

CHAPTER – V

ANALYSIS AND INTERPRETATION

5.0.0 Introduction :

The main objective of the present study was to study the effectiveness of the mentoring strategy developed and implemented on teachers and students. The difference in students' achievement, teachers' satisfaction, personal and professional growth, teachers' perception of school environment and the principal's leadership before and after intervention were the criteria to measure the effectiveness of the mentoring scheme that was adopted. Data was collected from teachers, students and their parents on different variables through different tools and techniques given in detail in chapter III. Thereafter the collected data were analysed separately for each variable. The description of the analysed data and the inferences drawn are presented in this chapter.

The quantitative data obtained from different tools were subjected to statistical analyses. Means and standard Deviations of pre and post-testing data were calculated and were subjected to 't' test analysis to determine the level of significance of the difference between means of each dimension. The data are presented in different tables in the sections that follow. The percentage scores of Ego state scale and SPIRO-M OEQ scores of each teacher in pre and post-testing have been presented in profiles. Collected data through classroom observation, unstructured interviews and semi structured interview schedule have been analysed in descriptive manner.

5.1.0 Awareness of Personality Structure of Teachers :

Teacher's personality dimensions were measured by Ego state scale. Table 5.1 presents the Means, Standard Deviations of pre and post-test scores and their 't' values on various dimensions of personality for 17 teachers.

Table-5.1 : Mean, SD and 't' values of pre and post-test scores on Ego State Scale

N = 17

Variables	Pre-test		Post-test		't'
	Mean	SD	Mean	SD	
CP	46.12	7.87	41.47	7.97	2.43*
NP	49.35	5.99	52.41	6.88	1.61
PA	45.24	8.25	48.82	6.50	1.92
CA	42.00	8.34	44.82	7.46	1.43
NC	38.82	8.78	43.12	7.05	2.03
RC	33.00	8.60	28.06	6.72	4.86**
CC	35.29	8.40	29.76	6.52	3.56**

df = 16

* = significant at .05 level

** = significant at .01 level

Table – 5.1 presents the measures on various personality dimensions of the teachers on Ego state scale. The mean values show that NP (Nurturing Parent) is the predominant ego state of teachers' behaviour after intervention programme though it does not show significant difference (49.35 and 52.41). It implies that teachers show encouragement and understanding by supportive and empathetic behaviour. They are more caring, listening and showing concern for their students as well as others. The mean values of OK variables like PA (Photographic Adult) are 45.24 and 48.82, CA (Combining Adult) 42.00 and 44.82 and NC (Natural Child)

are 43.82 and 43.12. Though they do not show any significance, the scores indicate that there has been positive gain. The table shows that all the Not OK behaviors like CP (Controlling Parent) 46.12 and 41.47, RC (Rebellious Child) 33.00 and 28.06 and CC (Compliant Child) 35.29 and 29.76 have rightly decreased in post-testing. There is significant difference in mean scores of pre and post-testing of CP at .05 level and RC at .01 level. It implies that teachers are less “controlling” less “rebellious” and more “Nurturing” as well as more “Natural Child” in their behaviour. There is also significant difference in the mean scores of pre and post-testing of CC at .01 level. This means teachers have become less “Compliant” which empowers them to face people and situation and are able to confront problems either in the classroom or in their personal life.

5.1.1 Personality Profiles of Teachers :

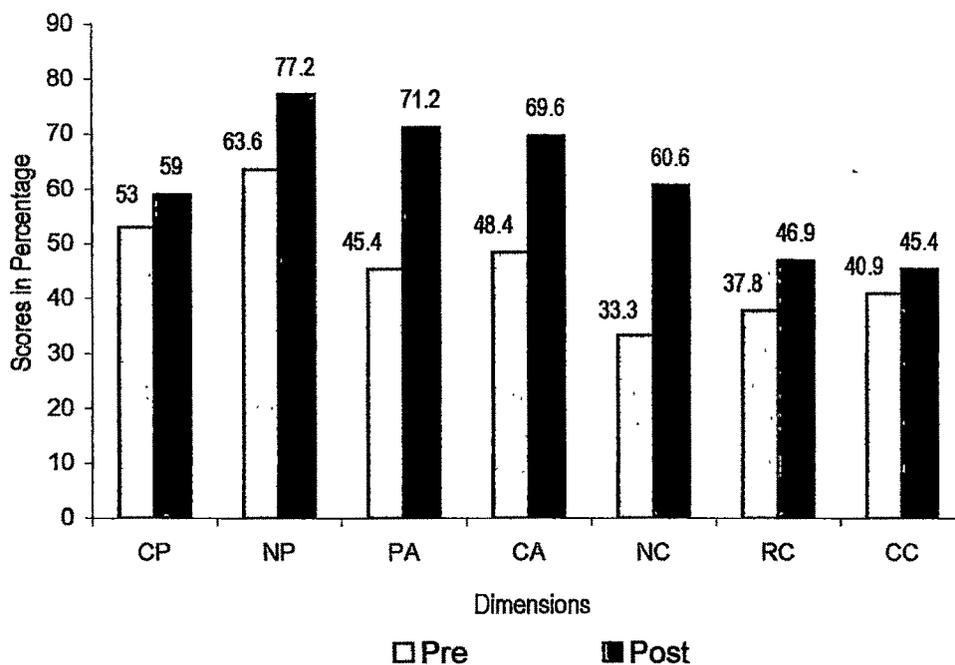
Given below are graphic representation, of personality profiles of each of the individual teachers using ego state scores in both pre and post-intervention phases. The group profile is also given, (Profile 5.18 on each page) so as to compare the individual profile with group profile.

The raw ego state scores were changed into percentages. These percentage scores of each teacher in pre and post-testing are presented as personality profile of each teacher. The profiles show the difference in their personality structure before and after intervention programme.

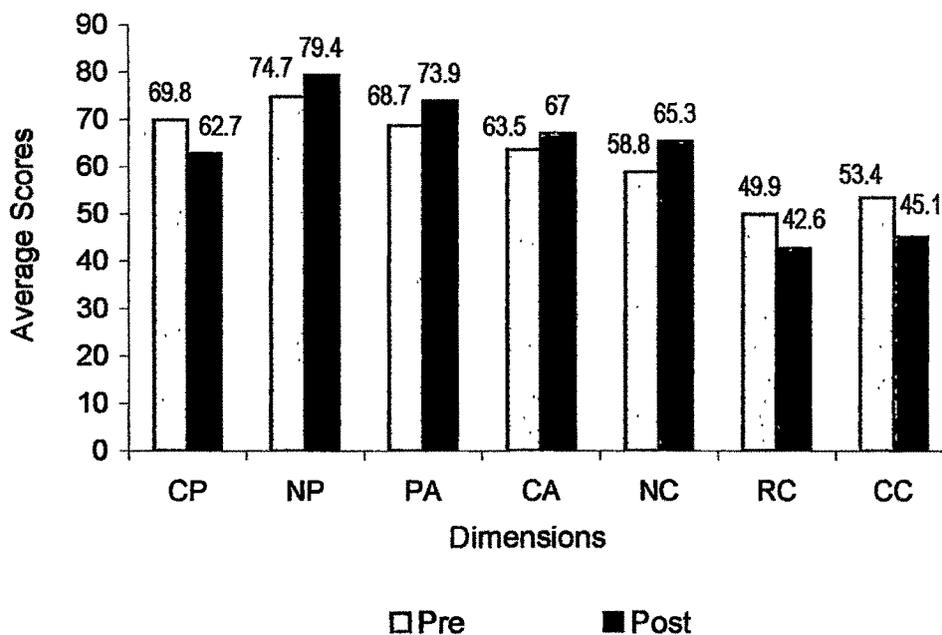
Personality Profile of Teacher 1 :

Profile – 5.1 represents the summary of the personality structure of teacher 1 before and after intervention programme. The profile shows that there have been increase in percentage scores in appropriate behaviors like Nurturing Parent, Photographic Adult and Combining Adult and Natural

Profile 5.1 : Pre and post-intervention Ego state scores of teacher 1 plotted against its 7 dimensions.



Profile 5.18 : Pre and post-intervention Ego state scores of the experimental group of Teachers plotted against its 7 dimensions.



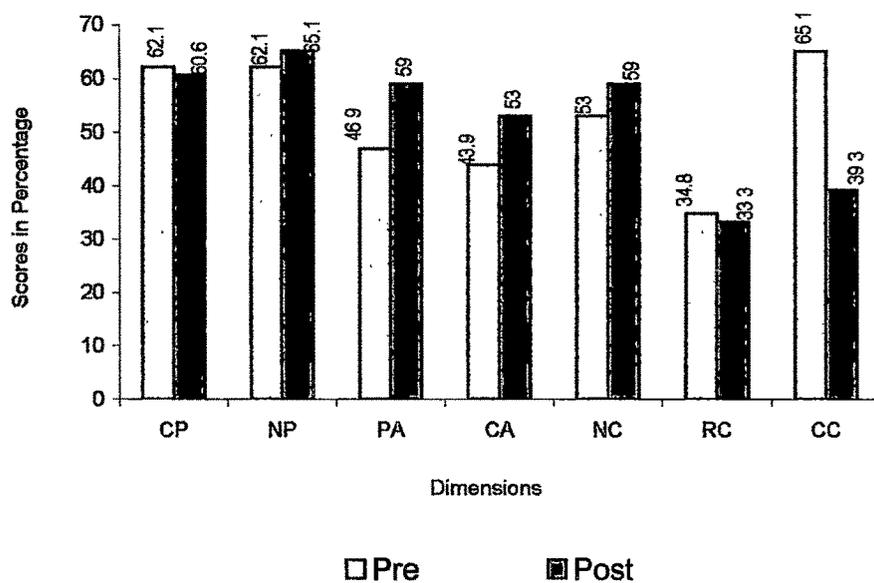
Child after intervention. The behaviour pattern of the teacher was Nurturing Parent (77.2) in post-testing. It implies that after intervention programme this teacher transacted more in nurturing and supporting way with students. On the profile, the second highest percentage score falls on Photographic Adult (71.2) behaviour of Adult ego state. It implies that the teacher behaviour is more rational and fact based than acting from one's biases and prejudices. The profile also shows that there is increase in percentage score of Combining Adult (48.4 and 69.6) behaviour of Adult ego state. This would mean that during post-intervention period teacher 1 became more calculative. There is an increase in percentage score of Natural Child (33.3 and 60.6) behaviour of Child ego state. It indicates that this teacher operated more from Natural Child ego state. This profile shows that teacher 1 has not been able to reduce the tendency to operate from inappropriate behaviour like Controlling Parent, Rebellious Child and Compliant Child ego state. The percentage scores on these dimensions show that the tendency to operate from these ego state have increased after the intervention.

Matching the individual profile with over all profile of all 17 teachers (Profile 5.18), it is seen that except in Controlling Parent, Rebellious Child and Compliant Child ego state there is similarity in personality profile of teacher 1 and the group profile.

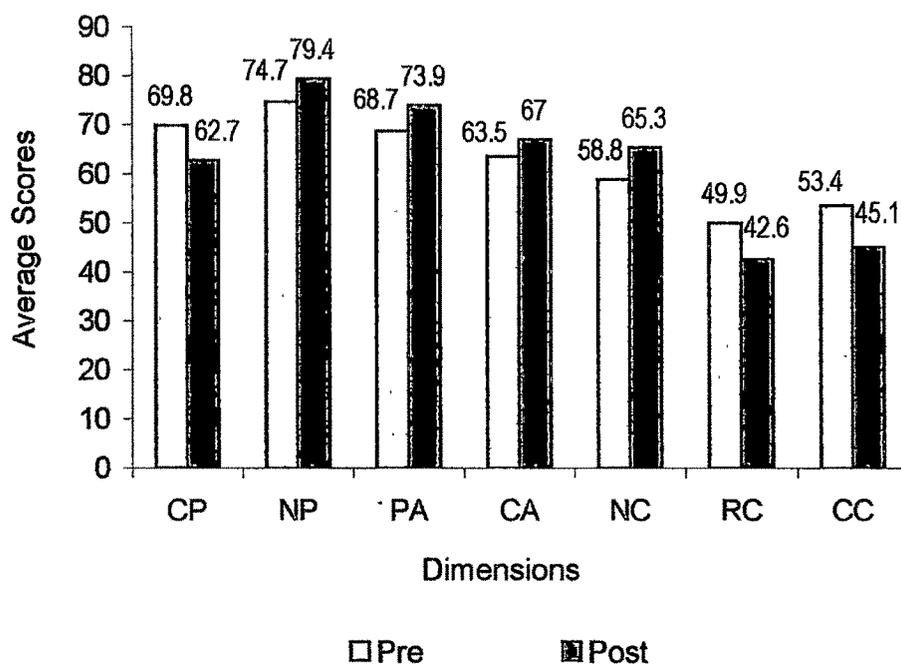
Personality Profile of Teacher 2 :

Profile 5.2 summarizes the personality dimensions of teacher 2 before and after intervention programme. From the profile, it is clear that teacher 2 has been able to reduce the percentage scores of inappropriate behaviours like Controlling Parent (62.1 and 60.6), Rebellious Child (34.8 and 33.3) and Compliant child (65.1 and 39.3) after the programme. As the profile shows, Nurturing Parent (62.1 and 65.1) behaviour has the highest

Profile 5.2 : Pre and post-intervention Ego state scores of teacher 2 plotted against its 7 dimensions.



Profile 5.18 : Pre and post-intervention Ego state scores of the experimental group of Teachers plotted against its 7 dimensions.



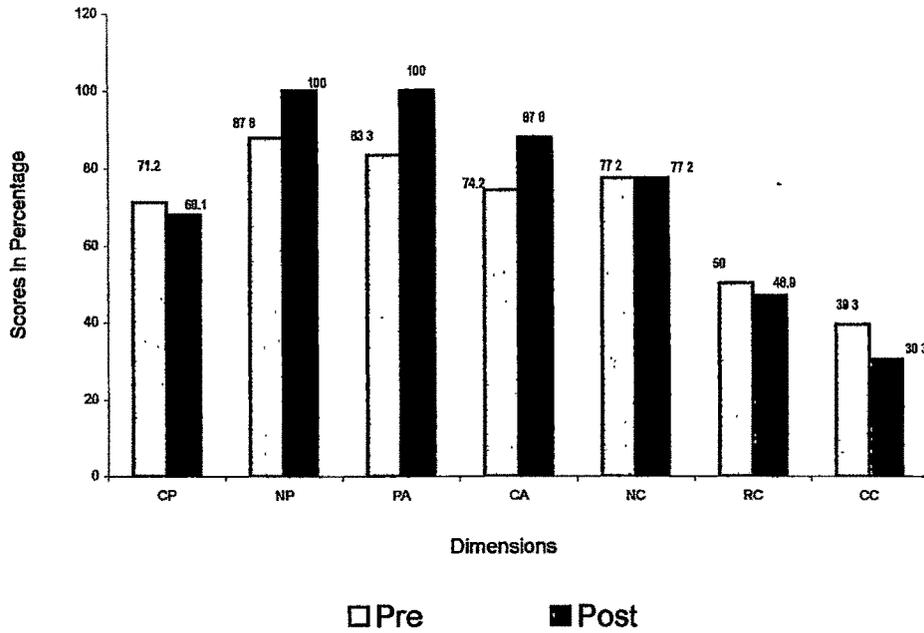
percentage score in post-testing. It implies that teacher 2 transacted more with Nurturing Parent of Parent ego state, which are motivating and growth oriented. The second highest percentage scores are on Photographic Adult (46.9 and 59.0) ego state. The increase in percentage score on Photographic Adult would mean that this teacher was more observing and drawing inferences from the present events before taking decisions. The high score on Natural Child ego state would mean that teacher operated more from Natural Child of her child ego state. There is increase in percentage score on Combining Adult (43.9 and 53.0) behaviour as well in post-intervention.

The individual profile of teacher 2 is matching well with the group profile of 17 teachers.

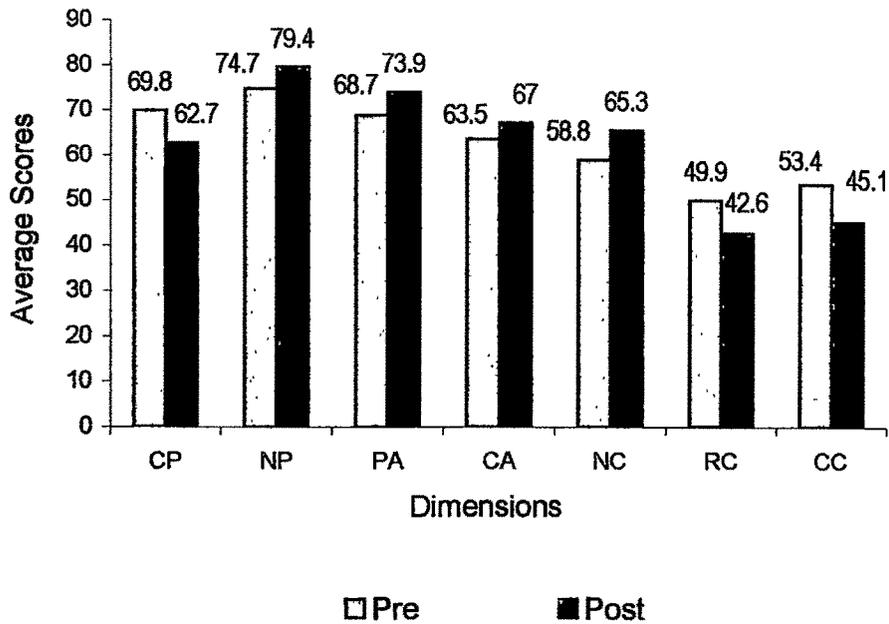
Personality Profile of Teacher 3 :

Profile 5.3 summarizes the personality structure of teacher 3 before and after intervention programme. The profile shows that the percentage scores have decrease on Controlling Parent (71.2 and 68.1), Rebellious Child (50.0 and 46.0) and Compliant Child (39.3 and 30.3) in post-testing. It implies that teacher 3 has been able to reduce the tendency of operating from these inappropriate ego states. The profile shows that there has been increase in percentage scores of Nurturing Parent, Photographic Adult and Combining Adult in post-testing. Natural child (77.2 and 77.2) of child ego state does not show any difference in percentage scores. The profile indicates that the percentage scores on Nurturing Parent and Photographic Adult behaviors have increased from 87.8 to 100.0 and from 83.3 to 100.0 respectively. High percentage score on Nurturing Parent ego would mean that teacher transacted more with Nurturing Parent behaviour, which promoted growth. High percentage score on Photographic Adult ego would

Profile 5.3 : Pre and post-intervention Ego state scores of teacher 3 plotted against its 7 dimensions.



Profile 5.18 : Pre and post-intervention Ego state scores of the experimental group of Teachers plotted against its 7 dimensions.



mean that teacher behaved more rationally, referring the past event in taking decisions.

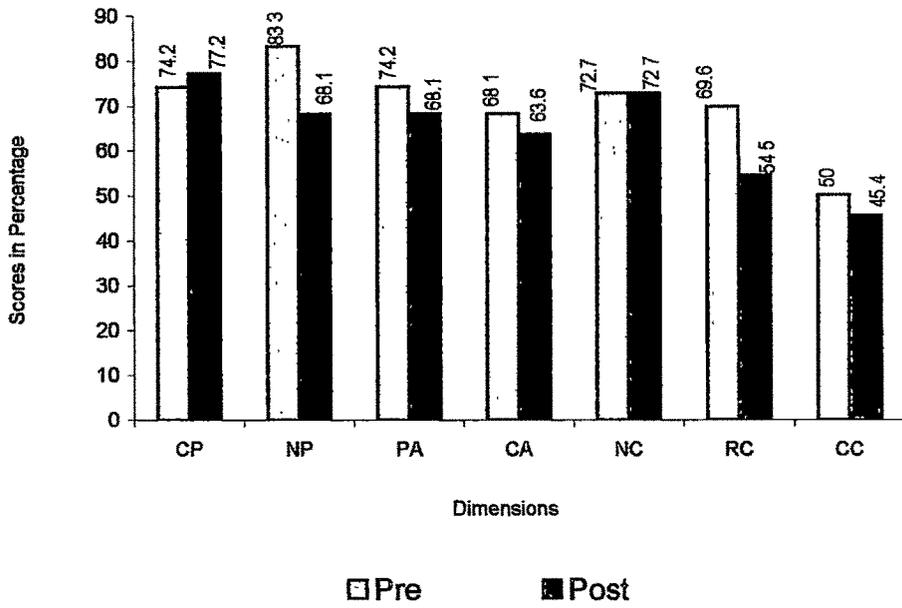
Comparing the individual Profile with group profile, one could say that there is similarity in increase and decrease of the percentage scores in both the profiles.

Personality Profile of Teacher 4 :

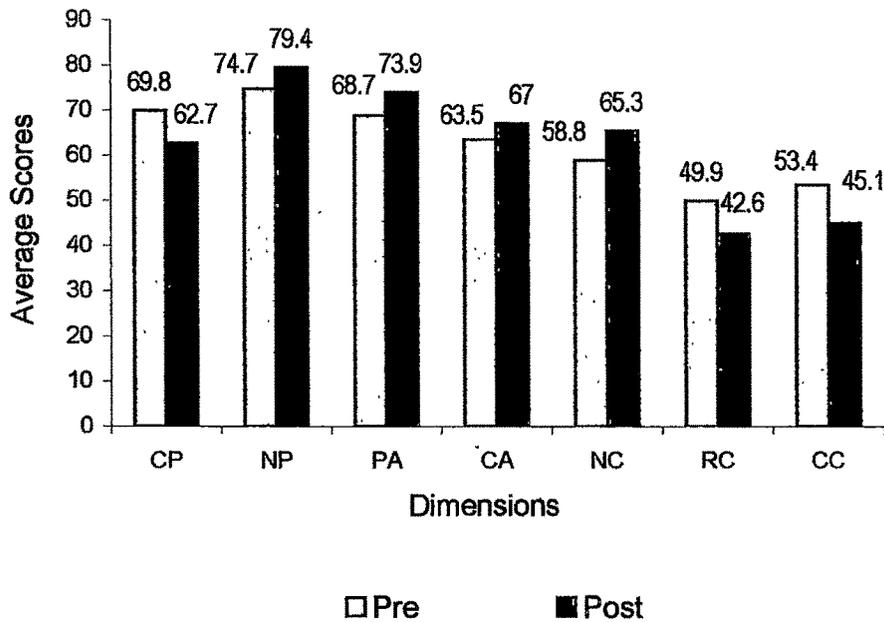
The profile 5.4 presents the summary of the personality structure of teacher 4 in pre and post-testing. The profile shows that there has been decrease in percentage scores on Nurturing parent, Photographic Adult, Combining Adult, Rebellious child and Compliant Child ego states. Natural Child (72.7 and 72.7) behaviour of child ego state does not show any difference in pre and post-tests. The profile shows that there is increase in percentage score on Controlling Parent ego (74.2 and 77.2) in post-testing. This would mean that teacher operated more from Controlling behaviour that brings fear in students and becomes barrier for growth. The profile indicates that there was no specific impact of the intervention programme on the behaviour of teacher 4.

Comparing the individual profile with group profile , we can see that there is no similarity in their making.

Profile 5.4 : Pre and post-intervention Ego state scores of teacher 4 plotted against its 7 dimensions.



Profile 5.18 : Pre and post-intervention Ego state scores of the experimental group of Teachers plotted against its 7 dimensions.



Personality profile of Teacher 5 :

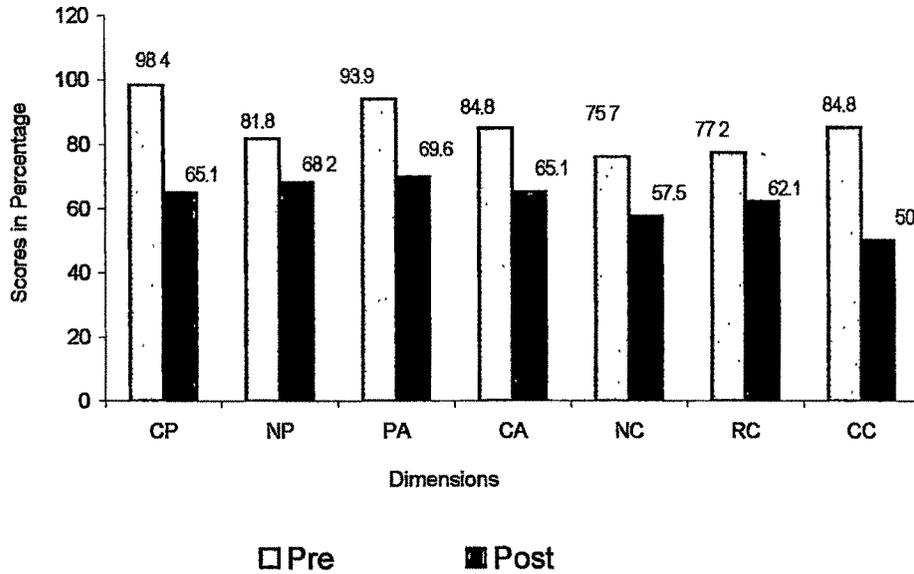
Profile 5.5 represents the personality profile of teacher 5 before and after intervention. The percentage scores on each dimension in the pre and post-intervention clearly show that there has been decrease in percentage scores on each dimension after the intervention. However, there is positive decrease in percentage scores on Controlling Parent (98.4 and 61.1) Rebellious Child (77.2 and 62.1) and Compliant Child (84.8 and 50.0) respectively in post-testing. This would mean that teacher 5 has been less controlling, less Rebellious and less Compliant in his behaviour. The profile also shows that there has been decrease in percentage scores of appropriate behaviours like Nurturing Parent (81.8 and 68.2), Photographic Adult (93.9 and 69.6) Combining Adult (84.8 and 65.1) and Natural Child (75.7 and 57.5) behaviour in the post-intervention.

When combining the individual profile with group profile, it is seen that there is no similarity except in the inappropriate behaviours, namely Controlling Parent, Rebellious Child and Compliant Child.

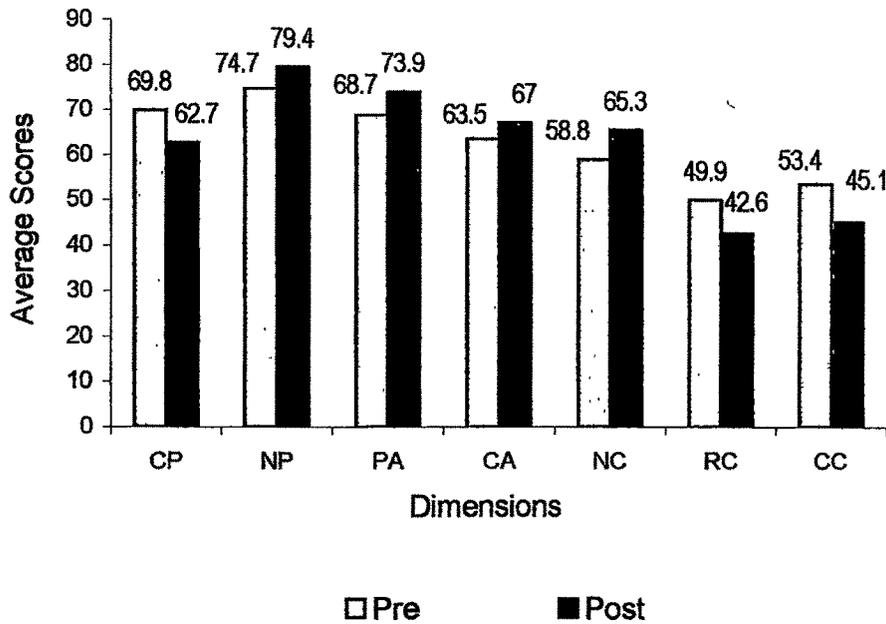
Personality Profile of Teacher 6 :

Profile 5.6 describes the personality structure of teacher 6 before and after intervention programme for teachers. The individual profile shows that percentage scores on inappropriate behaviours like Controlling Parent (60.6 and 48.4), Rebellious Child (37.8 and 33.3) and Compliant Child (51.5 and 48.4) have decreased in post-testing. This would mean that teacher 6 has been able to reduce the frequency of these behaviours. The profile also shows that there is increase in percentage score on Nurturing Parent (75.7 and 81.8) showing the highest percentage score in post-intervention. This

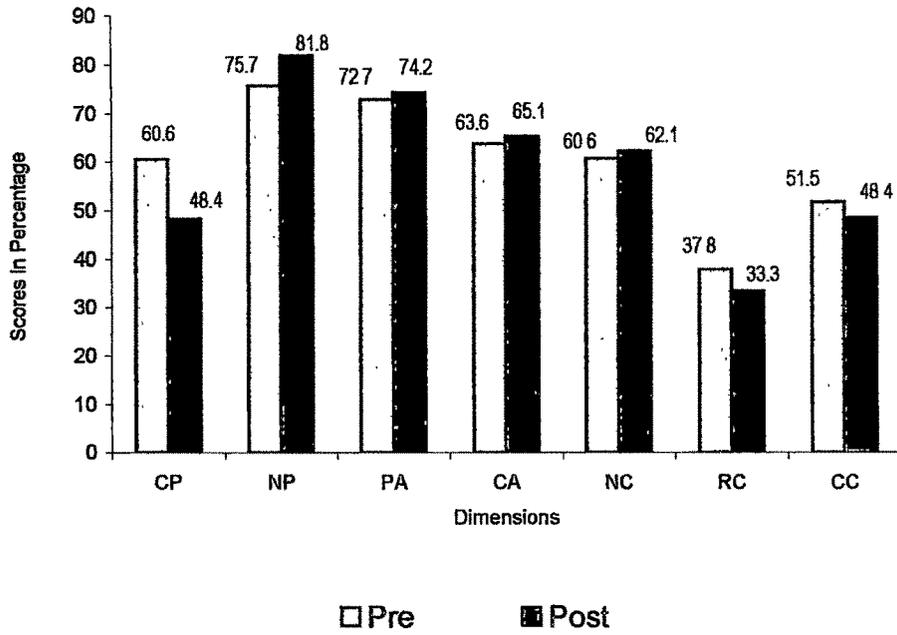
Profile 5.5 : Pre and post-intervention Ego state scores of teacher 5 plotted against its 7 dimensions.



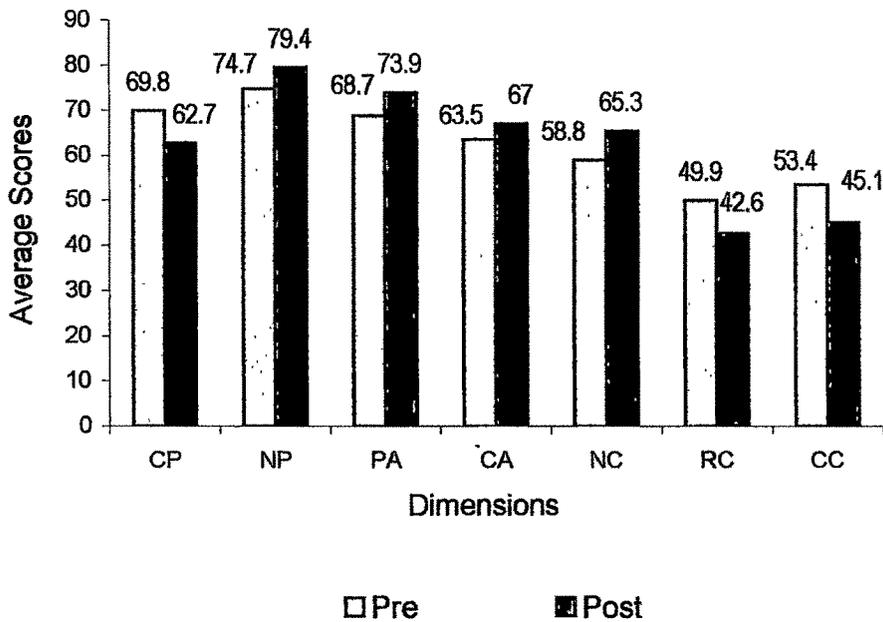
Profile 5.18 : Pre and post-intervention Ego state scores of the experimental group of Teachers plotted against its 7 dimensions.



