nation's greatest asset. India's resurgence potential as a monetary and a socially mindful power plays on the Indian youth. The combination of mobility, language, education, a thirst for knowledge, and a technology-savvy nature among India's youth are very special advantages. The youth's future prospects will depend on how well they know and use their rights, as well as on how willingly and effectively they can carry out their responsibilities. Fortunately, the society's current knowledge base and past experiences are comprehensive enough to assist the current generation in successfully overcoming obstacles. Parents, teachers, educationists, policymakers, social workers, counselors, and guidance workers may be able to use the findings of this study in such situations to address the issues faced by the disadvantaged youth and maximize their potential.

6. In order to assist and safeguard vulnerable and disadvantaged groups from the emergence of additional barriers in the future, ongoing support is critical. The current study suggests that adolescence may be an important time for interventions to help young people realize their goals. However, it's just as important that the adolescents understand how important their contribution is. Youth can only achieve this if they are given the opportunity to make significant contributions to their communities and to other people. The current study will also make parents aware that, in order to be responsible citizens of the society, children should speak up when they see injustice in the world, and parents should encourage their children to do so because activism will improve their self-perception.

7. A child's formative years are crucial for the growth and development of their goals. Schools can help keep and achieve goals, and when family resources are limited, their support becomes even more important. The role that students should play in planning and organizing should also be decided through the formation of a student cabinet at both the school and cabinet levels. By determining the role of students, colleges and schools can assist students in speaking out against wrongdoings. It would also aid in the growth of students' positive activism.

8. Through assessment and messages about academic performance, school staff must also be aware of their role in cultivating children's aspirations, which may be more important for children whose families do not support their abilities and aspirations. The negative effects that educators' racism or stereotypically based low expectations can have on underserved students should be acknowledged by educators. The present study will demonstrate to educators that education also entails opposing any wrongdoing and deciding what is right and wrong. Therefore, the present study will assist educators in developing such characteristics in disadvantaged students through education so that they can speak out against injustice.

9. As children get older, they need easy access to services that provide appropriate information, advice, and guidance. However, accessible services alone may not be sufficient for some disadvantaged young people. Students may receive assistance from counselors in determining an appropriate level of ambition—one that is neither too low nor too high. A tutor, youth worker, or mentor who knows the young person well, can help them see beyond their circumstances to what they can become, and inspire them to take the steps to reach their goal.

10. We take a fundamental step toward helping educators recognize how cultural beliefs close doors for students and how these doors can be reopened by drawing attention to the fact that we all have preconceived notions about people based on our cultural beliefs and by illustrating how damaging those beliefs can be to the success of underserved students. Cultural belief systems can be discussed openly in educator pre-service and in-service programs, as well as during awareness sessions in district and school-level workshops and seminars.

11. Through this study, policymakers will be aware of what the Government should do and how to train teachers to help disadvantaged students raise their voices against injustice and become responsible citizens by raising their aspirations and achievements. Through these outcomes, policymakers and authorities will know that the political way of behaving of youngsters is firmly impacted by their current circumstance, social and financial conditions. The students' retaliation is not against the institution's norms, procedures, or rules, but rather against the discriminatory and highly partial treatment they receive.

5.5 SUGGESTIONS FOR FUTURE RESEARCH

The following recommendations for further research have been made in the context of this study:

1. This study can be duplicated and extended to the other districts also as we have considered only 3 districts of West Bengal. The same study can be undertaken in different states also where disadvantaged students are more in number.
2. The current study was limited to the state of West Bengal and there have been surprisingly few investigations on the academic performance of socially disadvantaged senior secondary students, their ECCE status, parental assistance, and parental monitoring in India. It is proposed that duplicate studies be conducted using samples drawn from additional Indian states.
3. A study could be undertaken by including other important variables not covered by the present research. For instance, other parent related factors like parental educational background, parental aspiration, parental expectation and parental involvement can also be considered.
4. A study can be conducted with other set of Institutional and social factors in relation to academic accomplishment of students at diverse levels.
5. The impact of social, psychological, personal and environmental factors on the academic accomplishment of the disadvantaged students can also be the area of further study.
6. A comparative study of Government and Private schools may be undertaken with same design of this study.
7. The present study is ex post facto in nature. An experimental research design may also be taken into consideration.

