**PROBLEM DEALING sTRATEGIES OF SECONDARY SCHOOL TEACHERS WITH HIGH AND LOW   
TACIT KNOWLEDGE**

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**dECLARATION**

I, **BLESSYTHA ANWAR**, do hereby declare that this dissertation, **PROBLEM DEALING STRATEGIES OF SECONDARY SCHOOL TEACHERS WITH HIGH AND LOW TACIT KNOWLEDGE** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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I, Dr. MumthasN.S. do hereby declare that this dissertation, **PROBLEM DEALING STRATEGIES OF SECONDARY SCHOOL TEACHERS WITH HIGH AND LOW TACIT KNOWLEDGE** is a record of bonafide study and research carried out by **BLESSYTHA ANWAR,** under my supervision and guidance. This report has not been submitted by her for the award of aDegree, Diploma, Title or Recognition before.

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**REVIEW OF LITERATURE**

The success of any research work depends upon the familiarity and understanding of the investigator with the studies and literature related to one’s topic. A summary of the writings of the recognized authorities and of previous studies provide evidence that the researcher is familiar with what is already known and what is still unknown and untested. It serves multiple purposes and is essential for a well designed study.

The present study is to know the extent of Problem Dealing Strategies of secondary school teachers along with their difference based on the level of Tacit Knowledge. Hence an overview of the literature in this area was made by the investigator, which falls under two sections.

A. Theoretical Overview

B. Review of Related Studies

**A. THEORETICAL OVERVIEW**

Theoretical overview helps to give a general framework of the concepts under study. Here the theoretical overview is given under four headings.

1. Theories of Intelligence
2. Triarchic Theory of Successful Intelligence
3. Practical Intelligence and Tacit Knowledge
4. Problem Dealing Strategies of Teachers

**I. Theories of Intelligence**

The history of the development of our knowledge about intelligence is quite fascinating. Intelligence has been defined and studied under a number of different approaches. Leading psychologists have been searching for a long time for the strong clues underlying the concept of intelligence. Their search has contributed to the birth of a number of intelligence theories. But these theorists have not even succeeded to give a common and standard definition to intelligence. Some researchers have suggested that intelligence is a single general ability; while others believe that intelligence encompasses a range of aptitudes skills and talents.

The following are some of the major theories of intelligence that have emerged during the last hundred years. These theories come under five major approaches viz., Psychometric approach, Biological approach, Cognitive approach, Contextual approach and Systems approach.

**a. Psychometric approach in studying intelligence**

Despite the variety of concepts of intelligence, the approach to understanding intelligence over the longest period of time is based on [psychometric](http://en.wikipedia.org/wiki/Psychometrics) approach. The major intelligence theories based on psychometric approach are as follows:

**i. Two factor theory – Charles Spearman**

One of the earliest views of intelligence going back to the beginning of the last century, is that intelligence can be understood in terms of hypothetical mental entities called factors. The earliest factorial theory of the nature of human intelligence was formulated by Spearman (1904), who also invented factor analysis. His theory is called the Two factor theory. Spearman (1927) suggested that intelligence comprises two kinds of factors, a general factor and specific factors. General ability or ‘g’ is required for performance on mental tests of all kinds. Each specific ability, as measured by each specific factor, is required for performance on just one kind of mental test. Thus there are as many specific factors as there are tests but only a single general factor (Jensen, 1998).Spearman suggested that the ability underlying the general factor could best be understood as a kind of mental energy.

**ii. Group factor theory – Thurstone**

Thurstone (1938) accepted Spearman’s hypothesis of a general factor but he disputed its value. He argued that it is a second order factor or phenomenon, one of little importance. Instead of viewing intelligence as a single general ability, his theory focused on seven different ‘Primary Mental Abilities’. The abilities that he described were Verbal Comprehension, Reasoning, Perceptual Speed, Numerical Ability, Word Fluency, Associative memory and Spatial Visualization.

**iii. Sampling theory- Thomson**

In 1939, Thomson suggested an alternative interpretation to Spearman’s Two factor theory. He disputed Spearman’s claim that the general factor represented a single underlying source of individual differences. Instead, he proposed that the appearance of the general factor was due to the working of a multitude of mental bonds, including reflexes, learned association between stimuli and the like. Performance of any particular task activates large numbers of these bonds. Some bonds will be required for the performance of virtually any task requiring mental effort, and these bonds in combination will give rise to the appearance of a general factor. This theory is called the sampling theory.

**iv. Structure of intellect model – Guilford**

Guilford (1967) parted company from the majority of the factorial theorists by refusing to acknowledge the existence of any general factor at all. Instead, he proposed that intelligence comprises elementary abilities each of which involves the action of a mental operation on some sort of content to produce an intellectual product. According to him every mental process or intellectual activity can be described in terms of these three parameters or basic dimensions – Operations, Content and Products. Each of these parameters is subdivided into some specific factors or elements.

**v. Hierarchical theory- Vernon**

The British Psychologist Vernon (1971) suggested a hierarchical structure for the organization of intelligence. He suggested that intelligence can be described as comprising abilities at varying levels of generality. At the top of the hierarchy is that general ability as identified by Spearman. At the second level are major group factors, such as Verbal Educational Ability (V .Ed), needed for successful performance in courses English or History and Practical mechanical ability (K.M), needed for the successful performance in courses such as craftsmanship and car mechanics. At the next level are minor group factors, which are obtained by subdividing the major group factors and at the bottom are the specific factors as proposed by Spearman.

**b. Biological approaches in studying intelligence**

Whereas the psychometric approach seeks to identify the ways in which the individuals differ in terms of various mental abilities, the biological approach seeks to understand the internal locus of abilities, whether in terms of current functioning (the brain and central nervous system) or of the transforming of functioning (genes). Some of the biological theories of intelligence are explained here.

One of the most influential of these theories is that of Hebb (1949), who distinguished between two basic types of intelligence- Intelligence A and intelligence B. Intelligence A is innate potential, biologically determined and represents the capacity for development. Intelligence B is the functioning of a brain in which development has occurred. Hebb suggested that inferences about intelligence A are far less direct than inferences about intelligence B. Hebb also distinguished an intelligence C, which is the score one obtains on an intelligence test. It is the basic for infering either of the other intelligences. The core of Hebbs’ theory is the concept of the cell assembly. Hebb proposed that repeated stimulations of specific receptors slowly lead to the formation of an assembly of the cells in the brain. More intelligent people have more elaborate sequences of cell assemblies.

Luria in 1980 suggested that the brain is a highly differentiated system whose parts are responsible for different aspects of a unified whole. In other words separate cortical regions act together to produce thought and action of various kinds. She suggested that brain comprises three main units. The first unit consists of the brain stem and midbrain structures and is responsible for arousal. The second unit of the brain is responsible for sensory input function. The third unit includes the frontal cortex and is involved in organization and planning.

**c. Cognitive approaches**

According to the cognitive perspective, as people think , they execute a set of mental operations, and these operations plus the system that generates them constitute the bases of intelligence. Some of the notable cognitive approaches are summarized here.

Spearman in 1923 proposed three fundamental qualitative principles of cognition. They are apprehension of experience which we today call encoding; eduction of relations which we now refer to as inference; and eduction of correlates which is the application of an inferred relation to a new domain.

Sternberg (1983) proposed a method of studying intelligence called, componential analysis. The first part if this method involved isolating the information processing components and strategies used to solve a cognitive task hypothesized to relate to intelligence. Using problems such as Spearman’s verbal analogy, Sternberg determined whether or not each participant use the process of encoding, inference, and application, how long each took, and how susceptible each process was to error. The second part of Sternberg’s method involved correlating component scores with psychometric test scores hypothesized to correlate and not correlate with the target cognitive processes. Using this method, Sternberg (1983) showed that the same cognitive processes are involved in a wide variety of intellectual tasks, and he suggested that these and other related processes underlie scores on intelligence.

**d. Contextual approach**

Contextual approaches to intelligence attempt to take into account the complexity of the construct. They take the position that intelligence cannot be understood outside of a cultural context. A few contextual approaches to intelligence are summarized here.

Berry in 1974 proposed a radical cultural relativism which stated that intelligence should be studied within each culture separately, within the system in which its meaning was created. According to this approach, it is inappropriate to translate a standardized test from one culture to another.

The laboratory of the comparative Human Cognition (1982) proposed a kind of conditional comparitivism by which comparisons between cultures are possible as long as tasks are made equivalent for members of the different cultures.

Berry and Irvine (1986) has proposed a four level model of context that specifies at least in part, what context means. At the highest level is the ecological context, at the second level is the experiential context, at the third level is the performance context and at the last level is the experimental context. Varied contexts at any of these levels can have an effect on the outcomes of a task including intelligence tests.

Contextual approaches thus clearly show that context is important to the study of intelligence.

**e. Systems approach to intelligence**

Systems theorists view intelligence as a complex system. Their theories attempt to incorporate diverse elements from various approaches. Two such theories are Gardner’s Theory of Multiple Intelligence (1999) and Sternberg’s Triarchic theory of Successful Intelligence (1998).

**Multiple theory of intelligence – Gardener**

Gardener in 1983 proposed that intelligence is not a unitary construct but rather that there are distinct and independent multiple intelligences. According to him intelligences can be of many types such as Linguistic, Logical Mathematical, Spatial, Musical, Bodily Kinesthetic, Intra-personal, Inter- personal, Naturalistic, Existential and Spiritual. This theory boldly declared that the concept of measurable ‘g’ is at best limited and at worst educationally misleading. Each of these intelligences is quite capable of developing independently of each other.

**Triarchic theory of successful intelligence – Sternberg**

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

**II. Triarchic Theory of Successful Intelligence**

Sternberg (1997) argues that most conventional conceptions of intelligence are too narrow and thus deal with only a small portion of intelligence as a whole. Thus he put forward the Triarchic theory of successful intelligence. The theory attempts to link cognition to context through its three parts or sub theories.

**a. The componential sub theory**

The componential sub theory addresses the relation of intelligence to the internal world (Sternberg, 1985). It specifies the components that people use to process information .He listed three types of components serving distinct functions:

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

**b. The experiential sub theory**

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

**c. The contextual sub theory**

While proposing this sub theory, Sternberg (1985) declared that intelligence should be regarded as “a mental activity directed towards purposive adaptation to and shaping of, real world environments relevant to one’s life”.

This declaration made out intelligence to be of practical nature rather than a mere abstraction. He, in fact sought the real function and purpose of human intelligence by considering it as a proper instrument for adaptation, and the selection and shaping of one’s environment. The concept and structure of intelligence proposed by Sternberg thus went beyond the concept of IQ measurement and traditional cognitive processes as it gave greater freedom and power to an individual to solve this day to day problem and to become the master of his destiny.

Underlying this theory is the notion that intelligent people are those who recognize their strengths and weaknesses and who capitalize on their strengths while at the same time they compensate for or correct their weaknesses. People attain success, in part by finding out how to exploit their own patterns of strengths and weaknesses. These strengths and weaknesses can be related to three broad kinds of abilities that are important to successful intelligence : analytic, creative and practical (Sternberg, 1988).

Analytic ability involves critical thinking; it is the ability to analyze and evaluate ideas, solve problems and make decisions. Creative ability involves going beyond what is given, to generate novel and interesting ideas. Practical ability involves implementing ideas; it is the ability involved when intelligence is applied to real life contexts.

Here in this study the main focus is given to the practical aspect of intelligence. The following part of this theoretical overview thus concentrates on this practical intelligence giving the stress to its measuring construct that is Tacit Knowledge.

**Practical intelligence**

Sternberg’s third sub theory of intelligence, called contextual or practical, “ deals with the mental activity involved in attaining fit to context”(Sternberg, 1985). Through the three processes of adaptation, shaping and selection individuals create an ideal fit between themselves and their environment. This type of intelligence is often referred to as ‘Street Smarts’.

Adaptation

Adaptation occurs when one makes a change within oneself in order to better adjust to one’s surroundings (Sternberg, 1985). For example when the whether changes and temperature drop, people adapt by wearing extra layers of clothing to remain warm.

Shaping

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

Selection

Selection is process undertaken when a completely new alternate environment is found to replace the previous, unsatisfying environment to meet the individuals goals(Sternberg, 1985). For instance, immigrants leave their lives in their homeland countries where they endure economical and social hardships and go to other countries in search of a better and less strained life.

The effectiveness with which an individual fits to his or her environments and contends with daily situations reflects the degree of intelligence. Sternberg’s practical giftedness involves the ability to apply synthetic and analytic skills to everyday situations. Practical gifted people are superb in their ability to succeed in any setting (Sternberg, 1997). Sternberg commemorates these abilities by giving an example of “Celia”. Celia did not have outstanding analytical or synthetic abilities, but she “was highly successful in figuring out what she needed to do in order to succeed in an academic environment. She knew what kind of research was valued, how to get articles into journals, how to impress people at job interviews and the like” (Sternberg, 1997). Celia’s contextual intelligence allowed her to use these skills to her best advantage.

An important asset of this theory is to avoid defining intelligence in terms of intelligence test rather performance in the every day world.

**Measures of practical intelligence**

A measure has been developed to assess the components of Sternberg’s theory. It is known as the Sternberg Triarchic Abilities Test (STAT). It measures all the three domains of mental processing namely analytical, creative and practical intelligences.

In addition to the STAT and some sort of self report questions Sternberg’s colleagues have taken a knowledge based approach to measuring practical intelligence, that is Tacit Knowledge. Tacit Knowledge as an aspect of practical intelligence is experience based knowledge relevant to solving practical problems. It may provide a common approach to understanding various forms of nonacademic intelligence.

**III. Tacit Knowledge and Practical Intelligence**

Sternberg and his colleagues (Wagner & Sternberg, 1985; Wagner, 1987; Sternberg et al, 1993; Sternberg et al, 1995) have taken a knowledge based approach to understand what distinguishes people, who are more successful from those who are less successful in their everyday lives. They have found in their research that much of the knowledge needed to succeed in real world tasks is tacit. It is acquired during performance of everyday activities but typically without conscious awareness of what is being learned. And although people’s action may reflect their knowledge; they may find it difficult to articulate what they know. The notion that people acquire knowledge without awareness of what is being learned is reflected in the common language of the workplace as people speaks of “learning by doing” and “learning by Osmosis”. Terms such as professional intuition and professional instinct further imply that knowledge associated with successful performance has a tacit quality.