Profile 5.6 : Pre and post-intervention Ego state scores of teacher 6 plotted against its 7 dimensions.



Profile 5.18 : Pre and post-intervention Ego state scores of the experimental group of Teachers plotted against its 7 dimensions.

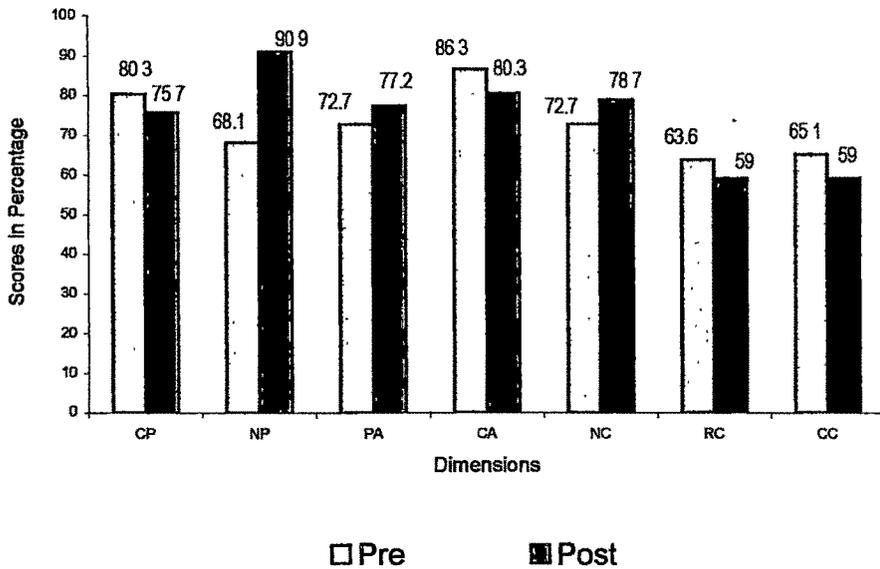


would mean that teacher 6 operated more from nurturing behaviour that was motivating and growth oriented. There is increase in percentage scores on other dimensions like Photographic Adult (72.7 and 74.2), Combining Adult (63.6 and 65.0) behaviour of Adult ego state and Natural Child (60.6 and 62.1) behaviour of Child ego state. Comparing the individual profile with group profile, it is seen that both the profiles are similar in terms of the direction of growth.

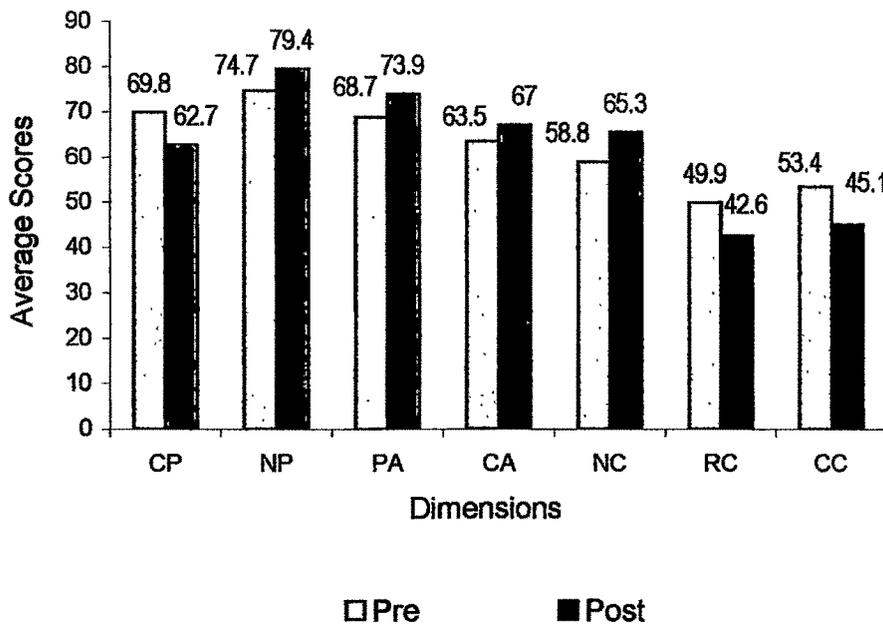
Personality Profile of Teacher 7 :

Profile 5.7 is the individual profile of personality structure of teacher 7 in pre and post-testing. The profile shows that there have been increase in the percentage scores on Nurturing Parent, Photographic Adult and Natural Child ego states. The highest percentage score on Nurturing Parent (68.1 and 90.9) would mean that teacher 7 was more caring and growth oriented in her behaviour with students and others. The second highest percentage score is on Natural Child behaviour (72.27 and 78.7) of Child ego state in post-testing. It implies that teacher 7 operated from natural self without any adopted behaviour. Being natural makes the classroom instruction interesting. Combining Adult (86.3 and 80.3) shows decrease in percentage score after intervention. This would mean that teacher was less realistic and rationalistic in dealings and making decisions. The profile also shows that the percentage scores on inappropriate behaviour like Controlling Parent, Rebellious Child and Compliant Child have decreased. This would mean that teacher 7 was able to reduce the tendency of operating from these behaviours.

Profile 5.7 : Pre and post-intervention Ego state scores of teacher 7 plotted against its 7 dimensions.



Profile 5.18 : Pre and post-intervention Ego state scores of the experimental group of Teachers plotted against its 7 dimensions.

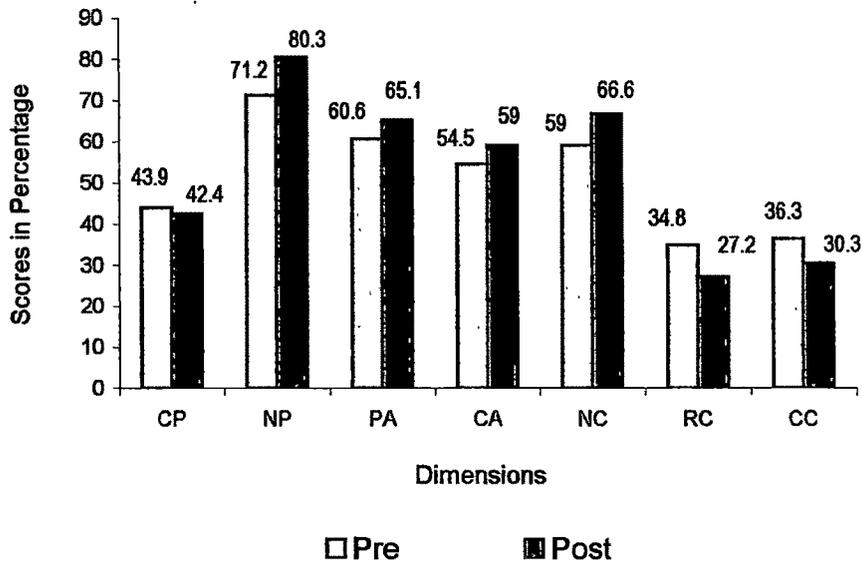


Speculating the individual Personality Profile and group profile, one can say that there is similarity in both except on the dimension of Combining Adult behaviour of Adult ego state.

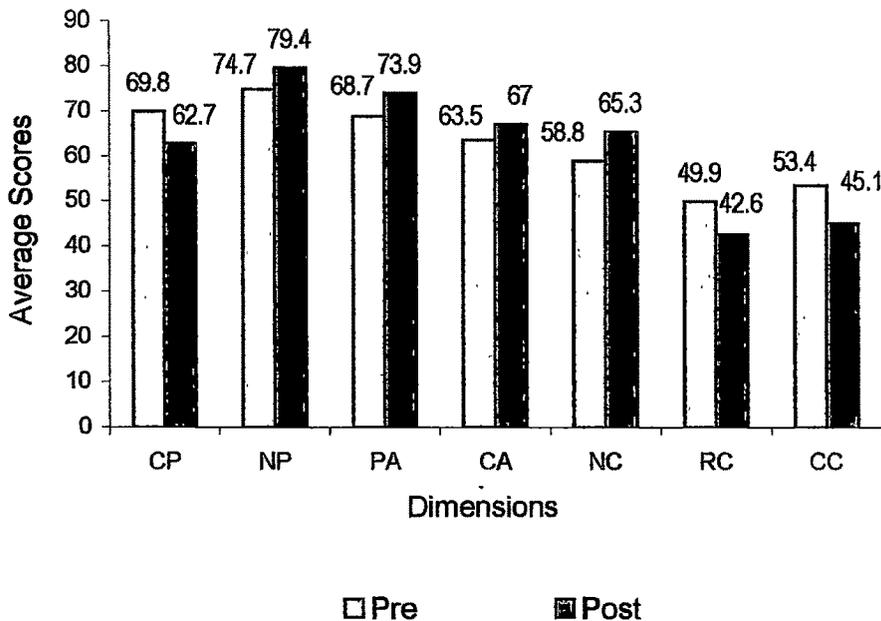
Personality Profile of Teacher 8 :

Profile 5.8 summarizes the personality profile of teacher 8 before and after intervention. The profile shows that there have been decrease in percentage scores of Controlling Parent (43.9 and 42.4) behaviour of Parent ego. Rebellious Child (34.8 and 27.2) and Compliant Child (36.3 and 30.3) behaviours of Adapted Child ego state. This implies that teacher 8 has been able to reduce these negative behaviours in dealings with others. The profile also shows that there have been increase in Nurturing Parent, Photographic Adult, Combining Adult and Natural Child behaviours in post-testing. Nurturing Parent (71.2 and 80.3) behaviour of Parent ego state shows the highest percentage score in both the pre and post-testing. It implies that teacher 8 operated more from nurturing behaviour which motivated persons and helped in their growth. The second highest percentage score is on Natural Child behaviour (59.0 and 66.6) of Child ego state in post-testing. It implies that teacher 8 transacted more in natural way which helped her to create a natural atmosphere for students and others. Her individual profile and the group profile are very much similar.

Profile 5.8 : Pre and post-intervention Ego state scores of teacher 8 plotted against its 7 dimensions.



Profile 5.18 : Pre and post-intervention Ego state scores of the experimental group of Teachers plotted against its 7 dimensions.



Personality Profile of Teacher 9 :

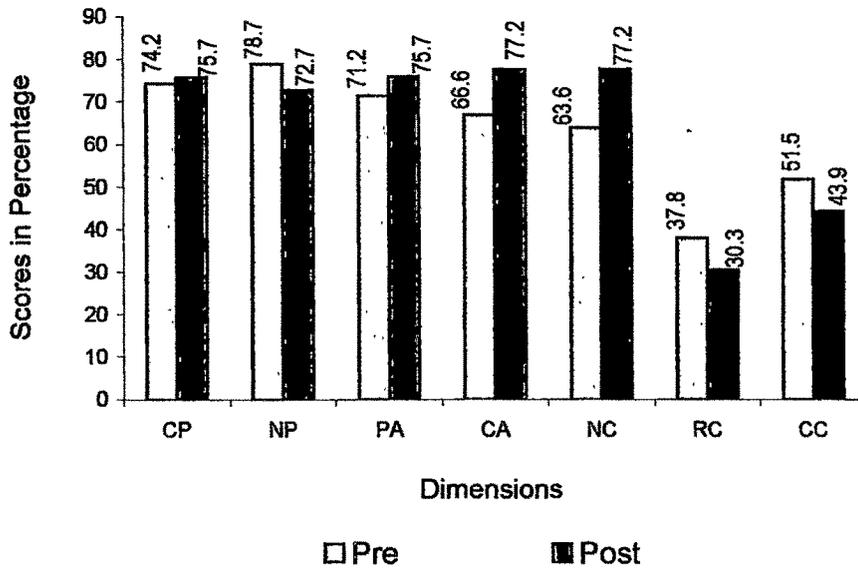
Profile 5.9 represents the personality structure of teacher 9 in pre and post-testing. From the profile, it is clear that teacher 9 has not been able to reduce the Controlling Parent (74.2 and 75.7) behaviour of Parent ego state in post-testing. The profile also shows that the percentage score has decreased on Nurturing Parent (78.7 and 72.7) behaviour of Parent ego state. It implies that this teacher has reduced the nurturing behaviour after intervention. There have been increase in the percentage scores on Photographic Adult (72.2 and 75.7) Combining Adult (66.6 and 77.2) and Natural Child (63.6 and 77.2) behaviour. High percentage score on Combining Adult would mean that teacher 9 became more calculating, realistic and rationalistic in taking decision after intervention. On the other hand, the high percentage score on Natural Child behaviour of Child ego would mean that he became more natural in behaviour that made the classroom environment conducive for learning.

When compared the individual profile with the group profile, one would say that except Nurturing Parent there is similarity in growth in all the dimensions.

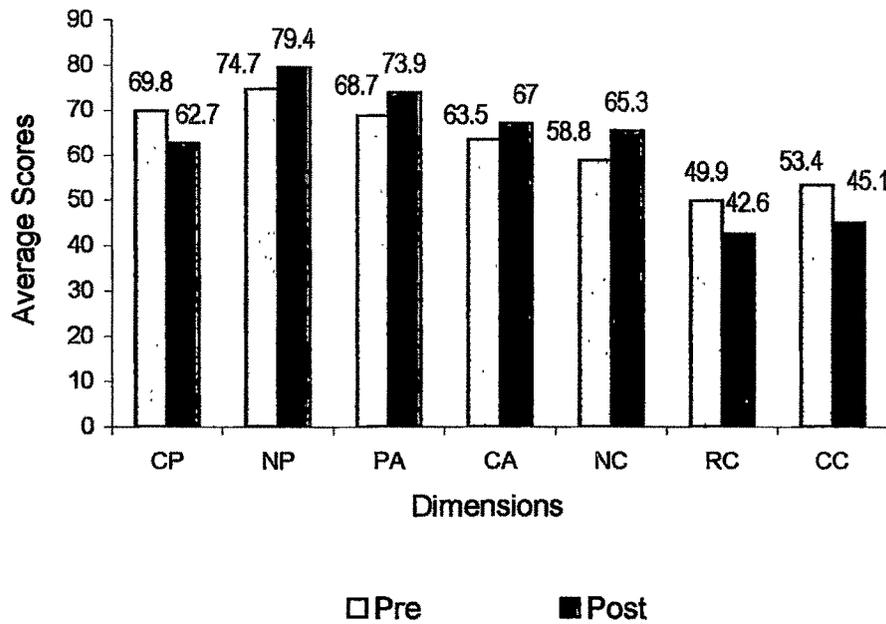
Personality Profile of Teacher 10 :

Profile 5.10 is the summary of personality structure of teacher 10 before and after intervention. The profile reveals that there have been decrease in percentage scores on Controlling Parent (63.6 and 54.5), Rebellious Child (39.3 and 36.3) and Compliant Child (39.3 and 36.3) behaviour in post-testing. The profile also reveals that there have been increase in percentage scores on Nurturing Parent, Photographic Adult, Combining Adult and Natural Child behaviours. Nurturing Parent (60.6 and

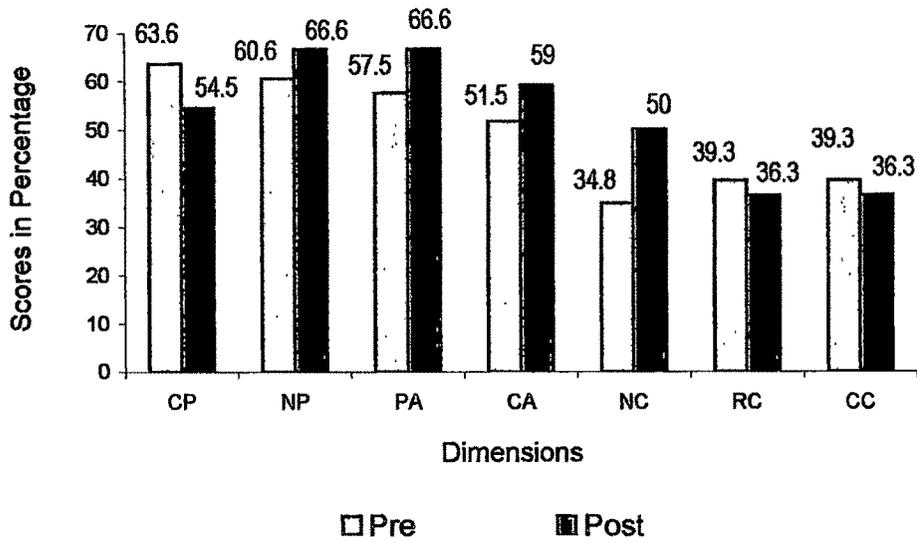
Profile 5.9 : Pre and post-intervention Ego state scores of teacher 9 plotted against its 7 dimensions.



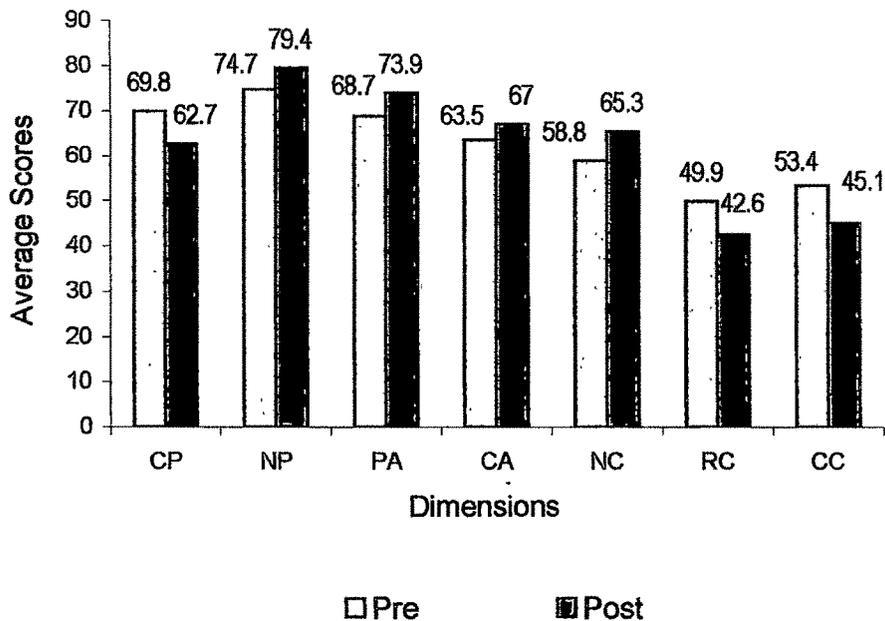
Profile 5.18 : Pre and post-intervention Ego state scores of the experimental group of Teachers plotted against its 7 dimensions.



Profile 5.10 : Pre and post-intervention Ego state scores of teacher 10 plotted against its 7 dimensions.



Profile 5.18 : Pre and post-intervention Ego state scores of the experimental group of Teachers plotted against its 7 dimensions.



66.6) and Photographic Adult (57.5 and 66.6) behaviours show the highest percentage scores in post-testing. The high scores on Nurturing Parent behaviour implies that teacher 10 became more nurturing in transaction, which promoted growth in other persons. The high percentage score on Photographic Adult would mean that teacher 10 is more rational, referring the past events in taking decisions and in dealings.

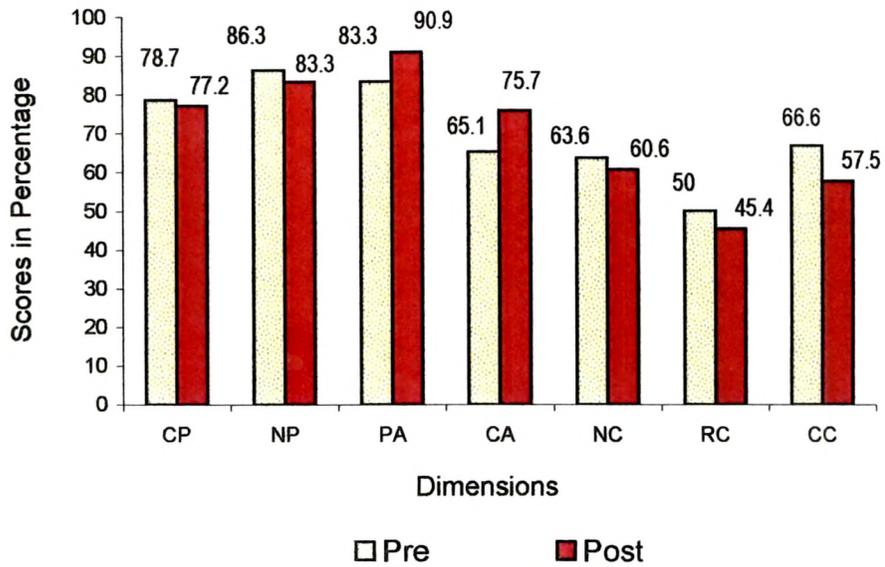
Comparing the individual profile with group profile, one would say that both the profiles are similar in the direction of growth in every dimension.

Personality Profile of Teacher 11 :

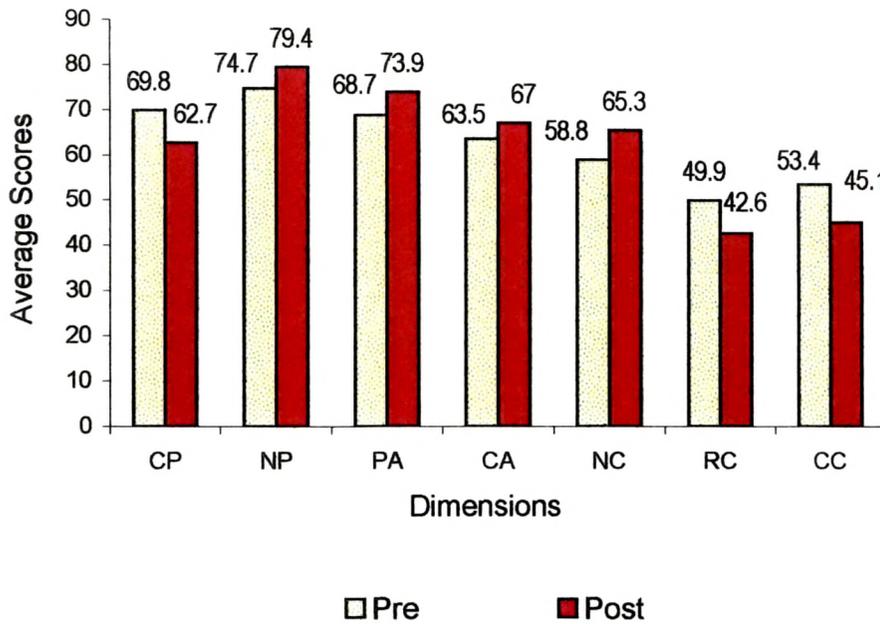
Profile 5.11 represents the summary of personality profile of teacher 11 in pre and post-testing. The profile shows that teacher 11 has been able to reduce the percentage scores of Controlling Parent (78.2 and 77.2) behaviour of Parent ego state, Rebellious Child (50.0 and 45.4) and Compliant Child (66.6 and 57.5) behaviours of Adapted Child ego state. The profile also reveals that teacher has not been able to increase the percentage scores of Nurturing Parent (86.3 and 83.3) behaviour of Parent ego state. This teacher has again not been able to increase the percentage score of Natural Child (63.3 and 60.6) behaviour of Child ego state. Photographic Adult (83.3 and 90.9) and Combining Adult (65.1 and 75.7) behaviours show that there have been increase in percentage scores on both the ego states. This would mean that teacher 11 became more realistic and rational in decision making and her dealings with students and others.

Matching the individual profile with group profile, one would say that except Nurturing Parent and Natural Child ego states both the profiles are similar in the direction of growth.

Profile 5.11 : Pre and post-intervention Ego state scores of teacher 11 plotted against its 7 dimensions.



Profile 5.18 : Pre and post-intervention Ego state scores of the experimental group of Teachers plotted against its 7 dimensions.



Personality Profile of Teacher 12 :

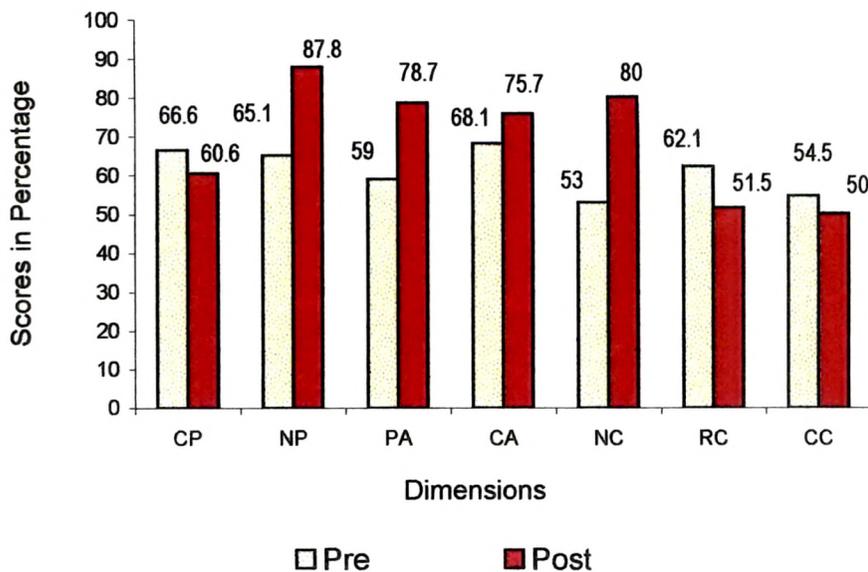
Profile 5.12 summarizes the personality structure of teacher 12 in pre and post-testing. The profile shows that there have been increase in percentage scores on 4 dimensions namely Nurturing Parent (65.1 and 87.8) behaviour of Parent ego, Photographic Adult (59.0 and 87.7) and Combining Adult (68.1 and 75.1) behaviours of Adult ego state and Natural Child (53.0 and 80.0) behaviour of child ego state. Nurturing Parent has the highest percentage score in post-testing. This would mean that teacher became more nurturing and supportive in the post-intervention period. The profile also shows that teacher 12 has been able to reduce the inappropriate behaviours like Controlling Parent (66.6 and 60.6), Rebellious Child (62.1 and 51.5) and Compliant Child (54.5 and 50.0).

When the individual profile is compared with group profile, it is seen that there is similarity in both the profiles.

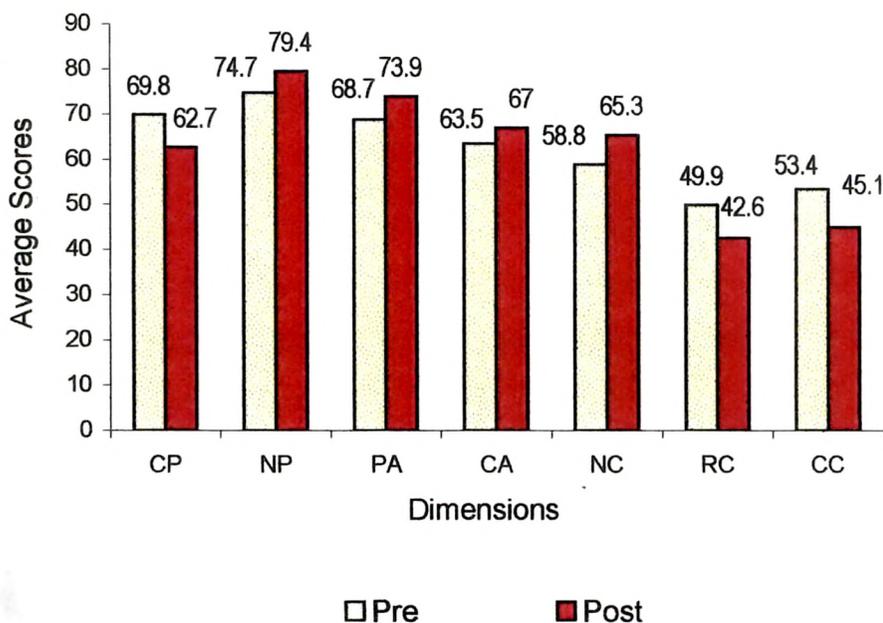
Personality Profile of Teacher 13 :

Profile 5.13 represents the individual profile of personality structure of teacher 13 before and after the intervention programme. The profile shows that there have been decrease in percentage scores on Controlling Parent (75.7 and 74.2) and Rebellious Child (51.5 and 42.4) behaviours but teacher 13 has not been able to reduce the percentage score on Compliant Child (59.0 and 59.0) behaviour of Child ego state. The profile shows that the dominant ego state is Nurturing Parent with 83.3 and 89.3 percentage scores in pre and post-testing. This would mean that teacher 13 operated more from Nurturing Parent behaviour that encouraged and promoted growth in students and others. The second dominant personality of this teacher is Combining Adult (63.6 and 74.2) in post-intervention.

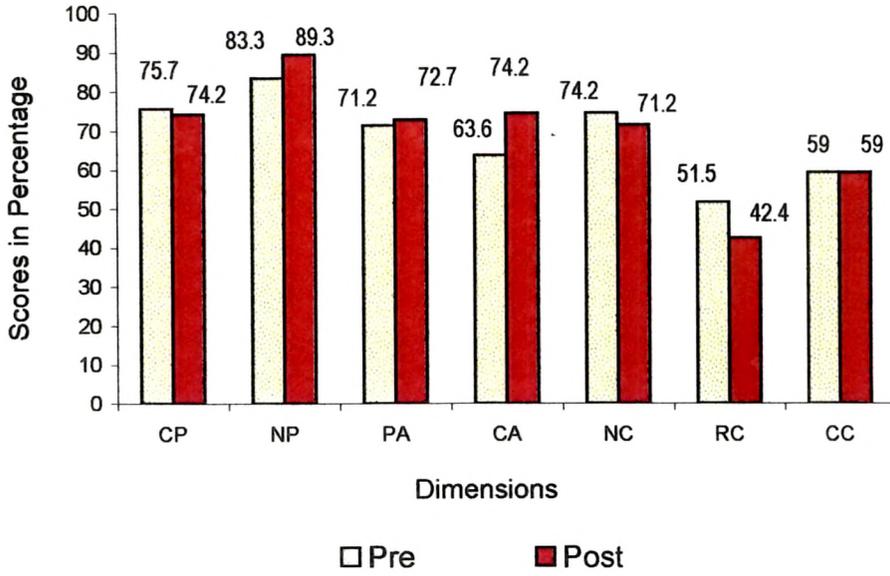
Profile 5.12 : Pre and post-intervention Ego state scores of teacher 12 plotted against its 7 dimensions.