8. A similar study can be conducted on a larger sample like 1500 to 2000 to get more reliable and better results.
9. A similar study can be carried out on students of different levels of education, the medium of instruction, age groups with regards to their academic accomplishment.
10. This study conducted on the students of West Bengal Council of Higher Secondary Education Board can be further carried out on students of CBSE, ICSE and other state boards.
11. To know the academic accomplishment of the students, in particular, the researcher can study further by developing different standardized measurement tools of his/ her own.
12. As validation of the scales was done on the sample of West Bengal state only, it is suggested that validation of the scales should be done by taking the sample from other states of India as well.
13. In this study, parental academic monitoring & parental support have been found to be major independent variables which impacted the academic performance of the senior secondary students. Further studies can be conducted on primary and secondary level students.

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APPENDICES

1) SCALES

i) Perceived Parental Academic Monitoring Scale by Bruce G. Simons-Morton et al., (1999)

Dimension	S.No.	Items	Retained/ Deleted
PAM	1	I have a parent/guardian who knows where I am after school	Retained
	2	I have a parent/guardian who knows what my grades are.	Retained
	3	I have a parent/guardian who knows when I have misbehaved at school	Retained
	4	I have a parent/guardian who asks me about my schoolwork.	Deleted
	5	I have a parent/guardian who knows what classes I am taking.	Retained

ii) Perceived Parental Support Scale by Jackson, Henriksen & Foshee, (1998) and Later Modified by Simons-Morton et al., in 2002

Dimension	S.No.	Items	Retained/ Deleted
PS	1	I have a parent/guardian who makes me feel better when I am upset.	Retained
	2	I have a parent/guardian who is always telling me what to do.	Retained
	3	I have a parent/guardian who is too busy to talk to me.	Deleted
	4	I have a parent/guardian who listens to what I have to say.	Retained
	5	I have a parent/guardian who likes me just the way I am.	Retained
	6	I have a parent/guardian who tells me when I do a good job on things.	Retained
	7	I have a parent/guardian who wants to hear about my problems.	Retained
	8	I have a parent/guardian who is pleased with how I behave.	Retained
	9	I have a parent/guardian whom I turn to for support with my personal problems.	Retained

	10	I have a parent/guardian whom I depend on for help, advice, or sympathy.	Retained
	11	I have a parent/guardian whom I depend on to cheer me up when I am feeling down or upset	Retained

iii) Teacher Competence Questionnaire (TCQ) by Meicky Shoreamanis Panggabean, Karel Karsten Himawan (2016)

Dimension	S. No.	Item	Deleted/ Retained
Pk1	1.	Teacher shows mastery of the teaching materials.	Retained
Pk2	2.	It does not take a long time for the teacher to answer my questions.	Retained
Pk3	3.	Teacher shows wider and deeper knowledge than the one written in the textbooks.	Retained
Pk4	4.	Teacher is competent to answer most of students' question.	Retained
Pk5	5.	Teacher cannot give satisfactory answer when students ask.	Deleted
Ps1	6.	Teacher tends to rely on one particular way of teaching (e.g.: students' presentation, lecture, etc.	Retained
Ps2	7.	Teacher often asks open-ended questions.	Retained
Ps3	8.	Teacher has various way of teaching.	Retained
Ps4	9.	I often feel bored in the classes taught by this teacher.	Retained
Ps5	10.	Teacher always has some ways to make the students pay attention to the lessons taught.	Deleted
Ps6	11.	I am allowed to do something unusual (e.g.: to learn with the different ways than most people do) as long as it gains better learning experience.	Deleted
Ps7	12.	In the first meeting, teacher tells me how I should do during the class.	Retained
Ps8	13.	Before teaching, teacher informs the learning objective.	Deleted
Ps9	14.	Teacher often gets out of the class to take any left teaching materials while teaching.	Deleted