The term tacit knowledge, introduced by Polanyi (1966), has been used to characterize the knowledge gained from everyday experience that has an implicit unarticulated quality ( Sternberg, 1997). Sternberg and his colleagues view tacit knowledge as an aspect of practical intelligence. It is knowledge that reflects the practical ability to learn from experience and to apply that knowledge in pursuit of personally valued goals. Tacit knowledge is needed to successfully adapt to, select to, or shape real life environments. Because tacit knowledge is an aspect of practical intelligence, it provides insight into an important factor underlying the successful performance of real life tasks. Research by Sternberg and his colleagues have proved that tacit knowledge can be applied to understanding performance in a variety of job domains.

**Theoretical concept of Tacit Knowledge**

In research by Sternberg and his colleagues (Sternberg et al, 1993; Sternberg et al, 1995; Wagner & Sternberg, 1985), the term Tacit Knowledge has been used to characterize a type of knowledge a possession of which distinguishes more from less practically successful individuals. To understand better the theoretical concept of tacit knowledge a distinction between nominal and natural concepts is necessary. Nominal concepts are used attributively whereas natural concepts, in contrast are used ostensively. Tacit knowledge is a natural concept. It is used to denote a type of knowledge that is held together by the resemblance of items to one another and not by a set of individually necessary and jointly sufficient features. This lack of necessary and sufficient features does not mean that tacit knowledge is incoherent or meaningless. Two people may not be able to identify the critical features that all items of furniture share, but they can still agree that furniture exists and that a coffee table is furniture and a toaster oven is not.

Because tacit knowledge is a natural concept, it is not expected that judgments about what is and is not tacit knowledge will be all- or- none. Rather judgments should depend on the item’s strength of resemblance to the concept. Some knowledge will seem to represent a particularly clear example of tacit knowledge and the other knowledge will seem marginal. For marginal items, individuals may disagree about whether the item is a valid instance of tacit knowledge. Given a high level of agreement among judges, the tacit quality of knowledge items can be determined with some degree of confidence.

**The characteristic features of Tacit Knowledge**

There are three key features for tacit knowledge. These features of tacit knowledge relate to the conditions under which it is acquired, its cognitive structure, and the conditions of its use. First, tacit knowledge generally is acquired on one’s own with little support from the environment (e.g. through personal experience rather than through instruction.) Second, tacit knowledge is viewed as procedural in nature. It is associated with particular uses in particular situations or classes of situations. Third, because it generally is acquired through one’s own experiences, tacit knowledge has practical value to the individual. These three features are expanded in detail below;

i.Tacit knowledge typically is acquired with little or no environmental support

Tacit knowledge generally is acquired on one’s own. That is it is acquired under conditions of minimal environmental support. Environmental support means help from either people or media t acquires the knowledge. As such, tacit knowledge tends to be unspoken, underemphasized, and poorly conveyed relative to its importance for practical success.

When people or media support the acquisition of knowledge, they facilitate three knowledge acquisition components: selective encoding, selective combination and selective comparison (Sternberg, 1988). When an individual is helped to distinguish more from less important information (selective encoding), to combine elements of information in useful ways (selective combination), and to identify knowledge in memory that is relevant to the present situation (selective comparison), that individual has been supported in acquiring knowledge. In performing real life tasks, individuals often must engage in these processes on their own in order to make sense of and respond to situation. The resulting knowledge may reflect the use of these processes, but the individual may not be able to express how the knowledge was acquired.

ii. Tacit knowledge is procedural

The second feature of Tacit Knowledge is its close association with action. Tacit knowledge takes the form of knowing how rather than knowing that. More precisely tacit knowledge is knowledge that is represented in a way that commits it to a particular use or set of uses. It is knowledge that guides behaviour, usually without being readily available to conscious introspection. Procedural knowledge is a superset of tacit knowledge. All tacit knowledge is procedural, although not all procedural knowledge is tacit.

Sternberg and his colleagues from their research have found that when individuals are queried about the knowledge they have acquired through their experiences, they often begin by articulating general rules in roughly declarative forms (e.g., “A good teacher needs to know people”).When these general statements are probed, the statements often reveal themselves to be more abstract or summary representations of a family of complexly specified procedural rules. These procedural rules represent the characteristic structure of tacit knowledge and serves as the basis for identifying and measuring tacit knowledge.

Much of the observed tacit knowledge seems to take the form of complex, multicondition rules (production systems) for how to pursue particular goals in particular situations. In other words, tacit knowledge is more than a set of abstract procedural rules. It is context specific knowledge about what to do in a given situation or class of situations.

iii. Tacit knowledge is practically useful.

The third characteristic feature of tacit knowledge is its instrumental value in attaining personal goals. The more highly valued the goal is and the more directly the knowledge supports the attainment of the goal, the more useful is the knowledge. For example, knowing that seeking input from subordinates make them feel valued is practically useful for those supervisors who want their subordinates to feel valued but is not practically useful for supervisors who do not value this goal.

The three features of tacit knowledge namely acquisition on one’s own, procedural structure, and practical value are related to one another in a non arbitrary way. Each of these features are viewed as a continuous rather than a discrete dimension of tacit knowledge . That is, knowledge is not categorized as either possessing or not possessing these features, but rather it is a matter of degree. Some knowledge may be better supported by their environment than other knowledge. Similarly, some knowledge may have more practical value to the individual than other knowledge. Knowledge that is closer to one end of the continuum is considered more representative of tacit knowledge.

**Identifying and measuring Tacit Knowledge**

Measuring tacit knowledge takes into account the realistic, contextualized quality of the knowledge. Responses to realistic problem situations are used as an indicator of an individual’s possession of tacit knowledge. Wagner and Sternberg (1985) devised a method of presenting scenarios to individuals that depict the type of problems they face in their given pursuits. These scenarios reflect the types of situations in which recognized domain experts have acquired knowledge, characterized as tacit. Because tacit knowledge is not readily articulated, observable indicators are relied on, such as responses to the scenarios, to assess whether individual possess knowledge characterized as tacit, and can apply that knowledge to the situation at hand. The responses reflect an individual’s ability to recognize and take appropriate action in a given situation and presumably also reflect that person’s procedural knowledge.

Domain experts are appropriate sources for identifying tacit knowledge because in order to achieve their expert status, they likely have acquired knowledge that others have not( i.e. knowledge without direct support). As a subset of procedural knowledge that is not readily articulated, tacit knowledge is not likely to be elicited directly from individuals. However, since tacit knowledge is experience based, a recollection of the experiences of individuals can be used to identify tacit knowledge.

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

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

**IV. Problem Dealing Strategies of Teachers**

Teacher preparation programmes have traditionally prepared teachers well for handling the instructional aspect of teaching. Yet there is much more to the act of teaching than just the delivery of formal instruction. Teachers must deal with a dizzying number of social interactions on a daily basis; however, teachers typically receive little formal preparation to help them consider approaches to dealing with the variety of social situations they will encounter both inside and outside the classroom.

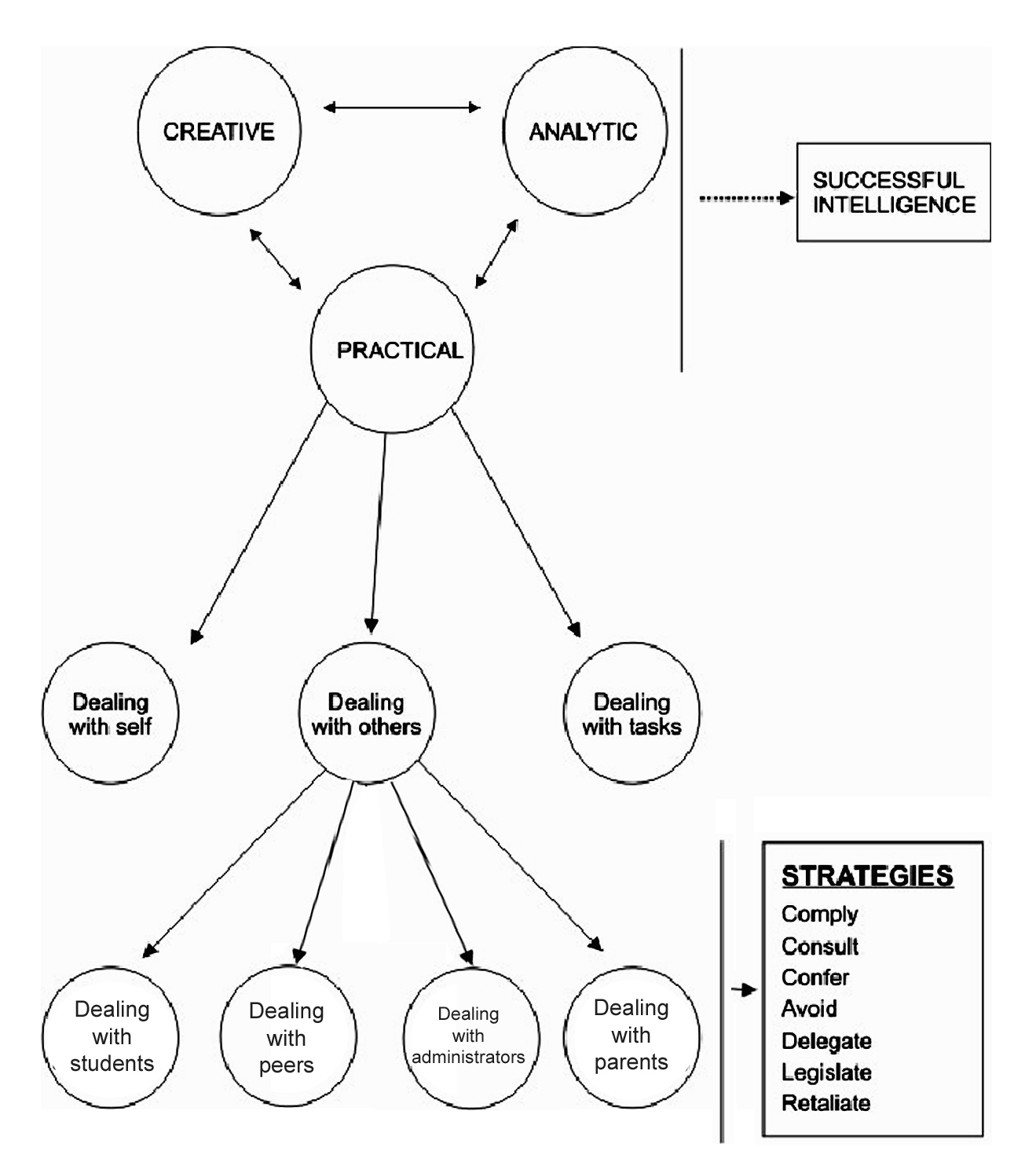
According to Sternberg’s theory of successful intelligence (Sternberg, 1997), intelligence is composed of analytical, creative and practical skills. Analytical skills are typically involved when components are applied to relatively familiar kinds of problems where the judgments to be made are fairly abstract in nature. Creative skills are particularly well suited to problems in which individual must cope with relative novelty. Practical skills involve applying intelligence to the kinds of problems that are confronted in everyday life.

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

**Practical strategies for ‘Dealing With Others’**

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

Figure 1 illustrates how these strategies fit within the broader framework of Sternberg’s theory of Successful intelligence.



**FIGURE 1 Illustration of how the Strategies Fit within the Broader Framework of the Theory of Successful Intelligence**

Each of these strategies are discussed in detail below

**i. Avoid**

One common strategy that people use within the context of social interactions, especially those that require social problem solving, is to take no action whatsoever. Avoiding the situation can take the form of simply ignoring the problem as it is presented or of not attending to the situation. Thus, one essentially disengages oneself from the scenario altogether. Depending on the situation avoidance could take the form of denial (e.g., “There is no problem; nobody is talking to me”) or procrastination (e.g., “I will answer your questions about the exam later”).For example, if a teacher received a lower evaluation of his or her portfolio than desired, the teacher might just drop the issue and move on. There are several potential subtypes of avoidance. For example, a person who is acting a martyr might stay in the situation and complain about it to others, but take no direct action to resolve the problem. A person who chooses to grin and bear it may stay in a situation he or she is not happy with, but not complain about it, and ultimately take no action. Avoidance strategies are sometimes desirable, however if one perceives that a problem might resolve itself ,or that there is no rush to find a solution and that sufficient information for a solution is not yet available but might later become available.

**ii. Confer**

A second strategy for dealing with problem solving is to discuss the issue within the context of a more intimate and private sphere. In other words, the assumption underlying this approach is that some problems are best solved at the private, one-on-one level, without the social pressures and potential embarrassment associated with discussing an issue within the public sphere. The approach requires the person to be verbally direct and confront the source of any problem. For example, if a principal is critical of a certain teacher’s work, the teacher could explain his or her point of view to the principal. The confer strategy is based on the premise that rational thought dominates human interaction. If people can understand the reasons that you make the decisions that you do, then they will be more willing to see your side. Further more, it assumes that it is worth taking the time to explain your reasoning to people with whom you are having a problem. A key feature of confer strategy is that the participant may or may not be open to changing his or her viewpoint. In other words one subcategory of the confer strategy might be the “my way or the highway” approach. For example, if a parent expresses some concern about the curriculum a teacher is following, the teacher may explain to the parent the reason she chose the curriculum, but that she is not willing to compromise or change that curriculum. The teacher has explained the reasoning and that it is the end of the story. The key characteristic of confer strategy is that an attempt is made for the two parties interacting to have a rational and private discussion.

**iii. Consult**

A third popular strategy for dealing with interpersonal interactions is to appeal to a third party for advice. Consulting could take the form of asking another person for advice on how to deal with a particular situation, or it could take the form of asking all the parties affected by a decision to get together and collaborate on potential situations to a problem. A key feature of the consultation strategy is that the decision maker is reaching out to an external third party and asking that individual or group to work together to solve the problem rather than asking the third party to solve the problem for the decision maker. For example if a teacher notices that more and more responsibilities are being assigned to him or her, the teacher may ask a colleague (felloe teacher) for advice about how to deal with a situation. The decision maker does not abdicate responsibility for dealing with the situation, but rather seeks outside counsel that will help the teacher to solve the problem for him or herself.

