

Effectiveness of Primary School Educators among the Mishmi Tribe in Dibang Valley, Arunachal Pradesh

Liya Mihu¹, Dr. Taje Monju Burman²

¹Former MA student, Rajiv Gandhi University, Arunachal Pradesh, India

²Assistant professor, Rajiv Gandhi University, Arunachal Pradesh, India

Abstract: *This study examines the effectiveness of primary school educators from the Mishmi Tribe in Arunachal Pradesh's Dibang Valley district. Utilizing a complete enumeration method, data from all 80 teachers in the region for the 2022-2023 academic year was collected by December 2023. The findings underscore the high effectiveness of Mishmi Tribe educators, revealing nuanced variations based on factors such as gender, marital status, and school type. Specifically, unmarried teachers and those affiliated with private institutions exhibited notable efficacy. These findings carry implications for educational policymakers, highlighting avenues to enhance educational outcomes within tribal communities*

Keywords: Teacher Effectiveness, Arunachal Pradesh, Mishmi Tribe, Dibang Valley, Tribal Education

1. Introduction

Educators significantly influence the future trajectory of a nation, bearing the esteemed responsibility of molding young minds and recognizing teaching as a paramount profession globally. The trajectory of a country largely hinges on the caliber and efficacy of its educators. Over the past two decades, extensive research endeavors have scrutinized the efficacy of school educators across various levels, both within India and internationally. Existing literature underscores the pivotal role of educator efficacy in delineating educational quality. Numerous studies have established a correlation between teacher effectiveness and students' academic outcomes, underscoring an imperative to evaluate the efficacy of India's educators in enhancing national educational standards. This research endeavors to assess the effectiveness of primary school educators among the Mishmi Tribe. The ensuing insights aim to inform strategic planning and policy formulation specifically for tribal educators in Arunachal Pradesh and, more broadly, for tribal educators nationwide.

Furthermore, the conclusions and recommendations proffered herein hold implications for entities such as the Ministry of Human Resource Development (MHRD), National Council for Teacher Education (NCTE), teacher education institutions, and society at large. Previous scholarly works by researchers including Sumer, B.B. (2021), Joseph, J., Chetia, J., & Imtisungba (2019), Boruah, M., & Tok, B.R. (2017), and Paite, V. (2014) have explored facets of teacher effectiveness within northeastern India. However, a discerning review of extant literature reveals a notable research gap: the absence of studies focused on assessing the teacher effectiveness among the Mishmi Tribe within the Dibang Valley district. Consequently, this research underscores the imperative to investigate **"Effectiveness of Primary School Educators among the Mishmi Tribe in Dibang Valley, Arunachal Pradesh"**

1.2 Mishmi Tribe

The Mishmi tribe, residing in Arunachal Pradesh's Dibang and Lohit districts near the Sino-Burma and Indo Tibetan borders, consists of three main groups: Idu, Miju/Kaman, and Digaru/Taron. The Idu Mishmi, predominant in Dibang Valley, have distinct languages and rich traditions like the "Reh" festival and unique attire. Originating from Tibet, they settled in this region of Arunachal Pradesh. With their close ties to nature and practices like agriculture and hunting, the Idu Mishmi contribute significantly to Arunachal Pradesh's cultural richness, particularly in the picturesque Dibang Valley.

1.3 Objectives of the study:

- 1) To study the teacher effectiveness among the primary school teachers of Mishmi Tribe.
- 2) To study the teacher effectiveness among the Male and Female primary school teachers of Mishmi Tribe.
- 3) To study the teacher effectiveness among Married and Unmarried primary school teachers of Mishmi Tribe.
- 4) To study the teacher effectiveness among Probationary and Non- Probationary primary school teacher of Mishmi Tribe.
- 5) To study the teacher effectiveness among Private and Government primary school teachers of Mishmi Tribe.
- 6) To study the teacher effectiveness among Urban and Rural higher primary school teachers of Mishmi Tribe.