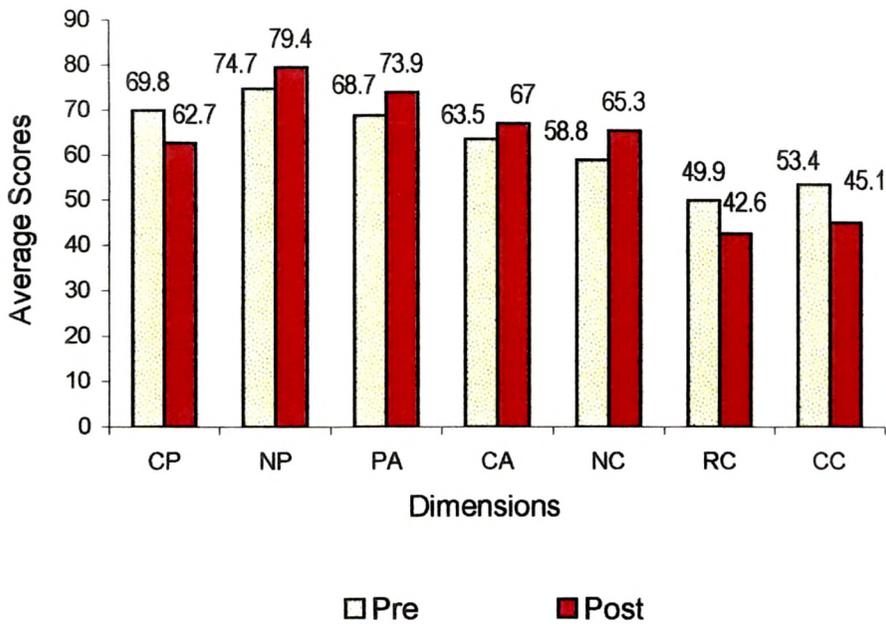
Profile 5.18 : Pre and post-intervention Ego state scores of the experimental group of Teachers plotted against its 7 dimensions.



Profile 5.13 : Pre and post-intervention Ego state scores of teacher 13 plotted against its 7 dimensions.



Profile 5.18 : Pre and post-intervention Ego state scores of the experimental group of Teachers plotted against its 7 dimensions.



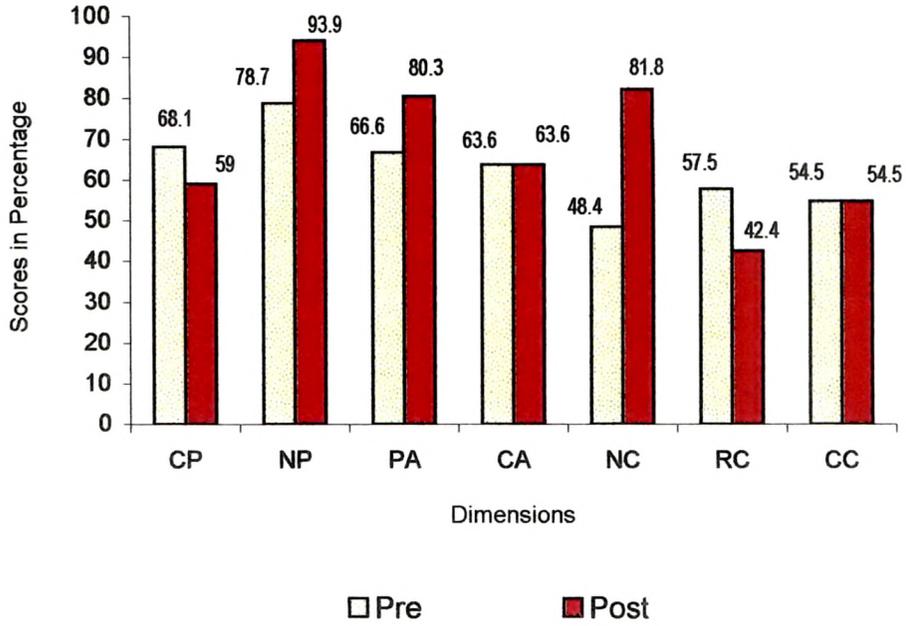
This indicates that this teacher has become more calculative and can interrelate different data to make inferences before making decisions in problem solving. The profile also shows that there has been decrease in the percentage score on Natural Child (74.2 and 71.2) behaviour of Child ego state.

Thus, except in Natural Child and Compliant Child ego states the Individual profile of teacher 13 and the group profiles are similar in their direction of growth.

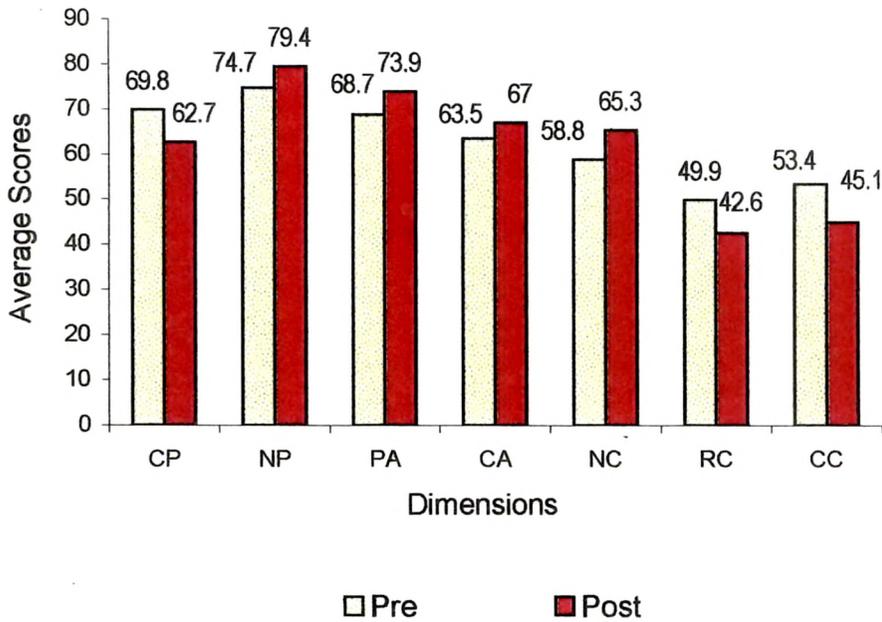
Personality Profile of Teacher 14 :

Profile 5.14 gives the summary of the behaviour pattern of teacher 14 in pre and post-intervention. The profile shows that teacher has been able to reduce the percentage scores on Controlling Parent (68.1 and 59.0) behaviour of Parent ego state and Rebellious Child (57.5 and 42.4) behaviour of Child ego. There is no difference in percentage scores of Compliant Child (54.5 and 54.5) behaviour of Child ego state in pre and post-testing. The profile shows that there have been increase in the percentage scores on appropriate behaviours like Nurturing Parent, Photographic Adult and Natural Child behaviours. Nurturing Parent shows the highest percentage scores (78.7 and 93.9) both in pre and post-testing. This would mean that teacher 14 operates more from nurturing behaviour which is growth oriented. The percentage score on Natural Child (48.4 and 81.8) ego state shows significant increase standing to be the second dominant behaviour of teacher 14. This would mean that after intervention she operated more from Natural Child that helped her to make the classroom instruction more interesting for students. The profile also shows

Profile 5.14 : Pre and post-intervention Ego state scores of teacher 14 plotted against its 7 dimensions.



Profile 5.18 : Pre and post-intervention Ego state scores of the experimental group of Teachers plotted against its 7 dimensions.



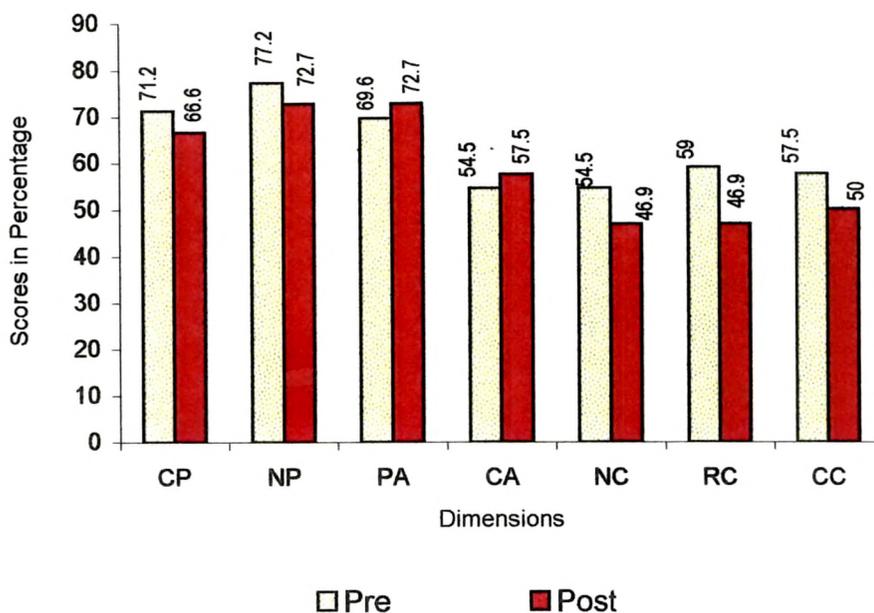
that there is no difference in the percentage scores on Combining Adult (63.6 and 63.6). except two dimensions the Combining Adult and Compliant Child the individual profile is similar to the group profile.

Personality Profile of Teacher 15 :

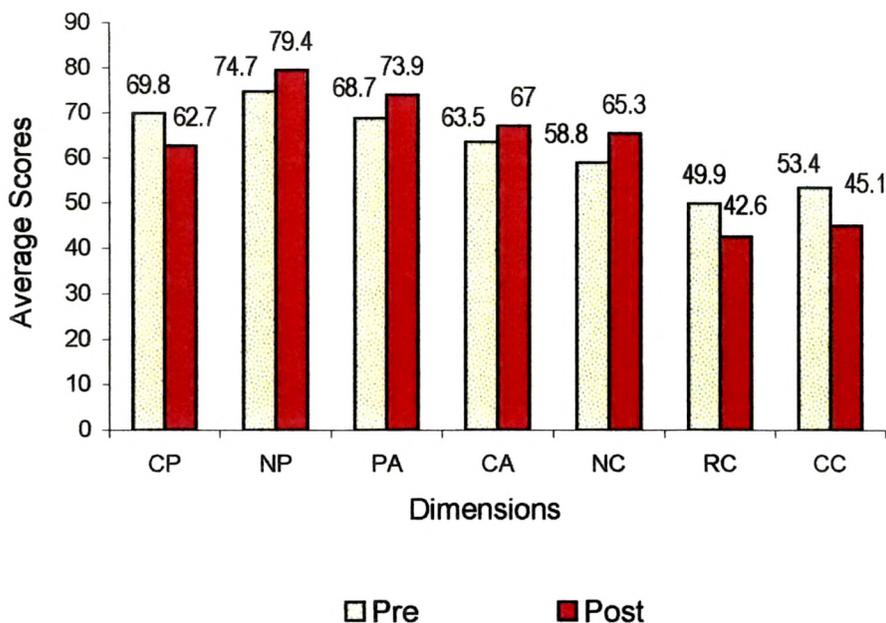
Profile 5.15 represents the individual profile of personality structure of teacher 15 before and after intervention. The profile shows that teacher 15 has been able to reduce the percentage scores on Controlling Parent (71.2 and 66.6) behaviour of Parent ego state, Rebellious Child (59.0 and 49.6) and Compliant Child (57.5 and 50.0) behaviours of Child ego state. The profile also shows that teacher has not been able to increase the percentage scores on Nurturing Parent (77.2 and 72.7) behaviour of Parent ego state and Natural Child (54.5 and 49.6) behaviour of Child ego state. There has been increase in percentage scores on Photographic Adult (69.6 and 72.7) and Combining Adult (54.5 and 57.5) behaviours of Adult ego state. Photographic Adult stands as dominant behaviour of teacher 15 after intervention. This would mean that she became more calculative and rational in dealing and decisions making.

Speculating the individual profile and group profile one would say that except in Nurturing Parent and Natural Child ego states the rest of the personality dimension are similar in their direction of growth.

Profile 5.15 : Pre and post-intervention Ego state scores of teacher 15 plotted against its 7 dimensions.



Profile 5.18 : Pre and post-intervention Ego state scores of the experimental group of Teachers plotted against its 7 dimensions.



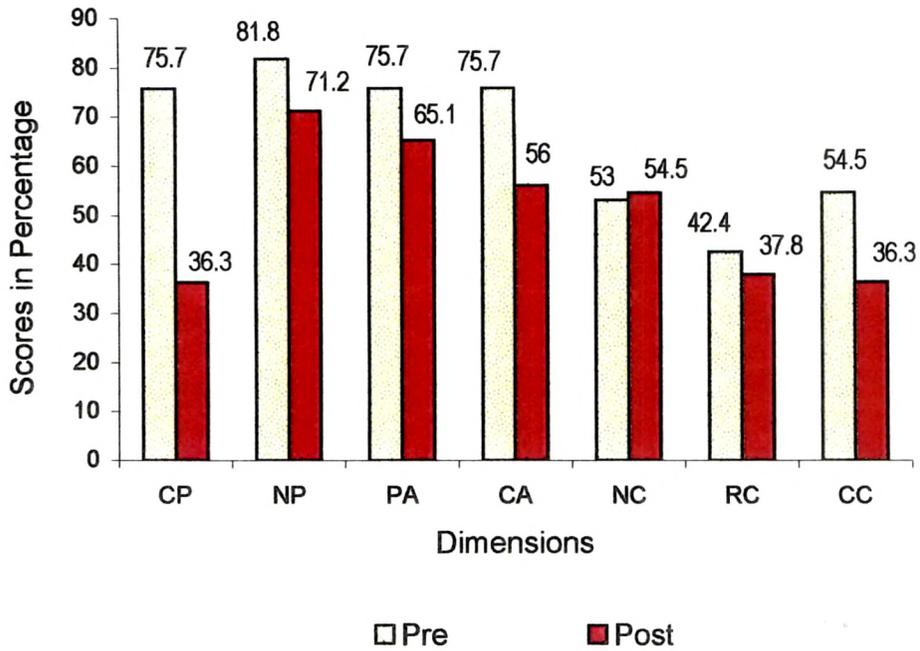
Personality Profile of Teacher 16 :

Profile 5.16 presents the personality profile of teacher 16 in pre and post-testing. The profile shows that teacher 16 has been able to reduce the percentage scores on Controlling Parent, Rebellious Child and Compliant Child. The percentage scores on Controlling Parent (75.7 and 36.3) and Compliant Child (54.5 and 36.3) have significantly reduced. The profile also shows that teacher 16 has reduced the percentage scores on Nurturing Parent (81.8 and 71.2), Photographic Adult (75.7 and 65.1) and Combining Adult (75.7 and 57.0) behaviours. Thus, the scores show that she has low scores in post-testing. According to the profile, only in Natural Child (53.0 and 54.5) this teacher has made slight increase in percentage score only in Natural Child (53.0 and 54.5) ego state after intervention. Thus, there is little similarity in the individual profile of teacher 16 and the group profile on Ego state.

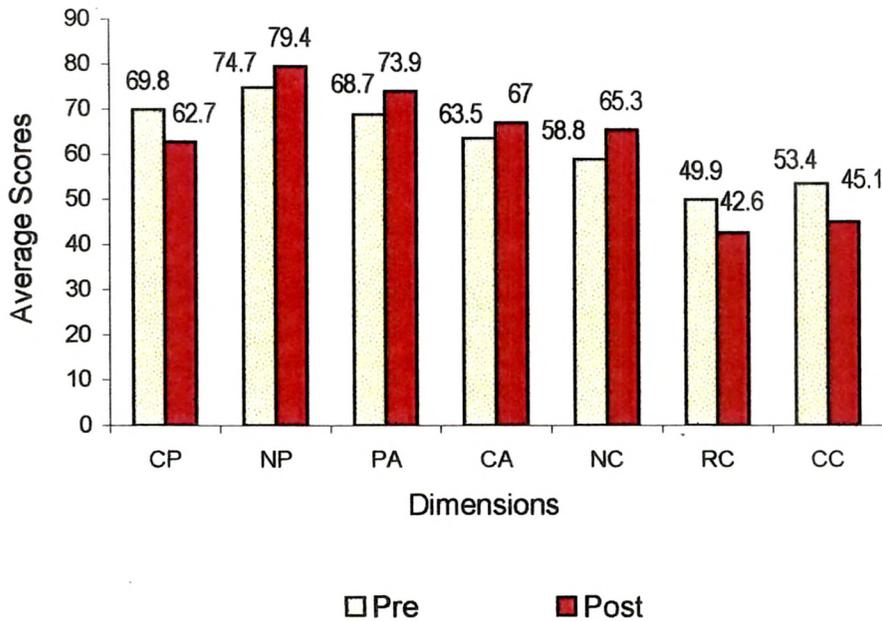
Personality Profile of Teacher 17 :

Profile 5.17 is the individual profile of the personality structure of teacher 17 in pre and post-testing. The profile shows that teacher has been able to reduce the percentage scores on Controlling Parent (69.6 and 65.1) behaviour of Parent ego state, Rebellious Child (43.9 and 28.7) and Compliant Child (37.8 and 30.3) behaviours of Child ego state. The profile also shows that there has been increase in percentage scores on Nurturing Parent, Photographic Adult, Combining Adult, and Natural Child behaviours, Nurturing Parent (65.1 and 80.3) stands as dominant behaviour of teacher 17 in post-testing. It implies that teacher became more nurturing and growth oriented. As the profile reflects, Photographic Adult (63.6 and 69.6) is the second dominant behaviour of Adult ego state. This would

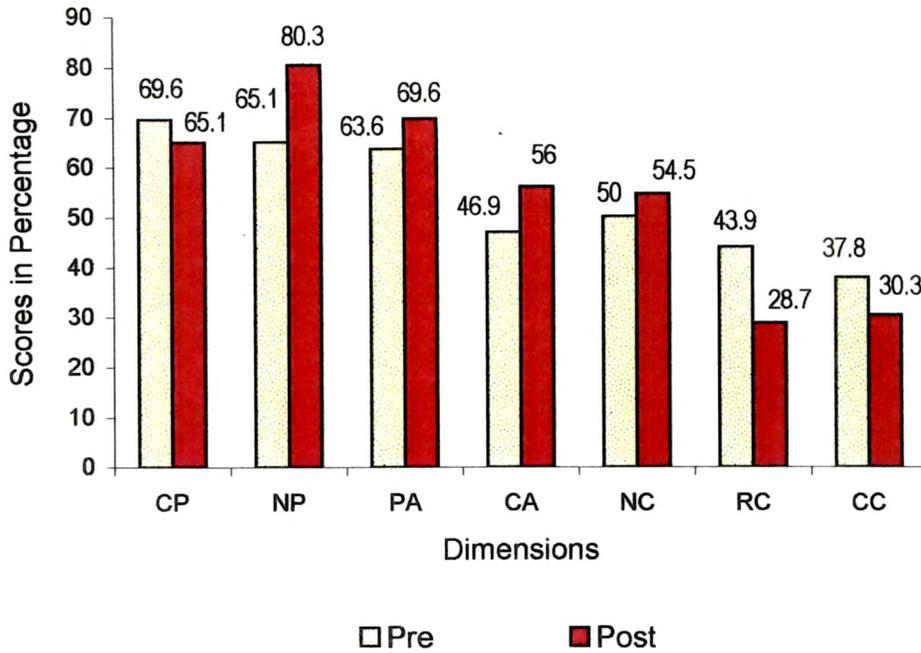
Profile 5.16 : Pre and post-intervention Ego state scores of teacher 16 plotted against its 7 dimensions.



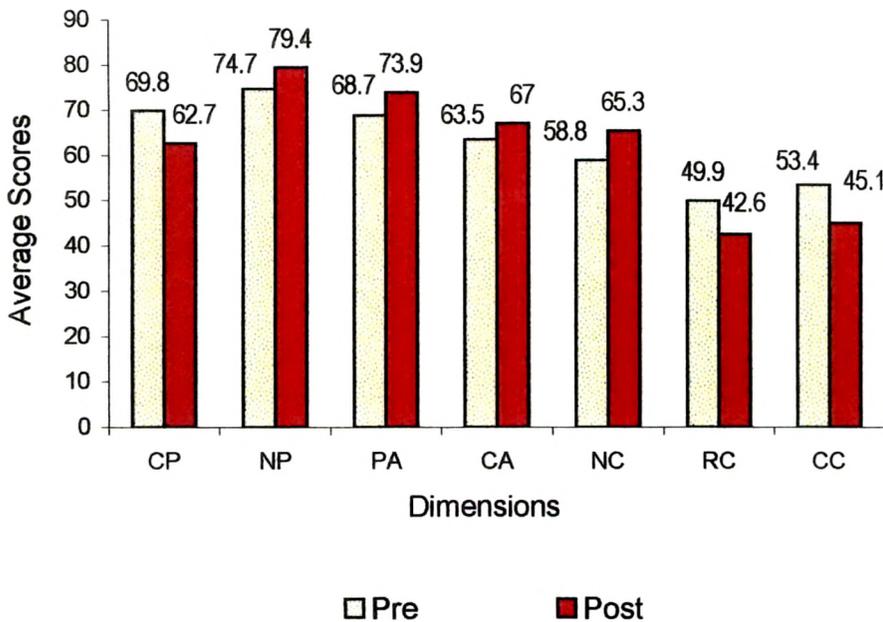
Profile 5.18 : Pre and post-intervention Ego state scores of the experimental group of Teachers plotted against its 7 dimensions.



Profile 5.17 : Pre and post-intervention Ego state scores of teacher 17 plotted against its 7 dimensions.



Profile 5.18 : Pre and post-intervention Ego state scores of the experimental group of Teachers plotted against its 7 dimensions.



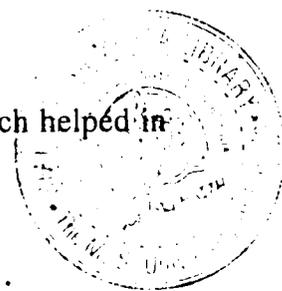
mean that teacher 17 became more perceiving by remembering the events in order to take correct action.

When compared with the group profile, one would certainly say that there is similarity in both the profiles.

Personality Profile of 17 Teachers :

Profile 5.18 is the overall personality profile of 17 teachers before and after intervention. The profile shows that there have been decrease in the percentage scores of inappropriate behaviours namely, Controlling Parent (69.8 and 62.7) behaviour of Parent ego state, Rebellious Child (49.9 and 42.6) and Compliant Child (53.4 and 45.1) behaviours of Adapted Child ego state. Decrease in percentage scores on these dimensions would mean that teachers have been able to reduce the tendency of operating from these inappropriate ego states. The profile also shows that the percentage scores have increase in appropriate behaviours like Nurturing Parent (74.7 and 79.4) behaviour of Parent ego state, Photographic Adult (68.5 and 73.9) and Combining Adult (63.5 and 67) behaviours of Adult ego state and Natural Child (58.8 and 65.3) behaviour of Child ego state. The percentage score on Nurturing Parent is the highest among all dimensions. This indicates that teachers are operating more from Nurturing Parent ego state in the classroom and outside which is growth oriented. The second dominating behaviour of teachers is Photographic Adult behaviour. This would mean that after the intervention programme teachers became more careful and decisions were taken by referring the past events. Increase in percentage score on Combining Adult behaviour indicates that teachers became more realistic and rational in decision making after intervention. The increase in percentage score on Natural Child after intervention would

mean that teachers became more natural in their behaviour, which helped in creating conducive environment in the classroom and outside.



5.2.0 Interpersonal Interaction Style of teachers :

The Interpersonal interaction style of teachers was measured by Style Profile of Interaction Role in Organization – SPIRO-M. Table 5.2 presents the Means, SD and ‘t’ values of pre and post-intervention. Thereafter the interaction profile of each teacher and the group profile of all 17 teachers have been presented.

Table-5.2 : Mean, SD and ‘t’ values for SPIRO-M OEQ (Operating Effectiveness Quotient) in pre and post-tests.

N = 17

Variables	Pre-test		Post-test		‘t’
	Mean	SD	Mean	SD	
OEQ 1	48.59	5.51	54.24	5.52	2.90**
OEQ 2	51.79	5.01	60.12	7.06	5.32**
OEQ 3	51.89	5.66	59.41	8.90	4.88**
OEQ 4	58.47	8.87	65.71	11.52	3.40**
OEQ 5	41.71	24.86	57.53	18.86	3.65**
OEQ 6	59.94	8.59	67.76	10.27	4.72**

df = 16

* = significant at .05 level

** = significant at .01 level

Table-5.2 represents the summary of interaction style of 17 teachers on SPIRO-M, OEQ (Operating Effectiveness Quotient) in pre and post-testing. The table shows that OEQ6 (Resilient Vs Sulking) has the highest mean scores in both pre and post-interventions (59.94 and 67.76) respectively, and ‘t’ value 4.72 showing significant difference at .01 level.

It implies that teachers show creative adaptability. OEQ4 (Innovative Vs Bohemian) has second highest mean scores (58.47 and 65.71) in both pre and post-testing and 't' value 3.40 showing significant difference at .01 level. This means that teachers are open to change and are enthusiastic about new ideas and creative approaches. They take new methods, experiments and techniques to make their lessons interesting and easy for the students to understand. From this table it is clear that there is significant difference in pre and post-testing mean scores of OEQ2 (Normative and Prescribing) with 't' value 5.32 at .01 level, OEQ3 (problem solving Vs task obsessive) having 't' value 4.88 is significant at .01 level, OEQ5 (Confronting Vs Aggressive) having 't' value 3.65 is significant at .01 level. There is also significant difference in the pre and post mean scores of OEQ1 (Supportive Vs Rescuing (48.59 and 54.24)) at .01 level. As the table shows there has been significant difference in all the dimensions. The higher the OK interaction score, the higher the OEQ of interaction style and the higher the OEQ the better is the interpersonal style. Thus, it may be concluded that the intervention programme impacted the teachers' interpersonal styles for the better.

5.2.1 Interaction Profiles of Teachers :

Presented in graphs from 5.19 to 5.35 are interaction profiles of 17 teachers who are the subjects of the study in both pre and post-intervention phases of the study. Given below the individual profile is the group profile of interaction (Profile No. 5.36).

The OEQ scores obtained from pre and post-intervention administration of SPIRO-M scale were used in preparing the graphic profiles of interaction patterns for each teacher. Similarly, using the average

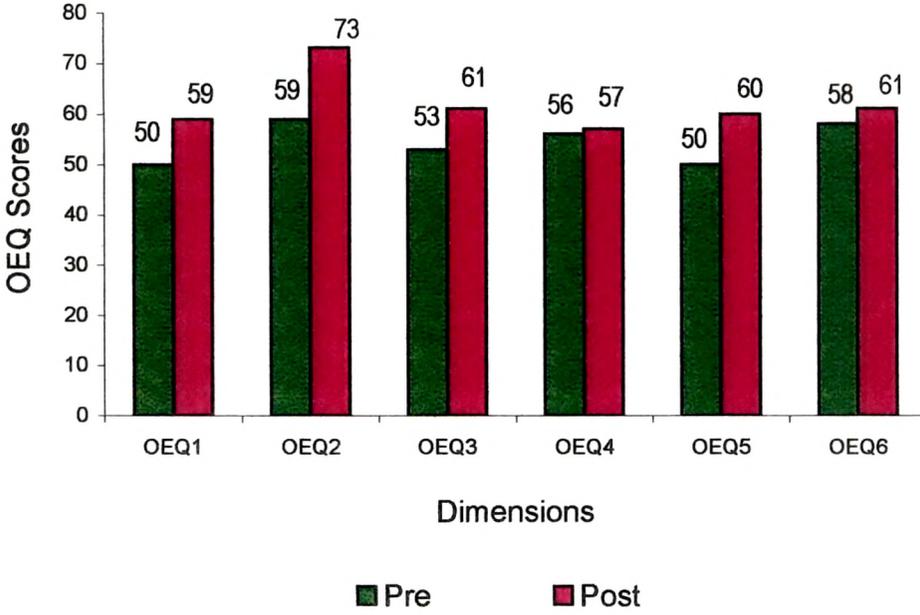
OEQ scores of all the interaction patterns of all the teachers, the group interaction pattern profile was prepared and is presented in graph No. 5.36.

Profile of Interaction Pattern for Teacher 1 :

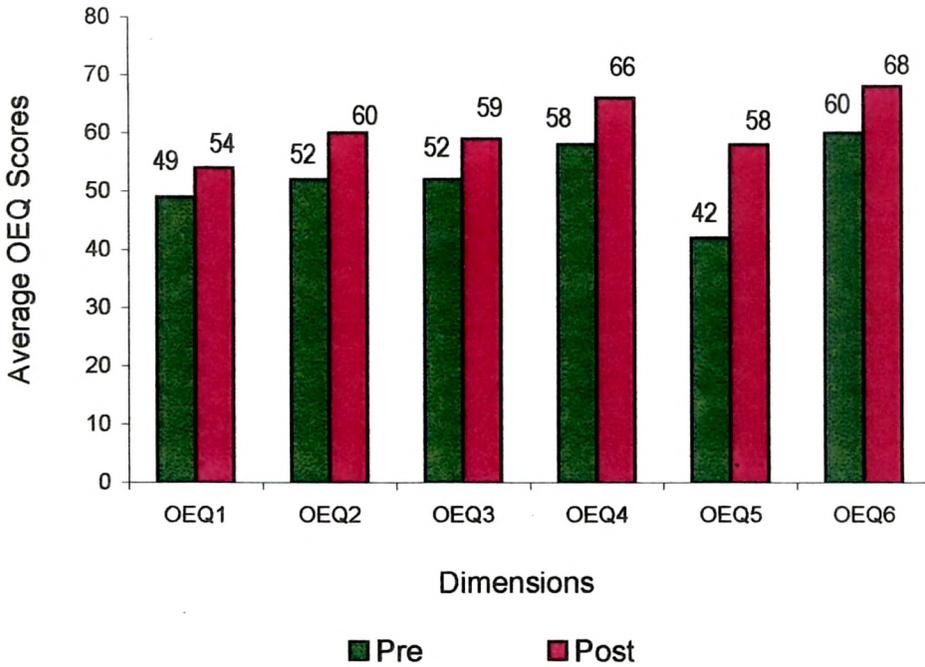
The graphic presentation of teacher 1 on profile 5.19 shows that there has been increase in all the OEQ scores of six different dimensions of OK Vs. Not OK interaction style in post-testing. This teacher shows the highest score on OEQ2 (73). This implies that she is interested developing proper norms of behaviour for the students and helps them to understand why those norms are important for them. The second highest scores after intervention are on OEQ3 (61) and OEQ6 (61). High score on OEQ3 would mean that teacher 1 is concerned with solving problems of students and not see them as only subjects to perform tasks. She involves them in solving their own problems. High score on OEQ6 implies that teacher 1 shows creative adaptability in her classroom teaching and other managerial works of the school.

Speculating the overall profile of the interaction style of 17 teachers as shown below the individual profile, it can be seen that teacher 1 has contributed to the increase of the scores for group profile after intervention which indicates the enhancement in school effectiveness.

Profile 5.19 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for teacher 1.



Profile 5.36 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for the experimental group of teachers.