**iv. Comply**

A forth common strategy, people use during social interactions is simply to comply with whatever is asked of them. Here the decision maker in the scenario will comply with any request, regardless of whether it comes form a supervisor( e.g. Principal) , a peer ( e.g. another teacher) or a subordinate( e.g. a student). At times this approach to social problem solving suggests that the person should not make waves, and that even if a course of action is undesirable or may have negative consequences in the long term, the respondent should simply comply in order to make life easier in the short term. To some extent, this strategy may reflect a desire to avoid confrontation or an uncomfortable situation. Again there may be various levels of compliance. For example, a person may “go along” with a course of action just because he or she does not want to deal with the situation, or the individual may comply because of a belief in the idea. The individual therefore may decide to convince others of the idea’s merits. For example suppose a principal sends around a n e-mail asking for teachers to participate in a voluntary research project on co- operative learning. The project would last 4 weeks and take 20 minutes of class per day. The teacher could comply with the request and participate in the project for a variety of reasons. The teacher may believe that not participating would cast him or her negative light, and thus the teacher would participate in order to avoid any potential negative outcomes of nonparticipation. Conversely theteacher may choose to participate in the project, and even encourage other colleagues to participate, as well, because the teacher believes that there is not enough good research being conducted in schools. By following this course of action, he or she may actually be taking a bold step to convince other teachers that it is acceptable to participate in research in the classroom. Another alternative is that the teacher may simply comply because he or she does not think that it is worth battling with the administration over a 20 minute per day. At the end of the day, the behavioral result is the same –the teacher will comply with whatever is being requested.

**v. Delegate**

A fifth strategy for dealing with social problems is to delegate the responsibility for taking action into someone else. The teacher may be perceived as “passing the buck” to another party and absolve him or herself of the responsibility. Or the teacher may delegate a problematic situation to others because the teacher does not have the time or energy to deal with the problem or the teacher may not believe him or herself capable of solving the problem. The key feature of this approach is that the teacher relinquishes responsibility for the problem and its solution. For example if a teacher faced with a situation in which a child is misbehaving in class, he or she choose to send the student to the principals office and let the principal decide how to handle the student’s disruptive behaviour.

**vi. Legislate**

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

**vii. Retaliate**

A seventh strategy for dealing with social problems is to retaliate. Retaliation could take the form of passive- aggressive action, such as physical or psychological abuse. Rather than attempting to communicate directly with a person, a teacher may choose to retaliate in order to “teach the person a lesson”. Retaliation may also have an element of punishment involved. The goal of the teacher may be to shame or belittle the antagonist. A key feature of the retaliation approach is that it places the problem out in the public domain, after relying upon social pressure to motivate change or solve a problem. For example if a student talks back to the teacher in front of the entire classroom, the teacher using the retaliation approach might choose to ask the student a potentially embarrassing question , or make fun of the student in a public way in front of other class members. It could be explicit (e.g., a teacher yells at the student who is breaking the rules), or it could be subtle (e.g. two girls are not getting along in the class because they are fighting, so the teacher may change the lesson plans in order to discuss friendship), but the target of the retaliate are aware that they are being retaliated against. Individuals choosing to retaliate will generally reject the conference approach, instead, believing that, in some circumstances, people are not likely to change on the basis of discussion, but rather will be more likely tochange their behaviours only as the result of a direct attack on their egos. In other words, if one can embarrass the other party, the other party will think twice before she tries to embarrass the retaliator again.

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

**B. REVIEW OF RELATED STUDIES**

The present study as pointed out in the introductory chapter has been intended to find out the extent of Problem Dealing Strategies of secondary school teachers along with their difference based on the level of Tacit Knowledge .With this intention the investigator has made an attempt here to review some of the research reports in this area, which could give extra information’s regarding the theme of the investigation.

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

Berg (1989) through his study tried to determine the knowledge of strategies for dealing with everyday problems from childhood through adolescence. This study examined the knowledge that children (5th grade) and adolescents (8th and 11th grade) have of the effectiveness of strategies for dealing with everyday problems. It was found that strategy effectiveness was dependent on the context of the specific problem. Age differences (favoring older adolescents) and gender differences (favoring females) were found when students' strategy knowledge was compared with teachers' strategy knowledge. Students' strategy knowledge was related to teachers', parents', and students' ratings of the student's practical intellectual skills as well as to achievement test scores and grades.

Nevo and Chawarski (1997) presented a theoretical overview of the relationship between nonacademic aspects of intelligence and success in immigrating to a new country. An empirical study was then presented that relates measures of practical intelligence and tacit knowledge to success at work criteria. Sixty-five scientists who emigrated from the former USSR to Israel participated in this study. Self-reported indices of practical intelligence and external indices of tacit knowledge (collected via structured interviews and supervisors' ratings) were correlated with ratings of success at research and development jobs and found that the correlations were statistically significant. This supported their hypothesis that a higher level of practical intelligence correlates positively with more successful adaptation to life in the new country.

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

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

Sternberg et al (2001) conducted a case study in Kenya to find out the relationship between academic and practical intelligence. They found that scores on the test of tacit knowledge correlated trivially or significantly negatively with measures of academic intelligence and achievement, even after controlling for socioeconomic status (SES). It was suggested that, among the Kenyan villagers, time spent developing academic skills may be perceived as taking away from time that needs to be spent developing practical skills and vice versa. The study reported that academic and practical intelligence can develop independently or even at odds with one another.

Koke and Vernon (2003) attempted to illustrate  [Sternberg’s Triarchic Abilities Test (STAT) as a measure of academic achievement and general intelligence](http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6V9F-488G1P0-R&_user=10&_coverDate=12%2F31%2F2003&_alid=1116899112&_rdoc=27&_fmt=high&_orig=search&_cdi=5897&_sort=r&_docanchor=&view=c&_ct=62583&_acct=C000050221&_version=1&_urlVersion=0&_userid=10&md5=82d869124b85282d9f43f10d0499b04e). The degree to which practical, creative, and analytical abilities, measured by the Sternberg Triarchic Abilities Test (STAT) (Sternberg, 1993), significantly contribute to the prediction of academic achievement, independent of general intelligence, was investigated. It was found that STAT scores significantly correlate with measures of general intelligence.

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

Sternberg et al (2003) applied a method for identifying and assessing tacit knowledge to the domain of military leadership in order to understand why some leaders are more successful than others. Interviews were conducted with Army officers at three levels of leadership in order to identify the type of practical, experience-based knowledge that is not necessarily part of formal training or doctrine. Subsequently, the Tacit Knowledge for Military Leaders (TKML) inventory, consisting of a series of leadership scenarios, was developed to assess the amount of knowledge leaders possess. Three versions of the TKML were administered to a total of 562 leaders at the platoon, company, and battalion levels. It was found that at all three levels, TKML scores correlated with ratings of leadership effectiveness from either peers or superiors, and the scores explained variance in leadership effectiveness beyond a test of general verbal ability and a test of TK for managers. These results indicate that domain-specific tacit knowledge can explain individual differences in leadership effectiveness and suggest that leadership development initiatives should include efforts to facilitate the acquisition of TK.

Sternberg et al (2004) assessed the importance of academic and practical intelligence in rural and urban. They measured academic intelligence with conventional measures of fluid and crystallized intelligence and practical intelligence with a test of everyday-life knowledge as acquired in Native Alaskan Yup'ik communities. Finally ratings were collected from the adolescents' peers and adults on the traits that are valued by the Yup'ik people; and evaluated the reputation for the Yup'ik-valued competences. The objective of the study was to estimate the relative contributions of conventional knowledge and everyday-life knowledge in predicting the ratings on Yup'ik-valued traits. The results indicated that everyday-life knowledge predicts Yup'ik-valued traits in the presented sample and that the predictive power of this knowledge is higher in adolescents (especially boys) from rural communities than from the semi urban community. The obtained result pattern further strengthens the arguments for the multidimensionality of human abilities and the importance of practical intelligence in nonacademic settings.

Baker and Hoy (2005) tried to find out the content and quantity of tacit knowledge of Ohio public school superintendents. Tacit knowledge of the superintendents was collected through interviews using a combination of critical incident and Sense-making methodologies to elicit examples of tacit knowledge acquired during their careers. The examples were culled and coded into antecedent and consequent behaviors, and hierarchical cluster analysis was performed using the 469 tacit knowledge items generated across the participants. A total of 21 categories describe the tacit knowledge of the entire superintendent group. It was found that there was significant differences in the categories and amounts of tacit knowledge between "reputationally successful" and "typical" superintendents.

Dorraine et al. (2005) investigated how tacit knowledge was used by expert and novice principals during problem-solving situations. The focus was on the strategic and practical knowledge that these principals display as they encounter myriad tasks on a daily basis Results suggest that experience may not be the most critical factor in expertise. The major findings were (i) the principals articulated the ability to build and maintain strong relationships with staff members. (ii)expert principals tacitly knew how to build relationships by gaining trust and interacting supportively with staff.(iii) experience alone was not sufficient to gain expertise(iv) the lack of a causal relationship between experience and tacit knowledge distinguished experience from expertise.

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

Grigorenko et al (2006) attempted in their study to find out the relation between practical intelligence and teacher effectiveness. They constructed a measure of tacit knowledge for elementary school teachers, in order to determine the teachers’ likely effectiveness through a measure of tacit knowledge.

Stemler et al (2006) highlighted the importance for teachers of having sound practical skills in interacting with students, parents, administrators and other teachers and provided a new framework for conceptualizing practical skills in dealing with others that follows directly from Sternberg's theory of successful intelligence. They outlined and discussed an approach to measure teachers' preferred strategies for ‘dealing with others’.

Sternberg et al (2006) presented three studies in which three new everyday tacit-knowledge inventories were examined. Confirmatory factor analysis was used to evaluate the factor structure of each inventory and their measurement equivalence across samples. In addition, a single-factor model was tested for its fit to the covariance among the three new tacit-knowledge inventories and the Practical subscale from the Sternberg Triarchic Abilities Test. The relation between a higher-order practical intelligence factor emerging from this analysis and fluid and crystallized intelligence also was investigated. The results indicate that (i) the new tacit-knowledge inventories are reliable and valid assessments of practical intelligence across diverse samples (ii) practical intelligence and general intelligence are not the same construct, though some overlap was found.

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

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

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

The study conducted by Shim and Roth (2007) revealed the need for sharing of tacit knowledge by expert teaching professors and their mentees. Methods of sharing tacit knowledge were categorized in two ways: ‘observation’ and ‘bringing it to surface’. It was found that expert teaching professors had difficulty in articulating much of their teaching expertise and in sharing tacit knowledge.

Kinchin et al. (2008) tried to visualize expertise and contend that much knowledge that has been described as tacit can be surfaced for examination through the application of concept mapping techniques. This approach allows experts to articulate their practice in a way that is transparent, making it available for scrutiny by students.

Marie (2008) investigated to find out the role of creativity, tacit knowledge, thought styles and language on postgraduate science research skills such as problem identification, data collection and hypothesis formation. It was found that science research students should be taught about the creative process as they are under pressures that can inhibitcreative thought and they should also be taught the importance of tacit knowledge for learning how to do research, as this will aid the process.

The purpose of the study conducted by Skagert et al (2008) was to analyse leaders’ strategies for dealing with their subordinates’ stress in public human service organizations. For the purpose of the study qualitative interviews were made with leaders from hospitals and regional social insurance offices, and analyzed in line with grounded theory method. It was found that the leaders handled subordinates’ stress and perceived leadership demands by acting as shock absorber (core category) and used strategies characterized as leading in continuous change whilst maintaining trustworthiness. To cope with their own stress from perceived leadership demands, they tried to sustain their own integrity (core category) by either identifying with or distancing themselves from the leader role. The strategies for dealing with leaders’ own and subordinates’ exposures to stressors were pervaded by perceived leadership demands.

Badger and Wu (2009) attempted to find out the teachers’ strategies for dealing with unpredicted problems in subject knowledge during class. . The findings revealed that, the strategies that the teachers used when dealing with these episodes can be described in terms of avoidance or risk taking. The teachers were of the belief that the occurrence of such unpredicted problems reflects poorly on their competence as teachers. But the strategies they adopted meant that the lesson proceeded smoothly and allowed them to maintain their students’ respect as experts in the field.

Buck and Trauth (2009) conducted a study to prepare [teachers to make the formative assessment process integral to science teaching and learning](http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&ERICExtSearch_SearchValue_0=tacit&searchtype=basic&ERICExtSearch_SearchType_0=kw&_pageLabel=RecordDetails&objectId=0900019b803ca84d&accno=EJ855339&_nfls=false%20%20%20%20) The purpose of their study was to develop an understanding of the experience of being a teacher that is seeking to improve learning through formative assessment and using that understanding to improve their practices in teacher education. Three categories were emerged from the data analysis such as (i) questioning the validity of tacit pedagogical understandings, (ii) understanding the experiences of the students, and (iii) exploring the need to develop a more reflexive classroom.

The study of Tartwijk et al. (2009) aimed at estimating teachers’ practical knowledge about classroom management in multicultural classrooms. This study identified shared practical knowledge about classroom management strategies of teachers who were successful in creating a positive working atmosphere in their multicultural classrooms. Video-stimulated interviews were used to elicit data about the practical knowledge of these teachers. The teachers were aware of the importance of providing clear rules and correcting student behaviour whenever necessary, but they also wanted to reduce potential negative influences of corrections on the classroom atmosphere. They aimed at developing positive teacher–student relationships and adjusted their teaching methods anticipating students' responses. The findings also revealed that most teachers seemed reluctant to refer to the cultural and ethnic background of their students.

Stephens and [Delamont](http://www.eric.ed.gov:80/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResult&_urlType=action&newSearch=true&ERICExtSearch_SearchType_0=au&ERICExtSearch_SearchValue_0=%22Delamont+Sara%22) (2009) through their study emphasized the need for teaching tacit and technical knowledge. The study focused upon teaching and learning, upon explicit instruction and the acquisition of the tacit knowledge and skills that are essential if learners are to become enculturated into a new "habitus".

**Conclusion**

The review of the related literature helped the investigator to have a wider perspective on the concept of Practical intelligence, Tacit Knowledge and different Problem Dealing Strategies and enabled to get an idea of what has been already covered in the area under investigation. From the review it is clear that these terms have only a recent origin and therefore only a few related studies are available. Again it is clear that all the studies are from abroad.

Among the related studies some of them showed that tacit knowledge can be measured in different domains (Sternberg et al, 2003; Bakerand Hoy, 2005; Grigorenko et al 2006) and shared (Shim and Roth 2007) Some of the studies concentrated to find out the differences between experts and novices in their level of tacit knowledge (Dorraine et al, 2005; Ho, 2001) in different domains and some focused on the Problem dealing strategies of teachers (Stemler et al., 2006;Sternberg et al (2005); Dorraine et al., 2005). The investigator found that no attempt has been made to compare the Problem Dealing Strategies of teachers with high and low Tacit Knowledge and no such studies have been conducted in our cultural context. Hence the investigator made an attempt to study about the Problem Dealing Strategies of Secondary School Teachers with High and Low Tacit Knowledge.