1.4 Hypotheses

- 1) There is no significant difference between the teacher effectiveness among Male and Female primary school teachers.
- 2) There is no significant difference between the teacher effectiveness among Married and Unmarried primary school teachers of Mishmi Tribe.

- 3) There is no significant difference between the teacher effectiveness Probationary and Non-Probationary primary school teachers of Mishmi Tribe.
- 4) There is no significant difference between the teacher effectiveness among Private and Government primary school teachers of Mishmi Tribe.
- 5) There is no significant difference between the teacher effectiveness among Urban and Rural primary school teachers of Mishmi Tribe.

1.5 Delimitations of the study:

- 1) Dibang valley district of Arunachal Pradesh
- 2) Primary school teachers from Mishmi Tribe of Dibang valley district
- 3) Teacher effectiveness with reference to Gender, Management, Settlement, Marital Status, Teaching Tenure.

Sl. No.	Male	Female	Married	Un- married	Probationary	Non- Probationary	Government	Private	Urban	Rural
1	40	40	64	16	39	41	76	4	33	47

Variables:

- Dependent Variable: Teacher Effectiveness
- Independent Variables: Gender, Management (Private/Government), Settlement (Urban/Rural), Marital Status, Teaching Tenure (Probationary/Non-Probationary).

Tool used: The study used the Teacher Effectiveness Scale (TES-DSDU) by Dr.SantoshDhar and Dr.UpinderDhar.

Data Analysis technique: Mean, SD, T-test

3. Result and Interpretation

The results of the present study have been put under the table number and with their respective interpretations. The details of the objective- wise results and interpretation can be seen as under:

3.1 Objective- 1: To study the teacher effectiveness among the primary school teachers of Mishmi tribe.

2. Methodology

Research Design: Descriptive survey approach

Population: All primary school teachers from the Mishmi Tribe in Dibang Valley, Arunachal Pradesh.

Sampling technique: Complete Enumeration Method

Sample Information:

Table 3.1: Summary of the N, Mean, SD, of teacher effectiveness score of primary school teachers of Mishmi tribe of Dibang valley of Arunachal Pradesh in terms of overall samples

N	Mean	SD
80	158.01	12.19

Interpretation: As per Table 4.0, the average teacher effectiveness score for primary school teachers of the Mishmi tribe stands at 158.01. This score aligns with the criteria set by Dhar and Dhar (2015), indicating that Mishmi tribe primary school teachers in Arunachal Pradesh exhibit a notably high level of teaching effectiveness.

3.2 Objective- 2: To study the teacher effectiveness among the Male and Female primary school teachers of Mishmi tribe.

Hypothesis- 1: There is no significant difference between the teacher effectiveness among Male and Female primary school teachers of Mishmi tribe of Dibang valley, Arunachal Pradesh in terms of gender.

Table 3.2: Summary of the N, Mean, SD, of teacher effectiveness score of primary school teachers of Mishmi tribe of Dibang valley, Arunachal Pradesh in terms of gender

Gender	N	Mean	SD	SEd	df	t-value	Level of significance	Remarks
Male	40	158.3	12.03	2.73	78	0.26	Not significant	Accepted
Female	40	157.5	12.42					

Interpretation: According to Table 3.2, there is no significant difference in teacher effectiveness between male (Mean=158.3, SD=12.03) and female (Mean=157.5, SD=12.42) primary school teachers of the Mishmi tribe in Dibang Valley, Arunachal Pradesh. With a calculated t-value of 1.994 at a 0.05 significance level for 78 degrees of freedom, the null hypothesis stands accepted. However, male teachers exhibit slightly higher and more consistent effectiveness scores than their female counterparts.

3.3 Objective -3: To study the teacher effectiveness among Married and Unmarried primary school teachers of Mishmi tribe.

Hypothesis – 2: There is no significant difference between the teacher effectiveness among Married and Unmarried primary school teachers of Mishmi tribe of Dibang valley, Arunachal Pradesh in terms of Marital status.