Profile of Interaction Pattern for Teacher 2 :

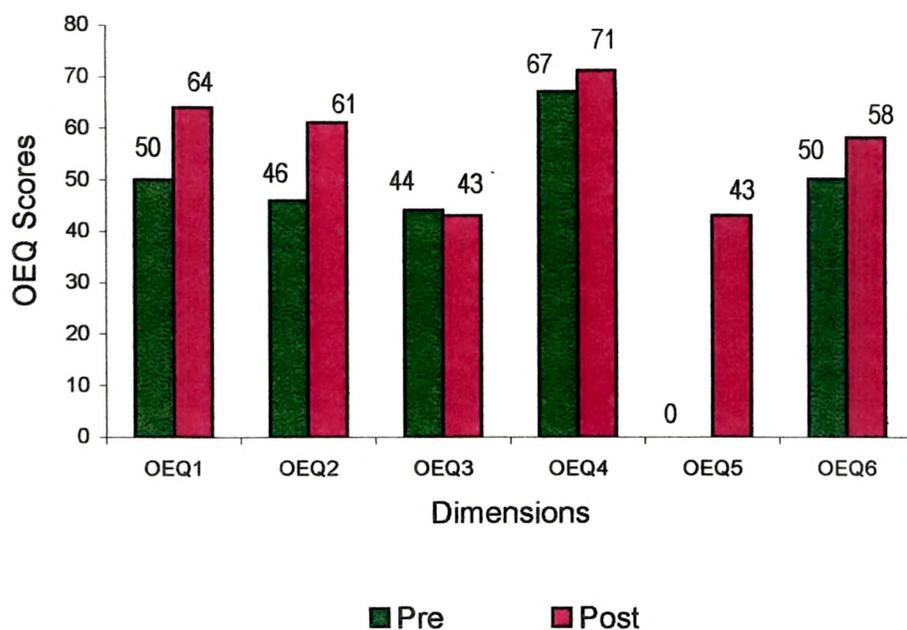
Profile 5.20 represents the interaction style profile of teacher 2 before and after intervention. It is clear from the graph that OEQ4 shows the highest scores (67 and 71) both in pre and post-testing. It would mean that teacher 2 is innovative and enthusiastic to find new methods and techniques to make the classroom teaching learning interesting and meaningful for students. The graph also shows that OEQ scores of pre-testing on OEQ5 is 0 which implies that teacher 2 had too low score in confronting and high in aggressive style. But as the graph shows in post-testing the OEQ score has increased from 0 to 43. OEQ3 (44 and 43) shows that in post-testing the OEQ score has decreased. This implies that teacher 2 tends to be more task obsessive than problem solving. The rest of the dimensions like OEQ1 (50 and 64), OEQ2 (46 and 61) and OEQ6 (50 and 58) show an increase in scores after intervention.

Matching this personal profile of teacher 2 with the group profile of 17 teachers on graph No. 5.37 shown below makes clear that except on OEQ3 the increase of scores are in the same direction. Thus, it may be concluded that teacher 2 has been contributing to make the group profile of interaction pattern in the more positive direction.

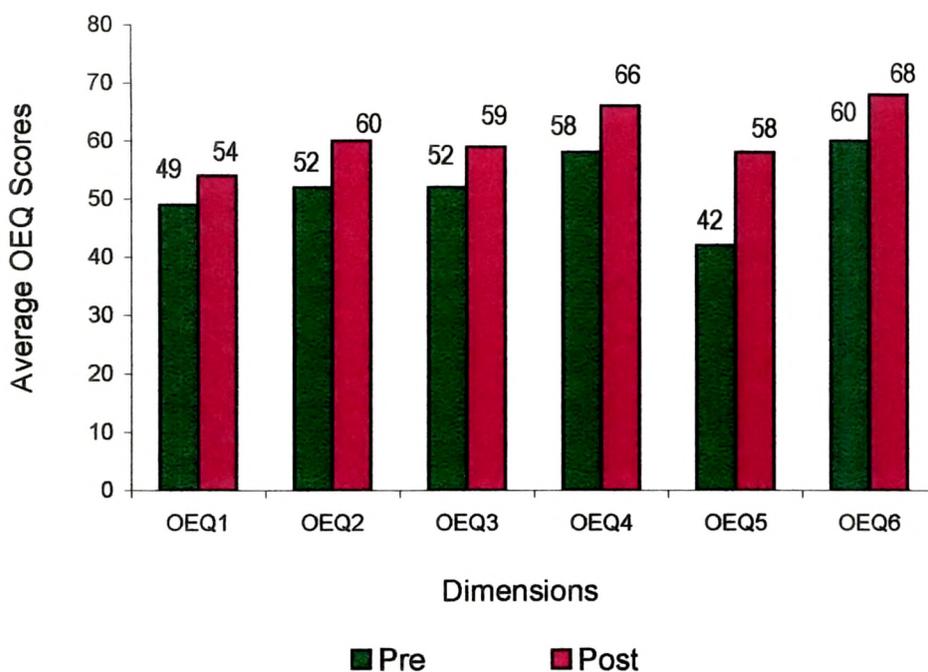
Profile of Interaction Pattern for Teacher 3 :

Profile 5.21 summarizes the interaction style profile of teacher 3 before and after intervention programme for teachers. The graph shows that OEQ6 (50 and 78) has the highest score after intervention. It implies that teacher 3 is adaptable and does not avoid problems, accepts the ideas of others and even of students in the class. The profile also shows that the

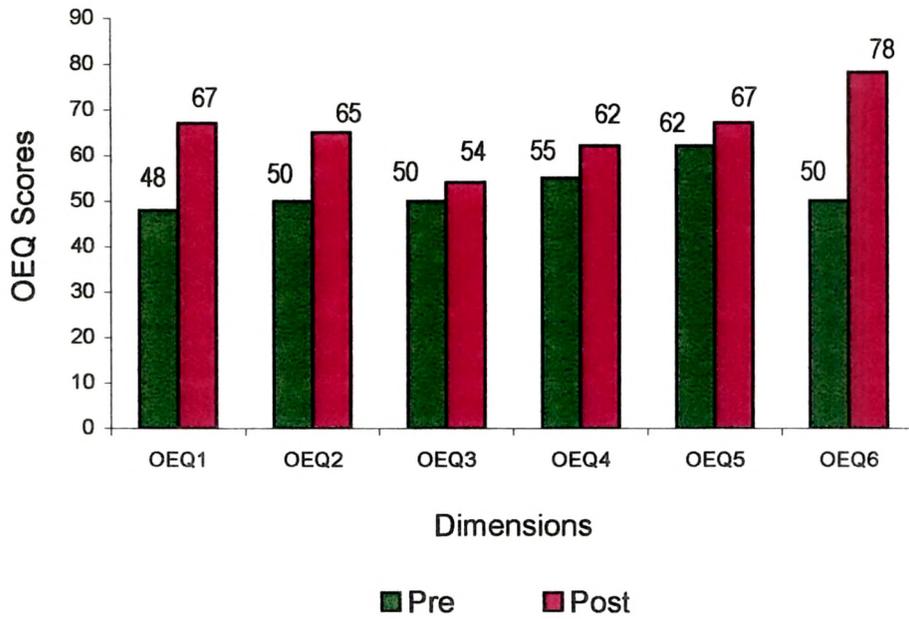
Profile 5.20 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for teacher 2.



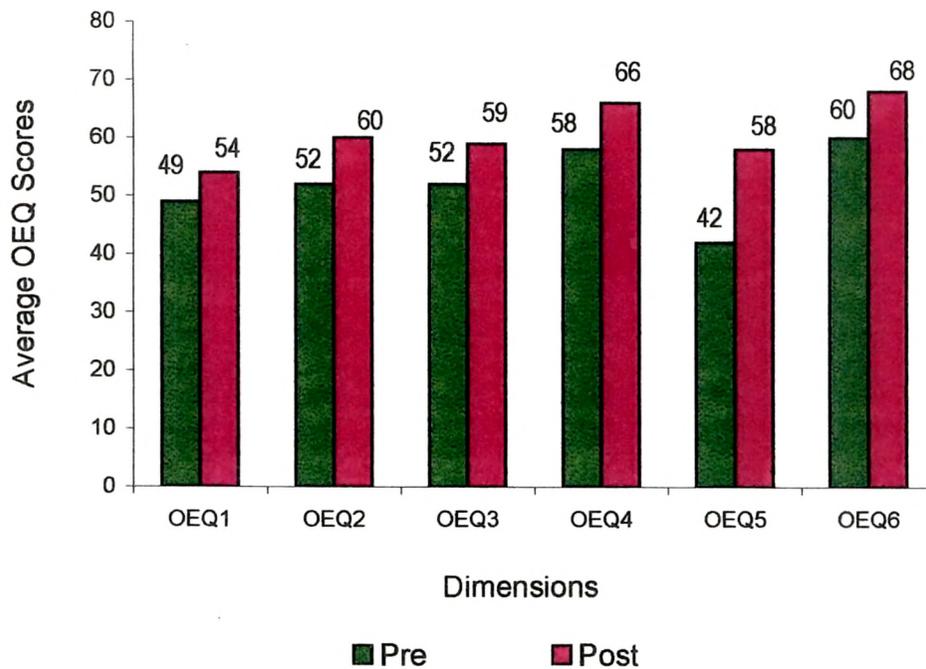
Profile 5.36 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for the experimental group of teachers.



Profile 5.21 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for teacher 3.



Profile 5.36 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for the experimental group of teachers.



scores in the pre and post-testing on OEQ1 are 48 and 67, on OEQ2 : 50 and 65, OEQ3 : 50 and 54, OEQ4 : 55 and 62, and OEQ5 : 62 and 67 respectively.

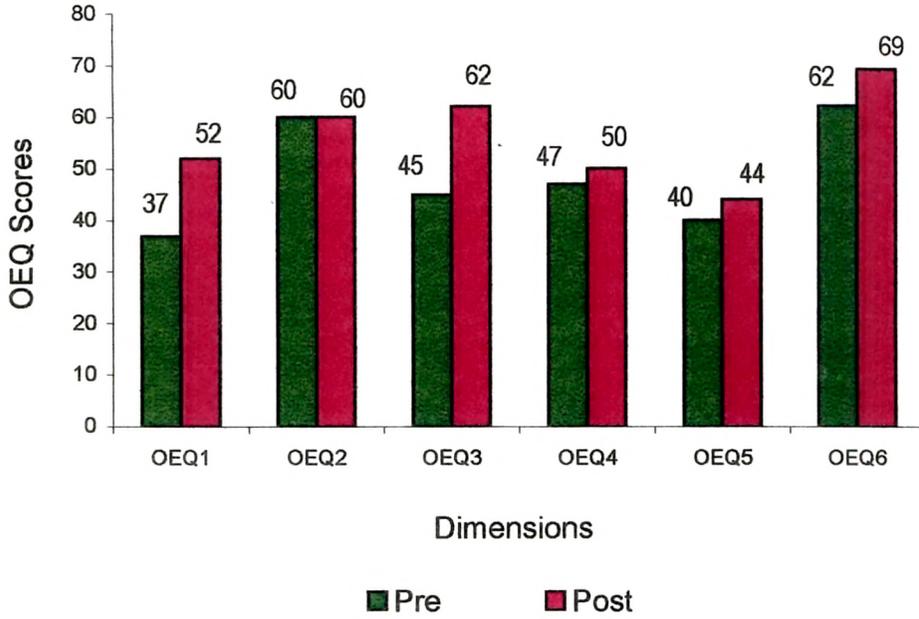
OEQ1 and OEQ5 have the same score (67) in post-testing. This would mean that teacher 3 became more supportive caring and understanding at the same time she also became more confronting and less aggressive. Scores on all the six dimensions of interaction styles have increased in post-testing.

The individual profile is matching with the group profile of 17 teachers presented below the individual profile of teacher 3. This would mean that teacher 3 also has her share in group profile of interaction style. This indicates the enhancement in school effectiveness. Both the profiles prove that the intervention programme for teachers was an effective one.

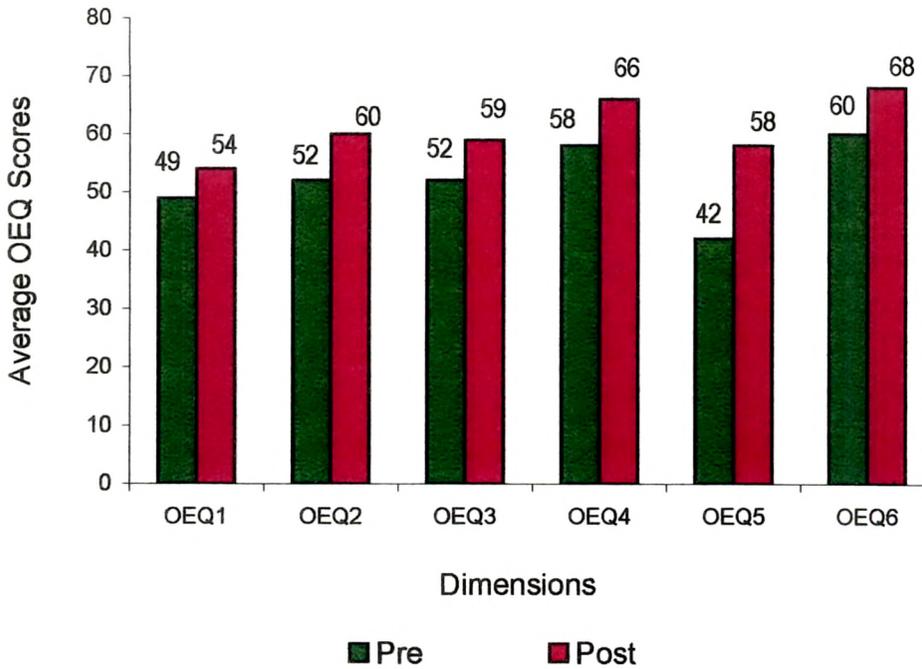
Profile of Interaction Pattern for Teacher 4 :

Profile 5.22 represents the summary of the interaction style of teacher 4 before and after intervention. The profile shows that the scores on OEQ6 (62 and 69) are the highest in post-testing. This implies that after intervention teacher 4 shows creative adaptability in her classroom teaching and in other responsibilities as teacher. The scores on OEQ1 are 37 and 52, OEQ2 : 60 and 60, OEQ3 : 45 and 62, OEQ4 : 47 and 50 and OEQ5 : 40 and 44 respectively. From the graph it is clear that there has been increase in OEQ scores in all the dimensions of interaction style in post-testing except in OEQ2.

Profile 5.22 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for teacher 4.



Profile 5.36 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for the experimental group of teachers.



Matching the individual profile with the group profile one can see the similarity in both. This would mean that teacher 4 has developed in interpersonal style and contributed to the group profile No. 5.37.

Profile of Interaction Pattern for Teacher 5 :

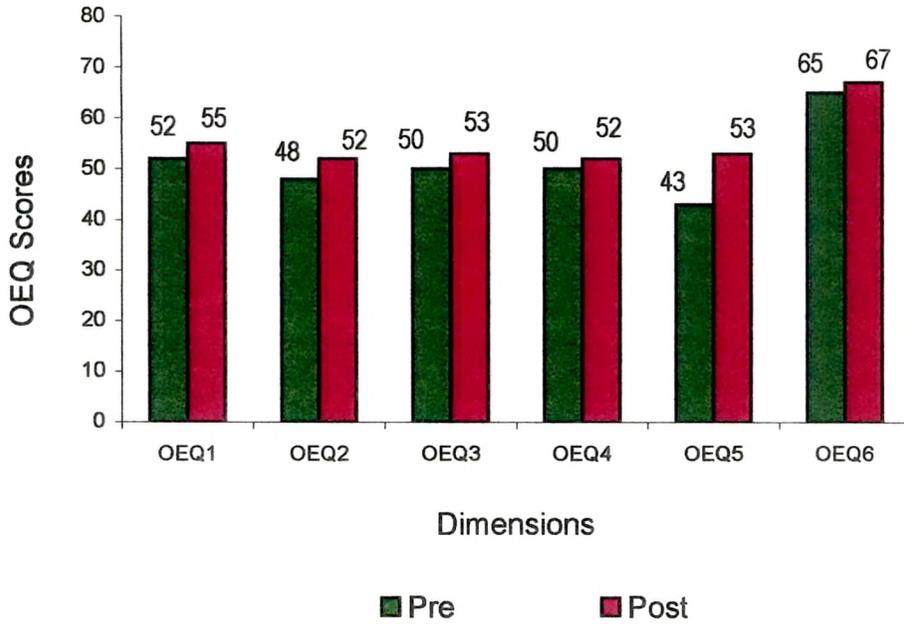
Profile 5.23 describes the interaction style of teacher 5 before and after intervention programme. From the profile, it is clear that the scores on OEQ6 are the highest (65 and 67) both in pre and post-testing. This implies that the main interaction style of teacher 5 is showing creative adaptability and acceptance of ideas given by the colleagues and also by students. The second highest score on the graph is OEQ1 (52 and 5) in post-testing. This would mean that teacher five uses supportive style when needed and encourages the students. He also tries to provide proper environment for the students to learn. The scores in post-testing indicate that there has been slight increase of scores in all the dimensions.

Observing the group profile under the individual profile of interaction style of teacher 5, one would certainly say that this teacher has also contributed in making the group profile of interaction style.

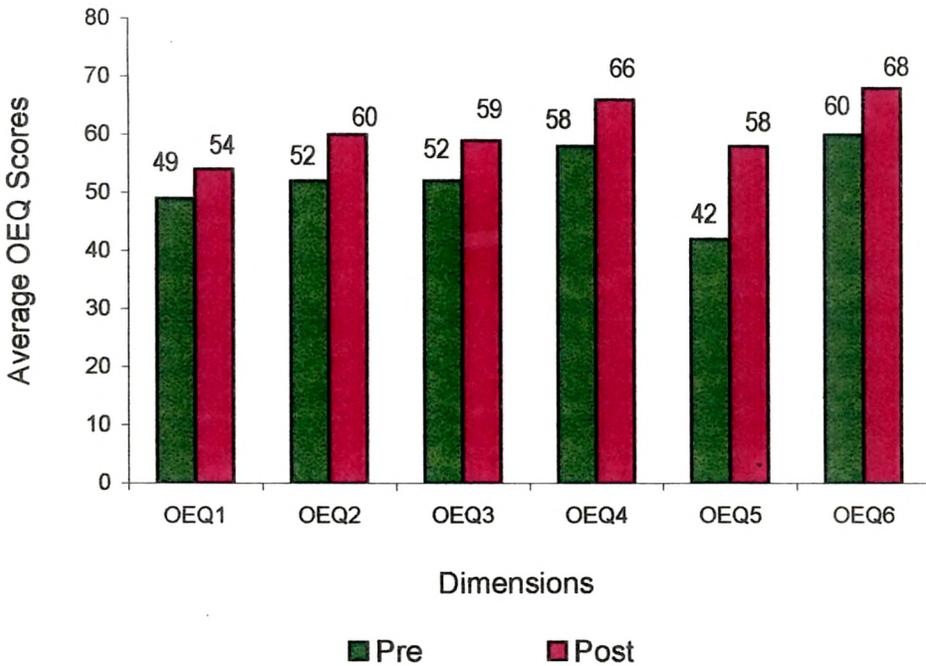
Profile of Interaction Pattern for Teacher 6 :

Profile 5.24 describes the interaction style of teacher 6 before and after intervention. The profile shows that this teacher has the highest scores on OEQ6 (80 and 92) in both pre and post-testing. This would mean that teacher 6 shows creative ability and readiness to accept ideas from others. The second highest score is on OEQ3 (55 and 77) after intervention, which

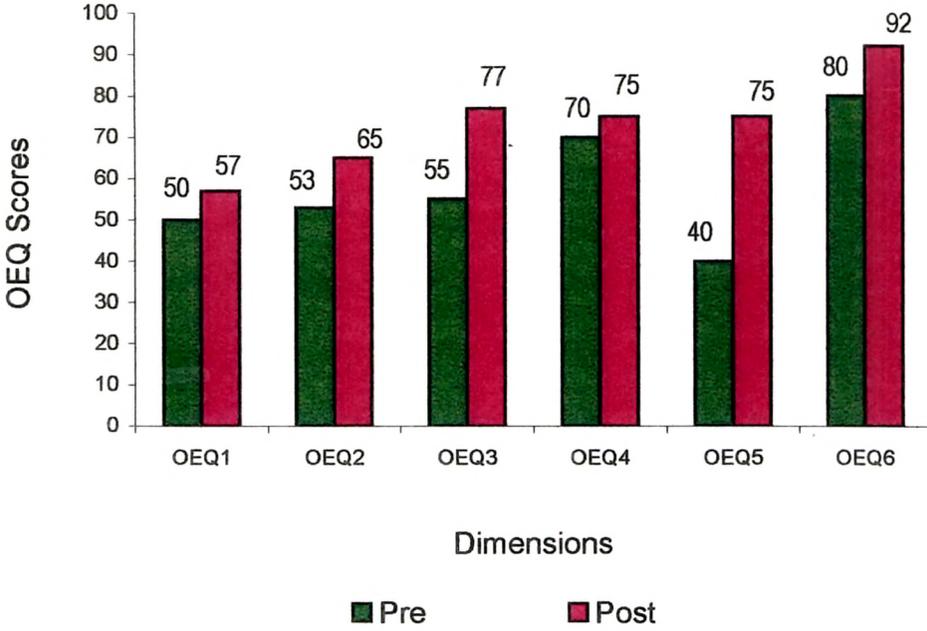
Profile 5.23 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for teacher 5.



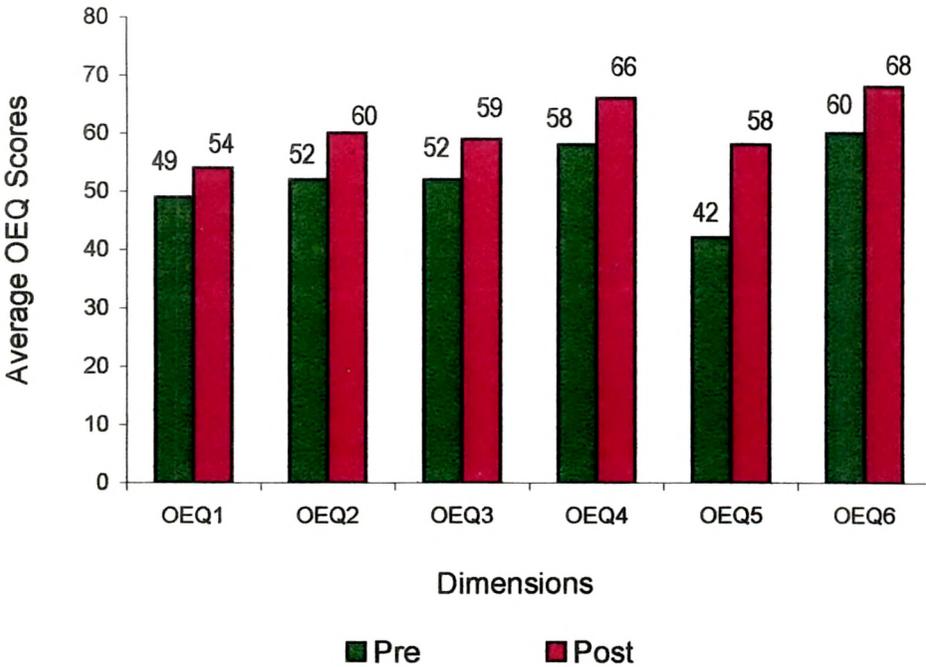
Profile 5.36 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for the experimental group of teachers.



Profile 5.24 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for teacher 6.



Profile 5.36 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for the experimental group of teachers.



implies that teacher 6 is concerned with solving problems of students by involving them in finding solution. This profile also reveals that teacher 6 has been able to increase the OEQ scores in all 6 dimensions of interaction style after the intervention programme.

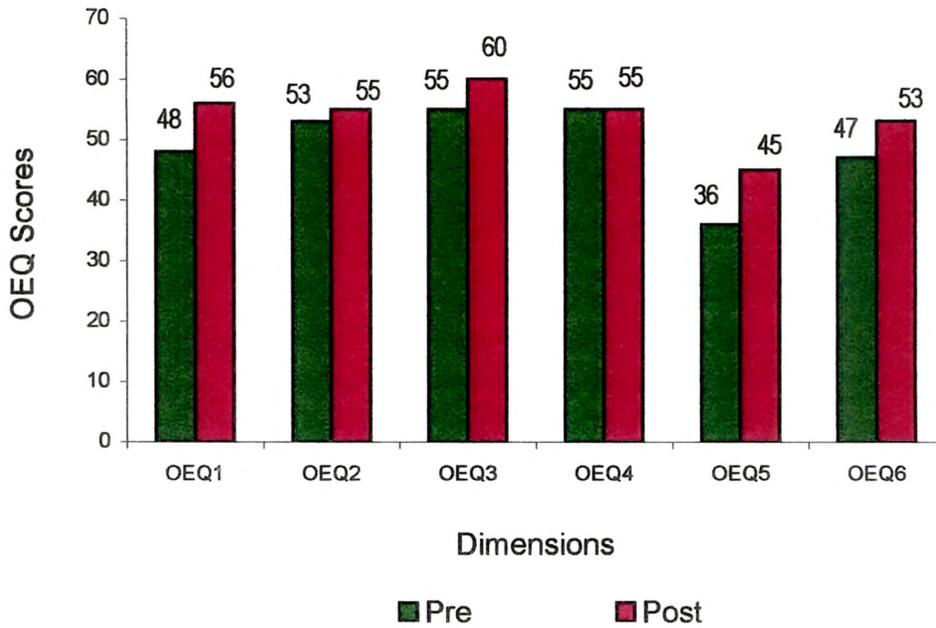
When compared the individual profile of teacher 6 with the group profile of 17 teachers given below the personal profile, it is seen that there is similarity in them. In both the profiles, the interaction pattern is in the positive direction.

Profile of Interaction Pattern for teacher 7 :

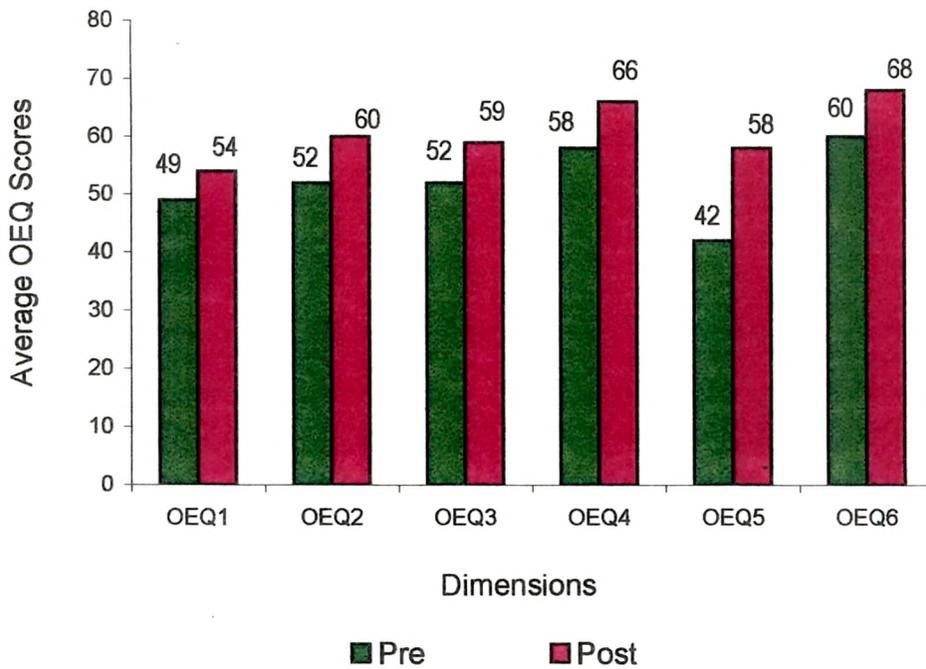
Profile 5.25 represents the individual profile of interaction style of teacher 7 during pre and post-intervention period. The graph shows that the score on OEQ3 is the highest (60) in post-testing. This would mean that teacher 7 is concerned with solving problems not only to fulfill the task but also to help the students in exploring and taking specific decision. The second highest score is 56 on OEQ1 in post-intervention. It would mean that teacher 7 uses supportive style when needed. She encourages students and provides necessary conditions for development. This profile also indicates that there has been increase in OEQ scores on all dimensions in post-testing except OEQ4 (55 and 55). This would mean that teacher 7 has not been able to increase the score on this dimension.

Matching the individual profile with group profile given below, it is clear that teacher 7 has contributed in the make up of the group profile of interaction style.

Profile 5.25 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for teacher 7.



Profile 5.36 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for the experimental group of teachers.



Profile of Interaction Pattern for Teacher 8 :

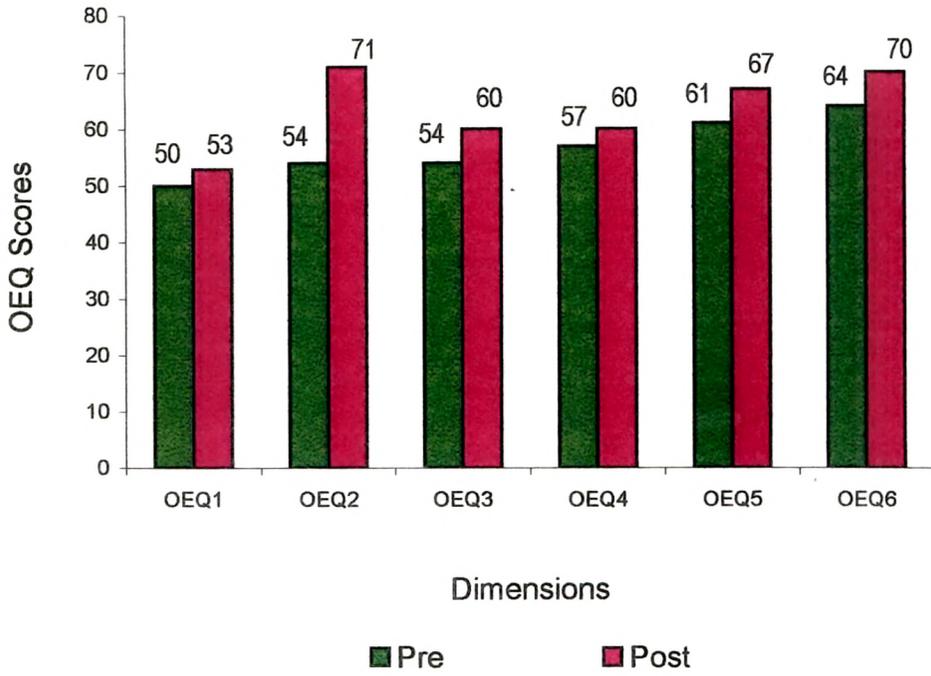
Profile 5.26 is a descriptive presentation of the interaction style of teacher 8 before and after interaction programme. The graph shows that there have been increase in OEQ scores on each dimension after intervention. OEQ2 (54 and 71) shows the highest score in post-testing. This would mean that teacher 8 is interested in developing proper norms of behaviour for students and helps them to understand why those norms are important for them. The second highest scores are on OEQ6 (64 and 70) in both pre and post-testing. It implies that teacher 8 shows creative adaptability in her classroom teaching.

Observing the overall profile of 17 teachers, one would say that there has been similarity in the individual as well as group profile of interaction style.

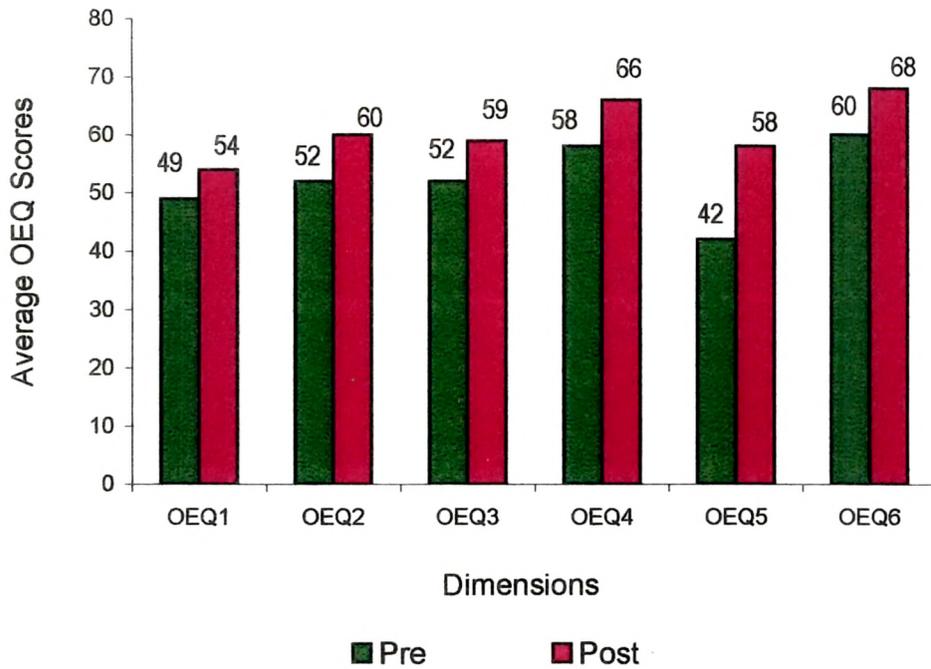
Profile of Interaction Pattern for Teacher 9 :

Profile 5.27 describes the interaction pattern of teacher 9 in pre and post-testing. The profile indicates that in post-testing the scores on OEQ4 (57 and 85) has significantly increased. This would mean that this teacher became enthusiastic about innovative ideas and approaches after intervention. The second significant progress this teacher shows on the graph is on OEQ5 (25 and 75). This implies that teacher 9 chooses to explore the problem that arises, by confronting without becoming aggressive. This profile shows the increase of OEQ scores in all the rest of the dimensions of interaction style.