Ps10	15.	When I have problems in class, I solve it independently, without teachers' intervention.	Retained
Ps11	16.	Teacher moves around the class when the students are working in group.	Retained
Ps12	17.	Teacher informs the grading aspects of my assignments.	Deleted
Ps13	18.	Teacher gives quizzes and tests.	Retained
Ps14	19.	Teacher returns students' assignments that have been graded.	Deleted
Ps15	20.	In the beginning of the class, teacher reviews the materials taught in the last meeting.	Retained
Ps16	21.	Teacher presents written information about grading rubrics of my assignments.	Deleted
Ps17	22.	Teacher gives comments or feedbacks, either in written or oral form, of my assignments.	Retained
Pc1	23.	Teacher has special treatment to his or her favorite student(s)	Retained
Pc2	24.	Teacher demonstrates a good behavior to be a role model.	Deleted
Pc3	25.	Teacher does not reluctant to repeat explaining the materials for some students who are slow learners.	Deleted
Pc4	26.	Teacher shows different behavior when he/she is inside and outside the class.	Retained
Pc5	27.	Teacher practices fair treatment for the students.	Deleted
Pc6	28.	Teacher gives compliments to other teachers in front of the students	Deleted
Pc7	29.	Teacher talks negative things during the class.	Retained
Pc8	30.	Teacher shows enthusiasm while teaching.	Retained
Es1	31.	I am informed of teacher's email and phone number	Retained
Es2	32.	Teacher informs the students about plagiarism policy.	Deleted
Es3	33.	Teacher encourages me to show respect to the teachers and staffs in school.	Deleted
Es4	34.	Teacher encourages me to appreciate my friends.	Retained

Es5	35.	Teacher appreciates students whose opinions are different with him/her.	Deleted
Es6	36.	Teacher does not hesitate to be contacted after the class.	Deleted
Es7	37.	Teacher stimulates class discussion.	Retained
Pd1	38.	Teacher shows wide knowledge about many things more than the subjects taught in his/her class(s).	Deleted
Pd2	39.	[Please put an X in the [SD / Somewhat Disagree] column for this item.	Retained
Pd3	40.	Teacher encourages me to keep improving myself.	Retained
Pd4	41.	Teacher encourages me to widen my horizon through various ways.	Retained
Pd5	42.	Teacher encourages me to study as high as I can, no matter what my career will be.	Deleted

iv) **Teacher Attitude Inventory (TAI) by S.P Ahluwalia (1978)**

Dimension	S. No.	Item	Retained/ Deleted
TPF1/1	1	If I had a son entering college, I would have encouraged him to become a teacher	Deleted
CTF1/2	2	A class-room should not be as quiet as graveyard.	Retained
CPF1/3	3	Students' behavior should be taken into consideration by the teacher	Retained
EPUF9/4	4	Students work hard if they are not given freedom to ask questions in the class.	Deleted
PF1/5	5	Students are generally sincere.	Deleted
TF1/6	6	A teacher respects everybody.	Retained
EPUF10/7	7	Individual differences among the students should not be paid much attention to.	Retained
TPF2/8	8	Teaching develops personality and character.	Retained

CTF2/9	9	Class-room teaching makes the students disciplined.	Retained
EPUF11/10	10	Freedom should not be given to the students to learn according to their own desire.	Deleted
CPF2/11	11	Pupils should be given freedom to express their views in the class.	Deleted
TUF6/12	12	Teachers are not free to express their views.	Deleted
TPUF8/13	13	Those who fail in other fields of work usually become teachers.	Deleted
CTF3/14	14	Teaching work becomes easy in the class-room.	Deleted
EPF1/15	15	Students learn more by love than by punishment.	Retained
CPF3/16	16	Pupils should not be let down before the class.	Retained
CTF4/17	17	Class-room teaching begets social atmosphere.	Deleted
PUF6/18	18	Students do not live together in harmony with one another.	Deleted
TUF7/19	19	When one sees a teacher he feels like laughing at him.	Retained
TPF3/20	20	No occupation is better than the teaching profession.	Deleted
CPF5/21	21	Students learn best by doing.	Deleted
PUF7/22	22	Now-a-days students do not obey their teachers.	Deleted
TF2/23	23	Everybody pays attention to what a teacher says.	Retained
TUF8/24	24	Teachers are boastful.	Deleted
CPUF11/25	25	There should be no students' union in school.	Deleted
TUF9/26	26	Teachers do not determine the moral standards of a nation.	Retained
CPF4/27	27	Student's health is an important responsibility of the school.	Retained
EPF2/28	28	Just one method of teaching is not suitable for all the	Deleted