Table 3.3.: Summary of the N, Mean, SD, of teacher effectiveness score of primary school teachers of Mishmi tribe of Dibang valley, Arunachal Pradesh in terms of Marital status

Marital status	N	Mean	SD	SEd	df	t-value	Level of significance	Remarks
Married	64	156.5	11.96	3.33	78	2.15	Significant	rejected
Unmarried	16	163.7	11.72					

Interpretation: According to Table 3.3, a notable difference exists in teacher effectiveness between married (Mean=156.5, SD=11.96) and unmarried (Mean=163.7, SD=11.72) primary school teachers of the Mishmi tribe in Dibang Valley, Arunachal Pradesh. With a t-value of 2.15 exceeding the critical value of 1.994 at a 0.05 significance level for 78 degrees of freedom, the null hypothesis is rejected. This suggests that unmarried Mishmi tribe teachers demonstrate a higher level of effectiveness and consistency compared to their married counterparts.

3.4 Objective- 4: To study the teacher effectiveness among probationary and non- probationary primary school teacher of Mishmi tribe.

Hypothesis- 3: There is no significant difference between the teacher effectiveness probationary and non-probationary primary school teachers of Mishmi tribe.

Table 3.4: Summary of the N, Mean, SD, of teacher effectiveness score of primary school teachers of Mishmi tribe of Dibang valley, Arunachal Pradesh in terms of Teaching Tenure

Teaching Tenure	N	Mean	SD	SEd	df	t-value	Level of significance	Remarks
Probationary	39	158.8	12.72	2.73	78	0.56	Not significant	Accepted
Non- Probationary	41	157.3	11.71					

Interpretation: As per Table 3.4, there's no significant difference in teacher effectiveness between probationary (Mean=158.8, SD=12.72) and non-probationary (Mean=157.3, SD=11.71) primary school teachers of the Mishmi tribe in Dibang Valley, Arunachal Pradesh. The t-value of 0.56 falls below the critical value of 1.99 at a 0.05 significance level for 78 degrees of freedom, confirming the acceptance of the null hypothesis. Interestingly, probationary Mishmi tribe primary teachers in Dibang Valley display

slightly better effectiveness, although non-probationary teachers exhibit more consistent scores.

3.5 Objective 5: To study the teacher effectiveness among Private and Government primary school teachers of Mishmi tribe.

Hypothesis: 4. There is no significant difference between the teacher effectiveness among Private and Government primary school teachers of Mishmi tribe.

Table 3.5: Summary of the N, Mean, SD, SEd, t-value of teacher effectiveness score of primary school teachers of Mishmi tribes of Dibang valley district, Arunachal Pradesh in relation to Management.

Management	N	Mean	SD	SEd	df	t-value	Level of significance	Remarks
Private	4	174.75	2.87	5.96	78	2.95	Significant	Rejected
Government	76	157.1	11.85	1.9				

Interpretation: Based on the data in the table 3.5, there's a significant difference in teacher effectiveness between private (Mean=174.75, SD=2.87) and government (Mean=157.1, SD=11.85) primary school teachers of the Mishmi tribe in Dibang Valley, Arunachal Pradesh. With a t-value of 2.95 exceeding the critical value of 1.99 at a 0.05 significance level for 78 degrees of freedom, the null hypothesis is rejected. This suggests that private school teachers within the Mishmi tribe exhibit higher effectiveness than their counterparts in government schools. Additionally, while government teachers demonstrate more consistent

scores (SD=11.85), private teachers showcase variability in their effectiveness.

3.6 Objective 6: To study the teacher effectiveness among urban and rural higher primary school teachers of Mishmi tribe.

Hypothesis- 5: There is no significant difference between the teacher effectiveness among urban and rural primary school teachers of Mishmi tribe.