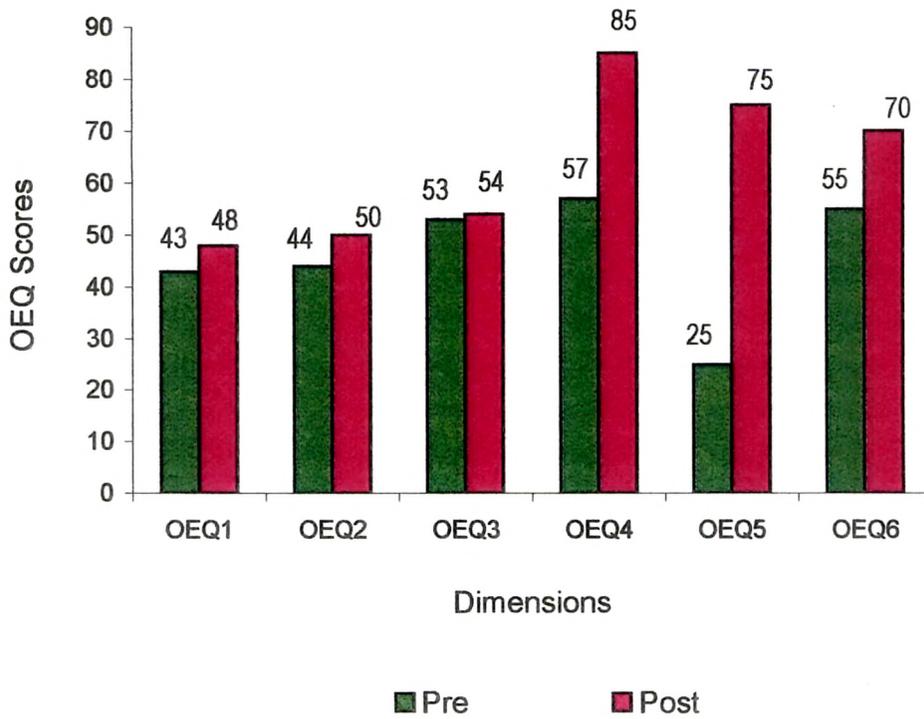
Profile 5.26 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for teacher 8.



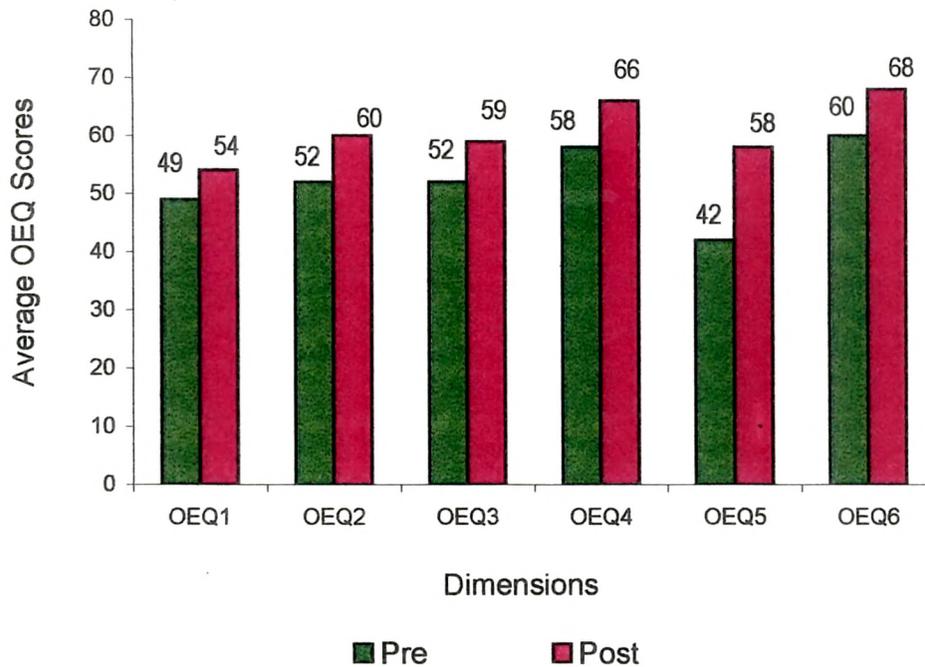
Profile 5.36 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for the experimental group of teachers.



Profile 5.27 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for teacher 9.



Profile 5.36 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for the experimental group of teachers.



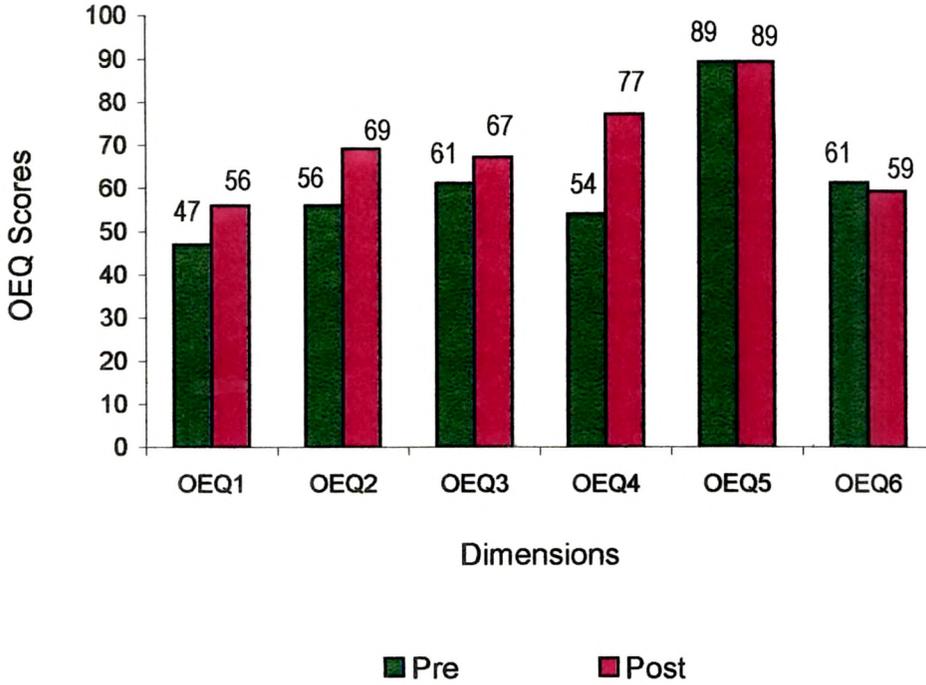
The profile of the experimental group given below and the individual profile of teacher 9 show that the growth of this teacher is parallel to the group development. From this, one can conclude that the intervention programme for teachers was an effective one.

Profile of Interaction Pattern for Teacher 10 :

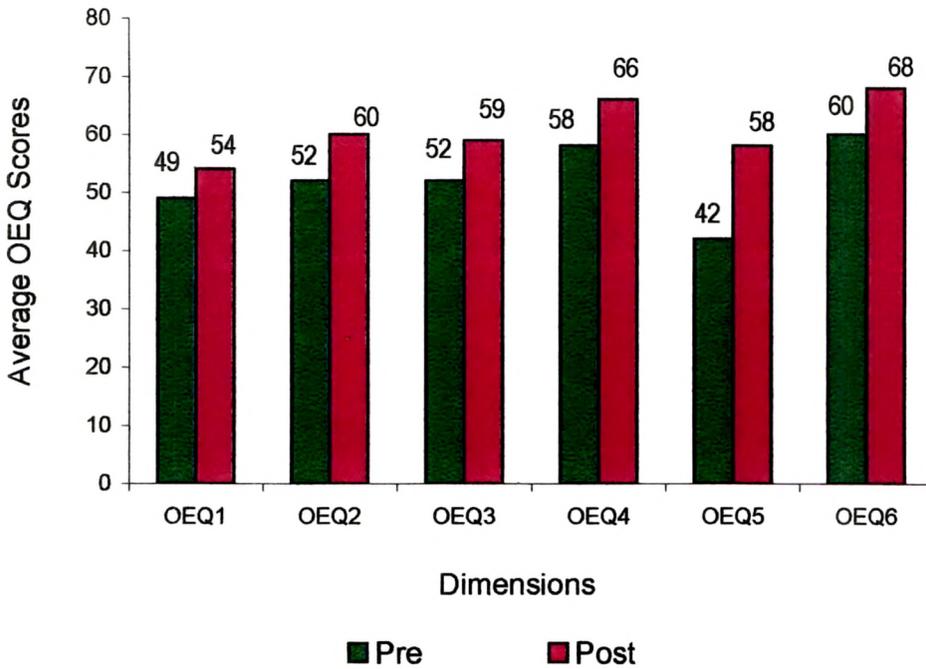
Profile 5.28 represents the summary of interaction style of teacher 10 before and after intervention. The profile shows that OEQ5 (89 and 89) has the highest scores in both pre and post-intervention without showing any difference in scores. However, the high score in OEQ5 would mean that teacher 10 is concerned with the exploration of the problems of her students. She therefore enables the persons to explore the matter without becoming aggressive. The OEQ6 (61 and 59) score in post-testing has slightly decreased. This implies that teacher 10 tends to keep the negative feelings and finds it difficult to share with others. Instead of confronting problem, situation or persons, she tries to avoid them. The profile also indicates the increase in OEQ scores on the rest of the dimensions of the interaction styles. This would mean that teacher 10 has been able to increase the scores on OK interaction and decreased on Not OK interaction styles.

Comparing the individual profile with the profile of the experimental group, one would say that there have been growth in positive direction in both the profiles.

Profile 5.28 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for teacher 10.



Profile 5.36 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for the experimental group of teachers.



Profile of Interaction Pattern for Teacher 11 :

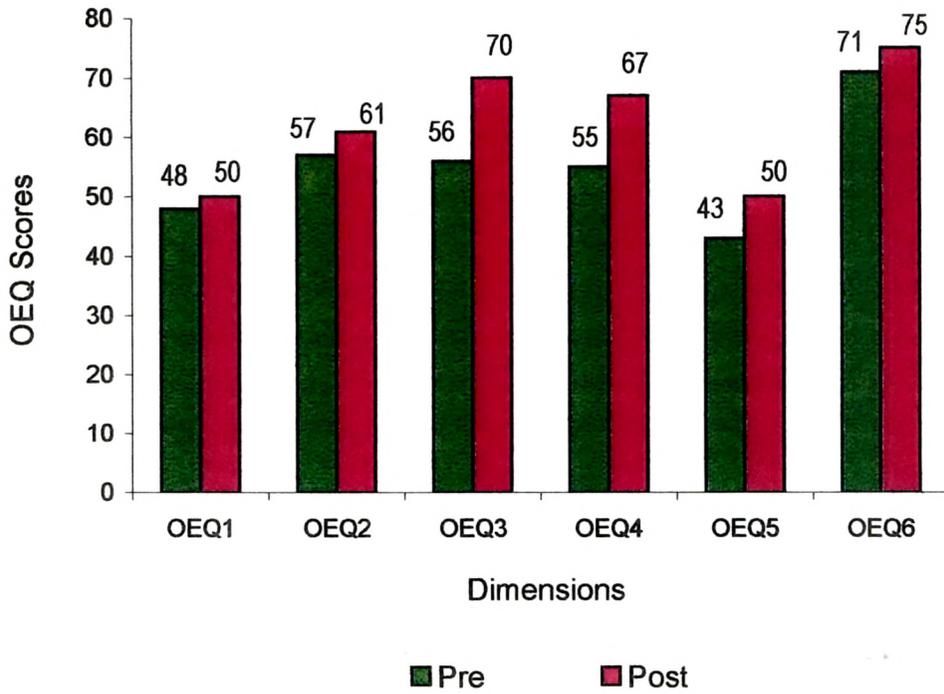
Profile 5.29 represents the individual profile of interaction style of teacher 11 before and after intervention. The profile shows that OEQ6 (71 and 75) is the leading style of interaction both in pre and post-testing. This implies that teacher 11 shows openness to change and readiness to adapt the ideas given by other colleagues and sometimes even by students. OEQ3 (56 and 70) shows the second highest score in post-testing. A high score on OEQ3 would mean that teacher 11 is concerned with solving the problems especially of her students by involving them in exploring the problem and finding out the solution by going into the matter. The profile shows that there has been increase in OEQ scores on all the dimensions in post-testing.

If tallied the group profile with individual profile of teacher 11, it is seen that the scores of both the profiles have increased in post-testing.

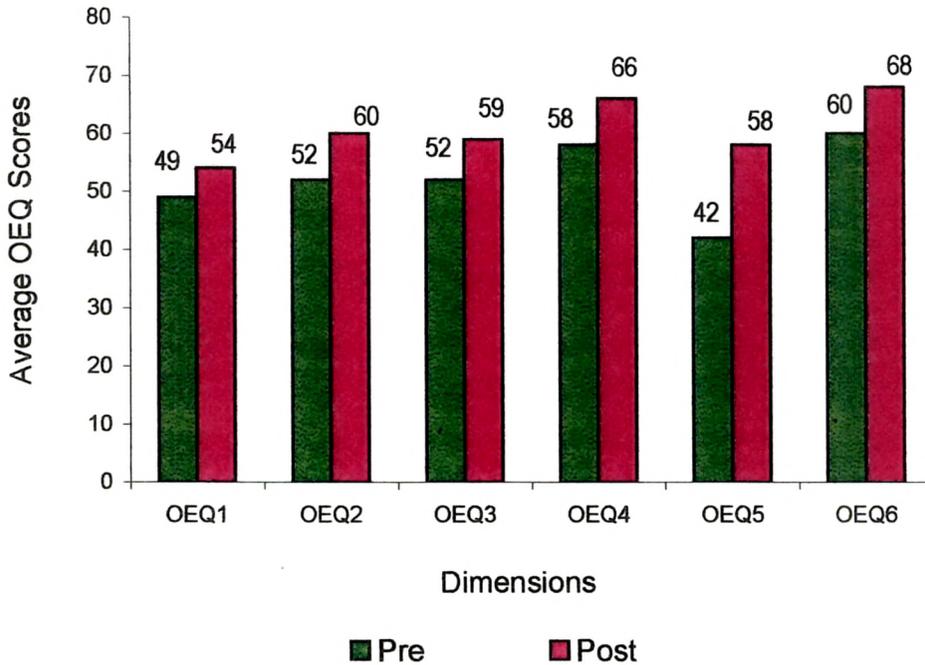
Profile of Interaction Pattern for teacher 12 :

Profile 5.30 is the summary of the interaction pattern of teacher 12 in pre and post-intervention. The profile shows that OEQ3 has the highest score (50 and 67) in post-test. This would mean that teacher 12 is concerned with solving problems not merely to fulfill the task but with real concern for the person. The focus is on finding solution of problem. OEQ4 (58 and 60) has the second highest OEQ score among the 6 dimensions of interaction style. It implies that teacher is enthusiastic about new ideas and innovative approaches in teaching-learning process. OEQ6 (55 and 55) does not show any increase in the scores in post-testing.

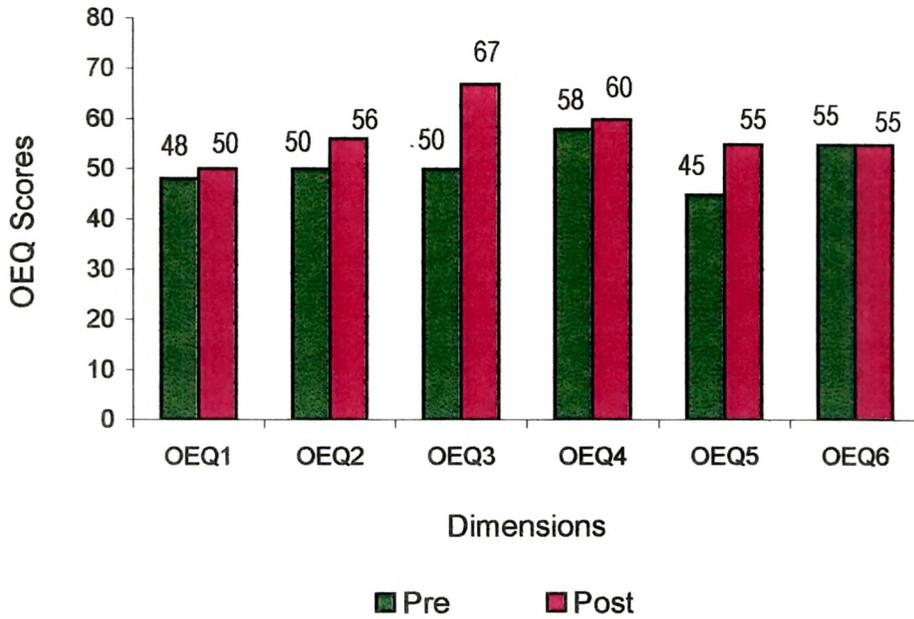
Profile 5.29 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for teacher 11.



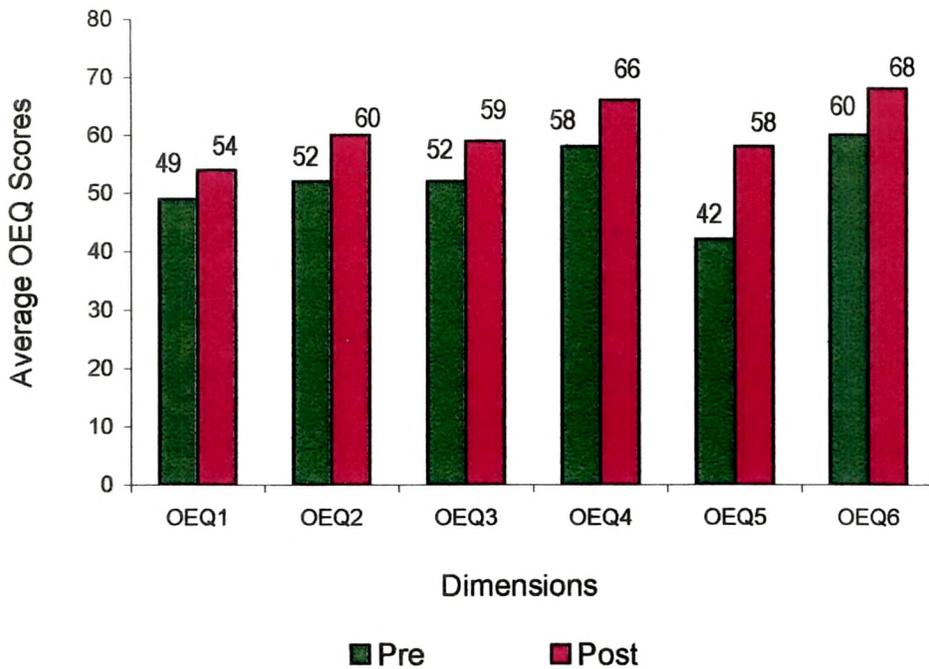
Profile 5.36 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for the experimental group of teachers.



Profile 5.30 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for teacher 12.



Profile 5.36 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for the experimental group of teachers.



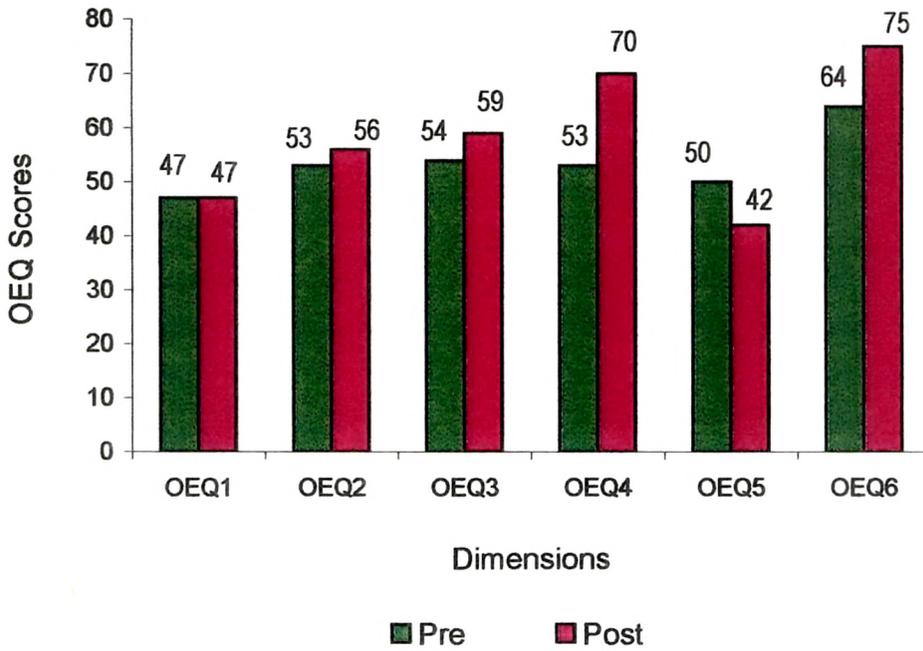
When matched with the group profile, there is similarity in the increase of scores after intervention but there is difference in the dominant interaction style.

Profile of Interaction Pattern for Teacher 13 :

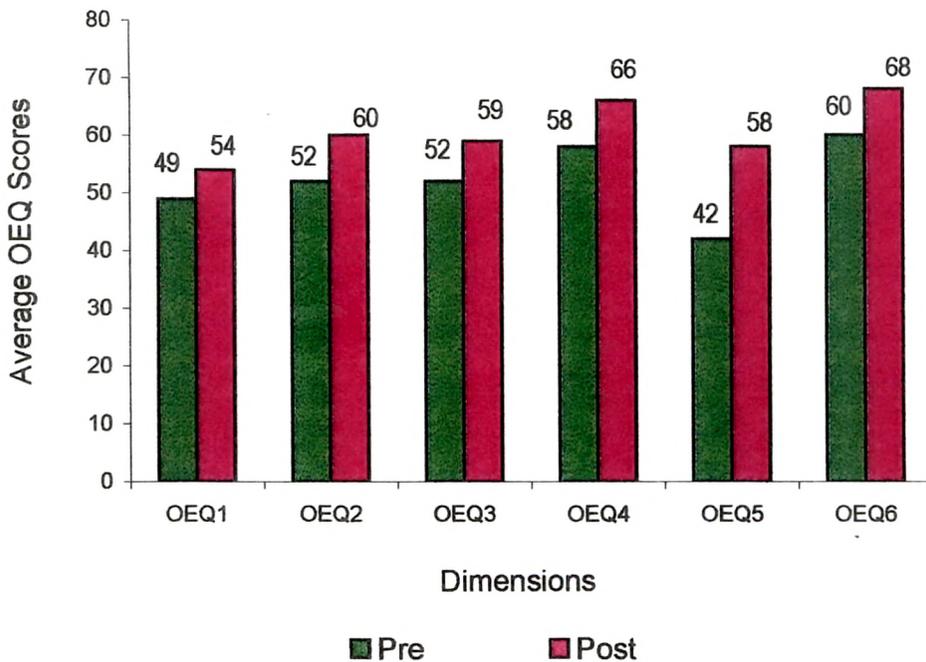
Profile 5.31 represents the individual profile of teacher 13 on interaction style in pre and post-intervention. The graph shows that the dominant interaction style of teacher 13 is OEQ6 (65 and 75) both in pre and post-testing. It implies that this teacher shows creative adaptability and openness in accepting ideas of others. The second highest score is on OEQ4 (53 and 70) in post-testing. This indicates that teacher 13 takes innovative approaches and shows enthusiasm about new ideas and takes concrete action. On OEQ5 (50 and 42) the score has decreased in post-testing. It would mean that teacher 13 tends to adapt an aggressive style while interacting with others. On OEQ1 (47 and 47) there is no increase in OEQ score in any of the tests. The rest of the dimensions are showing growth in post-testing.

Comparing the individual profile with the experimental group profile, it is found that except OEQ1 and OEQ5 there is similarity in the direction of growth in both the profiles.

Profile 5.31 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for teacher 13.



Profile 5.36 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for the experimental group of teachers.



Profile of Interaction Pattern for Teacher 14 :

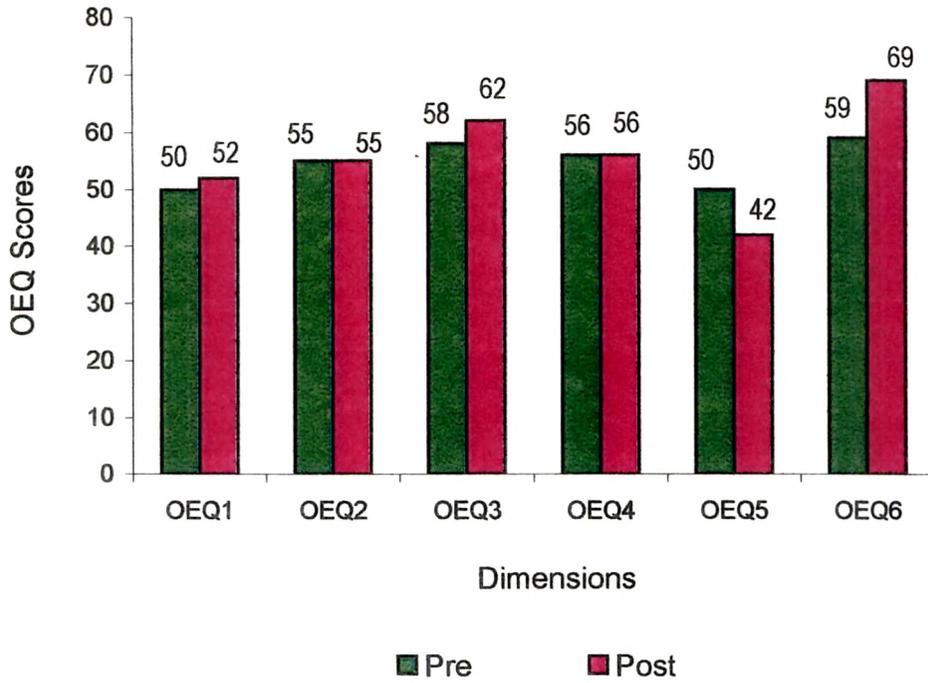
Profile 5.32 describes the interaction style profile of teacher 14 before and after intervention programme. The profile shows that OEQ6 has the highest scores (59 and 69) in both pre and post-testing. It implies that teacher 14 is able to adapt the creative ideas to make the work more effective. The second highest score in post-testing is OEQ3 (58 and 62) which would mean that teacher 14 is concerned with solving problems of her students by involving them in finding out solution to their our problems. OEQ5 (50 and 42) shows decrease in score after intervention. This would mean that this teacher tends to interact in aggressive style. OEQ2 (55 and 55) and OEQ4 (56 and 56) do not show any difference in the pre and post-test OEQ scores.

Matching the individual profile with group profile, it is found that there is similarity in growth on OEQ1, OEQ3 and OEQ6 but there is difference in OEQ2, OEQ4 and OEQ5.

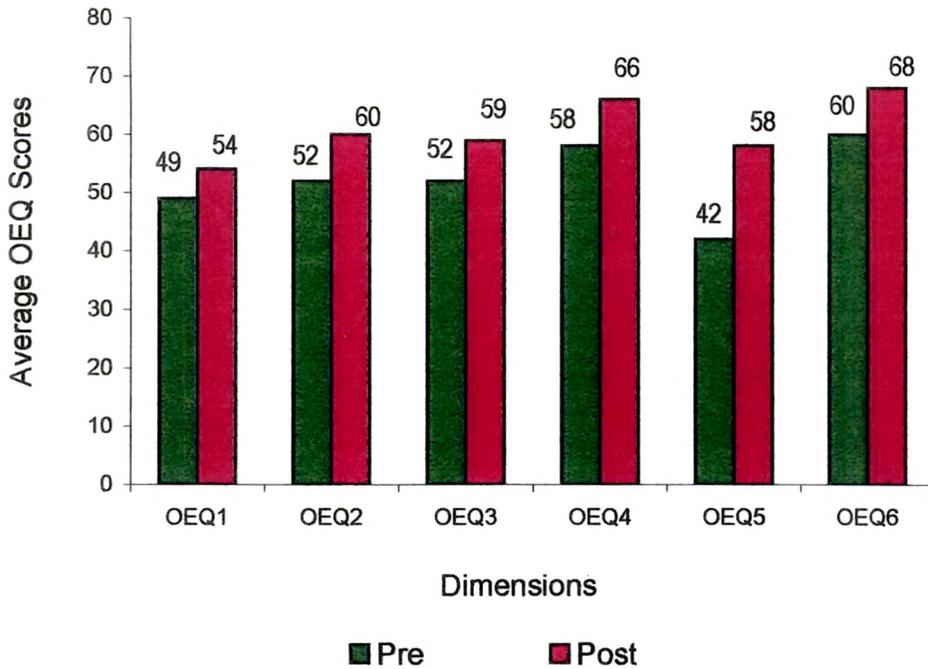
Profile Interaction Pattern for Teacher 15 :

Profile 5.33 represents the interpersonal style profile of teacher 15 before and after intervention programme. This individual profile shows that there has been increase in the scores of all dimensions except OEQ4 (55 and 55). The scores on OEQ5 (0 and 38) would mean that teacher 15 had very low score on OK style (confronting) and high score on Not OK style (aggressive) of interaction in pre-testing. OEQ2 (53 and 58) shows the highest score in post-test. This would mean that teacher 15 is interested in developing proper norms of behaviour for students in the classroom and helping them to understand why those norms are important. The second highest score in post-testing is OEQ6 (57). This implies that teacher 15

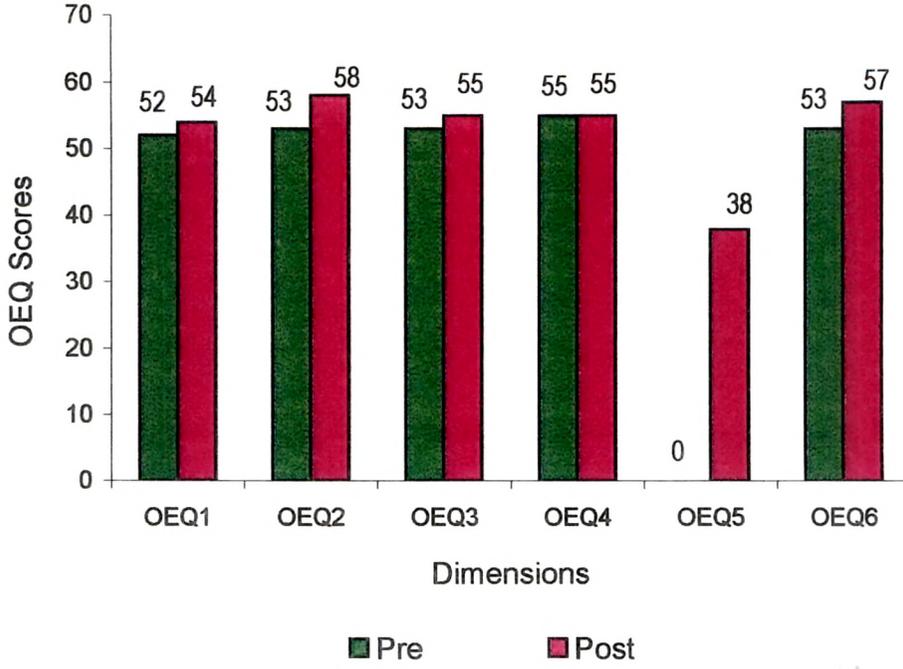
Profile 5.32 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for teacher 14.