**Methodology**

The machinery of methodology occupies a very important position in all kinds of research. “The research cannot perform its function without it, since it is methodology, which lays out the way that formal research is to be carried out and outlines the detailed description of the research variable and procedure”(Barr,1960). The nature of the problem, the kind of data necessary for its interpretation and the objectives of the study determine the method to be adopted in the study.

This chapter describes a detailed description of the methodology followed by the investigator under the following subsections.

1. Variables
2. Objectives
3. Hypothesis
4. Tool employed
5. Selection of Sample
6. Data collection procedure, scoring and consolidation of data
7. Statistical Techniques used

**A.VARIABLES**

The two variable involved in the study are Tacit Knowledge and Problem Dealing Strategies. Here Tacit Knowledge is the independent variable and Problem Dealing Strategies are the dependent variable.

**B. OBJECTIVES**

Following are the objectives of the study:

1. To construct and standardize a tool for measuring Tacit Knowledge of Secondary School Teachers.

2. To find out the extent of preference of various Problem Dealing Strategies among secondary school teachers in dealing challenging situations arising in their career life..

3. To find out whether there exists significant difference in the preference for each of the Problem Dealing Strategies between secondary school teachers with high and low Tacit Knowledge in dealing challenging situations arising in their career life.

**C. Hypothesis**

The hypothesis of the present study is stated as follows:

1. There is significant difference in the preference for each of the Problem Dealing Strategies between secondary school teachers with high and low Tacit Knowledge in dealing challenging situations arising in their career life.

**D. TOOL EMPLOYED**

Each and every type of research needs certain instruments to gather new facts or to explore new fields. The tools of the research are the instruments that provide for the collection of data upon which hypothesis may be tested (Good, 1959). Quality and quantity of the data depends upon the tool and techniques the researcher has made use of. The success of the investigation thus depends on the proper choice and intelligent application of the tools.

For the present study, the tool ‘Tacit Knowledge Scale for Teachers’ is constructed for measuring the extent of Tacit Knowledge of secondary school teachers. The construction procedure of the Tacit Knowledge Scale falls under the following four major heads.

1. Planning of the Scale
2. Preparation of the Scale
3. Tryout of the Scale
4. Finalisation of the Scale

**a. Planning of the Scale**

It is the most important and first step of tool construction. While planning due consideration was given to the factors namely content coverage and form of items. This was ensured by doing the following.

1. Selection of components or areas
2. Deciding the type of items to be used in the scale
3. Deciding the number of items in the scale

The development of Tacit Knowledge Scale for teachers begins with raw materials comprising the description of challenging situations in teaching profession and their possible responses elicited from successful practitioners or experts in the teaching domain and culminating in a revised and validated scale.

For identifying the challenging situations in teaching domain and their possible responses to those situations the investigator planned to conduct interviews with teachers from various secondary schools of different districts. This pilot study was planned to conduct on currently working and successful secondary school teachers giving due weightage to experience and sex.

Regarding the type of questions to be included in the scale the investigator decided to add contextual description of situations or typical performance related situations that exemplify Tacit Knowledge, collected from among the teachers selected for pilot study. It was decided to develop a likert type scale with five responses, ranging from strongly disagree to strongly agree for every items coming under each situations.

**b. Preparation of the Scale**

The investigator conducted interviews with a sample of teachers to elicit challenging situations they have faced in their career life, that they were never formally taught how to handle, and to explore the Tacit Knowledge gained from or reflected in those situations. Follow-up questions were also asked to explain all the possible options which can be used for the solution of the problems. Since teaching is inherently a social activity, teachers face these variety of problematic situations when they deal with others. These situations which arise when they deal with others were then categorized under four types of dealings viz., i)dealing with students ii) dealing with peers (e.g. other teachers) and iii) dealing with administrators (e.g. principals) and iv) dealing with parents. The investigator thus obtained 35 situations after interviewing 15 teachers from eight secondary schools. The collected situations were then scrutinized and from them 18 situations were selected on the basis of their frequency of occurrence. If more than 10 percent of the teachers pointed out the same sort of problems or similar areas of problems, those problematic situations were considered as selected. Thus 18 situations were selected for the ‘Tacit Knowledge Scale for Teachers’.

Table 1, shows the categorization of the 18 situations.

**TABLE 1**

**Categorization of the Selected   
Challenging Situations faced by Teachers**

|  |  |  |
| --- | --- | --- |
| **Category** | **Sl. No:** | **Description of the situation** |
|
| Dealing with Students | 1 | Stealing tendency of Student |
|
| 2 | Drug mishap |
|
| 3 | Misinterpretation of relation with student |
|
| 4 | Inattentive student |
|
| 5 | Dealing students’ fight |
|
| 6 | Insult from Students |
|
| 7 | Mocking habit of intelligent student |
|
| 8 | Pornographic magazines with students |
|
| 9 | Malpractice at examination hall |
|
| 10 | Too many questions from student |
|
| Dealing with other teachers | 11 | Problem related with supervision of student teacher |
|
| 12 | Interfering in colleague’s decision |
|
| 13 | Complaint from colleagues |
|
| Dealing with Administrators | 14 | Principal’s grudge towards the teacher |
|
| 15 | Division fall problem |
|
| 16 | Dissatisfaction with authority’s order |
|
| Dealing with Parents | 17 | PTA Meeting Conflict |
|
| 18 | Parent demanding higher grade |
|

The 18 situations were then structured into a format resembling situational judgement tests consisting of contextual explanations of situations which are followed by a set of possible responses or items. These items were then categorized under the seven problem dealing strategies viz. avoid, confer, consult, comply, delegate, legislate and retaliate. However, the strategies were not listed on the actual scale for the respondents as it would lead them to choose a particular one. These seven strategies do not follow a specific order and does not fit compulsorily to all the situations. Also there may be more than one response that illustrates a particular strategy.

Thus a preliminary scale was prepared consisting of 18 challenging related with teaching domain each followed by a set of seven items , thereby consisting 126 items, which the participants have to rate on a five point scale ranging from strongly disagree to strongly agree.

Example for a situation is given below:

‘Devan is a high school teacher working in an aided school. He has noticed that since the very beginning of his day in that school, the school principal is behaving to him in such a way that he has some sort of grudge towards him. Quite often the principal assigned more extra classes for Devan. One of Devan’s colleague tells to him that actually the principal had prefered to hire his relative at Devan’s post but due to the interference of the management he couldn’t do so.’

Given the situation please rate the extent to which you agree or disagree to the following possible response actions of Devan Master.

1. He would obey whatever he is told to do by the principal. (comply)
2. He would ask a very intimate colleague to speak for him to the Principal. (Consult)
3. He would openly talk to the principal. (Confer)
4. He would entirely avoid the principal. (Avoid)
5. He would inform the School Management about the issue. (delegate)
6. He would present the matter at the staff meeting for the consideration of others. (Legislate)
7. He would openly criticize the principal. ( Retaliate)

A copy of the Preliminary draft of the Scale (Malayalam Version and English Version) is given as Appendix I and II, respectively.

**c. Tryout of the Scale**

The main objective of the tryout of the scale is item analysis. Item analysis is the process of analyzing each item in order to retain only those that suit the purpose and rationale of the device being constructed.

For this as an initial step, the preliminary scale is administered on a sample of 50 expert teachers from 15 secondary schools of five districts. These 50 expert teachers were selected on the basis of the nomination of secondary school Headmasters. The Headmasters were asked to give the names of those teachers whom they think can excellently deal with the challenging situations occurring in their schools.

After the administration of the preliminary scale in these expert teachers, expert profiles were constructed. If the majority of the experts agree with an item, that item was considered as positive and if majority of them disagrees with an item that was considered as negative. Thus out of 126 items, 57 items were considered as positive and 69 items as negative.

**Scoring**

Scoring of the ‘Tacit Knowledge Scale for teachers’, like most situational judgement tests typically relies on expert opinions. Thus scoring was done in accordance with the consideration of positive and negative statements. A score of 5, 4, 3, 2, and 1 was given for the responses strongly agree, agree, neutral, disagree and strongly disagree respectively for positive statements. For negative statements the scoring was done in the reverse order.**d. Finalisation of the Scale**

Finalisation of the scale includes selection of the items for the scale and preparing the final draft of the scale. For this from the expert data ,expert profiles that included the standard deviation of the experts’ ratings for each items coming under the situations were analysed. The level of agreement among experts were considered acceptable, with the standard deviation among experts generally falling below 1 or equal to 1 on the five point scale, following the procedure suggested by Sternberg . Thus the 126 items falling under 18 situations were analysed and items were accepted whose standard deviations were less than or equal to 1.

The standard deviations of the experts’ ratings for each items coming under all the situations are given as Table 2.

**TABLE 2**

**Standard Deviations of the Experts’   
Ratings for each item coming under the selected Eighteen situations**

| **Sl. No.** | **Standard Deviation** | **Sl. No.** | **Standard Deviation** |
| --- | --- | --- | --- |
| 1 | 0.50 | 33 | 0.71 |
| 2 | 0.79 | 34 | 0.89 |
| 3 | 0.51 | 35 | 0.61 |
| 4 | 0.51 | 36 | 1.12\* |
| 5 | 0.71 | 37 | 1.08\* |
| 6 | 0.65 | 38 | 0.61 |
| 7 | 1.30\* | 39 | 0.67 |
| 8 | 0.90 | 40 | 0.93 |
| 9 | 1.23\* | 41 | 1.32\* |
| 10 | 0.95 | 42 | 0.69 |
| 11 | 1.19\* | 43 | 0.81 |
| 12 | 0.97 | 44 | 0.89 |
| 13 | 1.31\* | 45 | 1.20\* |
| 14 | 1.25\* | 46 | 0.64 |
| 15 | 1.25\* | 47 | 1.14\* |
| 16 | 0.61 | 48 | 0.85 |
| 17 | 0.97 | 49 | 1.34\* |
| 18 | 1.10\* | 50 | 1.13\* |
| 19 | 0.61 | 51 | 1.32\* |
| 20 | 1.39\* | 52 | 0.76 |
| 21 | 1.31\* | 53 | 0.99 |
| 22 | 1.49\* | 54 | 1.28\* |
| 23 | 1.15\* | 55 | 1.01\* |
| 24 | 0.71 | 56 | 0.97 |
| 25 | 1.39\* | 57 | 0.73 |
| 26 | 0.99 | 58 | 0.65 |
| 27 | 0.81 | 59 | 0.98 |
| 28 | 1.44\* | 60 | 1.16\* |
| 29 | 1.08\* | 61 | 0.85 |
| 30 | 0.89 | 62 | 0.93 |
| 31 | 0.48 | 63 | 0.64 |
| 32 | 0.60 | 64 | 0.83 |
| 65 | 0.99 | 96 | 0.84 |
| 66 | 0.89 | 97 | 0.98 |
| 67 | 1.20\* | 98 | 0.81 |
| 68 | 0.92 | 99 | 1.04\* |
| 69 | 0.68 | 100 | 0.59 |
| 70 | 0.84 | 101 | 1.23\* |
| 71 | 1.26\* | 102 | 1.14\* |
| 72 | 1.23\* | 103 | 0.69 |
| 73 | 0.75 | 104 | 0.77 |
| 74 | 0.68 | 105 | 1.22\* |
| 75 | 1.17\* | 106 | 0.88 |
| 76 | 0.87 | 107 | 0.88 |
| 77 | 0.71 | 108 | 1.16\* |
| 78 | 0.92 | 109 | 0.51 |
| 79 | 0.90 | 110 | 1.01\* |
| 80 | 0.94 | 111 | 1.18\* |
| 81 | 1.13\* | 112 | 1.18\* |
| 82 | 0.96 | 113 | 1.10\* |
| 83 | 0.74 | 114 | 1.27\* |
| 84 | 0.99 | 115 | 1.22\* |
| 85 | 1.36\* | 116 | 1.11\* |
| 86 | 1.16\* | 117 | 1.02\* |
| 87 | 0.89 | 118 | 0.61 |
| 88 | 0.97 | 119 | 0.72 |
| 89 | 0.79 | 120 | 0.94 |
| 90 | 1.01\* | 121 | 1.13\* |
| 91 | 0.83 | 122 | 0.84 |
| 92 | 0.88 | 123 | 1.05\* |
| 93 | 1.34\* | 124 | 0.86 |
| 94 | 0.82 | 125 | 0.70 |
| 95 | 0.83 | 126 | 1.18\* |

\* Items which are deleted from the final scale

Hence Tacit Knowledge Scale for teachers consists of 76 items, of which 39 items are positive and 37 items are negative. The final copy was then prepared consisting of two sections, Section I and Section II. In section I, personal information of the participants and informal information regarding the schools were included. In Section II, the 18 situations and their corresponding response options were given.

Item wise details of the Tacit Knowledge scale are provided in Table 3

**TABLE 3**

**Item wise Details of Tacit Knowledge Scale for Teachers**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Situation No:** | **Item No: coming under each Problem Dealing Strategies** | | | | | | |
| **Comply** | **Consult** | **Confer** | **Avoid** | **Delegate** | **Legislate** | **Retaliate** |
| 1 | 1 | 7 | 3,4 | 2 | - | - | 5,6 |
| 2 | - | 11,13 | 8 | - | 9,10,14 | 12 | - |
| 3 | 21 | 15 | 16,20 | 19 | 18 | - | 17 |
| 4 | - | 28 | 25 | 22,27 | - | - | 23,24,26 |
| 5 | - | 30,35 | 33,34 | - | 29 | 31 | 32 |
| 6 | 36 | 37 | 38 | 39 | 40 | 41 | 42 |
| 7 | 47 | 45 | 44 | 43 | 46 | 49 | 48 |
| 8 | 51 | 53 | 55,56 | 54 | 52 | - | 50 |
| 9 | 59 | 60 | 57 | 58 | 61 | 62 | 63 |
| 10 | 67 | 65 | 66 | 64 | 69 | 68,70 | - |
| 11 | 77 | 74 | 73,76 | - | 75 | 72 | 71 |
| 12 | - | 79,81 | 78 | 83,80 | 82 | 84 | - |
| 13 | 90 | 88 | 87 | 85 | 86 | 91 | 89 |
| 14 | 97 | - | 96 | 93,95 | 98 | 94 | 92 |
| 15 | - | 102 | 100 | 99,105 | 101 | - | 103,104 |
| 16 | 108 | - | 106 | 107 | 110 | - | 109,111,112 |
| 17 | 113 | 117 | 115 | 119 | - | 114 | 116,118 |
| 18 | 123 | 125 | 124 | 126 | 120 | 122 | 121 |

A copy of the final Scale (Malayalam and English Version) is given as Appendix III and Appendix IV respectively.