Table 3.6: Summary of the N, Mean, SD, SEd, t-value of teacher effectiveness score of primary school teachers of Mishmi tribes of Dibang valley district, Arunachal Pradesh in relation to Settlement.

Settlement	N	Mean	SD	SEd	df	t-value	Level of significance	Remarks
Urban	33	158.3	12.01	2.77	78	0.319	Not significant	Accepted
Rural	47	157.4	12.35					

Interpretation: According to Table 3.6, there's no notable difference in teacher effectiveness between Urban (Mean=158.3, SD=12.01) and rural (Mean=157.4, SD=12.35) Mishmi tribe teachers in Dibang Valley, Arunachal Pradesh. The t-value of 0.319 is below the critical value of 1.99 at a 0.05 significance level for 78 degrees of

freedom, confirming that the null hypothesis is accepted. While urban teachers show slightly higher effectiveness, the scores between urban and rural teachers are fairly comparable. Additionally, both groups display similar consistency in their teaching effectiveness based on their standard deviations.

4. Major Findings of the study and Discussion

The major findings of the study regarding teacher effectiveness among the Mishmi tribe primary school teachers in Dibang Valley, Arunachal Pradesh, are as follows:

- 1) **Gender Difference:** There is no significant difference in teacher effectiveness between male and female Mishmi tribe primary school teachers. However, male teachers slightly outperform female teachers in terms of effectiveness.
- 2) **Marital Status:** Unmarried Mishmi tribe primary school teachers demonstrate a higher level of teacher effectiveness compared to their married counterparts.
- 3) **Teaching Tenure:** No significant difference exists between probationary and non-probationary Mishmi tribe primary school teachers in terms of effectiveness. Nonetheless, probationary teachers display marginally better effectiveness.
- 4) **School Management:** Private school teachers among the Mishmi tribe show a significantly higher level of effectiveness than those working in government schools.
- 5) **Location (Urban vs. Rural):** While there's a slightly higher mean effectiveness score for urban teachers, the study found no statistically significant difference in teacher effectiveness between urban and rural Mishmi tribe primary school teachers.

Overall, the study suggests variations in teacher effectiveness based on factors like gender, marital status, school management type, and location, providing insights into the dynamics of primary education within the Mishmi tribe community in Dibang Valley, Arunachal Pradesh

5. Objective wise discussion of the major findings

The results of the current study have been discussed, and many parts of the findings have been related and measured against those of other studies. All of the discussion was listed objectively as follows.

Objective 1: To study the teacher effectiveness among the primary school teachers of Mishmi tribe.

The study revealed that primary school teachers from the Mishmi tribe in Arunachal Pradesh exhibit a high level of teacher effectiveness. These findings align with previous studies by Swargiary&Baglari (2018), Devamma (2018), Kalita&Saha (2013), among others. Interestingly, despite challenges such as inadequate resources and infrastructure in some schools, Mishmi tribe teachers still demonstrated commendable effectiveness.

Objective 2: To study the teacher effectiveness among the male and female primary school teachers of Mishmi tribe.

The research indicated no significant difference in teacher effectiveness between male and female Mishmi tribe teachers, consistent with findings from Singh (2012), Kalita&Saha (2013), Behera et al. (2019), and others. Thus, gender did not emerge as a determining factor in teacher effectiveness within this tribe.

Objective 3: To study the teacher effectiveness among married and unmarried primary school teachers of Mishmi Tribe.

A notable finding was the significant difference in teacher effectiveness between married and unmarried Mishmi tribe teachers. This result echoes earlier studies by Sylvester (2015) and Raja &Thaigarajan (1998). The reduced effectiveness among married teachers may be attributed to factors like increased responsibilities, stress, and unbalanced routines.

Objective 4: To study the teacher effectiveness among probationary and non- probationary primary school teacher of Mishmi tribe.

No significant difference emerged in teacher effectiveness between probationary and non-probationary Mishmi tribe teachers, aligning with prior studies by Shahvand&Rezvani (2016), Behera et al. (2019), and Kumar & Kumar (2012). This suggests that employment status did not affect teacher effectiveness in this context.