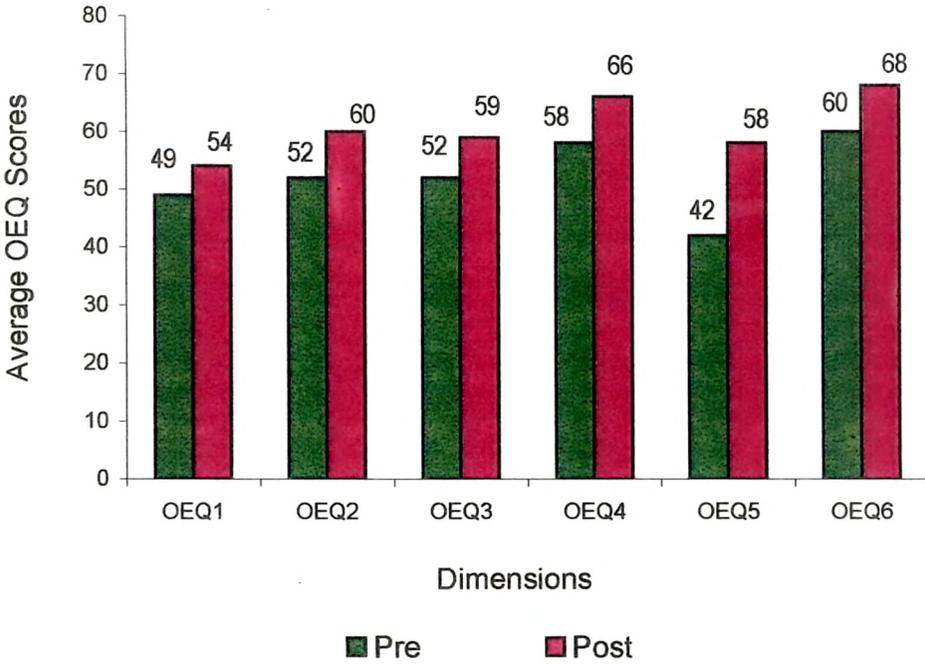
Profile 5.36 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for the experimental group of teachers.



Profile 5.33 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for teacher 15.



Profile 5.36 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for the experimental group of teachers.



shows creative adaptability, accepting the ideas of others and even the ideas of students. The remaining two dimensions namely OEQ1 (52 and 54) and OEQ2 (53 and 55) show that there has been increase in OEQ scores on all dimensions in post-testing.

There is similarity in the individual profile and the group profile. Thus, it may be concluded that teacher 17 also contributed in making the group profile of interaction style.

Profile of Interaction Pattern for Teacher 16 :

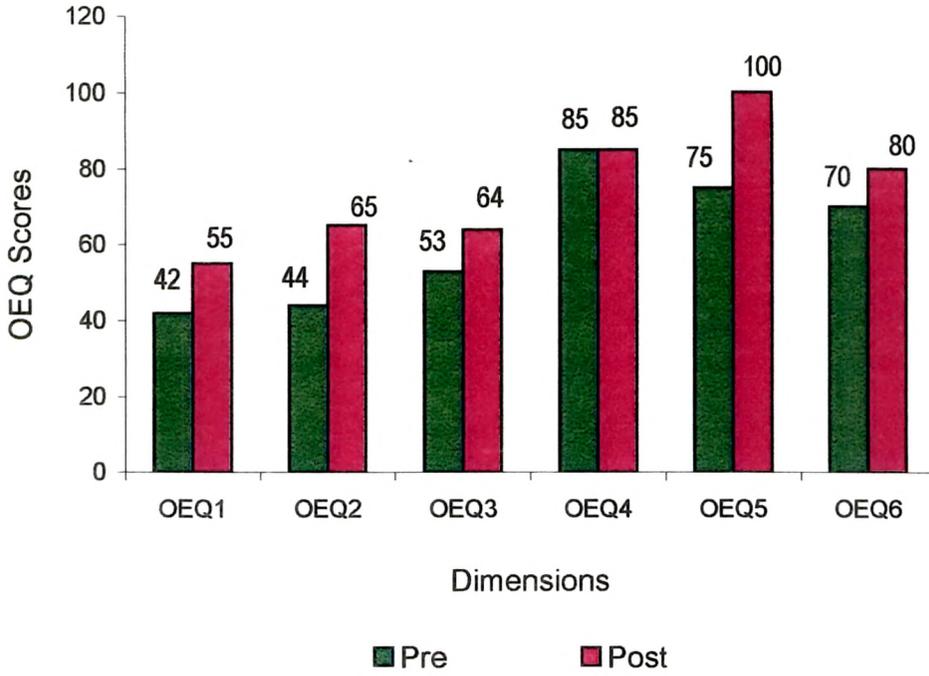
Profile 5.34 represents the individual profile of interaction style of teacher 16 before and after intervention. The profile shows that OEQ5 (75 and 100) has the highest OEQ score in post-testing. This would mean that teacher 16 has adapted the confronting style to explore the problem without becoming aggressive or reacting. The graph also shows that except OEQ4 (85 and 85) which shows no difference in scores of pre and post-testing, all the dimensions of interaction style have shown increase in scores in post-testing.

Speculating the individual profile and the group profile, one can say that there is positive gain in post-testing in both. Seeing these two profiles, it may be concluded that teacher 16 has also contributed in the make up of group profile.

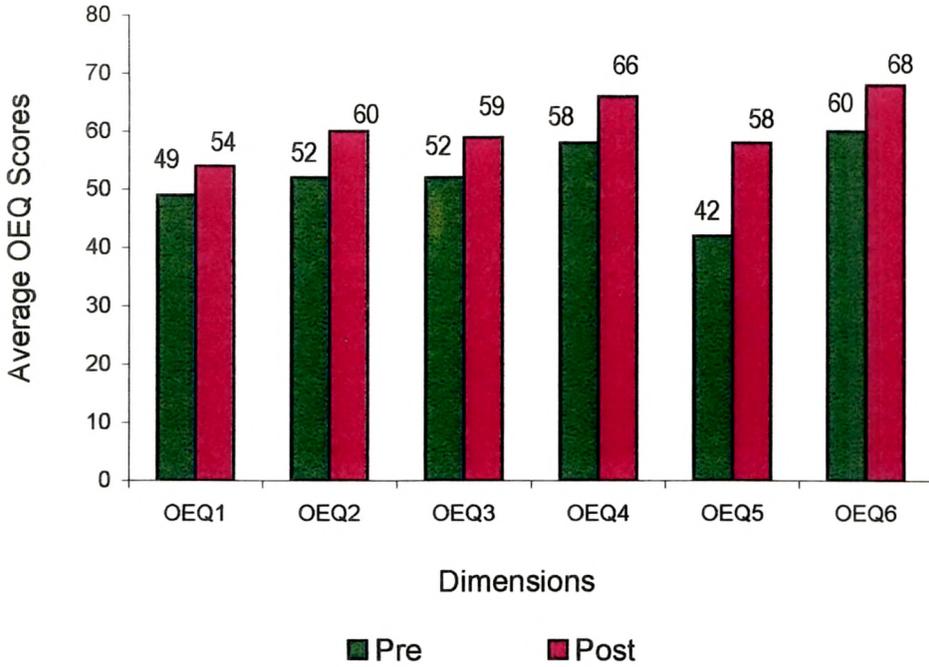
Profile Interaction Pattern for Teacher 17 :

Profile 5.35 summarizes the interaction style profile of teacher 17 before and after interactions. The profile shows that OEQ scores have increased in all the dimensions in post-testing except on OEQ1 (64 and 47). The decrease of OEQ1 score would mean that teacher 17 interacted more in

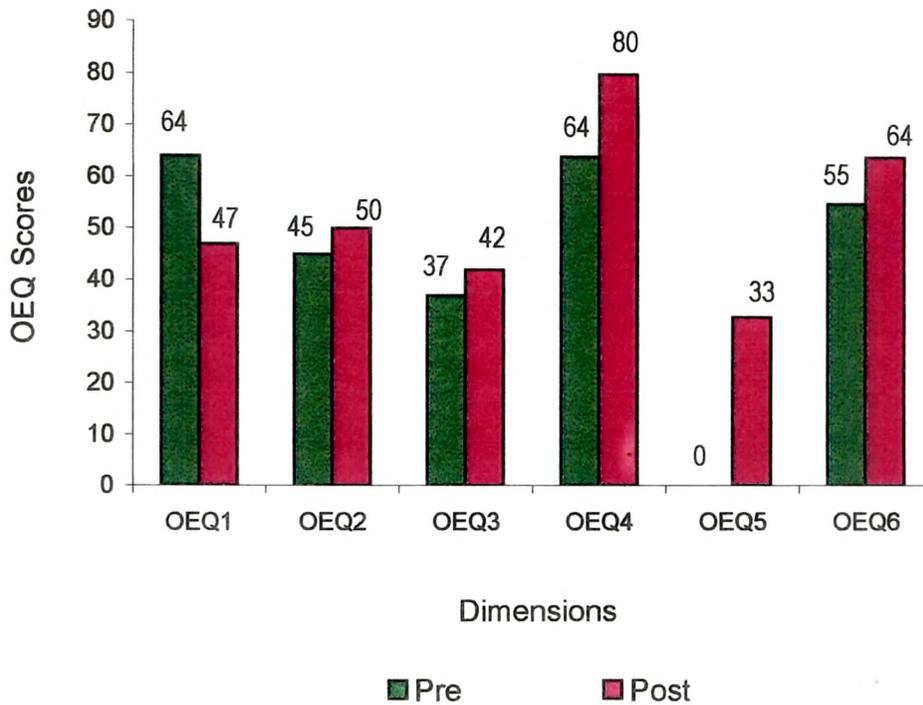
Profile 5.34 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for teacher 16.



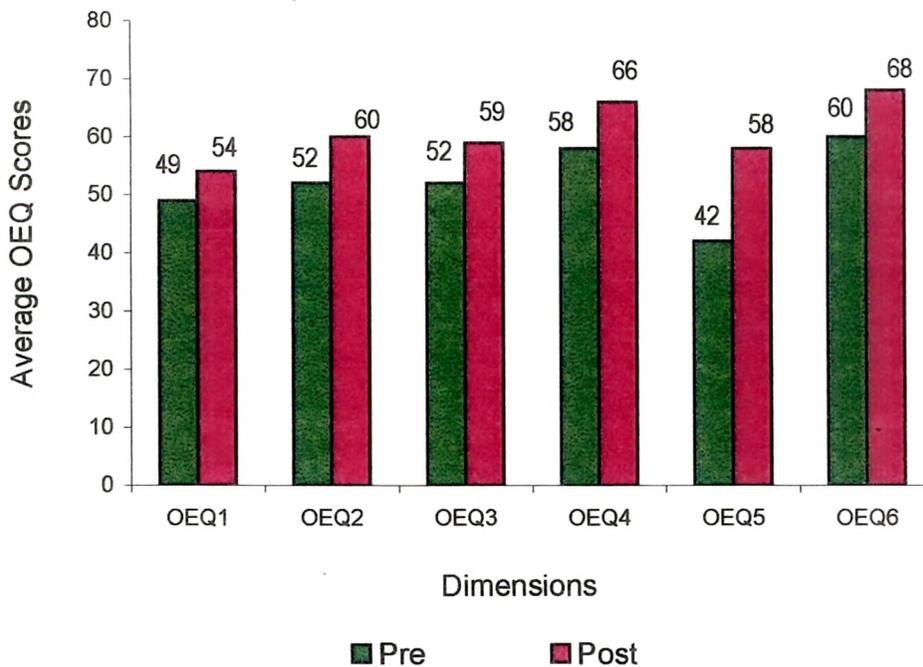
Profile 5.36 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for the experimental group of teachers.



Profile 5.35 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for teacher 17.



Profile 5.36 : Pre and post-intervention OEQ scores plotted against six dimensions of interaction style for the experimental group of teachers.



rescuing style with students after intervention. OEQ4 (64 and 80) shows the highest score in post-testing. This would mean that teacher 17 is enthusiastic in taking creative and innovative approach in teaching learning process and enthuse students too in the classroom. OEQ5 shows that in pre testing the OEQ score was 0 which would mean that before intervention this teacher was extremely aggressive and less confronting the situation, problem or persons. However, in post-testing the OEQ score increased from 0 to 33, which indicates, that teacher 17 has been interacting more with confronting style than aggressive style. The profile shows that the rest of the dimensions of interaction style are showing positive gain in post-testing.

This individual profile is also similar to the group profile except OEQ1. Thus, it may be concluded that teacher 17 has been participating in increasing the OEQ scores and in making the group profile after intervention programme for teachers.

Interaction Profile for the Experimental Group of 17 Teachers :

Profile 5.36 represents the summary of the interaction style of all teachers (17). The graph shows that OEQ scores have increased in post-testing in all the dimensions. OEQ6 shows the highest score (60 and 68) in post-testing. This means that teachers show creative adaptability, accepting new ideas and adapting them for greater effectiveness. The second highest score in post-testing is on OEQ4 (58 and 66). It implies that teachers take creative and innovative approach in teaching learning process. The third place in the profile has OEQ2 (52 and 60) in post-testing. High score on OEQ2 would mean that all teachers are interested in developing proper norms for their students in the classroom to be adopted. The profile shows that the rest of the dimensions also show increase in scores after

intervention. Scores on OEQ1 are 49 and 54, OEQ3 : 52 and 59 and OEQ5 : 42 and 58. The increase in scores changes their interaction pattern toward more OK style after the intervention.

5.3.0 Teachers' Satisfaction :

Teachers were interviewed during the second phase of data collection. They were asked if they were satisfied with their professional as well as personal life as teachers in that particular school. The responses of teachers were categorized and have been presented in frequency and their percentages. The table shows that the majority of teachers have responded in the same line. The following were the responses of teachers :

Table- 5.3 : Teachers' responses regarding their personal and professional satisfaction after intervention programme.

N = 17

	Teachers' Responses	Frequency	%
1	I am valued and recognized for my talents	9	53.0
2	I experience the group support in performing my work in the school.	12	70.5
3	I have been able to mentor students and they showed improvements.	13	82.3
4	I feel trusted and respected by the principal.	15	88.2
5	My suggestions and ideas are valued and accepted.	9	53.0
6	I am able to use my ability and talents for the schools.	10	59.0
7	I am appreciated and loved by my students and colleagues.	13	76.4

	Teachers' Responses	Frequency	%
8	I feel the sense of belongingness to the schools.	11	65.0
9	I have the freedom and support to use my creativity to make the students' learning or any co-curricular activity an effective one.	12	70.5
10	Classes are too crowded. Therefore, to give personal attention to students is a problem.	9	53.0
11	There should be specific criteria for admission in English medium school.	8	47.0

Presented in table-5.3 is the summary of the unstructured interview with teachers in post-intervention phase. The table shows that out of 17 teachers 9(53.0%) have said that they felt valued and recognized for their talents. 12(70.5%) teachers felt the group support in performing their work in the school. 13(82.3%) out of 17 teachers felt that they had been able to mentor students. 15(88.2%) teachers said that they felt trusted and respected by the principal. 9(53.9%) out of 17 said that their suggestions and ideas are valued and accepted. 10(59.0%) of them felt that they were able to use their ability and talent for the school. 13(76.4%) felt appreciated and loved by their students and colleagues. 11(65.0%) felt the sense of belongingness to the school. 12(70.5%) teachers said that they had the freedom and support to use their creativity to make the students' learning or any co-curricular activity effective. Thus one can conclude that majority of teachers were positive about their satisfaction in the post-intervention phase. 9 (53.0%) out of 17 said that classes are too crowded. Therefore, they find it difficult to pay personal attention to each child in the class. 8 (47.0%) of them expressed their dissatisfaction saying that there should be specific criteria for admission in English medium school.

5.4.0 Student's Motivation for Schooling :

Objective No. 2 is to study the effectiveness of the transformational mentoring strategy on students in terms of motivation for schooling. It was measured by Junior Index Motivation Scale – JIM. Table-5.4 presents the results of pre and post-intervention administration of the scale.

Table-5.4 : Mean, SD and 't' values of pre and post-intervention administration of JIM scale on students

Class	N	Pre-test		Post-test		df	't'
		Mean	SD	Mean	SD		
VI	61	117.11	13.92	123.23	15.75	60	3.16**
VII	45	108.82	17.93	119.38	15.14	44	5.31**
VIII	39	117.77	14.41	120.49	16.05	38	1.17
IX	34	108.53	12.75	118.21	11.61	33	4.49**

df = 16

** = significant at .01 level

Table-5.4 presents the statistical data of junior index of motivation – JIM scale on students of the four classes VI, VII, VIII and IX. Table shows that there have been significant differences in the mean scores of pre and post-testing in all the three class (VI, VII and IX) except in class VIII. The mean scores of VI (117.11 and 123.38) with 't' value 5.16 is significant at .01 level, class VII (108.82 and 119.49) with 't' value 5.31 is significant at .01 level and class IX (108.53 and 118.21) having 't' value 4.49 is significant at .01 level. There is no significant difference in the mean scores of the motivation of class VIII but the mean score in post-testing has increased from 117.77 to 120.49. Therefore, seeing the table one would say that teachers were able to motivate the students for schooling after the intervention programme.

5.5.0 Individual Development :

Individual development of students has been measured by self-esteem scale. Table-5.5 presents the Mean, SD and 't' values of pre and post-administration of Rosenberg's self-esteem scale on students.

Table-5.5 : Mean, SD and 't' values of Self-Esteem Scale Scores of Students of Classes VI, VII, VIII and IX

Class	N	Pre-test		Post-test		df	't'
		Mean	SD	Mean	SD		
VI	61	3.84	0.93	3.90	1.04	60	0.43
VII	45	3.49	1.14	3.96	1.04	44	2.22*
VIII	39	3.85	0.87	4.21	1.26	38	1.71
IX	34	3.12	0.98	3.91	1.14	33	4.13**

df = 16

* = significant at .05 level

** = significant at .01 level

Table-5.5 presents the result of statistical data of the self-esteem scale scores of students. The table reveals that there is significant difference at .01 level in the mean scores of class IX (3.12 and 3.91) in pre and post-testing. There is also significant difference in the mean scores of class VII (3.49 and 3.96) at .05 level. This implies that students of class VII and IX have positive self-concept and that they have been able to accept their self-worth. There is no significant difference in the mean scores of pre and post-testing of class VI and class VIII. However, there has been increase in the mean scores of all the classes after intervention. This indicates that there has been growth in their self-esteem.

5.6.0 Students' Attitude Towards their Teachers :

A representative sample of 27(15%) students was interviewed before and after intervention programme to identify their attitude towards their teachers. Students were interviewed either individually or in small group of 3 to 5. The number of responses is given in frequencies with their percentages.

Table-5.6 : The categorized responses of students regarding their attitude towards their teachers in pre and post-intervention

N = 27

Sr. No.	Responses	Pre-intervention phase		Post-intervention phase	
		Frequency	%	Frequency	%
1.	Teachers explain the matters clearly and repeat the explanation patiently if asked.	11	40.7	24	88.8
2.	We are scared to ask questions in the class.	17	62.9	9	33.3
3.	Teachers are kind, understanding and caring like our parents. They correct our mistakes.	13	48.1	23	85.1
4.	Teachers write the important points and draw figures on the blackboard to make the lesson clear.	12	44.4	21	77.7
5.	Teachers use teaching aids and demonstrate to make the lesson interesting.	7	25.9	12	44.4
6.	My class teacher knows me and is interested in me.	10	37.0	20	74.0

Sr. No.	Responses	Pre-intervention phase		Post-intervention phase	
		Frequency	%	Frequency	%
7.	My teacher listens to me and encourages me. I like my teacher.	8	29.6	22	81.4
8.	The class teacher collects our homework copies other than her/his own subjects to check whether everyone does the homework.	4	14.8	8	29.6
9.	Teachers crack jokes, laugh with us in the class, and make us alive when the lessons are difficult.	10	37.0	15	55.5
10.	A few teachers read the textbooks in the class and do not explain it.	23	85.1	11	40.7
11.	Some teachers remain sitting while teaching.	25	92.5	10	37.0
12.	We are afraid of some teachers because they give cutting remarks or pass comments and humiliate us when we cannot answer them.	22	81.4	9	33.3
13.	We are punished in the class.	17	62.9	5	18.5
14.	Teachers are concerned about our studies. They talk about our problems and encourage us.	14	51.8	20	74.0
15.	Teachers use sticks to maintain discipline.	21	77.7	9	33.3

Table-5.6 represents the descriptive data of the unstructured interviews with students to identify their attitude of towards their teachers. The table shows that the frequencies have decreased on the negative

statements and increased in the affirmative statements after the intervention programme.

As the table shows, that in pre-intervention period 11(40.7%) out of 27 students expressed that teachers explained the matters clearly and repeated patiently when asked. However, in post-intervention the number of respondents increased to 24(88.8%). This would mean that majority of the students were able to experienced their teachers to be patient. 17(62.9%) of them said that they were scared to ask questions in the class but after intervention, the number reduced to 9(33.3%). This would mean that 18(66.6%) students were not scared of asking questions. Table also shows that 13(48.1%) out of 27 students in pre-intervention phase accepted their teachers to be kind, understanding and caring and that they corrected them like their parents. In post-intervention phase the number of respondents increased to 23(85.1%) who found their teachers to be kind, understanding and caring. 12(44.4%) out of 27 had said in pre-intervention that their teachers wrote the important points and drew figures on the blackboard so as to make the lesson clear to students but in post-intervention the number of respondents increased to 21(77.7%). In pre-intervention period only 7(25.9%) students out of 27 said that teachers used teaching aids and demonstrated to make the classroom teaching interesting whereas in post-intervention period the number of students increased to be 12(44.4%). 10(37.0%) students felt that their class teachers knew them and were interested in them. However, in post-intervention period 20 of them felt that they were known by their teachers. Out of 27 only 8(29.6%) of them felt in pre-intervention that their teachers listened to them but in post-intervention, the number of these students increased to 22(81.4%). The table also shows that in the pre-intervention phase 4(14.8%) students told that their class-

teachers collected the homework copies other than their subjects to check whether everyone did the homework. In post-intervention also only 8(29.6%) out of 27 students said so. 10(37.0%) were happy to tell that teachers cracked jokes, laughed with students in the class, and made them alive when the lessons were difficult. In post-intervention period, the number increased to 15(55.5%) who also responded in the same manner. The table also reveals that in pre-intervention 23(85.1%) students complained that a few teachers read from the textbooks in the class and did not explain it, but in the post-intervention only 11(40.7%) students spoke in this way. This would mean that teachers were able to satisfy students in the class by explaining the lesson well. 25(92.5%) students in pre-intervention period said that some teachers remain sitting while teaching but in post-intervention period the number of students with this problem decreased to 10(37.0%). This would mean that students were able to see some difference in their teachers while teaching. 22(81.4%) out of 27 students said that they were afraid of few teachers because they gave cutting remarks, passed comments on them and humiliated when they could not answer in the class but in post-intervention only 9 (33.3%) had this complain. This would mean that students were able to see some difference in the behaviour of these teachers. 11(40.7%) students in pre-intervention complained that they were punished by their teachers in the class, but in post-intervention only 5(18.5%) out of 27 students felt they were punished. This would mean the rest 22 students did not feel punished. The table also reveals that in pre-intervention 14(51.8%) felt that teachers were concerned about their studies, talked about their problems and encouraged them, while in post-intervention the number of students increased to 20(74.0%) who felt so. 21(77.7%) out of 27 students said that teachers used sticks to maintain discipline in pre-intervention period but in post-intervention period only

9(33.3%) students remarked this way. This would mean that teachers were able to manage the class without sticks.

5.7.0 Academic Achievement of Students :

Marks obtained on two school examinations before and after the intervention were taken into consideration to measure the academic performance of students. The Mean, SD and 't' values were calculated to see the difference if any in the academic performance of students following intervention. Tables have been shown separately for classes VI, VII, VIII, and IX. Thereafter a consolidated table of all the four classes has been presented in table-5.11.

Table-5.7 : Mean, SD and 't' values of the scores obtained from school examinations before and after intervention by the students of class VI

N = 61

Subject Variables	Pre-test		Post-test		't'
	Mean	SD	Mean	SD	
Eng 1	69.20	17.97	61.28	18.72	8.25
Eng 2	68.05	14.12	61.43	16.91	5.71
GK	78.39	18.92	78.10	17.05	0.25
Hindi	63.34	15.87	62.77	18.57	4.55
Maths	51.21	24.34	51.74	28.16	0.24
Science	61.74	16.20	57.92	18.70	3.21
History	66.33	13.86	60.70	16.02	3.17
Civics	51.95	16.41	63.61	14.42	8.49**
Geog.	60.70	20.04	62.33	18.13	1.01
Sans.	70.97	18.40	71.79	18.43	0.66

df = 60

** = significant at .01 level

Table-5.7 reflects the academic performance of students of class VI. The table reveals that civics (51.95 and 63.61) with 't' value 8.49 shows a significant difference of .01 level. There is no significant difference in the performance of students in other subjects. The table also shows that there has been decrease, in the mean scores of English 1 and English 2, GK, Hindi, Science as well as history during the post-intervention examination. From this one may conclude that the intervention programme did not have any specific impact in the academic performance of the students of class VI.

Table-5.8 : Mean, SD and 't' values of the scores obtained from school examinations before and after intervention by the students of class VII

N = 45

Subject Variables	Pre-test		Post-test		't'
	Mean	SD	Mean	SD	
Eng 1	51.91	13.10	59.13	14.88	5.46**
Eng 2	61.00	13.50	64.13	14.72	2.25
GK	74.84	12.35	67.18	15.43	4.67
Hindi	57.82	16.26	67.07	12.95	5.44**
Maths	54.16	24.71	46.58	23.67	3.42
Science	70.84	12.61	60.31	13.03	7.16
History	61.56	11.36	60.93	10.33	0.40
Civics	58.64	16.00	68.78	10.68	5.12**
Geog.	63.47	13.47	64.38	15.56	0.48
Sans.	77.33	13.51	72.36	12.72	3.13

df = 44

** = significant at .01 level

Table-5.8 presents the statistical data of the academic performance of the students of class VII. The table shows that there are significant differences between the means scores of pre and post-intervention

examinations of English 1(51.91 &59.13) at .01 level, Hindi (57.82 and 67.07) at .01 level and civics (58.64 and 6878) at .01 level. The table also shows that there is no significant difference between the mean scores of the subjects like English 2(61.00 and 64.13) and Geography (63.47 and 64.38). The table it is also shows that the mean values of GK (74.84 and 67.18), Maths (54.16 and 46.58) Science (70.84 and 60.31), History (61.56 and 60.93) and Sanskrit (77.33 and 72.36) in post examinations are lower than the mean values of pre-intervention examination.

Table-5.9 : Mean, SD and 't' values of the scores obtained from school examinations before and after intervention by the students of class VIII

N = 39

Subject Variables	Pre-test		Post-test		't'
	Mean	SD	Mean	SD	
Eng 1	61.41	13.11	58.13	16.72	1.79
Eng 2	61.41	12.79	62.41	12.17	0.66
Hindi 1	64.18	12.66	74.97	13.43	6.10**
Hindi 2	68.62	12.22	70.56	14.50	1.35
Maths	52.23	23.72	56.95	29.75	1.52
Physics	62.85	15.69	56.46	11.87	3.41
Chemistry	64.90	17.93	66.85	18.26	1.13
Biology	69.97	17.54	56.92	18.23	10.51
Geography	50.26	18.82	53.85	16.48	1.96
Hist. + Civics	65.74	12.11	63.03	10.50	2.32

df = 38

** = significant at .01 level

Table-5.9 represents the statistical data of academic achievement of students of class VIII. The table shows that there is significant difference between the mean scores of Hindi 1(64.18 and 74.97) at .01 level.. The

table also reveals that there are no significant differences between the mean scores of pre and post-intervention examinations of English 2 (61.41 and 62.41), Hindi 2 (68.62 and 70.56), Maths (52.23 and 56.95), Chemistry (64.90 and 66.85) and Geography (50.26 and 53.85). The rest of the subjects like English 1 (61.41 and 58.13), Physics (62.85 and 56.46), Biology (69.97 and 56.92) and History + Civics (65.74 and 63d.03) have the mean scores post-intervention examination lower than the mean scores of pre-intervention examination.

Table-5.10 : Mean, SD and 't' values of the marks obtained by the students of class IX in school examinations before and after intervention

N = 34

Subject Variables	Pre-test		Post-test		't'
	Mean	SD	Mean	SD	
English1	60.35	10.45	59.50	10.26	0.79
English2	59.94	13.83	61.71	11.89	6.26**
Hindi1	65.00	12.81	64.74	13.12	1.66
Hindi2	62.79	15.63	69.65	11.57	3.44**
Maths	51.79	24.96	53.06	23.27	0.61
Physics	59.47	13.47	55.65	15.64	1.86
Chemistry	51.38	15.83	59.00	18.85	2.87**
Biology	58.00	19.99	67.12	14.26	4.32**
Geogography	55.56	18.75	63.41	14.73	3.62**
Civics	52.74	13.36	67.62	10.25	9.01**
Economics	62.41	18.08	70.53	16.30	4.98**

df = 33

** = significant at .01 level

Table-5.10 represents the statistical data of the academic performance of students of class IX in each subject. From the table it is

clear that the means scores of English 1, Hindi 1 and Physics, have decreased in post-intervention examination. As the table shows there are significant differences between the mean scores of pre and post-intervention examinations on different subjects like English 2 (54.94 and 61.51) significant at .01 level, Hindi 2 (62.79 and 69.65) significant at .01 level, chemistry (51.38 and 59.00) significant at .01 level, Biology (58.00 and 67.12) significant at .01.level. Geography (55.56 and 63.41) significant at 01 level economics (62.41 and 70.53) significant at .01 level. However, Maths (51.79 and 53.06) does not show any significant difference.

Table-5.11 : Mean, SD and 't' values of the total scores obtained by the students of classes V, VII, VIII and IX in two school examinations before and after intervention

Class Variable	N	Pre-test		Post-test		df	't'
		Mean	SD	Mean	SD		
VI	61	641.89	149.70	631.66	160.12	60	1.76
VII	45	631.58	113.56	630.84	112.43	44	.09
VIII	39	621.56	129.79	620.13	126.87	38	0.19
IX	34	635.44	146.30	694.97	129.24	33	7.01**

** = significant at .01 level

Table-5.11 represents the overall statistical data of the total scores of students of classes VI, VII, VIII, and IX in two school examinations before and after intervention programme. From the table it is clear that the mean scores of the post-intervention examination of classes VI, VII, and VIII have decreased. However, class IX (635.44 and 694.97) with 't' value 7.01 shows significance at .01 level.