		students.	
PUF8/29	29	Students observe discipline only in the school.	Retained
TUF10/30	30	Most of the teachers are greedy.	Deleted
PUF9/31	31	Students are generally disinterested in national problems.	Retained
EPUF12/3 2	32	Group activities do not create a sense of co-operation among the students.	Deleted
TPF4/33	33	Teaching profession has a bright future.	Retained
TPUF9/34	34	Teaching profession appears to be interesting only in the beginning.	Deleted
CTUF9/35	35	Bright and talented students often suffer in class room teaching.	Deleted
EPF3/36	36	The surrounding of the school has an impact on the learning process.	Retained
PUF10/37	37	Students should not be given freedom to think.	Deleted
CTUF10/3 8	38	Class-room teaching does not inculcate a feeling of self-confidence in the students.	Retained
CPF6/39	39	Pupils remain unsatisfied if their doubts are not clarified.	Retained
TF3/40	40	People do not look down upon teachers.	Deleted
TPF5/41	41	I take pride in telling that I belong to the teaching profession.	Retained
CTF5/42	42	Class-room teaching makes students respect each other.	Retained
EPF4/43	43	The talents of students remain hidden if due attention is not paid to their special abilities.	Deleted
PF2/44	44	Students should enter the class only after obtaining permission from the teacher.	Retained
TUF11/45	45	Teachers do not have a sense of humor.	Deleted
TPUF10/4 6	46	There are more disadvantages than advantages in the teaching profession.	Deleted

CTF6/47	47	Class-room teaching strengthens the desire to learn	Deleted
TPUF11/48	48	I want to take up the teaching profession only because my parents wish so.	Deleted
CPF7/49	49	Books are not all in all for students.	Deleted
EPF5/50	50	Students can become good citizens only when teachers are good teachers.	Deleted
PUF11/51	51	I get pleased when mischievous students get a beating.	Deleted
TF4/52	52	One, who does according to what he says, has the qualities of a teacher.	Retained
CTF7/53	53	Class-room teaching needs a change.	Deleted
CPUF12/54	54	Different activities performed by the students should not have a place in their final evaluation.	Deleted
EPF6/55	55	Good relationship between the teacher and the taught is essential for learning.	Deleted
PUF12/56	56	Students should not be allowed to ask questions in the class.	Retained
TUF12/57	57	Teachers cannot satisfy intellectually superior students.	Deleted
PUF13/58	58	Students can do anything in order to get through the examination.	Deleted
CTUF11/59	59	There is a distance between teacher and students in the class room teaching.	Deleted
TPUF12/60	60	It is curse to remain in the teaching profession.	Retained
CTUF12/61	61	Back-benchers do not get proper attention in class room teaching.	Deleted
CPF8/62	62	It is good that now-a-day aptitude of students is given importance.	Deleted
EPUF13/63	63	Teaching methods of the past were better than those of to-day.	Deleted

CPF9/64	64	While assigning home-task pupil's ability should be taken into consideration.	Deleted
CTUF13/65	65	The place of the student should not be supreme in class room teaching.	Deleted
TPF6/66	66	Teaching is a very stimulating profession.	Deleted
CTF8/67	67	Weak students gain a lot through the revision of the lesson by the teacher in the class-room.	Retained
TUF13/68	68	One, who does not inflict corporal punishment on students, is a poor teacher.	Deleted
TUF14/69	69	One should not even dream of becoming a teacher in his life.	Deleted
PUF14/70	70	Students often talk non-sense in the class.	Deleted
EPF7/71	71	Good learning condition is created when the relations between the teacher and the pupil are warm and friendly.	Retained
TPUF13/72	72	Teaching profession makes people lazy.	Retained
CTUF14/73	73	Class-room teaching is book-centered rather than pupil center/centered.	Deleted
EPUF14/74	74	Keeping students informed of their progress has little effect on learning.	Deleted
CPUF13/75	75	The teacher should not make the lesson interesting for children.	Deleted
EPUF15/76	76	A good teacher has little need for charts, maps diagrams and the like.	Retained
PUF15/77	77	Most students do not respect the teachers.	Deleted
TUF15/78	78	Teaching makes a teacher tired.	Deleted
TPUF14/79	79	Teaching profession is not a good medium of serving humanity.	Deleted
CPF10/80	80	We should fit the curriculum to the student and not the	Retained