**Reliability**

Reliability of a test is its ability to yield consistent result from one set of measures to another. According to Best and Kahn (2001), “Reliability is the degree of consistency that instrument on procedure demonstrates; whatever it measures it does so consistently”.

The reliability of the present scale was established by the test-retest method. At first the scale was administered on a group of 30 teachers and then repeated in the same group with an interval of two weeks. The scores obtained from the two tests were correlated by using Pearson’s ‘r’. The reliability co-efficient was found to be 0.73 which suggests the scale is substantially reliable.

**Validity**

“Validity is the quality of a data gathering instrument or procedure that ensures to measure what is supposed to measure”(Best & Kahn,2001). Content validity is the situation included in the test which is representative of the group of situation that the test is supposed to sample (Travers, 1964). It is a non statistical type of validity that that involves“the systematiccontent to determine whether it covers a representative sample of behaviour domain to be measured”. (Anastasi and Urbina, 1997)

As the Tacit Knowledge Scale is built by careful selection of items elicited from teachers itself and judged by expert teachers, it has content validity. It exactly contains the performance related contextual situations evident in measuring the Tacit Knowledge of teachers. Hence the Tacit Knowledge Scale possesses content validity.

**E. SELECTION OF SAMPLE**

Selection of sample is an important aspect of any research. “A sample is a small proportion of a population selected for observation and analysis” (Best & Kahn, 2001). The initial sample for the present study constitutes 200 secondary school teachers from five districts of Kerala viz., Ernamkulam, Thrissur, Palakkad, Malappuram and Kozhikode.

As the population of the present study is secondary school teachers, a heterogeneous group, stratified sampling technique was used.

The list of the schools from which the data is collected is given as Appendix V.

The strata considered for the present study are the following.

1. Gender
2. Locale of the School, and
3. Type of School Management

**Gender**

Gender has great influence on the findings of research. Since it has been found that sex difference exists in many of the psychological variables the investigator decided to give due weightage to both male and female teachers.

**Locale of the School**

Schools can be categorized into two groups based on their locale as urban and rural. Schools which were situated within the Panchayat limits were grouped under rural category, and those situated with Muncipal and Corporation limits were grouped under urban category. Since there are more rural schools than urban schools , it was decided to select secondary school teachers based on the locale of the school approximately in the ratio Rural: Urban=5:1. (Kerala Economy, 2000).

**Type of School Management**

The existing schools in Kerala fall into two broad categories as government and private. Since there are more private schools than government schools, it was decided to select schools based on management approximately in the ratio, Private: Government=5:3(Kerala Economy, 2000).

**F. DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

After having an idea of the sample the investigator made necessary arrangements with the selected schools and sought permission for data collection. The investigator met the sample group and explained the nature and confidentiality of the study and made them confessed. After providing necessary instruction, the tools were distributed and collected back after responding.

**Scoring and Consolidation of Data**

The responses were scored according to the scoring scheme prepared. The incomplete data sheets were removed and this resulted in a final sample of 150 secondary school teachers. The break up of the final sample is given in Table 4.

**TABLE 4**

**Break up of the Final Sample**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **N= 150** | | | | | |
| **Gender** | | **Locale** | | **Type of Management** | |
| **Male** | **Female** | **Urban** | **Rural** | **Government** | **Aided** |
| 43 | 107 | 34 | 116 | 68 | 82 |

**G. STATISTICAL TECHNIQUES USED**

The score obtained by 150 secondary school teachers were subjected to statistical treatment. The various statistical techniques used were given below.

1. Percentage Analysis
2. Chi Square Test of Independence

**1. Percentage Analysis**

Percentage Analysis, a method of converting raw data into percentage forms is used for finding the extent of Problem Dealing Strategies preferred by secondary school teachers.

**2. Chi Square Test**

“The difference between observed and expected frequencies are squared and divided by the expected number in each case, and the sum of these quotients is chi square (Garrett, 2004 ).

The equation for chi square () is  with df = (r-1) (c-1)

where

fo = frequency of occurrence of observed or experimentally determined facts.

fe = expected frequency of occurrence on some hypothesis

Chi square test of independence is used in the present study for finding whether the Problem Dealing Strategies are associated with the level of Tacit Knowledge.

**Analysis**

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

**OBJECTIVES**

Following are the objectives of the study:

1. To construct and standardize a tool for measuring Tacit Knowledge of secondary school teachers.

2. To find out the extent of preference of various Problem Dealing Strategies among secondary school teachers in dealing challenging situations arising in their career life.

3. To find out whether there exists significant difference in the preference for each of the Problem Dealing Strategies between secondary school teachers with high and low Tacit Knowledge in dealing challenging situations arising in their career life.

**Hypothesis**

The hypothesis of the present study is stated as follows:

1. There is significant difference in the preference for each of the Problem Dealing Strategies between secondary school teachers with high and low Tacit Knowledge in dealing challenging situations arising in their career life.

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

A. Extent of Tacit Knowledge of Secondary School Teachers

B. Extent of Preference of Various Problem Dealing Strategies among Secondary School Teachers

C. Difference in the Preference for each of the Problem Dealing Strategies between Secondary School Teachers with High and Low Tacit Knowledge

**A. EXTENT OF TACIT KNOWLEDGE OF SECONDARY SCHOOL TEACHERS**

In this section, analysis was done to find out the extent of Tacit Knowledge of secondary school teachers.

To see the nature of the variable Tacit Knowledge of secondary school teachers, important statistical constants such as mean, median, mode, standard deviation, skewness and kurtosis were computed for the whole sample.

The details of the statistics are presented in Table 5.

**TABLE 5**

**Descriptive Statistics of the Variable**

**Tacit Knowledge of Secondary School Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **N** | **Mean** | **Median** | **Mode** | **Standard**  **Deviation** | **Skewness** | **Kurtosis** |
| 150 | 302.51 | 303 | 310 | 21.08 | -0.36 | 0.75 |

Table 5 reveals that the three measures of central tendency viz. mean, median and mode of the variable Tacit Knowledge of secondary school teachers are almost equal. The extent of skewness or index of asymmetry is

-0.36. This shows that the distribution is slightly negatively skewed. The measure of kurtosis is 0.75 which shows that the curve is platykurtic.

The statistical constants and the graphical representation of the variable Tacit Knowledge of secondary school teachers follows approximately a normal distribution.

**Percentile Norms for the Total Sample**

Percentiles P10, P20 , P30 ,P40 ,P50 ,P60 ,P70 ,P80 and P90 were computed for the total sample. They are presented in Table 6.

**TABLE 6**

**Percentile Norm for the Total Sample**

|  |  |
| --- | --- |
| Percentile | Value |
| P90 | 328.00 |
| P80 | 319.40 |
| P70 | 312.30 |
| P60 | 308.00 |
| P50 | 303.00 |
| P40 | 298.60 |
| P30 | 293.70 |
| P20 | 286.00 |
| P10 | 277.90 |

Table 6 reveals that the 10th percentile of Tacit Knowledge scores of Secondary School Teachers is 277.90. That means, the Tacit Knowledge scores of 10 percent of secondary school teachers lie below the score 277.90 and that 90 percent of secondary school teachers lie above the score 277.90. Also from Table 6, P50 = 303.00. That means, below and above the TacitKnowledge score 303.00, an equal number of secondary school teachers lie. In a similar way we can interpret all the other percentiles.

**B. EXTENT OF Preference of VARIOUS PROBLEM DEALING STRATEGIES AMONG SECONDARY SCHOOL TEACHERS**

This section of analysis was done to know the extent of preference of various Problem Dealing Strategies viz., Comply Consult, Confer, Avoid, Delegate, Legislate and Retaliate among secondary school teachers. For this, the percentage of teachers prefering different strategies for various situations categorized under the four dealings such as ‘dealing with students’, ‘dealing with peers’ and ‘dealing with administrators’ and ‘dealing with parents’ are calculated.

**i. Dealing with students**

Under the category ‘Dealing with Students’, 10 situations viz., Stealing tendency of student, Drug Mishap, Misinterpretation of relation with student , Lack of attention of the student, Dealing student's fight, Insult from students, Mocking habit of intelligent student, Pornographic magazines with students, Malpractice at examination hall and Too many questions from students are listed. The percentage of teachers prefering the different Problem Dealing Strategies for various situations under the category ‘Dealing with students’ is presented in Table7.

**TABLE 7**

**Percentage of Teachers Prefering Different**

**Problem Dealing Strategies in Situations coming under ‘Dealing with Students’**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl No:** | **Description of the Situation** | **level of agreement** | **Strategies** | | | | | | |
| **Comply** | **Consult** | **Confer** | **Avoid** | **Delegate** | **Legislate** | **Retaliate** |
| 1 | Stealing tendency of Student | Disagree | - | - | 7.33 | - | 17.33 | 6.67 | - |
| Agree | - | - | 92 | - | 75.33 | 92 | - |
| 2 | Drug Mishap | Disagree | - | 13.67 | 4 | - | - | 91.33 | 96 |
| Agree | - | 83 | 94.67 | - | - | 6.67 | 2.67 |
| 3 | Misinterpretation of relation with student | Disagree | 20.67 | - | 8.67 | 86.67 | 22.67 | 14 | 84.67 |
| Agree | 73.33 | - | 86 | 8.67 | 68.67 | 80.67 | 9.33 |
| 4 | Lack of attention of the student | Disagree | - | - | 20.67 | 84.67 | 6.67 | 14.67 | - |
| Agree | - | - | 73.33 | 12 | 89.33 | 72.33 | - |
| 5 | Dealing student's fight | Disagree | - | 13.33 | 9.33 | 89.33 | 14 | - | 42.67 |
| Agree | - | 82.67 | 84.67 | 5.66 | 80 | - | 34.67 |
| 6 | Insult from Students | Disagree | - | - | 20 | - | 70 | 12 | 76 |
| Agree | - | - | 74 | - | 20 | 78 | 16.67 |
| 7 | Mocking habit of intelligent student | Disagree | 8 | - | 10 | 85.33 | 89.33 | 11.33 | 45.33 |
| Agree | 86.67 | - | 86 | 10 | 7.33 | 86.67 | 50.67 |
| 8 | Pornographic magazines with students | Disagree | - | - | 12.67 | - | - | - | 87 |
| Agree | - | - | 85.33 | - | - | - | 7.67 |
| 9 | Malpractice at examination hall | Disagree | - | - | 13.33 | 84.67 | - | - | 88.67 |
| Agree | - | - | 82.67 | 8.67 | - | - | 3.33 |
| 10 | Too many questions from students | Disagree | - | - |  | 86.67 | - | - | 96.67 |
| Agree | - | - |  | 7.33 | - | - | 2.67 |

From Table 7 it is seen that while dealing with the “Stealing tendency of student’, 92 percent of teachers agreed with both the strategies ‘confer’ and ‘legislate’ and 75.33 percent agreed with the strategy ‘delegate’. The results point out that teachers gave the highest preference to the strategies ‘confer’ and ‘legislate’ while dealing with the ‘Stealing tendency of student’.

From Table 7 it is seen that while dealing the problem related with ‘Drug mishap’, 94.67 percent of the teachers agreed with the strategy ‘confer’, and 83 percent agreed with the strategy ‘consult’. It is also seen that 96 percent of teachers disagreed with the strategy ‘retaliate’, and 91.33 percent disagreed with the strategy ‘legislate’. The results point out that, while dealing the problem related with ‘Drug mishap’, teachers gave the highest preference to the strategy ‘confer’, while least preference is given to the strategy ‘retaliate’.

Table 7 shows that while dealing situations as ‘Misinterpretation of relationwith student’, 86 percent agreed with the strategy ‘confer’, 80.67 percent agreed with the strategy ‘legislate’,73.33 agreed with the strategy ‘comply’ and 68.67 percent agreed with the strategy ‘delegate’. With the strategy Avoid, 86.67 percent disagreed and with the strategy ‘retaliate’, 84.67 percent disagreed. The above results help us to infer that while dealing with situations as ‘Misinterpretation of relation with student’, teachers preferred the strategies such as ‘confer’, ‘legislate’, ‘comply’ and ‘delegate’. Their preference to strategies as ‘avoid’ and ‘retaliate’ is very low. It further reveals that the highest preference is given to the strategy ‘confer’ and least preference is given to the strategy ‘avoid’.

From Table 7 it is seen that while dealing problem related with ‘Inattentive student’, 89.33 percent of the teachers agreed with the strategy ‘delegate’, 73.33 percent agreed with the strategy ‘confer’ and 72.33 agreed with the strategy ‘legislate’. It is also seen that 84.67 percent disagreed with the strategy ‘avoid’. The results point out that, while dealing with problem related with ‘Inattentive student’, teachers gave the highest preference to the strategy ‘delegate’, while least preference is given to the strategy ‘avoid’. There is not much difference in their preference to strategies ‘confer’ and ‘legislate’.

Table 7 shows that while dealing situations as ‘Dealing students’ fight’, 84.67 percent of the teachers agreed with the strategy ‘confer’, 82.67 percent agreed with the strategy ‘consult’ and 80 percent agreed with the strategy ‘delegate’. It is also seen that 89.33 percent of teachers disagreed with the strategy ‘avoid’ and 42.67 disagreed with the strategy ‘retaliate’. This implies that in situations as ‘Dealing students’ fight’, majority of th**e** teachers agreed with the strategies confer, consult and delegate and majority of the teachersdisagreed with the strategies avoid and retaliate. Teachers gave the highest preference to the strategy ‘confer’ and the least preference is given to the strategy ‘avoid’.

Table 7 revealed that while dealing problem related with ‘Insult from Students’, 78 percent of the teachers agreed with the strategy ‘legislate’ and 74 percent agreed with the strategy ‘confer’. It also shows that 76 percent disagreed with the strategy ‘retaliate’ and 70 percent disagreed with the strategy ‘delegate’. That means, while dealing the problem related with ‘Insult from Students’, teachers gave the highest preference to the strategy ‘legislate’ , while least preference is given to the strategy ‘retaliate’.