5.8.0 School Ethos :

School Ethos was measured by 'OCTAPACE' Profile. The questionnaire on OCTAPACE was employed to identify the teachers' perception on school Ethos. The details regarding the Questionnaire have been given in chapter-III. Table-5.12 presents the data on 'OCTAPACE'.

Table-5.12 : Mean, SD and 't' values of pre and post-tests on 'OCTAPACE' Profile Scores as perceived by Teachers
N = 17

Variables	Pre-test		Post-test		't'
	Mean	SD	Mean	SD	
Openness	15.24	1.99	15.71	1.49	.85
Confrontation	13.71	1.86	14.35	2.18	.99
Trust	14.06	2.22	13.88	1.83	.46
Authenticity	12.59	2.09	12.76	1.75	.27
Proactive	15.82	2.56	16.41	2.55	.87
Autonomy	12.94	1.78	13.24	2.28	.60
Collaboration	14.88	1.79	14.18	1.33	1.42
Experimenting	14.53	2.32	15.06	1.82	.75

df = 16

Table 5.12 reflects the statistical data of teachers' perception on school ethos (OCTAPACE). From the table it is clear that there is no significant difference in pre and post-testing in any of the variables. The mean scores reveal that there have been positive gain in all the variables represented except in "Trust" (14.06 and 13.88) and 'collaboration' (14.88 and 14.18) on which the mean scores have decreased in post-testing. The mean scores on 'Proactive' (15.82 and 16.14) are the highest in both pre and post-testing. This would mean that teachers and the principal take

initiative and preventive actions to problems and calculate pay offs before taking action. The mean score of openness (15.17) stands at the second highest in post-testing. However, the mean scores of post-testing indicate that there is no significant difference in the perception of teachers regarding the school ethos.

5.8.1 The unstructured interviews with teachers on school environment:

Both in first and second phases of data collection teachers were asked about the environment of their team from their experience during the time of interview. The following were the categories of responses of teachers:

Table-5.13 : Teachers' responses regarding school environment in pre and post-intervention.

N = 17

	Responses	Pre Intervention Phase		Post-intervention Phase	
		Number of teachers	%	Number of teachers	%
1	I feel neither trusted nor supported by the staff members.	8	47.0	4	23.5
2	Separate staff rooms for teachers are hindrance for unity.	11	64.7	6	35.2
3	Some teachers do not sit in the staff room. This also is one of the causes for the lack of trust and openness.	14	82.3	10	58.8
4	All do not co-operate in the school Co-curricular activities but criticize those who do the work.	10	58.8	7	41.1

	Responses	Pre Intervention Phase		Post-intervention Phase	
		Number of teachers	%	Number of teachers	%
5	Teachers do not speak in the staff meeting except for few.	17	100	17	100
6	There is team spirit in the staff in solving problems.	6	35.2	12	70.5
7	Teachers investigate the students and guardians to go against the administration.	4	23.5	0	-
8	Teachers make comparison with regard to workload.	6	35.2	2	11.7
9	At times, there are hidden agendas and comments against the administration.	5	29.4	0	-
10	Teachers gossip and criticize against each other by making groups.	8	47.0	5	29.4
11	There is open communication among staff members.	10	58.8	14	82.3

Table-5.13 presents the descriptive data of teachers' perception on the school environment before and after the intervention programme. From the table it can be identified that in post-testing the majority of teachers have affirmed that the working environment of the team had been favorable. The table shows that in pre intervention period out of 17 teachers, 8(47.0%) of them did not feel trusted but after intervention, the number was reduced

to 4(23.5%). This would mean that the rest of the teachers felt trusted and supported by the staff members. In pre-intervention phase 11(64.7%) teachers felt that three separate staff rooms for teachers (one for junior section, one for senior section and another for all the gents teachers) were the hinderance in their unity. However, in the post-intervention only 6(35.2%) teachers felt so. 14(82.3%) teachers felt in pre intervention phase that some teachers (those who reside in the school campus) did not sit in the staff room with others and this was one of the causes for the lack of openness and trust in the team but after intervention programme the number of teachers who still felt so was reduced to 10(58.9%). This would imply that 41.1% of the population still felt dissatisfied about it. Before intervention, 10(58.8%) teachers felt that all did not co-operate in the school activities and only criticized others. However, after intervention only 7(41.1%) teachers felt so. Regarding the participation in the staff meeting, both in pre and post-intervention phases all 17(100.0%) of them felt that most of the teachers did not speak in the staff meetings. It implies that there was no difference in teachers' perception with regard to the environment of the staff meeting. Regarding solving problems, only 6(35.2%) teachers felt there was a team spirit in the staff but in post-intervention phase 12(70.5%) teachers said that they could feel the team spirit. This would mean that after intervention programme, there was more co-operation among the staff. Before intervention programme 4(23.5%) teachers had reported that there were teachers who used to instigate students and guardians to go against the administration but after intervention no such things has happened. The table also shows that in pre-intervention phase 6(35.2%) teachers felt that teachers were making comparison with regard to workload but the post-intervention data shows that only 2(11.7%) teachers felt this way after intervention. This would mean that teachers were able to recognize and

acknowledge the talents of other members at the same time were able to commit themselves to their works. The table also shows that 5(29.4%) teachers felt that there had been hidden agendas and comments against the administration before intervention programme but in post-intervention programme the number was reduced to zero. This would mean that they were able to create an open environment where everyone felt free to speak out in the group. It was also felt by 8(47.0%) teachers in pre-intervention phase that there had been gossip and criticism in the group but in post-intervention data shows that the number has reduced to 5(29.5%). With regard to communication in the staff, it was felt only by 10(58.8%) teachers in pre-intervention period that there was open communication where as after intervention 14(82.3%) teachers felt so. Thus, the table shows that there has been increase in number of respondents after intervention who felt that there was a positive and free school environment.

5.9.0 Principal's Leadership :

Principal's leadership was measured by Leadership Behaviour Description Questionnaire-LBDQ. The questionnaire was administered on 16 teachers excluding the principal. The results have been presented on table-5.14.

Table-5.14 : Mean, SD and "t" values of pre and post-test on LBDQ as perceived by teachers

N = 16

Variables	Pre test		Post-test		't'
	Mean	SD	Mean	SD	
Initiation	41.94	4.11	39.25	5.95	1.55
Consideration	36.00	5.61	37.00	5.30	.78

df = 15

Table 14 reflects the perception of teachers on the leadership behaviour of their principal. The mean scores of pre and post-testing show that there is not significant difference on the two variables 'Initiation' and 'Consideration'. The mean scores indicate that initiation stands higher (41.94 and 39.95) than consideration (36.00 and 37.00) in both pre and post-testing. The mean scores of post-testing show that there has been increase in consideration and decrease in initiation. This indicates that there has been some difference in teachers' perception on the leadership behaviour of their principal.

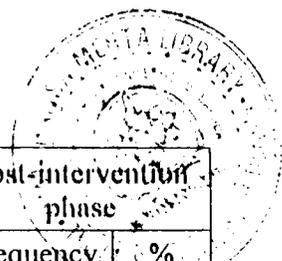
5.9.1 The unstructured interviews with teachers on principal's leadership in pre and post-intervention programme :

Teachers were asked to share their experience / perception on the principal's leadership during interview before and after intervention programme. The following is a summary of the responses of teachers :

Table-5.15 : Teachers' responses regarding their perception on principal's leadership

N = 16

Sr. No.	Responses	Pre-intervention phase		Post-intervention phase	
		Frequency	%	Frequency	%
1.	She consults the staff before taking important decision or before bringing any change.	10	62.5	13	18.2
2.	She is open to new ideas and creative works.	9	56.2	14	87.5
3.	She is mostly engaged in classroom instruction, which keeps her back from guiding supervising and animating.	16	100.0	16	100.0



Sr. No.	Responses	Pre-intervention phase		Post-intervention phase	
		Frequency	%	Frequency	%
4.	She gives personal recognition to the members of the staff for doing good work.	6	37.5	10	62.5
5.	I feel free to share my personal and professional problems with her.	7	43.7	11	68.7
6.	She gives opportunity for self-development programmes.	13	81.2	11	68.7
7.	She is ready to share her responsibility with teachers.	9	56.2	13	81.2
8.	She provides needful facilities for the growth of students.	7	43.7	14	87.5
9.	There is no congruence in her saying and doing.	11	68.7	9	57.2
10.	Teachers depend on the principal for any decision to be taken in the staff.	12	75.0	8	50.0
11.	She listens to me. I feel supported in my work and problems.	6	37.5	9	57.2
12.	She is too strict with students.	10	62.5	7	43.7

Table-5.15 presents the data on the perception of teachers on their principal's leadership both in pre and post-intervention period. The table reveals that before intervention 10(62.5%) out of 16 teachers felt that their principal had been consulting the staff members before taking important decisions for the school. However, the number increased to 13(81.2%) in post-intervention period who felt so. This would mean that majority of

teachers have been able to perceive that their principal does not take any important decision without them. The table shows that in pre-intervention phase, only 9(56.2%) teachers perceived her to be open to new ideas and accepting of the creative efforts of the staff but in post-intervention phase, 14(87.5%) of them experienced her to be open to change. Regarding the functions of the principal in guiding supervising and motivating, all 16(100.0%) agreed that she was mostly engaged in classroom teaching which kept her back from these leadership functions. The table also reveals that in pre-intervention phase only 6(37.5%) teachers acknowledged that the principal recognized them when they did good work, but in post-intervention period, 10(62.5%) teachers were able to see this leadership quality of their principal. Regarding the relationship between the principal and teachers the table shows that in pre-intervention only 7(43.7%) teachers out of 16 felt free to share their problems and difficulties with her but after the intervention programme the number increased to 11(68.7%). This would mean that teachers found their principal more approachable and accepting them.

With regard to staff development, 13(81.2%) teachers said that there had not been any arrangement of such kind for the staff. After intervention programme also 11(68.7%) teachers felt inadequate in this regard. The data reveals that there is not much difference in teachers' perception regarding staff development. The table also shows that before intervention programme only 9(56.2%) teachers felt that their principal was ready to share her responsibility with teachers, whereas in post-intervention period the number of teachers increased to 13(81.2%) who felt that the responsibilities were being shared with them. It implies that there was no autocratic leadership. According to the ability of teachers, the principal shared her authority.

Before intervention, only 7(43.7%) teachers said that the principal was ready to provide the necessary facilities for the growth of students. In the post-intervention 14(87.5%) teachers were positive about the necessary facilities provided to students. This would mean that teachers were able to see their principal as caring for students' development.

The table also reveals that in pre-intervention period 11(68.7%) teachers felt that there was no congruence in principal's saying and doing, but in post-intervention period the number reduced to 9(57.2%). This means only 7 teachers felt she was authentic. With regard to decision-making 12(75.0%) teachers before intervention said that they depended on the principal for any decision to be taken but after intervention programme, there is decrease in number to 8(50.0%). Regarding the humanistic quality of principal's leaderships, the table shows that only 6(37.5%) teachers felt they were listened to and been supported in difficulties but in post-intervention period 12(75.0%) teachers said they were listened to. This would mean that teachers were able to find the principal more human and considerate.

As conclusion one may say that there has been difference in the perception of teachers regarding their principal's leadership.

5.10.0 Classroom Observation :

The classroom teacher is the facilitator of learning and the learning would take place only if the classroom teacher provides conducive environment for the learners to learn. Therefore, as a mentor the teacher takes the students as they are, nurtures them by building upon them into the best that they can be (Rogers, 1963).

In order to study the difference in classroom atmosphere and mentor-mentee relationship between teacher and student, the interaction style of teacher in the classroom situation was observed. A total number of 8 periods of classroom teaching of each teacher in different classes were observed, four periods before intervention and four after the intervention. The scores of each OK and not OK interaction styles have been expressed in following manner :

<i>OK interaction styles</i>	<i>Vs. Not OK interaction styles</i>
+ NP = supportive	Vs. -NP = Rescuing
+ CP = normative	Vs. -CP = Prescriptive
+ A = Problem solving	Vs. -A = Task obsessive
+NC = innovative	Vs. -NC = Bohemian
+RC = confronting	Vs. -RC = Aggressive
+CC = Resilient	Vs. -CC = Sulking

The investigator attended the teaching learning process in the classroom, sitting and observing the interaction style of teachers in words and gestures. It was observed in terms of appreciation, encouragement giving opportunity, helping scolding, prescribing norms, giving personal attention, confronting the situations or persons, being indifferent to students, counting or discounting them etc.

5.10.1 Classroom observation of teacher 1 :

Table-5.16 : Classroom observation of teacher 1 during pre and post-intervention phases

Dimension	Pre-intervention Phase						Post-intervention Phase				
	1	2	3	4	Total		1	2	3	4	Total
+NP	8	7	6	6	28	I	13	15	14	14	56
-NP	6	6	4	5	21	N	3	2	2	1	8
+CP	8	10	11	11	40	T	12	11	14	12	49
-CP	8	10	9	10	37	E	6	7	4	3	20
+A	6	7	10	10	33	R	14	13	13	12	52
-A	2	-	1	-	3	V	1	2	1	-	4
+NC	-	2	1	-	3	E	2	4	5	7	18
-NC	-	-	-	-	0	N	-	-	-	-	0
+RC	3	2	2	2	9	T	4	3	3	5	15
-RC	2	1	3	-	6	I	1	1	-	-	2
+CC	1	2	3	-	6	O	2	3	3	3	11
-CC	-	-	-	-	0	N	-	-	-	-	0

Table-5.16 of teacher 1 represents the summary of her interaction style in the classroom situation both in pre and post-intervention phases. The table shows that the number of OK interaction has increased and Not OK interactions have decreased in post-intervention phase. The table shows that in pre-intervention phase, teacher 1 seemed to be more controlling in the classroom teaching. The frequency of OK interaction (+CP) of Controlling parent was 40 and Not OK (-CP) interaction of Controlling parent was 37. Table also shows that this dimension has the highest number of frequency in both OK and Not OK interaction style used by teacher 1. Students were found very quiet in the class with very few hands up to answer. The OK interaction (+A) of Adult behaviour was 33 and Not OK (-A) interaction of Adult behaviour was 3. The OK interaction of Nurturing

Parent (+NP) behaviour was 28 and Not OK behaviour was 21. The table shows that the occurrence of the number of frequency of OK and Not OK interaction on other dimension were much less than the above said dimensions.

In post-intervention phase, there has been difference in the number of frequency on all dimensions. The occurrence of OK interaction style on +NP is increased to 56 showing the highest number of frequency and -NP is decreased to 8. The number of interactions on +A is increased to 52 indicating it to be the second dominant interaction style with minor occurrence of -A(4). The positive aspect of Controlling parent (+CP) is 49 and the negative aspect of Controlling parent (-CP) is 20.

In the post-intervention phase shows good impact of the intervention in her interaction style. As it was observed, she was able to create natural atmosphere of learning in the classroom. She was more creative and the students' participation was better than the pre testing classroom observation.

5.10.2 Classroom observation of teacher 2 :

Table-5.17 : Classroom observation of teacher 2 during pre and post-intervention phase

Dimension	Pre-intervention Phase						Post-intervention Phase				
	1	2	3	4	Total		1	2	3	4	Total
+NP	14	15	16	14	59	I	17	15	16	18	66
-NP	5	4	3	2	14	N	1	2	1	1	5
+CP	6	7	8	7	28	T	11	12	12	12	37
-CP	3	6	5	6	20	E	1	1	2	-	4
+A	11	12	16	15	54	R	15	16	14	15	60
-A	10	11	11	6	41	V	5	3	3	2	13
+NC	2	1	1	2	6	E	3	2	2	3	10
-NC	-	-	-	-	0	N	1	-	-	-	1
+RC	2	1	3	2	8	T	3	4	4	6	17
-RC	1	1	-	-	2	I	-	-	-	-	0
+CC	2	2	1	2	7	O	3	2	4	4	13
-CC	-	-	-	-	0	N	-	-	-	-	0

Table-5.17 summarizes the classroom interaction style of teacher 2 as observed before and after intervention. The table shows that before intervention teacher was interacting more in positive aspect of Nurturing Parent (+NP). The frequency of + NP was 59 and -NP was 14. The occurrence of +A of Adult behaviour was 54. At the same time this teacher also had quite high number of frequency on -A(41). This would mean that teacher 2 tended to be more Task obsessive, which caused tension in students and they did not seem to enjoy the learning. The number of frequency on +CP was 28 and -CP was 20. This indicates that this teacher was very strict at times making norms and prescribing it. This blocked the freedom and creativity of students. The rest of the dimensions are showing minor occurrence of interaction both in positive and negative aspects.

In post-testing, the number of frequencies has increased in OK interactions in each dimension and there is decrease in Not OK interactions. The occurrence of -NP (5) and -CP (4) are much less than in pre-testing. There has been decrease in -A (13) compared to pre testing score. The table shows that there has been better impact on +RC (17) and +CC (13) of Child ego state. It was observed that teacher 2 was able to involve students in the classroom activities and students were more active and alive compared to the pre-intervention phase classroom observation.

5.10.3 Classroom observation of teacher 3 :

Table-5.18 : Classroom observation of teacher 3 during pre and post-intervention phases

Dimension	Pre-intervention Phase						Post-intervention Phase				
	1	2	3	4	Total		1	2	3	4	Total
+NP	11	12	14	13	50	I	16	17	15	16	64
-NP	10	11	9	9	39	N	6	6	4	3	19
+CP	10	12	11	13	46	T	12	13	13	14	52
-CP	7	8	9	6	30	E	6	5	4	2	17
+A	13	14	15	14	56	R	18	18	16	17	69
-A	1	-	2	-	3	V	-	-	-	-	0
+NC	1	2	3	2	8	E	3	2	4	3	12
-NC	-	-	-	-	0	N	-	-	-	-	0
+RC	2	2	3	1	8	T	2	4	3	2	11
-RC	-	-	-	-	0	I	-	-	-	-	0
+CC	2	1	1	2	6	O	3	4	3	2	12
-CC	-	-	-	-	0	N	-	-	-	-	0

Presented in table-5.18 is the summary of the classroom interaction style of teacher 3 in pre and post-intervention phase. The table shows that in pre-testing teacher interacted more in +A(56) of adult behaviour. The teacher was concerned about the problems that students as a group or an individual student faced, and helped them to think rationally and solve it. The table shows that +NP of Nurturing parent occurred 50 times and +CP of controlling parent interaction was counted 46. The table also reveals that -NP occurred 39 times and -CP had been observed 30 times. It was observed that this teacher was interacting in Rescuing style. She was also observed prescribing self-made norms on students in the class. In either case, students were blocked in their growth.

In post-intervention phase number of frequencies have increased on OK interaction and have decreased on Not OK interaction styles. +A(69) of Adults behaviour is the highest in occurrence. +NP of Nurturing parent is increased to 52. There has been increase in the occurrence of +NC (12), +RC (11) and +CC (12). The impact of the intervention is also seen in the decrease of -NP (19) and -CP (17). The investigator observed that teacher was able to create natural atmosphere in the class for students to learn. This teacher was observed to be understanding towards students and was attending each student who had problem with the lesson. Almost all students participated actively in the classroom activities.

5.10.4 Classroom observation of teacher 4 :

Table-5.19 : Classroom observation of teacher 4 during pre and post-intervention phases

Dimension	Pre-intervention Phase						Post-intervention Phase				
	1	2	3	4	Total		1	2	3	4	Total
+NP	7	8	7	9	31	I	10	8	9	10	37
-NP	3	2	1	1	7	N	-	2	1	-	3
+CP	12	13	15	13	53	T	16	17	14	13	60
-CP	11	11	14	12	48	E	8	6	6	5	26
+A	2	3	4	4	13	R	6	5	5	7	23
-A	2	3	2	-	7	V	1	2	1	-	4
+NC	-	1	1	2	4	E	2	3	3	4	12
-NC	-	-	-	-	0	N	-	-	-	-	0
+RC	1	-	1	1	3	T	2	1	3	-	6
-RC	1	3	2	2	8	I	1	1	1	-	3
+CC	2	1	1	2	6	O	3	3	1	2	9
-CC	-	-	-	-	0	N	-	-	-	-	0

Table-5.19 represents the interaction style of teacher 4 during pre and post-intervention period. The table shows that +CP (53) and -CP (48) were the dominant interaction styles in the pre-testing. This indicates that teacher 4 had been making norms and prescribing them on students. She had been observed imposing her ideas on the students. There was poor participation from the part of students and they were seen playing, talking or sleeping she was she observed to be angry and punishing students. Students were found to be very passive in the class because mostly teacher was using lecture method and did not involved them. The occurrence of +NP was 31 and +A was 13. The rest of the dimensions had the minor occurrence.

In post-intervention phase, the OK interaction has increased and Not OK interaction has decreased. She was more creative in the classroom. The classroom environment was better than in pre-intervention phase.

5.10.5 Classroom observation of teacher 5 :

Table-5.20 : Classroom observation of teacher 5 during pre and post-intervention phases

Dimension	Pre-intervention Phase						Post-intervention Phase				
	1	2	3	4	Total		1	2	3	4	Total
+NP	14	12	12	10	48	I	13	11	13	15	52
-NP	5	3	3	4	14	N	1	1	2	-	4
+CP	14	12	10	11	47	T	12	14	14	15	55
-CP	9	10	10	12	31	E	5	3	4	2	14
+A	4	3	2	4	13	R	10	7	8	8	33
-A	5	4	6	7	22	V	3	2	2	-	7
+NC	2	4	3	3	12	E	3	4	6	5	18
-NC	-	-	-	-	0	N	-	-	-	-	0
+RC	5	4	4	2	15	T	5	4	6	6	21
-RC	6	6	4	4	20	I	1	2	3	1	7
+CC	1	-	2	-	3	O	1	2	2	1	6
-CC	2	2	1	1	6	N	1	1	-	-	2

Table-5.20 summarizes the classroom interaction styles of teacher 5 in pre and post-intervention period. It was observed that occurrence of +NP was 48, -NP was 14, +CP was 47 and -CP was 31. The frequency scores indicated that teacher 5 was observed to be Normative at the same time highly prescriptive on students. Teacher was unempathetic towards students. There was perfect silence in the classroom, most probably because students were scared of teacher 5. This teacher was also observed as Task obsessive, not concerned about the individual difference and students' problems. Teacher was found more Aggressive than Confronting.

In post-intervention phase, the frequency scores show that there is much difference in the interaction styles in the classroom. The occurrence of +CP (55) has increased and shown to be the highest. Teacher 5 has been able to reduce the frequency of -CP (14) of Controlling parent behaviour. Teacher in post-testing was observed as less prescriptive, less Rescuing and less Task obsessive. The Aggressive style of interaction (-RC=7) was much less and became more Confronting (+RC=21). The classroom environment was comparatively more open. Students could put some questions to clear their doubts.

5.10.6 Classroom observation of teacher 6 :

Table-5.21 : Classroom observation of teacher 6 during pre and post-intervention phases

Dimension	Pre-intervention Phase						Post-intervention Phase				
	1	2	3	4	Total		1	2	3	4	Total
+NP	12	11	10	12	45	I	13	15	14	15	57
-NP	3	4	4	5	16	N	1	2	2	-	5
+CP	7	8	8	10	33	T	8	11	10	12	41
-CP	4	3	5	5	17	E	2	1	1	-	4
+A	8	11	13	10	42	R	15	17	14	16	62
-A	2	2	3	1	8	V	1	1	-	-	2
+NC	3	4	2	-	9	E	4	3	5	5	17
-NC	-	-	-	-	0	N	-	-	-	-	0
+RC	1	2	2	1	6	T	4	2	3	3	12
-RC	1	1	-	-	2	I	-	-	-	-	0
+CC	1	2	1	-	4	O	3	3	2	2	10
-CC	-	-	-	-	0	N	-	-	-	-	0

Table-5.21 gives the summary of interaction style of teacher 6 in classroom situation. From the table, it can be observed that in pre-intervention phase teacher 6 was operating more from +NP(45) of Nurturing parent behaviour. She was encouraging students to speak and was affirming their correct answers by saying "Good" or "Very good". Her second interaction style was +A (42). She invited questions from students from the beginning and was trying to identify their problems in understanding the lessons. Teacher 6 also interacted from Controlling parent behaviour +CP (33). She made norms of behaviours for students to follow in order to learn better. At times, she was found to be prescribing those norms to be followed by everyone in the class. In the rest of the dimensions the occurrence of behaviours were observed to be minor.

In the post-intervention period, it is seen in the scores on OK interaction have increased and scores on Not OK interaction styles have decreased. The frequency on +A is increased to 62. She was able to change her method of teaching and became more creative. She was found to take personal interest in students and especially the students sitting quiet at the back. This gesture helped her to be more +NP (57) of Nurturing Parent behaviour. The speciality of this teacher was that she could involve the whole class in the classroom activities. Students were interested because teacher used to draw figures either on the blackboard or on charts. Teacher-student relationship was quite spontaneous. The classroom teaching-learning seemed to be enjoyable.

5.10.7 Classroom observation of teacher 7 :

Table-5.22 : Classroom observation of teacher 7 during pre and post-intervention phases

Dimension	Pre-intervention Phase						Post-intervention Phase				
	1	2	3	4	Total		1	2	3	4	Total
+NP	11	12	10	12	45	I	15	14	14	16	59
-NP	8	7	7	8	30	N	6	7	6	4	23
+CP	5	3	4	4	16	T	4	4	5	6	21
-CP	4	2	3	4	13	E	1	2	1	1	5
+A	11	10	12	9	42	R	12	12	11	15	50
-A	1	1	2	-	4	V	-	-	-	-	0
+NC	12	10	11	13	46	E	12	12	15	14	53
-NC	1	-	1	1	3	N	-	-	-	-	0
+RC	3	4	2	1	10	T	4	5	4	3	16
-RC	-	-	-	-	0	I	-	-	-	-	0
+CC	2	1	1	1	5	O	3	4	3	2	12
-CC	-	-	-	-	0	N	-	-	-	-	0

Table-5.22 represents the summary of the observation of classroom teaching and the interaction style of teacher 7 before and after intervention. What was remarkable in this teacher was that she was able to keep the class so lively from the first day of observation. As the table shows she was observed to be more +NC(28) of Natural Child behaviour in her teaching. She was quite natural and friendly in her dealing and also while interacting. She made the students laugh in the classroom teaching-learning process. To make her lessons understandable and interesting, teacher gave examples and sometimes demonstrated to make things easy to understand. She was attentive to students and sensitive to their problems.

In post-intervention phase, she was able to increase the frequency of +NP (59). She was observed to be more caring, understanding and encouraging. Yet, at times she appeared to be -NP (23) of Nurturing Parent behaviour. This Rescuing behaviour of teacher 7 may lead the students to be dependent on teacher. Throughout the observation, she was able to create open climate in the class for students, which helped them to learn things in natural setting. She asked questions and invited questions from students. There was good rapport between teacher and students.

5.10.8 Classroom observation of teacher 8 :

Table-5.23 : Classroom observation of teacher 8 during pre and post-intervention phases

Dimension	Pre-intervention Phase						Post-intervention Phase				
	1	2	3	4	Total		1	2	3	4	Total
+NP	12	10	12	13	47	I	13	15	14	14	56
-NP	7	7	6	5	25	N	5	4	4	5	18
+CP	14	11	12	13	50	T	13	14	12	15	54
-CP	6	5	5	4	20	E	3	2	2	1	8
+A	9	8	8	7	32	R	10	11	11	13	45
-A	1	3	3	2	9	V	1	1	1	-	3
+NC	7	8	7	6	28	E	9	10	9	8	37
-NC	5	5	3	2	15	N	2	1	1	-	4
+RC	4	3	3	5	16	T	4	5	6	6	21
-RC	1	-	1	-	2	I	-	-	-	-	0
+CC	1	2	1	-	4	O	2	3	3	2	10
-CC	-	-	-	-	0	N	-	-	-	-	0

Presented in table-5.23 is the summary of the interaction style in classroom teaching of teacher 8 before and after intervention. The table reveals that in pre-intervention phase this teacher was interacting more from +CP (50), Controlling Parent behaviour and making norms for students to follow and sometimes making the norms compulsory to be followed by all the students in the classroom. She was also seen to be more +NP (47) of Nurturing Parent behaviour. She was understanding and encouraging. She showed concern about their well-being too. But at times, she was also seen to be using Rescuing (-NP=25) behaviour.

In post-intervention phase as the table shows, the frequency on OK interaction style has increased and Not OK interaction styles have

decreased. During the post-testing observation period, teacher 8 was keen to know the problem her students faced regarding the lesson. She invited students to meet even outside the class hours to clear their doubts. What was special about this teacher was that she herself was a person of cheerful nature and therefore she interacted from +NC (37) of Natural Child. She could make the classroom learning so interesting and could create a natural setting for students. She was so enthusiastic in using creative ideas to make the students understand the lesson. She was also interacting from +RC (21), Rebellious Child behaviour and seen confronting the situations in the class so well without being partial. Though there was laughter in her class, the learning atmosphere was not hampered. Students seemed to enjoy learning in her class. Therefore, students were heard to be inviting her to come to teach them in the absence of other teachers.

5.10.9 Classroom observation of teacher 9 :

Table-5.24 : Classroom observation of teacher 9 during pre and post-intervention phases

Dimension	Pre-intervention Phase						Post-intervention Phase				
	1	2	3	4	Total		1	2	3	4	Total
+NP	13	14	14	13	54	I	14	15	15	16	60
-NP	10	9	8	10	37	N	7	5	4	4	20
+CP	10	9	10	11	40	T	13	12	13	14	52
-CP	5	6	5	4	20	E	1	2	1	1	5
+A	7	6	6	8	27	R	10	10	12	12	44
-A	2	1	2	1	6	V	1	1	-	-	2
+NC	1	1	2	1	5	E	4	3	5	6	18
-NC	-	1	-	1	2	N	-	-	-	-	0
+RC	1	2	2	1	6	T	2	2	5	6	15
-RC	1	2	1	-	4	I	-	-	-	-	0
+CC	2	4	3	3	12	O	5	5	7	5	22
-CC	1	1	2	2	6	N	2	-	-	-	2

Table-5.24 represents the summary of interaction style of teacher 9 in the classroom situation both in pre and post-intervention. The highest number of frequency on +NP (54) indicates that teacher 9 interacted more from Nurturing Parent behaviour. He was observed to be encouraging students, but sometimes he interacted from -NP (37) of Nurturing Parent behaviour. As the table shows, this teacher also interacted from +CP (41) of Controlling Parent, by being normative and made guidelines for students to behave. He was also concerned about the problems of students. He was observed to be interacting and identifying their problems (+A=27) regarding the lesson and helping them. It was observed that this teacher could not manage his class well. Students were either talking or playing and he did not pay any attention to them.

In post-intervention phase teacher 9 had been able to increase the number of frequency in OK interaction style and decrease in Not OK interaction. As it is shown in the table the frequency on +NP is 60 and -NC is 20. He was able to increase the frequency in +A (44). To be able to manage the class and keep students engaged in learning was one of the clear impacts of the programme on teacher 9.