		student to the curriculum.	
PF3/81	81	Students take pride in the neat and attractive environment of the school.	Retained
PF4/82	82	Students should have right to express-disagreement with what the teacher says.	Retained
CPUF14/83	83	One of the difficulties with modern schools is that disciplined often sacrificed to the interest of students.	Deleted
CTUF15/84	84	In class-room teaching the principle of 'learning by doing' cannot be implemented.	Deleted
TPF7/85	85	I will not take up any other job except teaching	Deleted
TPUF15/86	86	If I do not get any other job, I will join the teaching profession.	Deleted
EPF8/87	87	Teacher should not be strict in their dealings with students.	Deleted
TF5/88	88	Teachers are the leaders of the nation.	Retained
PF5/89	89	If a student does not understand an assignment. If is usually the fault of the teacher.	Retained
CPUF15/90	90	A teacher's job primarily one of the teaching and explaining the subject matter.	Deleted
ICT1/91	91	I believe that if using ICT in my class would make my instruction more interesting for my students.	Retained
ICT2/92	92	Due to the incorporation of ICT in my teaching, my students are more motivated to work at my subject.	Deleted
ICT3/93	93	I believe ICT Use in Education increases my students' involvement in my class.	Retained
ICT4/94	94	I believe ICT Use in Education increases students' success in my class.	Deleted
ICT5/95	95	ICT applications enhance students' creativity	Retained

v) **Teacher Commitment Scale by Vijay Kumar Chechi and Vikas Sharma (2007)**

Dimensions	S.No.	Items	Retained/ Deleted
L1	1	I believe that a teacher cares for a child as a-nurse, guide and guardian.	Deleted
L2	2	I feel that the best way to teach stubborn students is to punish them for their mistakes.	Deleted
L3	3	I believe that the mission of my life is to facilitate the all-round development of the child.	Retained
L4	4	I take pains for the students' gain in teaching learning process.	Deleted
L5	5	I try to solve the problems of the students at the earliest.	Retained
L6	6	I solve the problems of students even at odd hours.	Deleted
L7	7	I feel satisfied by acting as a facilitator for the students.	Retained
L8	8	I perform evaluation duty well, to the satisfaction of my students.	Deleted
L9	9	I get thrilled when children share their excitement with me.	Retained
L10	10	I apply new methods of teaching whole heartedly for the better understanding of the students.	Deleted
S1	11	I believe that teachers are nation builders.	Retained
S2	12	I hold the view that a teacher needs to understand social norms and values of the society, in which he is working.	Retained
S3	13	I promote democratic atmosphere in my classroom.	Retained
S4	14	I hold the opinion that a school is a miniature of society.	Retained
S5	15	I feel that there should be freedom for planning and execution of the activities of the school.	Deleted

S6	16	I feel that a teacher should be given greater autonomy to work in the classroom.	Deleted
S7	17	I believe that a teacher is a facilitator for the social and educational development of the child.	Retained
S8	18	I opine that a teacher needs to work within the limits of his social norms.	Deleted
S9	19	I believe that a teacher should take students on visits outside the school for direct experiences.	Retained
S10	20	I believe that a teacher is a human being first and then a teacher.	Deleted
P1	21	I hold the view that teachers are responsible for the quality of teaching.	Retained
P2	22	I am worthy of being called a good teacher.	Retained
P3	23	I can work in a cooperative environment only.	Deleted
P4	24	I have good relations with my colleagues and principal.	Deleted
P5	25	I am a dedicated teacher.	Retained
P6	26	I sometime enjoy gossip in the classroom.	Deleted
P7	27	I am conscious of the roles and the responsibilities that come along with the teaching profession.	Retained
P8	28	Our school gives ample opportunities for professional growth.	Deleted
P9	29	I am of the opinion that syllabus completion is the teacher's first priority.	Deleted
P10	30	I advocate use of technology for better classroom learning.	Retained
AEPA1	31	I am aware of the importance of research work in the field of teaching learning process.	Deleted
AEPA2	32	I keep my knowledge updated with current affairs, so as to give my students the best.	Deleted