Objective 5: To study the teacher effectiveness among private and government primary school teachers of Mishmi tribe.

The study found a significant difference in teacher effectiveness between private and government Mishmi tribe teachers. This result is consistent with studies by Mattew (2018), Prakasam (1986), and Arockiadoss (2005). Factors contributing to the higher effectiveness of private teachers may include competitive work environments, better resources, and enhanced classroom engagement.

Objective 6: To study the teacher effectiveness among urban and rural higher primary school teachers of Mishmi tribe.

No significant difference was found in teacher effectiveness between urban and rural Mishmi tribe teachers. This outcome resonates with studies by Boruah&Tok (2017), Meena (2015), and Umendar&Pramila (2014), indicating that settlement type did not influence teacher effectiveness.

6. Educational Implication

- 1) **Recognize Tribal Teachers:** The Mishmi Tribe teachers are doing a good job, so it's essential to acknowledge and support them more.
- 2) **Equal Opportunities:** Men and women from the Mishmi Tribe are equally effective as teachers. This means everyone should have the same chance to teach regardless of gender.
- 3) **Support Married Teachers:** Married Mishmi Tribe teachers might need extra help or resources to be more effective. Schools could offer support like flexible schedules.
- 4) **Improve Government Schools:** Teachers in private schools perform better than those in government schools. So, there's a need to improve resources and conditions in government schools.
- 5) **Help All Locations:** Whether teachers are in cities or villages, they are equally effective. So, strategies to improve teaching should be useful everywhere.

- 6) **Make Better Policies:** Leaders in education should use these findings to make better plans and policies, especially for tribal communities like the Mishmi Tribe.

7. Suggestion for further study

- 1) **Wider Area:** Look at more places in Arunachal Pradesh or nearby states, not just Dibang Valley.
- 2) **Compare with Others:** Compare Mishmi Tribe teachers with teachers from other tribes to see differences.
- 3) **Longer Study:** Watch Mishmi Tribe teachers over many years to see if their teaching changes.
- 4) **Talk to Teachers:** Ask Mishmi Tribe teachers about their experiences and challenges.
- 5) **What Helps Them:** Find out what tools or training make Mishmi Tribe teachers better at their job.
- 6) **Culture Matters:** Understand how their traditions and culture affect their teaching.
- 7) **Check Student Results:** See if the Mishmi Tribe teachers' effectiveness helps students do better in school.
- 8) **Look at Rules:** Study how school rules or government policies affect Mishmi Tribe teachers' work.

8. Conclusion

This study highlights that primary school teachers from the Mishmi Tribe in Dibang Valley, Arunachal Pradesh, demonstrate significant teaching effectiveness, with minor variations observed based on factors like marital status and school management type. Notably, unmarried teachers and those in private schools exhibited higher effectiveness. However, gender and teaching tenure did not significantly impact teacher performance. These findings emphasize the need for recognizing and supporting Mishmi Tribe educators while suggesting improvements in governmental school resources and policies. Future research should consider broader geographical areas and engage with teachers directly to gain deeper insights into enhancing educational outcomes.