Table 7 shows that while dealing with the ‘Mocking habit of intelligent student’, 86.67 percent of teachers agreed with both the strategies ‘comply’ and ‘legislate’, 86 percent agreed with the strategy ‘confer’ and 50.67 percent agreed with the strategy ‘retaliate’. It also shows that majority of the teachers disagreed with the strategies ‘delegate’ and ‘avoid’ (>85%).The results help us to infer that while dealing situations as ‘Mocking habit of intelligent student’, majority of the teachers agreed with the strategies comply, legislate and confer and disagreed with the strategies delegate and avoid. The highest preference is given to the strategies comply and legislate while least preference is given to the strategy ‘delegate’.

From Table 7 points out that while dealing the problem related with ‘Pornographic magazines with students’, 85.33 percent of the teachers agreed with the strategy ‘confer’ and 87 percent disagreed with the strategy ‘retaliate’. This means, teachers gave the highest preference to the strategy‘confer’ and least preference to the strategy ‘retaliate’, while dealing with problem as ‘Pornographic magazines with students’.

Table 7 shows that while dealing the situations related with ‘Malpractice at examination hall’, 82.67 percent of teachers agreed with the strategy ‘confer’. It is also seen that 88.67 disagreed with the strategy ‘retaliate and 84.67 percent disagreed with the strategy ‘avoid’. The results indicates that teachers gave the highest preference to the strategy ‘confer’ and the least preference is given to the strategy ‘retaliate’ while dealing with situations as ‘Malpractice at examination hall’.

From Table 7 also revealed that while dealing problem related with ‘Too many questions from student’, 96.67 percent of teachers disagreed with the strategy ‘retaliate’ and 86.67 percent of the teachers disagreed with the strategy ‘avoid’. The results points out that, from among the disagreed strategies, teachers’ least preference lie with the strategy ‘retaliate’.

**Discussion of Results**

Problem Dealing Strategies of secondary school teachers while dealing with situations categorized under ‘Dealing with students’ reveal that among the seven strategies the most preferred strategies are ‘confer’, ‘comply’, ‘legislate’ and ‘consult’ and least preference is always with retaliate and avoid. This shows that in such situations teachers like to ‘confer’, ‘comply’, ‘consult’ and ‘legislate’ more than to ‘retaliate’ and ‘avoid’.

**ii. Dealing with Peers**

Under the category ‘Dealing with peers’, three situations viz. ‘Problem related with supervision of student teacher’, ‘Interfering in colleague’s decision’ and ‘Complaint from colleagues’ are listed. The percentage of teachers prefering the different Problem Dealing Strategies for various situations under the category ‘Dealing with peers’ are presented in Table 8.

**TABLE 8**

**Percentage of Teachers Prefering   
Different Problem Dealing Strategies in   
Situations coming under ‘Dealing with other Teachers’**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl No:** | **Description of the Situation** | **level of agreement** | **Strategies** | | | | |
| **Consult** | **Confer** | **Avoid** | **Delegate** | **Retaliate** |
| 1 | Problem related with supervision of student teacher | Disagree | - | - | 82.00 | - | 80.33 |
| Agree | - | - | 10.67 | - | 11.00 |
| 2 | Interfering in colleague’s decision | Disagree | - | 19.33 | 89.33 | 78.00 | 76.00 |
| Agree | - | 78.67 | 5.33 | 14.67 | 13.33 |
| 3 | Complaint from colleagues | Disagree | 20.00 | 22.00 | - | 8.00 | - |
| Agree | 78.00 | 68.67 | - | 90.00 | - |

From Table 8 it is seen that while dealing ‘Problem related with supervision of student teacher’, 82 percent of teachers disagreed with the strategy ‘avoid’ and 80.33 percent of the teachers disagreed with the strategy ‘retaliate’. The results points out that, from among the disagreed strategies, while dealing the ‘Problem related with supervision of student teacher’, Teachers’ least preference lie with the strategy ‘avoid’.

Table 8 shows that while dealing with situations such as ‘Interfering in colleague’s decision’, 78.67 percent of teachers agreed with the strategy ‘confer’. It is also seen that 89.33 percent disagreed with the strategy ‘avoid’, 78 percent disagreed with the strategy delegate and 76 percent disagreed with the strategy ‘retaliate’. The results help us to infer that when teachers deal with situations such as ‘Interfering in colleague’s decision’, they give the highest preference to the strategy ‘confer’ and their least preference goes to the strategy ‘avoid’.

Table 8 suggests that 90 percent of teachers agreed with the strategy ‘delegate’, 78 percent agreed with the strategy ‘consult and 68.67 percent agreed with the strategy ‘confer’ when they deal with ‘Complaints from Colleagues’. The results of the situation ‘Complaints from Colleagues’ points out that out of the three agreed strategies coming under this situation viz. delegate ,consult and confer, the highest preference is given by the teachers to the strategy ‘delegate’.

**Discussion or Results**

Problem Dealing Strategies of secondary school teachers while dealing with situations categorized under ‘Dealing with peers’ reveals that from among the seven strategies most of the teachers like to confer more. They are not willing to retaliate and avoid at all.

**iii. Dealing with administrators**

Under the category ‘Dealing with administrators’, three situations viz. ‘Principal’s grudge towards the teacher’, ‘Division fall problem’ and ‘Dissatisfaction with authority’s order’ are listed. The percentage of teachers prefering the different Problem Dealing Strategies for various situations under the category ‘Dealing with supervisors’ is presented in Table 9.

**TABLE 9**

**Percentage of Teachers Prefering Different  
Problem Dealing Strategies in Situations coming under ‘Dealing with Administrators ’**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl No:** | **Description of the Situation** | **level of agreement** | **Strategies** | | | | | | |
| **Comply** | **Consult** | **Confer** | **Avoid** | **Delegate** | **Legislate** | **Retaliate** |
| 1 | Principal’s grudge towards the teacher | Disagree | - | - | 8.00 | 90.67 | 34.00 | - | 96.67 |
| Agree | - | - | 89.33 | 5.33 | 54.00 | - | 2.67 |
| 2 | Division fall problem | Disagree | 83.33 | 2.67 | 12.67 | - | - | - | - |
| Agree | 10.00 | 94.67 | 83.33 | - | - | - | - |
| 3 | Dissatisfaction with authority’s order | Disagree | - | 4.67 | 2.00 | - | 14.67 | 52.67 | - |
| Agree | - | 90.00 | 94.67 | - | 77.33 | 31.33 | - |

From Table 9 it is seen that while dealing problems related with ‘Principal’s grudge towards the teacher’, 89.33 percent of teachers agreed with the strategy ‘confer’ and 54 percent of the teachers agreed with the strategy ‘delegate’. It is also seen that more than 90 percent of disagreed with the strategies ‘retaliate’ and ‘avoid’. The results points out that teachers gave the highest preference to the strategy ‘confer’ and least preference to the strategy ‘retaliate’ when they deal with problems related with ‘Principal’s grudge towards the teacher’.

Table 9 shows that while dealing with situations such as ‘Division fall problem’ 94.67 percent of teachers agreed with the strategy ‘consult’ and 83.33 percent agreed with the strategy ‘confer’. It is also seen that 83.33 percent disagreed with the strategy ‘comply’. The results help us to infer that when teachers deal with situations such as ‘Division fall problem’ , they give the highest preference to the strategy ‘consult’ and least preference to the strategy ‘comply’.

From Table 9 it is clear that while dealing with situations as ‘Dissatisfaction with authority’s order’, 94.67 percent agreed with the strategy ‘confer’, 90 percent agreed with the strategy ‘consult’ and 77.33 agreed with the strategy ‘delegate’. It also shows that 52.67 percent disagreed with the strategy ‘legislate’. The means that, that teacher’ gave the highest preference to the strategy ‘confer’ and least preference to the strategy ‘legislate’ when they deal with problems as ‘Dissatisfaction with authority’s order’.

**Discussion of Results**

Problem Dealing Strategies of secondary school teachers while dealing with situations categorized under ‘Dealing with administrators’ reveals that from among the seven strategies most of the teachers like to ‘confer’ and ‘consult’ more than all other strategies.

**iv. Dealing with Parents**

Under the category ‘Dealing with Parents’ two situations viz. PTA meeting conflict and ‘Parent demanding higher grade’ are listed. The percentage of teachers prefering the different Problem Dealing Strategies for various situations under the category ‘Dealing with parents’ is presented in Table 10.

**TABLE 10**

**Percentage of Teachers Prefering   
Different Problem Dealing Strategies in   
Situations coming under ‘Dealing with Parents’**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl No:** | **Description of the Situation** | **level of  agreement** | **Strategies** | | | |
| **Comply** | **Confer** | **Avoid** | **Retaliate** |
| 1 | PTA Meeting Conflict | Disagree | 12.00 | 82.67 | 93.33 | 80.67 |
| Agree | 87.33 | 7.33 | 2.67 | 12.00 |
| 3 | Parent demanding  higher grade | Disagree | - | 3.33 | 90.00 | 86.00 |
| Agree | - | 96.00 | 5.33 | 10.00 |

Table 10 shows that while dealing the situations related with ‘PTA Meeting Conflict’, 87.33 percent of teachers agreed with the strategy ‘comply’ whereas more than 80 percent of teachers disagreed with the strategies ‘confer’, ‘avoid’ and ‘retaliate’. It helps us to infer that the teachers gave highest preference to the strategy ‘comply’ while dealing with situations as ‘PTA Meeting conflicts’. They did not prefer the strategies such as confer, avoid, and retaliate. It further reveals that the least preference is given to the strategy ‘avoid’

Table 10 also shows that while dealing situations like ‘Parent demanding higher grade’, 96 percent of the teachers agreed with the strategy ‘confer’, whereas more than 85 percent of teachers disagreed with the strategy ‘avoid’ and ‘retaliate’. Only a very small percent of teachers (3.33%) disagreed with the strategy ‘confer’. This further suggests that in situations as ‘Parent demanding higher grade’, teachers give the highest preference to the strategy ‘comply’ and least preference to the strategies ‘avoid’ and ‘retaliate’.

**Discussion of Results**

Problem Dealing Strategies of secondary school teachers while dealing with situations categorized under ‘Dealing with Parents’ reveal that from among the seven strategies most of the teachers like to comply more than all other strategies. They are not willing to ‘avoid’ and ‘retaliate’ at all.

**C. DIFFERENCE IN THE PREFERENCE FOR EACH OF THE PROBLEM DEALING STRATEGIES BETWEEN SECONDARY SCHOOL TEACHERS WITH HIGH AND LOW TACIT KNOWLEDGE**

In this section analysis is done to understand the difference in the preference for each of the Problem Dealing Strategies between Secondary school teachers with high and low Tacit Knowledge. For this, frequency of response for various strategies preferred by each groups viz., high and low Tacit Knowledge group under each situations are calculated and their association is estimated using chi square test.

Table 11 displays the chi square indices showing the significance of difference in the preference for each strategies of the high- and low- Tacit Knowledge group of teachers, in situation 1. titled ‘PTA meeting conflict’.

**TABLE 11**

**Chi square Test of Independence between Preference for  
 Problem Dealing Strategies and level of Tacit Knowledge in Situation 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Description of the situation** | **Strategy** | **Level of Tacit Knowledge** | **Frequency of Response** | | | **Chi square value** |
| **disagree** | **neutral** | **agree** |
| PTA Meeting Conflict | comply | Low | 3 | 1 | 68 | 8.97\* |
| High | 15 | 0 | 63 |
| confer | Low | 53 | 12 | 7 | 8.61\* |
| High | 71 | 3 | 4 |
| avoid | Low | 60 | 5 | 7 | 9.10\* |
| High | 75 | 2 | 1 |
| retaliate | Low | 531 | 6 | 13 | 6.00\* |
| High | 671 | 5 | 6 |

Note \* P< 0.05

Table 11 shows that the chi square values obtained for the strategies ‘comply’ ,‘confer’, avoid and ‘retaliate’ are greater than 5.99 , the tabled value of chi square at 0.05 level with two degrees of freedom .Hence these strategies are significantly dependent on the level of Tacit knowledge among secondary school teachers. That is there exists significant difference in the preference for the strategies viz., comply, confer, avoid and retaliate between the teachers with high- and low- tacit Knowledge at 0.05 level. .

**Discussion**

Teachers with high and low Tacit Knowledge differ significantly (P<0.05) in their preference for the Problem Dealing Strategies ‘comply’, ‘confer’ and ‘avoid’ and ‘retaliate’ while dealing with the situation ‘PTA meeting Conflicts’.

The chi square indices showing the significance of difference in the preference for each strategies of the high- and low- Tacit Knowledge group of teachers, in situation 2. titled ‘Stealing tendency of student’ are given in   
Table 12.

**TABLE 12**

**Chi square Test of Independence   
between Preference for Problem Dealing   
Strategies and level of Tacit Knowledge in Situation 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Description of the situation** | **Strategy** | **Level of Tacit Knowledge** | **Frequency of Response** | | | **Chi square value** |
| **disagree** | **neutral** | **agree** |
| Stealing tendency of student | confer | Low | 5 | 0 | 67 | 0.97 |
| High | 6 | 1 | 71 |
| delegate | Low | 10 | 7 | 55 | 2.05 |
| High | 16 | 4 | 58 |
| legislate | Low | 5 | 1 | 66 | 0.02 |
| High | 5 | 1 | 72 |

From Table 12 it is seen that the chi square the values obtained for the strategies ‘confer’, ‘delegate’ and ‘legislate’ are less than 5.99, the tabled value of chi square at 0.05 level at with 2 degrees of freedom. Hence the difference in the preference for these strategies is not significant even at 0.05 level. That means, the problem dealing strategies are independent of the level of tacit knowledge.

**Discussion**

Level of Tacit Knowledge does not make significant difference in secondary school teachers’ preference for employing various Problem Dealing Strategies such as ‘confer’, ‘delegate’ and ‘legislate’ while dealing with the situation ‘Stealing tendency of student’.

The chi square indices showing the significance of difference in the preference of each strategies of the high-and low- Tacit Knowledge group of teachers in situation 3.titled ‘Parent demanding higher grade are given in Table 13.