AEPA3	33	I love to learn and teach new things to students that are being added in the curriculum.	Deleted
AEPA4	34	I own a small library, concerning books related to my subject, at my home.	Retained
AEPA5	35	I opine that publishing articles/ reports opens opportunities for dialogue with other like-minded people.	Deleted
AEPA6	36	I believe in appreciating the desirable qualities of my colleagues.	Deleted
AEPA7	37	I believe that a teacher's grasp of knowledge is important for the teaching profession.	Retained
AEPA8	38	I believe in acquisition of proper skills for the teaching profession.	Deleted
AEPA9	39	I believe in developing right attitude for the teaching profession.	Retained
AEPA10	40	I generally give illustrations from other subjects to clarify concepts to the students.	Deleted
BV1	41	I lend a helping hand to a sick child in the school.	Deleted
BV2	42	I am not comfortable in teaching a physically handicapped or mentally challenged child.	Deleted
BV3	43	I provide financial assistance to poor students.	Deleted
BV4	44	I help weak students by giving extra time to them.	Retained
BV5	45	I want to be praised for my good teaching.	Retained
BV6	46	I keep the parents well informed about the performance of their ward.	Retained
BV7	47	I feel that to teach moral values is not the job of a teacher but of the parents.	Deleted
BV8	48	I always ensure that students are actively participating in the teaching-learning tasks.	Deleted
BV9	49	I chose the teaching profession for earning money.	Deleted

BV10	50	I like to crack jokes in the classroom.	Deleted
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vi) Teacher Belief scale towards Socially Disadvantaged Students

(1-Very disagree, 2-fairly disagree, 3-neutral, 4-fairly agree, 5-Very agree)

E1- Unmotivated ___1___ 2___ 3___ 4___ 5___ Motivated

E2- Dependent ___1___ 2___ 3___ 4___ 5___ Independent

E3-Unfriendly ___1___ 2___ 3___ 4___ 5___ Friendly

E5 -Dishonest ___1___ 2___ 3___ 4___ 5___ Honest

E6-Ugly ___1___ 2___ 3___ 4___ 5___ Beautiful

A1_Disruptive ___1___ 2___ 3___ 4___ 5___ Well behaved

A2-Unambitious_1___ 2___ 3___ 4___ 5___ Ambitious

A4-Unemotional ___1___ 2___ 3___ 4___ 5___ Emotional

A5-Violent ___1___ 2___ 3___ 4___ 5___ Non violent

A6-Slow ___1___ 2___ 3___ 4___ 5___ Fast

P1-Unattentive ___1___ 2___ 3___ 4___ 5___ Attentive

P2-Unarticulate ___1___ 2___ 3___ 4___ 5___ Articulate

P3-Incompetent ___1___ 2___ 3___ 4___ 5___ Competent

P4-Cowardly ___1___ 2___ 3___ 4___ 5___ Brave

P5-Introvert ___1___ 2___ 3___ 4___ 5___ Extrovert

2) LIST OF PUBLICATIONS

S.No	Type of Paper	Name of the Journal/Conference/Book	Journal indexing	Title of the Paper	Published Date/Year
1	Conference Proceeding	The Electrochemical Society Transaction	Scopus	Tracing the Relationship between Academic Anxiety and Academic Performance Among the Upper Primary School Students	2022
2	Journal Paper	Journal of Higher Education Theory and Practice	Scopus	Development and Validation of Semantic Differential Scale to Assess Teachers Belief Towards Socially Disadvantaged Students	01/05/2023
3	Journal Paper	International Journal of Early Childhood Special Education	Web of Science	Teachers Stereotypic Belief about Socially Disadvantaged Students and their Impact on Academic Performance	07/2022
4	Journal Paper	Vidyabharati International Interdisciplinary Research Journal	Web of Science	A review of the relationship between teacher commitment indicators and academic achievement	2021
5	Journal Paper	IJFANS- International Journal of Food and Nutritional Sciences	UGC	A Review of COVID-19 Impact on School Education in India	2022
6	Book Chapter	E- learning in the New Normal	N/A	Study on teachers attitude towards E-Learning in West Bengal in post COVID 19 era	2021

7	Book Chapter	Education and Society during COVID 19 Pandemic	N/A	Impact of parental support in promoting academic performance in socially disadvantaged senior secondary students of Purulia, West Bengal	2021
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