References

- [1] Kumar, A. L., & Krishna Kumar, R. (2015). A study of teacher effectiveness of primary school teachers. *International Journal of Applied Research*. <https://www.allresearchjournal.com/archives/2015/vol1issue8/PartK/1-8-130-206.pdf>
- [2] Ashraf, S. (2020). Teacher effectiveness of primary school teachers in relation to professional training and attitude. *Shodhganga@INFLIBNET*. <http://hdl.handle.net/10603/374354>
- [3] Behera, S. K., Mukherjee, S., & Behera, S. K. (2019). Assessment of teacher effectiveness of university teachers in Purulia District of West Bengal. *International Journal of Research in Teacher Education*, 10(2), 1-19.
- [4] Cheung, L. (2006). The measurement of teacher efficacy: Hong Kong primary in-service teachers. *International Research and Pedagogy*, 32(4). <https://doi.org/10.1080/02607470600982134>
- [5] Devamma, G. B. (2018). Teaching effectiveness of secondary school teachers in relation to their morale. *The International Journal of Indian Psychology*, 6(4). <http://www.ijip.in>
- [6] Kapur, R. (2018). Teacher effectiveness. *ResearchGate*. <https://www.researchgate.net/publication/>
- [7] Emmanuel, O., J.B.O., & W.L., G.O. (2023). School internal factors and teacher effectiveness in secondary schools in Lira District, Uganda. <http://dx.doi.org/10.9734/ajess/2023/v40i1865>
- [8] Heck, R. (2009). Teacher effectiveness and student achievement: Investigating a multilevel cross-classified model. *Journal of Educational Administration*. <https://www.emerald.com/insight/content/doi/10.1108/09578230910941066/full/html>
- [9] James, S. S. (2022). Social intelligence of prospective teachers in relation to gender, education, marital status, and family. *International Journal of Research in Social Sciences*, 12(5). <https://www.researchgate.net/deref/http%3A%2F%2Fwww.ijmra.us%2F>
- [10] Kauts, A., & Chechi, V. K. (2014). Teacher effectiveness in relation to type of institution, emotional intelligence, and teaching experience. *Andolu Journal of Educational Sciences International*, 4(2). <https://doi.org/10.18039/ajesi.08411>
- [11] Kane, et al. (2008). What does certification tell us about teacher effectiveness? Evidence from New York City. <https://doi.org/10.1016/j.econedurev.2007.05.005>
- [12] Muhammad Akram, Farrukh Munir, & Ahmad Bilal. (2021). Effect of teacher performance evaluation on school effectiveness. *Sjesr*, 4(1), 431-439. [https://doi.org/10.36902/sjesr-vol4-iss1-2021\(431-439\)](https://doi.org/10.36902/sjesr-vol4-iss1-2021(431-439))
- [13] Matthew, M. (2018). Teacher effectiveness of secondary school teachers in the context of organizational environment. *International Journal of Arts Humanities and Management Studies*. <http://ijahms.com/upcomingissue/08.05.2018/>
- [14] Mafakheri, N. O., & M. A. (2016). The relationship between emotional creativity and marital satisfaction in teachers. *A Journal of Multidisciplinary Research*, 5(2). <http://www.prj.co.in>
- [15] Biswas, M. (2017). A study of teacher effectiveness of secondary school teachers in relation to gender, location, and academic stream. https://d1wqtxts1xzle7.cloudfront.net/65801684/16_MR._MOHANTA_BISWAS-libre.
- [16] Nigam, S. (2020). A study of the relationship between existential meaning and teacher effectiveness among secondary school teachers. Teerthanker Mahaveer University. <http://hdl.handle.net/10603/308653>
- [17] Swargiary, J., & Baglari, N. (2018). Teacher effectiveness at primary level. <https://www.iosrjournals.org/iosr-jhss/papers/Vol.%2023%20Issue1/Version-4/D2301042835.pdf>
- [18] Paschal, S., & Srivastava, N. (2021). Self-efficacy and teacher effectiveness of secondary school teachers. *International Research Journal of Engineering and Technology (IRJET)*. http://www.researchgate.net/publication/363484535_SELF-EFFICACY_AND_TEACHER

EFFECTIVENESS_OF_SECONDARY_SCHOOL_T
EACHERS

- [19] Pachaiyappan, P., &Ushalaya Raj, D. (2014).Evaluating the teacher effectiveness of secondary and higher secondary school teachers.*IOSR Journal of Research & Method in Education*.<http://www.iosrjournals.org/>
- [20] Roy, R. R., &Halder, U. K. (2018). Teacher effectiveness: A self-report study on secondary school teachers. <https://www.researchgate>