**TABLE 13**

**Chi square Test of Independence   
between Preference for Problem Dealing   
Strategies and level of Tacit Knowledge in Situation 3**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Description of the situation** | **Strategy** | **Level of Tacit Knowledge** | **Frequency of Response** | | | **Chi square value** |
| **disagree** | **neutral** | **agree** |
| Parent demanding higher grade | confer | Low | 2 | 0 | 70 | 1.07 |
| High | 3 | 1 | 74 |
| avoid | Low | 63 | 6 | 3 | 4.44 |
| High | 72 | 1 | 5 |
| retaliate | Low | 57 | 6 | 9 | 8.11\* |
| High | 72 | 0 | 6 |

Note \* P< 0.05

As shown in Table 13 the chi square value obtained for the strategy confer (1.07) and for the strategy ‘avoid’ (4.44) are less than the 5.99, the tabled value of chi square with 0.05 level with 2 degrees of freedom. Hence there is no significant difference in the preference of these strategies in the two groups. The chi square value obtained for the strategy ‘retaliate’ is 8.11 with two degrees of freedom. This value is greater than 5.99, the tabled value of chi square at 0.05 level with 2 degrees of freedom. Hence the preference for the strategy ‘retaliate’ is significantly dependent on the level of Tacit Knowledge among secondary school teachers at 0.05 level.

**Discussion**

Level of Tacit Knowledge makes significant difference in secondary school teachers’ preference for employing the Problem Dealing Strategy ‘retaliate’ but it does not make significantdifference with strategies such as ‘confer’ and ‘avoid’ ,while dealing with problem as ‘Parent demanding higher Grade’.

Table 14 displays the chi square indices showing the significance of difference in the preference for each strategies of high-and low-Tacit Knowledge groups of teachers in situation 4 titled ‘Problem related with supervision of student teacher’.

**TABLE 14**

**Chi square Test of Independence   
between Preference for Problem Dealing   
Strategies and level of Tacit Knowledge in Situation 4**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Description of the situation** | **Strategy** | **Level of Tacit Knowledge** | **Frequency of Response** | | | **Chi square value** |
| **disagree** | **neutral** | **agree** |
| Problem related with supervision of student teacher | avoid | Low | 52 | 9 | 11 | 9.41\*\* |
| High | 71 | 2 | 5 |
| retaliate | Low | 50 | 11 | 11 | 9.97\*\* |
| High | 70 | 3 | 5 |

Note \*\* P< 0.01

From Table 14 it is seen that the chi square value with two degrees of freedom obtained for the strategies ‘avoid’ (9.41) and retaliate (9.97) are both greater than 9.21, the tabled value of chi square at 0.01 level with two degrees of freedom. Hence it can be infered that there is significant difference in the preference of Problem Dealing Strategies ‘avoid’ and ‘retaliate’ of secondary school teachers with high and low Tacit Knowledge at 0.01 level.

**Discussion**

While dealing with the situation as ‘problem related with supervision of student teacher’, level of Tacit Knowledge makes significant difference (P<0.01) in secondary school teachers’ preference for employing Problem Dealing Strategies such as ‘avoid’ and ‘retaliate’.

Table 15 displays the chi square indices showing the significance of difference in the preference for each strategies of high-and low- Tacit Knowledge group of teachers, in situation 5 titled ‘Drug mishap’.

**TABLE 15**

**Chi square Test of Independence   
between Preference for Problem Dealing   
Strategies and level of Tacit Knowledge in Situation 5**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Description of the situation** | **Strategy** | **Level of Tacit Knowledge** | **Frequency of Response** | | | **Chi square value** |
| **disagree** | **neutral** | **agree** |
| Drug mishap | consult | Low | 4 | 3 | 65 | 10.11\*\* |
| High | 17 | 2 | 58 |
| confer | Low | 1 | 2 | 69 | 2.89 |
| High | 4 | 1 | 72 |
| legislate | Low | 68 | 2 | 2 | 2.18 |
| High | 75 | 0 | 2 |
| retaliate | Low | 65 | 2 | 5 | 0.64 |
| High | 72 | 1 | 4 |

Note \*\* P< 0.01

Table 15, shows that the chi square value obtained for the strategy ‘consult’ is 10.11, which is greater than the tabled value of chi square at 0.01 level with 2 df. Hence there is significant difference in the preference of the Problem Dealing Strategy, ‘consult’ among high- and low- Tacit Knowledge group of teachers at 0.01 level. The chi square value obtained for the strategies confer (2.89), ‘legislate’ (2.18) and retaliate (0.64) are less than 5.99, the tabled value of chi square with 0.05 level with 2 degrees of freedom. Hence there is no significant difference in the preference of these strategies in the two groups.

**Discussion**

High and low Tacit Knowledge group of teachers differ significantly (P<0.01) in their preference for the strategy ‘consult’ in dealing the situation ‘Drug Mishap’.

The chi square indices showing the significance of difference in the preference for each strategies of high-and low- Tacit Knowledge group of teachers, in situation 6 titled ‘Principal’s grudge towards the teacher’ are given in Table 16.

**TABLE 16**

**Chi square Test of Independence   
between Preference for Problem Dealing   
Strategies and level of Tacit Knowledge in Situation 6**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Description of the situation** | **Strategy** | **Level of Tacit Knowledge** | **Frequency of Response** | | | **Chi square value** |
| **disagree** | **neutral** | **agree** |
| Principal’s grudge towards the teacher | confer | Low | 5 | 3 | 64 | 1.36 |
| High | 7 | 1 | 70 |
| avoid | Low | 61 | 6 | 5 | 7.71\* |
| High | 75 | 0 | 3 |
| delegate | Low | 23 | 6 | 43 | 2.56 |
| High | 28 | 12 | 38 |
| retaliate | Low | 69 | 1 | 2 | 1.10 |
| High | 76 | 0 | 2 |

Note \* P< 0.05

Table 16 shows that the chi square value obtained for the strategy ‘avoid’ is 7.71, which is greater than 5.99 the tabled value of chi square at 0.05 level with 2 df. Hence there is significant difference in the preference of the strategy ‘avoid’ by teachers with high and low Tacit Knowledge. From table 15 it is also seen that the chi square value of the strategies ‘confer’(1.36), ‘delegate’(2.56) and ‘retaliate’(1.10)are less than 5.99, thetabled value of chi square at 0.05 level with 2 df. Hence there is no significant difference in the strategies preferred by the two groups.

**Discussion**

Level of Tacit Knowledge makes significant difference in secondary school teachers’ preference for employing the Problem dealing strategy ‘avoid’(P<0.05) but it does not make any significant difference in the strategies ‘confer’, ‘delegate’ and ‘retaliate’, in dealing the situation ‘Principal’s grudge towards teacher’.

Table 17 displays the chi square indices showing the significance of difference in the preference for each strategies of high- and low- Tacit Knowledge group of teachers in situation 7 titled ‘Interfering in colleagues decision’.

**TABLE 17**

**Chi square Test of Independence   
between Preference for Problem Dealing   
Strategies and level of Tacit Knowledge in Situation 7**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Description of the situation** | **Strategy** | **Level of Tacit Knowledge** | **Frequency of Response** | | | **Chi square value** |
| **disagree** | **neutral** | **agree** |
| Interfering in colleague’s decision | confer | Low | 10 | 0 | 62 | 5.86 |
| High | 19 | 3 | 56 |
| avoid | Low | 60 | 6 | 6 | 5.23 |
| High | 74 | 2 | 2 |
| delegate | Low | 52 | 7 | 13 | 2.75 |
| High | 65 | 4 | 9 |
| retaliate | Low | 51 | 11 | 10 | 3.28 |
| High | 63 | 5 | 10 |

From table 17 it is seen that the chi square value obtained for the strategies ‘confer’(5.86), ‘avoid’(5.23), ‘delegate’(2.75) and ‘retaliate’(3.28) are less than 5.99, the tabled value of chi square at 0.05 level with 2 d.f. Hence there is no significant difference in the preference of these strategies by teachers with high and low Tacit Knowledge.

**Discussion**

While dealing with the situation as ‘Interfering in colleague’s decision’, level of Tacit Knowledge does not make significant difference in secondary school teachers’ preference for employing any of the Problem Dealing strategies

The chi square indices showing the significance of difference in the preference for each strategies of high- and low- Tacit Knowledge group of teachers in situation 8.titled ‘Complaint from colleagues’.

**TABLE 18**

**Chi square Test of Independence   
between Preference for Problem Dealing   
Strategies and level of Tacit Knowledge in Situation 8**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Description of the situation** | **Strategy** | **Level of Tacit Knowledge** | **Frequency of Response** | | | **Chi square value** |
| **disagree** | **neutral** | **agree** |
| Complaint from colleagues | consult | Low | 10 | 3 | 58 | 6.02\* |
| High | 20 | 0 | 58 |
| confer | Low | 7 | 5 | 60 | 14.67\*\* |
| High | 26 | 9 | 43 |
| delegate | Low | 4 | 1 | 67 | 1.44 |
| High | 8 | 2 | 68 |

Note \*\* P< 0.01, \* P< 0.05

Table 18 shows that the chi square value obtained for the strategy ‘consult’ is 6.02. As this value is greater than 5.99, the tabled value of chi-square at 0.05 level with 2 df, there is significant difference in the preference of the strategy ‘consult’ by teachers with high and low Tacit Knowledge. The chi square value obtained for the strategy ‘confer’ is 14.67 greater than 9.21 the tabled value of chi-square at 0.01 level with 2.df. Hence the strategy ‘confer’ is significantly dependent on the level of Tacit Knowledge among secondary school Teachers. Table 18 further reveals that the chi square value of the strategy ‘delegate’ (1.44) is not significant even at 0.05 level.

**Discussion**

Teachers with high and low Tacit Knowledge differ significantly in their preference for the Problem dealing strategies ‘consult’ (P<0.05) and ‘confer’(P<0.01) while dealing with the situation ‘Complaint from colleagues’.

Table 19 displays the chi square indices showing the significance of difference in the preference for each strategies of high- and low- Tacit Knowledge group of teachers, in situation 9 titled ‘Misinterpretation of relation with student’.

**TABLE 19**

**Chi square Test of Independence   
between Preference for Problem Dealing   
Strategies and level of Tacit Knowledge in Situation 9**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Description of the situation** | **Strategy** | **Level of Tacit Knowledge** | **Frequency of Response** | | | **Chi square value** |
| **disagree** | **neutral** | **agree** |
| Misinterpretation of relation with student | comply | Low | 11 | 4 | 57 | 2.63 |
| High | 20 | 5 | 53 |
| confer | Low | 7 | 8 | 57 | 9.60\*\* |
| High | 6 | 0 | 72 |
| avoid | Low | 57 | 6 | 9 | 7.23\* |
| High | 73 | 1 | 4 |
| delegate | Low | 13 | 7 | 52 | 1.73 |
| High | 21 | 6 | 51 |
| legislate | Low | 9 | 6 | 57 | 2.59 |
| High | 12 | 2 | 64 |
| Retaliate | Low | 54 | 7 | 11 | 9.97\*\* |
| High | 73 | 2 | 3 |

Note \*\* P< 0.01, \* P< 0.05

From Table 19 it is seen that the chi-square value obtained for the strategies ‘confer’ (9.60) and ‘retaliate’(9.97) , with two degrees of freedom is greater than 9.21, the tabled value of chi square at 0.01 level. Hence there is significant difference in the preference of the strategies ‘confer’ and ‘retaliate’ by teachers with high and low Tacit Knowledge at 0.01 level. The chi-square value obtained for the strategy ‘avoid’ is 7.23 with 2 degrees of freedom. This value is greater than the tabled value of chi-square at 0.05 level. Hence there is significant difference in the preference of the strategy ‘avoid’ by teachers with high and low Tacit Knowledge at 0.05 level.

**Discussion**

Teachers with high and low Tacit Knowledge differ significantly in their preference for the Problem dealing strategies ‘confer’(P<0.01),’retaliate’ (P<0.01) and avoid (P<0.05), while dealing with the situation ‘Misinterpretation of relation with student’.

Table 20 displays the chi square indices showing the significance of difference in the preference for each strategies of high- and low- Tacit Knowledge group of teachers, in situation 10 titled ‘Inattentive student’.

**TABLE 20**

**Chi square Test of Independence   
between Preference for Problem Dealing   
Strategies and level of Tacit Knowledge in Situation 10**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Description of the situation** | **Strategy** | **Level of Tacit Knowledge** | **Frequency of Response** | | | **Chi square value** |
| **disagree** | **neutral** | **agree** |
| Inattentive student | consult | Low | 14 | 5 | 53 | 3.64 |
| High | 20 | 1 | 57 |
| confer | Low | 11 | 7 | 54 | 1.41 |
| High | 17 | 5 | 56 |
| avoid | Low | 55 | 4 | 13 | 7.40\* |
| High | 72 | 1 | 5 |
| legislate | Low | 8 | 12 | 52 | 4.59 |
| High | 15 | 7 | 56 |
| delegate | Low | 3 | 4 | 65 | 2.14 |
| High | 7 | 2 | 69 |

Note \* P< 0.05

The chi-square value obtained for the strategy ‘avoid’ is 7.40 , greater than the tabled value of chi-square at 0.05 level (5.99, 2 df ).Hence the preference for the strategy ‘avoid’ is significantly dependent on the level of Tacit Knowledge among secondary school Teachers. Table 20 further indicates that the other strategies such as ‘consult’, ‘confer’, ‘legislate’ and ‘delegate’ are not significant even at 0.05 level.

**Discussion**

While dealing with the situations as ‘Inattentive student’ teacher with high and low Tacit Knowledge groups differ significantly in their preference for the Problem dealing Strategy ‘avoid’ at 0.05 level. There is no other significant strategies under this situation.

Table 21 displays the chi square indices showing the significance of difference in the preference for each strategies of high- and low - Tacit Knowledge group of teachers, in situation 11 titled ‘Division fall problem’.

**TABLE 21**

**Chi square Test of Independence   
between Preference for Problem Dealing   
Strategies and level of Tacit Knowledge in Situation 11**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Description of the situation** | **Strategy** | **Level of Tacit Knowledge** | **Frequency of Response** | | | **Chi square value** |
| **disagree** | **neutral** | **agree** |
| Division fall problem | comply | Low | 56 | 9 | 7 | 7.59\* |
| High | 69 | 1 | 8 |
| consult | Low | 1 | 3 | 68 | 2.02 |
| High | 3 | 1 | 74 |
| confer | Low | 3 | 4 | 65 | 7.80\* |
| High | 13 | 2 | 63 |

Note \* P< 0.05

From Table 21 it is seen that the chi square values obtained for the strategies ‘comply’ and ‘confer’ is greater than the tabled value of chi-square at 0.05 level (5.99, 2df.) Hence these strategies comply and confer are significantly dependent on the level of Tacit Knowledge among secondary school Teachers at 0.05 level. The chi-square value of the strategy ‘consult’ is less than the tabled value of chi-square at 0.05 level. Hence the preference for the strategy ‘consult’ is not dependent on the level of Tacit Knowledge among secondary school Teachers even at 0.05 level.