5.10.10 Classroom observation of teacher 10 :

Table-5.25 : Classroom observation of teacher 10 during pre and post-intervention phases

Dimension	Pre-intervention Phase						Post-intervention Phase				
	1	2	3	4	Total		1	2	3	4	Total
+NP	15	13	11	9	48	I	14	15	16	16	61
-NP	4	3	5	4	16	N	2	1	1	-	5
+CP	13	12	12	13	50	T	13	13	15	16	57
-CP	11	12	12	13	48	E	10	9	7	7	33
+A	4	5	3	5	17	R	6	7	9	9	31
-A	1	2	3	5	11	V	1	1	-	-	2
+NC	2	3	3	2	10	E	5	6	4	5	20
-NC	-	-	-	-	0	N	-	-	-	-	0
+RC	10	11	12	13	46	T	13	13	15	14	55
-RC	4	3	3	2	12	I	3	1	1	-	5
+CC	2	1	2	-	5	O	2	2	2	3	9
-CC	-	-	-	-	0	N	-	-	-	-	0

Table-5.25 gives a brief summary of the interaction style in classroom teaching of teacher 10 before and after intervention. Before intervention, it was observed that she was mostly operating from +CP (50) and -CP (48), style of Controlling Parent behaviour. This made the students frightened of teacher. The young students were sitting quietly because this teacher was holding stick in the class. Asking young students to put their first finger on their lips was one of the prescriptive behaviours of this teacher. This certainly blocked the growth of these students. There was an artificial climate in the class. It made students compliant. The teacher also was found to be +NP (48) while helping them to write in their copies and made them sit together for their refreshment and talked with them. The

teacher was also observed to interact from +RC (46) of Rebellious Child behaviour, especially when children were fighting or brought any complain.

In post-intervention phase as the table indicates teacher 10 interacted more from +NP (61) of Nurturing Parent behaviour. She was more supportive and caring. Since she was dealing with small children, it was reasonable to be +CP (57). The frequency on -CP (33) shows that she has reduced the prescribing style of interaction. Perhaps this helped her to make classroom atmosphere more natural. Teacher was alert to notice their small problems (+A=31) and helped them. She confronted the situations to help her students.

5.10.11 Classroom observation of teacher 11 :

Table-5.26 summarizes the interaction styles used in the classroom teaching by teacher 11 before and after intervention. As the table shows, in pre-intervention phase teacher interacted more from +NP (56) of Nurturing Parent. She was observed to be kind and patient with students in the class. But she was too soft spoken and Resilient (+CC=35) that she could not manage the students in the class. Students were talking among themselves and playing in her class though she tried to interact from +CP (48) and often from -CP (36) of Controlling Parent behaviour. She tried to use power by being strict still was unable to manage.

Table-5.26 : Classroom observation of teacher 11 during pre and post-intervention phases

Dimension	Pre-intervention Phase						Post-intervention Phase				
	1	2	3	4	Total		1	2	3	4	Total
+NP	12	15	14	15	56	I	14	15	16	17	62
-NP	9	7	3	1	20	N	2	1	1	-	4
+CP	11	13	12	12	48	T	13	12	15	14	54
-CP	10	9	9	8	36	E	6	6	5	2	19
+A	3	3	4	6	16	R	10	9	8	9	36
-A	-	-	-	-	-	V	-	-	-	-	-
+NC	2	1	1	3	7	E	3	4	3	5	15
-NC	-	-	-	-	-	N	-	-	-	-	-
+RC	1	-	1	1	3	T	2	2	4	3	11
-RC	4	4	5	3	16	I	1	-	1	-	2
+CC	9	10	8	8	35	O	10	11	11	12	44
-CC	7	2	1	-	10	N	1	1	-	-	2

In post-intervention phase, teacher 11 showed desirable impact. The table shows there has been increase in OK interaction. She was able to create suitable environment for learning in the classroom. The predominant interaction style was +NP (62) and second dominant interaction style was +CP (54). The frequency on +A as the table shows is 36, +NC=15, +RC=11 and +CC is 44. All the Not OK interaction styles are decreased.

5.10.12 Classroom observation of teacher 12 :

Table-5.27 : Classroom observation of teacher 12 during pre and post-intervention phases:

Dimension	Pre-intervention Phase						Post-intervention Phase				
	1	2	3	4	Total		1	2	3	4	Total
+NP	11	13	14	15	53	I	15	13	16	15	59
-NP	4	2	2	3	11	N	1	2	-	-	3
+CP	13	12	14	13	52	T	15	15	16	15	61
-CP	15	13	14	12	54	E	7	6	6	4	29
+A	11	10	8	9	38	R	12	13	12	14	51
-A	1	2	2	1	6	V	1	1	-	-	2
+NC	-	1	1	1	3	E	3	2	3	4	12
-NC	-	-	-	-	-	N	-	-	-	-	-
+RC	3	3	2	2	10	T	4	4	3	5	16
-RC	2	2	4	5	13	I	1	1	2	-	4
+CC	1	2	2	2	7	O	3	2	4	4	13
-CC	-	-	-	-	-	N	-	-	-	-	-

Table-5.27 is the summary of the interaction style as observed in classroom teaching of teacher 12. The table shows that +CP (52) was her usual interaction in the class. She was making norms for students to behave accordingly and was prescribing those norms. The table shows that the frequency at -CP is 54. This teacher had been observed scolding the students that made them frightened which drew them away from her. Very few students put up their hands to answer, when asked by this teacher. It was seen that sometimes teacher was keen enough to know the problems of students. The table shows that +A occurred 38 times during the pre observation phase. This number of frequency indicates the sensitivity of

teacher 12 toward the problem of students. In the rest of the dimensions, the frequencies of the interaction style were observed to be minor.

In the post-intervention, phase teacher 12 remained high in +CP (61). This shows that this teacher used to control the students in the class. The table also shows that she was confronting situations and the students to help them to settle the matter by looking at things as it is without becoming Aggressive. The table shows that teacher 12 has been able to increase the frequency of OK interaction and decrease Not OK interaction styles in post-intervention phase.

5.10.13 Classroom observation of teacher 13 :

Table-5.28 : Classroom observation of teacher 13 during pre and post-intervention phases

Dimension	Pre-intervention Phase						Post-intervention Phase				
	1	2	3	4	Total		1	2	3	4	Total
+NP	11	12	13	13	49	I	13	14	15	16	58
-NP	4	3	3	4	14	N	1	2	-	-	3
+CP	9	8	10	9	36	T	11	10	12	23	45
-CP	8	7	6	6	27	E	3	4	2	2	11
+A	11	13	13	14	51	R	18	16	16	15	65
-A	2	1	1	-	4	V	-	-	-	-	-
+NC	1	1	2	1	5	E	4	2	3	3	12
-NC	-	-	-	-	-	N	-	-	-	-	-
+RC	1	3	3	4	11	T	5	4	-	6	21
-RC	3	2	1	1	7	I	1	1	-	-	2
+CC	5	5	6	5	21	O	9	9	8	8	33
-CC	1	-	1	-	2	N	-	-	-	-	-

Table-5.28 gives the summary of the interaction style in the classroom teaching of teacher 13 during the pre and post-intervention phases. As the table shows in the pre-intervention observation teacher 13 interacted more from +A(51) of Adult behaviour. She was trying to identify the reality of the situations. The second interaction style of teacher 13 was +NP (49), of Nurturing Parent behaviour. She was observed to be patient kind and understanding towards students. She was soft spoken, yet there was discipline in her class. Students seemed to have respect for her. She made some norms of behaviour in the class and drew the attention of students towards those norms and their importance with the point of view of the examination. This behaviour made her Normative (+CP) which had been counted 36 times during the pre-intervention phase of classroom observation. The norms were made compulsory according to the importance of the matter. Such prescriptive interaction style occurred 27 times.

In post-intervention observation, the number of frequency on +A (65) has increased and stood to be the highest among all other dimensions. She respected the students and tried to involve everyone in learning. She was more +NP (58) in her verbal and non-verbal interaction. The table indicates that in all other positive aspects of dimensions, teachers 13 had been able to increase the frequency and in the negative aspects of dimensions, the frequency has decreased.

5.10.14 Classroom observation of teacher 14 :

Table-5.29 : Classroom observation of teacher 14 during pre and post-intervention phases

Dimension	Pre-intervention Phase						Post-intervention Phase				
	1	2	3	4	Total		1	2	3	4	Total
+NP	16	14	13	15	58	I	16	17	15	18	66
-NP	3	4	1	2	10	N	-	1	1	-	2
+CP	9	10	8	11	38	T	12	13	13	15	53
-CP	11	11	10	9	41	E	7	6	5	5	23
+A	15	13	13	14	55	R	17	15	14	16	61
-A	1	2	-	-	3	V	-	-	-	-	0
+NC	4	3	5	5	17	E	5	7	8	8	28
-NC	-	-	-	-	0	N	-	-	-	-	0
+RC	2	4	3	3	12	T	5	6	6	7	24
-RC	1	1	1	-	3	I	-	-	-	-	0
+CC	2	2	1	3	8	O	3	4	3	4	14
-CC	1	1	-	-	2	N	-	-	-	-	0

Presented in table 5.29 represents the summary of the interaction style of teacher 14 as observed in the classroom teaching in pre and post-intervention phases. Table shows that this teacher had been operating from +NP (58 and 66) of Nurturing parent in pre- post-intervention phases of observation. Teacher 14 had been observed to be paying attention to each and every student in the class. She taught them rhymes, poems and action songs etc. The students liked her and seemed to be very close to her. She corrected their pronunciation and the spelling mistakes patiently, giving personal attention to children. Teacher 14 also interacted from +A (55 and 61) of Adult behaviour. She talked to them with respect and never treated them harshly. This teacher never punished children nor was ever seen

beating children. She could manage the class well. At times, she was observed to be Normative (+CP 38 and 66). She made such norms for young students that would help them to cultivate good habits in life. The table shows that the frequencies in OK dimensions have increased and frequencies in Not OK dimensions have decreased in post-intervention phase.

5.10.15 Classroom observation of teacher 15 :

Table-5.30 : Classroom observation of teacher 15 during pre and post-intervention phases

Dimension	Pre-intervention Phase						Post-intervention Phase				
	1	2	3	4	Total		1	2	3	4	Total
+NP	13	12	14	14	53	I	14	15	15	17	61
-NP	3	2	4	3	12	N	1	-	-	-	3
+CP	11	10	12	12	45	T	13	12	15	14	54
-CP	4	5	2	3	14	E	1	-	2	-	3
+A	11	13	13	14	51	R	14	16	15	17	62
-A	2	1	2	-	5	V	-	-	-	-	-
+NC	3	5	4	4	16	E	6	6	7	6	25
-NC	-	-	-	-	-	N	-	-	-	-	0
+RC	3	1	-	-	4	T	3	4	2	3	12
-RC	-	-	-	-	0	I	-	-	-	-	0
+CC	2	2	3	1	8	O	5	4	6	6	21
-CC	1	-	2	1	4	N	-	-	-	-	0

Presented in table-5.30 gives the summary of interaction styles of teacher 15 as observed in classroom teaching before and after interaction. The tables shows that in pre intervention phase the highest number of frequency was on +NP (53). This teacher was observed as encouraging students especially those who were slow learners. She gave personal attention to them and tried to identify their problems in order to help them

to solve it. The frequency of +A had been counted 51 times. Teacher 15 also interacted from +CP (45) when she made certain norms for her students to follow in order to have better learning. The teacher was also found interacting from +NC (16) in teaching and tried to make the lesson more interesting and easy to understand.

In post-intervention phase of observation teacher 15 showed the impact of the intervention programme by increasing the number of frequency in OK dimensions and reducing it in Not OK dimensions of interaction style. As the table shows she interacted more from +A (62), and + NP (61) after the intervention programme. Students could approach her easily. They were free to ask questions in the class. She was able to create the learning atmosphere for students. She paid attention to their handwriting and helped them to improve it by checking their copies daily.

5.10.16 Classroom observation of teacher 16 :

Table-5.31 : Classroom observation of teacher 16 during pre and post-intervention phases

Dimension	Pre-intervention Phase						Post-intervention Phase				
	1	2	3	4	Total		1	2	3	4	Total
+NP	15	14	14	15	58	I	17	16	15	18	66
-NP	6	3	4	2	15	N	3	2	1	-	6
+CP	13	10	11	11	45	T	13	11	12	14	50
-CP	5	4	4	3	16	E	1	2	-	1	4
+A	13	15	14	15	57	R	16	17	16	19	68
-A	2	1	-	-	3	V	-	-	-	-	-
+NC	2	1	3	2	8	E	4	5	5	6	20
-NC	-	-	-	-	-	N	-	-	-	-	-
+RC	2	1	3	1	7	T	3	4	4	5	16
-RC	-	-	-	-	-	I	-	-	-	-	-
+CC	4	2	3	3	12	O	5	6	7	7	25
-CC	-	-	-	-	-	N	-	-	-	-	0

Table -5.31 represents the summary of the observation of classroom interaction of teacher 16 in pre and post-intervention phases. The table reveals that teacher 16 interacted more from +NP (58) and + A (58). She was more Supportive and Problems solving. This teacher was very calm and peaceful by nature. She did not need to raise her voice or to be excited while interacting in the class. She could communicate the message to students easily because there was learning atmosphere in the class. She also made some norms for students to follow in order to have better learning.

In post-intervention phase teacher 16 did not show any significant shift in her interaction style. As the table shows the frequency of interaction on + NP is 66 and + A 68. She was able to increase the frequency of the OK dimension of interaction style. The table shows that teacher 16 became more +CP (50), +NC (20), +RC (16) and +CC (25). She was quite alert in learning students' necessities and there by tried to find remedial measures. She did not scold nor punish any child in her class.

5.10.17 Classroom observation of teacher 17 :

Table-5.32 : Classroom observation of teacher 17 during pre and post-intervention phases

Dimension	Pre-intervention Phase						Post-intervention Phase				
	1	2	3	4	Total		1	2	3	4	Total
+NP	13	14	10	13	50	I	18	18	14	15	65
-NP	2	2	3	-	7	N	2	-	-	-	2
+CP	12	12	10	11	45	T	14	13	13	15	55
-CP	2	2	3	1	8	E	-	-	-	-	-
+A	9	7	7	8	30	R	12	12	14	15	53
-A	1	1	2	-	4	V	2	-	-	-	2
+NC	3	2	4	3	12	E	6	8	7	7	28
-NC	-	-	-	-	-	N	-	-	-	-	-
+RC	2	3	4	2	11	T	5	6	6	7	25
-RC	-	-	-	-	-	I	-	-	-	-	-
+CC	6	6	7	8	27	O	10	7	10	8	35
-CC	1	-	1	-	2	N	-	-	-	-	-

Presented in table-5.32 summarizes the observation of classroom teaching of teacher 17 in pre and post-intervention. The table shows that in pre-intervention phase teacher interacted more from +NP (50) of Nurturing parent. She was quite Supportive in her verbal and also non-verbal expression. She corrected their pronunciation and went round in the class, reaching out the last bench, checking whether each student had written what was told to write or copy from the black board. She also cared for the well being of the students and dealt with patience. +CP (45) was the second style of interaction of teacher 17. She made norms for students to be followed, for example : Silently showing hands to give answer to the questions asked by teachers and knocking before entering into the class when teacher is in. This teacher was trying to identify the problems by listening to students. In post-intervention phase as the table shows, teacher 17 became more +NP (65), +CP (55), +A (53) as well as +CC (35) and +NC (28). What was significant in her classroom teaching was that she became more confident and could create a learning environment in the class for students. There was easy communication between teacher and students in the classroom teaching learning process.

5.11.0 Participants' report on their personal benefits from intervention programme :

The participants of the interventions programme were interviewed to ascertain their personal benefits from the programme. When asked how the programme had helped, one teacher replied, saying "the problem solving skills have helped me much in the classroom management. After the intervention programme when my students do not pay attention in the class, instead of scolding and punishing them, I try to identify the cause for not

paying attention, I try to control my anger and be sober in my tone of speech. I have realised that it has good impact on the classroom environment.”

Another teacher when interviewed responded, saying, “the programme helped me to realise that giving positive strokes brings transformation and growth in the person. I am experiencing it in my classroom and at home. When the students and my children do well, I praise them and give recognition. I feel so happy that some students, who used to be so quiet in my class, have cheered up and put up their hands to speak in the class.”

Next teacher reported, “I feel this programme has helped me much. My attitude toward students, especially those who were disturbing the class, has changed. I was getting so irritated and often I scolded them but there was no improvement in them. Often I tried to avoid them. After this programme I try not to react in the classroom. I deal with such situations calmly and give opportunities to those students to speak or do something in front of others, encourage them and show appreciation. Surprisingly, now things have changed. Teaching has become an interesting work for me because I get much co-operation from my students”.

Another teacher when interviewed said, “I am very thankful to you. The programme has helped me to know myself and in my teaching work. I experienced that making good rapport with students is very necessary in creating a learning atmosphere. This has made my students so free and open. Now I have not to force them to give answer or to do anything I want them to do. I see the difference in my classroom atmosphere. Before this programme, I was using stick in the class, not to beat children but just to

maintain discipline in the class. Students were in perfect discipline I thought, but the programme made me realize that I was wrong.” The investigator intervened and asked why she thinks so. She replied, “Because then children were quiet in my class out of fear, now, when I don’t use stick still they are in discipline and in fact they are more alive in my class. Another significant change I found in my class is that students who were sitting so quiet and never raising hands are also volunteering to get up and say the answers. Sometimes they question me or ask me to repeat the explanation. I enjoy teaching these students. Now I can maintain discipline in the class without a stick”.

Another teacher smilingly said, “This intervention programme brought happiness in my family.” When asked, how? She replied, “last year my son failed and I felt humiliated before other students and teachers. I also felt all my effort and money had been wasted. I was so angry with my son and scolded him so much. My son was remaining quiet at home. I did not talk much with him. Things went on like this for 2-3 months. Slowly my son started avoiding me and it became so painful, yet I let it go that way. During the intervention programme I realized my mistake. Anger and pride had made me blind.” She then said, “When the programme was over I sat with my son, talked about his problem in studies. I encouraged him and arranged tuition class for him in two subjects Maths and English. Now I see that the boy does his homework given by his tutors and teachers. Within a few months, he has shown much improvement. He is quite free and natural at home. This boy has taught me a big lesson in life, that is to relate with him as equal”.

When asked in interview, another teacher said, “The programme drew my attention to few students who are very quiet and feel shy to come

forward in the group or participate in any co-curricular activities. I am trying to help them out by calling their name to answer in the class and encourage them by giving one positive stroke for their right answer. One day one of these students had written a good thought and had put up on the notice board. I happened to read it. I called the boy and congratulated him and said, 'You have an artistic hand. See, you can write beautifully.' There was a wide smile on his face. From that day this boy greets me everyday who otherwise was just passing by quietly."

Another teacher when asked, said, "I feel this programme has brought me closer to my students". She was asked why she says so. The teacher replied, "I find these days my students are more active and alive than before. When I sense they are tired or the lesson is hard for them, I crack jokes and the whole class is alive. For one or two minutes we all laugh and then come back to the topic. Sometimes I give examples from films, story books or the real events and this makes the class so interesting. Many students have told me, "Miss, we enjoy your class. We are not tired in your class". When by chance any class is vacant, students look for me, if I am free and call me to teach them. Before the intervention, I was thinking that these things would disturb the discipline of the class but not so. Children get refreshed to work more".

Another teacher told the investigator about how she benefited from the intervention programme. She said, "I am very happy for having attended this programme and I am grateful to the principal for having arranged such programme in the school. She also expressed her wish if this kind of programme could be organized again in future". Then she continued saying, "This programme taught me to control my anger and short temper. It taught me to deal with situations calmly and peacefully. You know, this brought

much happiness in my family and in my relationship with my husband. Sometimes I used to get irritated when he came back from his duty and was putting the blame on me for my children's mistakes. I always reacted to him and got angry. I was not talking with him for one or two days showing my hurt feeling. These days instead of reacting, I remain calm. After sometime he says sorry. We both laugh and things get lighter."

The next teacher while talking with the investigator during the time of interview said, "There are so many small children in my class and it is difficult to pay equal attention to each child. They always talk loudly and complain against each other. I get so annoyed at times. Before I used to punish them and make them stand behind the class against the wall or outside the class where I could see them. The intervention programme gave me the realization that this Controlling Parent behaviour will not help the Child Ego state in the children in anyway. So, now I don't punish them, instead I talk with them with understanding and patience. I talk with them, laugh with them and listen to them. I have been noticing that there is calmness and peace within me and I have developed liking for children."

The next teacher when asked in the interview said, "In my class there are small children. Some of them cannot write and some do not want to write. They simply play in the class. At times, I used to think why should I bother for others' children. So, let me keep quiet and help those who can write. The orientation programme and the action plan made me aware of my responsibility and commitment as a teacher. I decided to help these children more than the other children who can do things by themselves. I called either their parents or the hostel superintendent and requested them to see everyday that their children write a few lines, which I write in their copy, or

they can copy from their textbook. I check their copy and see that they are showing some improvement.”

The next teacher reported, “This programme gave me the strong feeling for teamwork and its importance in the school system. This awareness helps me to co-operate in the school activities. Earlier I was concerned about my classroom teaching only. I was not participating actively in any co-curricular activity.”

Still another teacher said, “The programme gave me the awareness of interdependence. It helped me to accept that I need others and others need me to make a complete team in the school. This gives me a sense of openness to work with the team. I therefore now participate actively in the staff meetings or any decision-making. My aim is to make the work successful, no matter who ever is delegated the responsibility.”

The next teacher said, “I learnt the problem solving skills and I find it is helpful in my teaching profession as well as in doing my work as hostel superintendent. I am practicing the listening skills and I feel I am able to do some good to my students. One day of the students came to me and when I asked her how she was, she started weeping. I made her sit and asked her if she could tell me her problem or the pain she had. She told me about the tragedy that had happened at home and that it had affected her life. I did not do anything for her but at the end she said, ‘Thank you, I feel a bit lighter because you listened to me.’ I feel I am developing a capacity to listen to others.”

Thus, the unstructured interview report with teachers reveals that there has been positive impact of the intervention programme on each participant.

5.12.0 Co-mentoring :

In the second phase of data collection other than obtaining data through unstructured interviews with teachers and students, it was also obtained through the use of semi-structured interview schedule by asking open ended questions to teachers and students.

Teachers :

Teachers were asked to write personal and professional as well as organizational benefits noticed by them from co-mentoring scheme that was being practiced in the school. All of them responded in the affirmative. The responses were categorized to draw meaningful inferences. The following were the benefits mentioned by teachers :

Table-5.33 : Teachers' report on the benefits noticed from co-mentoring scheme.

N = 17

	Benefits Noticed	Number of Individuals	%
1	It helps in taking important decisions.	16	94.1
2	It helps to know the person and to understand him/her.	10	58.8
3	It enhances the teamwork.	17	100.0
4.	It facilitates with suggestions to make the lessons more interesting.	14	82.3
5.	Gives awareness to one's strengths and limitations.	12	70.5
6.	Co-mentoring facilitates in problem solving.	13	76.4
7.	It provides a climate of support in difficulties and struggles.	14	82.3
8.	It provides for sharing of joys and sorrows of personal as well as professional life.	17	100.0
9.	It helps in gaining self-confidence.	15	84.1
10.	It shows care and concern for one another.	8	47.0

Table-5.33 represents the summary of the benefits experienced by teachers of the school from co-mentoring scheme. From the table one can identify that out of 17 teachers 16(94.1%) of them noticed that co-mentoring helped them to take important decisions in group. 10(58.8%) found it helpful in knowing the person and to understand him/her. 17(100.0%) of them agreed that co-mentoring had enhanced the teamwork. Out of 17 teachers, 14(82.3%) of them said that it facilitated them with suggestions to make their lessons interesting 12(70.5%) teachers reported that co-mentoring gave awareness about their strengths as well as their limitations. The table also reveals that 13(76.4%) teachers felt that co-mentoring scheme helped them in problem solving. 14(82.3%) teachers agreed that co-mentoring provides a climate of support in difficulties and struggles. It was accepted by all 17(100.0%) that co-mentoring gave opportunity for sharing joys and sorrows of personal and professional life. 15(84.1%) teachers felt that it helped them in gaining self-confidence. Out of 17 teachers, 8(47%) of them reported that co-mentoring showed care and concern for each other.

Thus, one may come to the conclusion that co-mentoring had positive impact on the personal, professional and organizational life of teachers. This may play an important role to enhance the school effectiveness.

5.13.0 Students' report on their personal benefits from Mentoring

At the end of the intervention programme, the participants came out with an action plan on the application of mentoring in the school and each one involved himself/herself individually and collaboratively in mentoring

scheme. In the second phase of data collection students were asked to write their personal benefits from (a) Teacher-student mentoring relationship, (b) Peer mentoring. The response of students were categorized and been presented.

(a) **Teacher-student mentoring relationship :**

Table-5.34 : Students' report on their personal benefits from teacher-student mentoring relationship.

N = 179

Sr. No.	Benefits	No. of Students					
		VI	VII	VIII	IX	Total	%
1.	I understood the lesson clearly and I will not forget easily what I learnt.	24	9	11	10	54	30
2.	I came close to my teacher and feel understood and encouraged.	15	8	8	6	37	20.6
3.	I feel free with my teacher after I talked to him/her.	11	7	4	5	27	15.0
4.	I am motivated to participate in different activities of the school.	0	6	2	6	14	7.8
5.	It helps me to take decisions and the solution of problem becomes easy.	3	5	2	2	12	6.7
6.	I get courage and feel supported to face my problems.	1	2	2	2	7	3.97
7.	I became free from tension	-	4	5	3	12	6.7
8.	I gain confidence and trust on my teacher.	5	3	3	-	11	6.1
9.	I don't meet any teacher because I don't feel free to talk with them.	2	1	-	-	3	1.6
10.	I don't need to have mentoring relationship with my teachers because I do not have any problem which I should tell them.	-	-	2	-	2	1.1
		61	45	39	34	179	100

Table-5.34 represents the report of students on the benefits they experienced from mentoring. The table reveals that most of the students have reported positively to the mentoring experiences. Out of 179 students 54(30.1%) experienced that it helped them to understand the lesson clearly which would last in their minds. 37(20.6%) of them agreed that they came close to their teachers due to the mentoring relationship with them. 27(15%) of them felt free with their teachers. 14(7.8%) students said that they were motivated to participate in different activities of the schools. Teacher-student mentoring relationship helped 12(6.7%) students in taking decisions and they felt guided in solving problems. 7(3.9%) students got courage and felt supported to face their problems in day-to-day life. 12(6.7%) students reported that mentoring relationship with their teachers freed them from tensions, fear and hesitation. 11(6.1%) students reported that mentoring relationship with teachers helped them in gaining confidence and trust in them. According to the report, 3(1.6%) students said that they did not feel free with their teachers and 2(1.1%) students reported that they did not feel the need for mentoring relationship. Thus, the majority of the students reported favourably about teacher-student mentoring relationship. Students were able to notice the benefits in their personal as well as academic life.

(b) Students' report on the usefulness of peer mentoring :

Students were asked to report on the usefulness of peer mentoring from their experience. The responses of students were categorized to make them meaningful.

Table-5.35 : Students' report on their personal benefits from peer mentoring relationship.

N=179

Sr. No.	Benefits	No. of Students					
		VI	VII	VIII	IX	Total	%
1.	Peer mentoring helps me to clear my doubts and to understand the difficult lessons.	27	19	17	11	74	41.8
2.	When I am tensed and disturbed, my close friends console and support me. It makes me feel happy and light from within.	11	7	5	6	29	16.2
3.	I feel free with my friends to approach for anything and to share with them.	9	6	5	5	25	13.9
4.	I come to know more about my friends and feel that I need them and their friendship.	4	4	4	4	16	8.6
5.	Peer mentoring gives me courage in times of struggle and helps me to think in a right way.	3	3	4	2	12	6.7
6.	It helps me to plan together with my friends.	3	3	-	-	6	3.3
7.	I feel confident in life and feel my friends understand me. They are with me to help me in solving my problem.	2	-	1	2	5	2.5
8.	It makes me free from tension and my sorrow is shared.	-	1	2	2	5	2.7
9.	Peer mentoring is not of much use because I am not free with my friends to share my personal problems, as they are not experienced in life.	1	-	1	-	2	1.1
10.	I feel they will not be able to understand me and not be able to keep confidence.	1	2	-	2	5	2.7

Table-5.35 presents the report by students on the usefulness of peer mentoring among them. The table presents that the majority of students have reported that it helped them due to various experiences that they had. According to the table 74(41.8%) students reported that it helped them to clear their doubts and to understand the difficult lessons. 29(16.2%) students experienced that peer mentoring had been the source of consolation and support in the time of tension. 25(13.9%) students reported that it was easy to share things with friends because they felt free to approach them. 16(8.9%) students acknowledged that peer mentoring helped them to know more about their friends and also realized that they needed their friends. 12(6.7%) students reported that peer mentoring gave them courage in times of struggle and helped them to think in the right way. 6(3.3%) students reported that it helped them to plan together with friends to do the work successfully.

The table shows that 5(2.7%) students felt confident in life because they felt understood by their friends who were with them to help them when things went wrong. Another 5(2.7%) students reported that through peer mentoring they were able to free themselves from tensions when they shared their sorrows. However, 2(1.1%) students reported that peer mentoring was not of much use because they did not feel free with their friends, so that they could share their personal life. They had the feelings that their friends also were inexperienced in life like them. 5(2.7%) students felt that their friends would not be able to keep confidence.

Thus, only 7(3.8%) students were of negative opinion about the peer mentoring but the rest of the students acknowledged the usefulness of peer mentoring in their academic as well as affective lives.

5.14.0 Parents' Interview Protocol :

In the second phase of data collection, representative sample of 27(15%) parents out of 179 were interviewed to know their perception about the school and the progress of their children. Data were categorized and have been presented in frequency and percentages. The following were the responses of parents :

Table-5.36 : Parents' responses regarding their perception on the school and the progress of their children.

N = 27

	Responses	Frequency	%
1	There is no other school nearby as good as this.	22	81.4
2	Children are given many opportunities to participate in different activities, which help in the personal and academic development.	18	67.0
3	We are happy because school is giving computer education facility to students of rural area from lower classes.	20	74.0
4.	School is showing 80 to 90% result in ICSE Examination.	11	41.0
5.	There is good care, guardianship and guidance in the girls' hostel, which the boys are missing.	9	33.3
6.	Children are learning disciplined and community life in the school hostel.	9	33.3
7.	We cannot talk English with our children.	23	85.1
8.	School does not have suitable and trained teachers to teach children in the beginning years.	19	70.3

	Responses	Frequency	%
9.	There is a constant change of teachers, which affects children's learning.	21	78.0
10.	Students do not have strong foundation in English, Maths and Science subjects.	12	44.4
11.	Most of the teachers are engaged in tuition classes.	17	63.0
12.	My child has become more punctual than before to give more time for personal study.	14	52.0

The above table-5.36 is the summary of the parents' response during the interview after the intervention programme. As the table shows, out of 27 parents 22(81.4%) acknowledged that there was no other school as good as this, nearby. 18(67.0%) of them were happy that their children were given enough opportunities to participate in different activities which helped them in personal as well as academic development. 20(74.0%) of them expressed their happiness that school has started giving computer education to children of rural area after the intervention programme. 11(41.0%) out of 27 parents told that school was showing 80% to 90% result in ICSE Examination. 9(33.3%) parents accepted that children staying in girls' hostel were getting good care, guardianship and guidance which the boys in their hostel were missing. The same 9(33.3%) parents also accepted that their children in girls' hostel were learning disciplined and community life. 23(85.1%) parents expressed their inability to speak English with their children. 19(70.3%) of them said that school did not have suitable and trained teachers to teach children in their beginning years. 21(78.0%) parents expressed that the school had constant change of

teachers that affected children's learning. 12(44.4%) of them expressed their complaint that children do not have strong foundation in subjects like English, Maths and Science. 17(63.0%) parents said that most of the teachers were engaged in tuition classes. 14(52.0%) out of 27 parents expressed their joy that their children had become more punctual than before so as to give more time for personal study.

Thus, seeing the above table, one may conclude that majority of the parents have positive opinion about the school and the change occurring in their children though they have shown their concern about a few major aspects that may be the barrier before the school to be effective.