**Discussion**

Level of Tacit Knowledge makes significant difference in secondary school teachers’ preference for employing the Problem dealing strategies such as ‘comply’(P<0.05) and ‘confer’ (p<0.05) while dealing with situation ‘Division fall problem’.

The chi square indices showing the significance of difference in the preference for each strategies of high- and low- Tacit Knowledge group of teachers in situation 12 titled ‘Dealing students fight’ are given in table 22.

**TABLE 22**

**Chi square Test of Independence   
between Preference for Problem Dealing   
Strategies and level of Tacit Knowledge in Situation 12**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Description of the situation** | **Strategy** | **Level of Tacit Knowledge** | **Frequency of Response** | | | **Chi square value** |
| **disagree** | **neutral** | **agree** |
| Dealing students fight | consult | Low | 7 | 3 | 62 | 1.56 |
| High | 13 | 3 | 62 |
| confer | Low | 11 | 4 | 57 | 5.78 |
| High | 3 | 5 | 70 |
| avoid | Low | 58 | 7 | 7 | 9.71\*\* |
| High | 75 | 1 | 2 |
| delegate | Low | 4 | 5 | 63 | 8.23\* |
| High | 17 | 4 | 57 |
| legislate | Low | 18 | 16 | 38 | 23.24\*\* |
| High | 46 | 18 | 14 |

Note \*\* P< 0.01, \* P< 0.05

Table 22 revealed that chi-square value obtained for the strategies ‘avoid’ (9.71) and ‘legislate’ (23.24) are greater than 9.21, the tabled value of chi square at 0.01 level with 2df. Hence there is significant difference in the preference of the strategies ‘avoid’ and ‘legislate’ by teachers with high and low Tacit Knowledge at 0.01 level. The chi-square value obtained for the strategy ‘delegate’ is 8.23, is greater than the tabled value of chi-square at 0.05 level (5.99, 2df). Hence there is significant difference in the preference of the strategy ‘delegate’ by teachers with high and low Tacit Knowledge at 0.05 level. Table 22 indicates that the preference for other strategies ‘consult’ and ‘confer’ are not significant even at 0.05 level

**Discussion**

High and low Tacit Knowledge group of teachers differ significantly in their preference for the Problem dealing Strategies ‘avoid’ (P<0.01), ‘legislate’ (P<0.01) and ‘delegate’ (P<0.05) in dealing with the situation ‘Dealing students’ fight’.

Table 23 displays the chi square indices showing the significance of difference in the preference for each strategies of high- and low- Tacit Knowledge group of teachers, in situation 13 titled ‘Insult from students’.

**TABLE 23**

**Chi square Test of Independence   
between Preference for Problem Dealing   
Strategies and level of Tacit Knowledge in Situation 13**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Description of the situation** | **Strategy** | **Level of Tacit Knowledge** | **Frequency of Response** | | | **Chi square value** |
| **disagree** | **neutral** | **agree** |
| Insult from students | confer | Low | 12 | 5 | 55 | 1.08 |
| High | 18 | 4 | 56 |
| consult | Low | 48 | 8 | 16 | 0.73 |
| High | 57 | 7 | 14 |
| legislate | Low | 9 | 6 | 57 | 0.82 |
| High | 10 | 10 | 58 |
| retaliate | Low | 46 | 7 | 19 | 11.60\* |
| High | 68 | 4 | 6 |

Note \* P< 0.05

Table 23 shows that the chi-square value obtained for the strategy ‘retaliate’ is 11.60 with 2 degrees of freedom. This value is greater than the tabled value of chi-square at 0.01 level (9.21, 2df.). Hence the strategy ‘retaliate’ is significantly dependent on the level of Tacit Knowledge among secondary school Teachers at 0.01 level. The chi square value of the other strategies confer (1.08, 2 df.), consult (0.73,2df.) and legislate (0.82,2df.) shows that they are not dependent even at 0.05 level.

**Discussion**

Level of Tacit Knowledge makes significant difference (P<0.01) in the preference for employing the Problem Dealing Strategy ‘retaliate’ in secondary school teachers in dealing the situation ‘Insult from students’.

The chi square indices showing the significance of difference in the preference for each strategies of high- and low- Tacit Knowledge group of teachers, in situation 14 titled ‘Mocking habit of intelligent student’ are given in Table 24.

**TABLE 24**

**Chi square Test of Independence   
between Preference for Problem Dealing   
Strategies and level of Tacit Knowledge in Situation 14**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Description of the situation** | **Strategy** | **Level of Tacit Knowledge** | **Frequency of Response** | | | **Chi square value** |
| **disagree** | **neutral** | **agree** |
| Mocking habit of intelligent student | comply | Low | 5 | 5 | 62 | 0.87 |
| High | 7 | 3 | 68 |
| confer | Low | 7 | 4 | 61 | 0.87 |
| High | 8 | 2 | 68 |
| avoid | Low | 56 | 5 | 11 | 6.32\* |
| High | 72 | 2 | 4 |
| delegate | Low | 59 | 5 | 8 | 8.96\* |
| High | 75 | 0 | 3 |
| legislate | Low | 10 | 2 | 60 | 1.39 |
| High | 7 | 1 | 70 |
| retaliate | Low | 30 | 4 | 38 | 1.37 |
| High | 38 | 2 | 38 |

Note \* P< 0.05

From Table 24 it is seen that the chi square values obtained for the strategies ‘avoid’ and ‘delegate’ are greater than the tabled value of chi-square with 0.05 level with 2 degrees of freedom .Hence there is significant difference in the strategies ‘avoid’ and ‘retaliate’ prefered by teachers with high and low Tacit Knowledge. Table 23 further shows that the other strategies such as ‘comply’, ‘confer’, ‘legislate’ and ‘retaliate’ are not significant even at 0.05 level (5.99,2 df)

**Discussion**

High and low Tacit Knowledge group of teachers differ significantly (P<0.05) in their preference for the Problem dealing Strategies ‘avoid’ and ‘delegate’ in dealing with the situation ‘Mocking habit of intelligent student’.

Table 25 displays the chi square indices showing the significance of difference in the preference for each strategies of high- and low- Tacit Knowledge group of teachers, in situation 15 titled ‘Pornographic magazines with students’.

**TABLE 25**

**Chi square Test of Independence   
between Preference for Problem Dealing   
Strategies and level of Tacit Knowledge in Situation 15**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Description of the situation** | **Strategy** | **Level of Tacit Knowledge** | **Frequency of Response** | | | **Chi square value** |
| **disagree** | **neutral** | **agree** |
| Pornographic magazines with students | confer | Low | 4 | 2 | 66 | 6.60\* |
| High | 19 | 3 | 128 |
| retaliate | Low | 59 | 5 | 8 | 3.26 |
| High | 71 | 3 | 4 |

Note \* P< 0.05

From Table 25 the chi-square value obtained for the strategy ‘confer’ is 6.60 with 2 degrees of freedom. As this value is greater than the tabled value of chi- square at 0.05 level (5.99,2df), the strategy ‘confer’ is significantly dependent on the level of Tacit Knowledge among Secondary School teachers. The chi-square value obtained for the strategy ‘retaliate’(3.26,2df) shows that there is no significant difference in their preference by the two groups even at 0.05 level (5.99,2df).

**Discussion**

While dealing with the situations ‘Pornographic magazines with student’, high and low Tacit Knowledge group of teachers differ significantly (P<0.05) only in their preference for the Problem dealing Strategy ‘confer’.

The chi square indices showing the significance of difference in the preference for each strategies of high- and low- Tacit Knowledge group of teachers, in situation 16 titled ‘Malpractice at examination hall’ are cited in Table 26.

**TABLE 26**

**Chi square Test of Independence   
between Preference for Problem Dealing   
Strategies and level of Tacit Knowledge in Situation 16**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Description of the situation** | **Strategy** | **Level of Tacit Knowledge** | **Frequency of Response** | | | **Chi square value** |
| **disagree** | **neutral** | **agree** |
| Malpractice at examination hall | confer | Low | 10 | 5 | 57 | 3.17 |
| High | 10 | 1 | 66 |
| avoid | Low | 54 | 7 | 11 | 10.45\*\* |
| High | 73 | 3 | 2 |
| retaliate | Low | 61 | 6 | 5 | 5.68 |
| High | 72 | 6 | 0 |

Note \*\* P< 0.01

From Table 26 the chi-square value obtained for the strategy ‘avoid’ is 10.45 which is greater than the tabled value of chi- square at 0.01 level (9.21, 2df). Hence the strategy ‘avoid’ is significantly dependent on the level of Tacit Knowledge among secondary school teachers. The chi -square values of other strategies ‘confer’ is 3.17 and that of ‘retaliate’ is 5.68 which are less than the tabled value of significance at 0.05 level (5.99, 2 df). Hence they are not significant even at 0.05 level.

**Discussion**

High and low Tacit Knowledge group of teachers differ significantly (P<0.01) in their preference for the Problem dealing Strategy ‘avoid’ in dealing with the situation ‘Malpractice at examination hall’.

Table 27 displays the chi square indices showing the significance of difference in the preference for each strategies of high- and low- Tacit Knowledge group of teachers, in situation 17 titled ‘Too many questions from student’.

**TABLE 27**

**Chi square Test of Independence   
between Preference for Problem Dealing   
Strategies and level of Tacit Knowledge in Situation 17**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Description of the situation** | **Strategy** | **Level of Tacit Knowledge** | **Frequency of Response** | | | **Chi square value** |
| **disagree** | **neutral** | **agree** |
| Too many questions from student | avoid | Low | 57 | 8 | 7 | 8.00\* |
| High | 73 | 1 | 4 |
| retaliate | Low | 69 | 1 | 2 | 1.10 |
| High | 76 | 0 | 2 |

Note \* P< 0.05

Table 27 shows that the chi-square value obtained for the strategy ‘avoid’ is 8.00 with 2 degrees of freedom. As this value is greater than the tabled value of chi- square at 0.01 level(9.21, 2df), the preference for the strategy ‘avoid’ is significantly dependent on the level of Tacit Knowledge among secondary school teachers. The chi -square value of the strategy ‘retaliate’ is 1.10 with 2 d.f. which is less than the tabled value of significance at 0.05 level (5.99,2 df). Hence it is not significant even at 0.05 level.

**Discussion**

Level of Tacit Knowledge makes significant difference(P<0.05) in the preference for employing the Problem Dealing Strategy ‘avoid’ by secondary school teachers in dealing the situations ‘Too many questions from student’.

Table 28 displays the chi square indices showing the significance of difference in the preference for each strategies of high- and low- Tacit Knowledge group of teachers, in situation 18 titled ‘Dissatisfaction with authority’s order ’.

**TABLE 28**

**Chi square Test of Independence   
between Preference for Problem Dealing   
Strategies and level of Tacit Knowledge in Situation 18**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Description of the situation** | **Strategy** | **Level of Tacit Knowledge** | **Frequency of Response** | | | **Chi square value** |
| **disagree** | **neutral** | **agree** |
| Dissatisfaction with authority’s order | consult | Low | 2 | 5 | 65 | 1.73 |
| High | 5 | 3 | 70 |
| confer | Low | 1 | 4 | 67 | 2.34 |
| High | 2 | 1 | 75 |
| delegate | Low | 10 | 7 | 55 | 0.59 |
| High | 12 | 5 | 61 |
| legislate | Low | 29 | 14 | 29 | 8.60\* |
| High | 50 | 10 | 18 |

Note \* P< 0.05

Table 28 shows that the chi square value obtained for the strategy ‘legislate’ is 8.60 with 2d.f. This value is greater than the tabled value of chi-square at 0.05 level with 2 degrees of freedom (5.99, 2df). Hence there is significant difference in the strategy ‘avoid’ prefered by teachers with high and low Tacit Knowledge. Table 27 further shows that the other strategies, ‘consult’, ‘confer’ and ‘delegate’ are not significant even at 0.05 level (5.99, 2df).

**Discussion**

High and low Tacit Knowledge group of teachers differ significantly (P<0.05) in their preference for the Problem dealing Strategy ‘legislate’ in dealing with the situation ‘Dissatisfaction with authority’s order’.

**SUMMARY OF FINDINGS**

The major findings of the study are summarized as follows:

1. The extent of Tacit Knowledge of teachers in terms of Percentiles found is cited in Table 32.

**TABLE 29**

**Percentile Norm for the Total Sample**

|  |  |
| --- | --- |
| Percentile | Value |
| P90 | 328.00 |
| P80 | 319.40 |
| P70 | 312.30 |
| P60 | 308.00 |
| P50 | 303.00 |
| P40 | 298.60 |
| P30 | 293.70 |
| P20 | 286.00 |
| P10 | 277.90 |

1. The Problem Dealing Strategies of secondary school teachers, while dealing with situations categorized under ‘Dealing with students’ reveal that among the seven strategies the most preferred strategies are ‘confer’, ‘comply’, ‘legislate’ and ‘consult’ and least preference is always with retaliate and avoid. This shows that in such situations teachers like to ‘confer’, ‘comply’, ‘legislate’ and ‘consult’ more than to ‘retaliate’ and ‘avoid’.
2. The Problem Dealing Strategies of secondary school teachers while dealing with situations categorized under ‘Dealing with peers’ reveal that from among the seven strategies most of the teachers like to confer more. They are not willing to retaliate and avoid at all.
3. The Problem Dealing Strategies of secondary school teachers while dealing with situations categorized under ‘Dealing with administrators’ reveal that from among the seven strategies most of the teachers like to confer more than all other strategies.
4. Problem Dealing Strategies of secondary school teachers while dealing with situations categorized under “Dealing with Parents’ reveal that from among the seven strategies most of the teachers preferred the strategies ‘comply’ and ‘confer’.
5. Teachers with high and low Tacit Knowledge differ significantly (P<0.05) in their preference for the Problem Dealing Strategies ‘comply’ ,‘confer’ and ‘avoid’ while dealing with the situations ‘PTA Meeting Conflicts’.
6. Level of Tacit Knowledge does not make significant difference in secondary school teachers’ preference for employing the Problem Dealing Strategies ‘confer’, ‘delegate’ and ‘legislate’ while dealing with the situation ‘Stealing tendency of student’.
7. Level of Tacit Knowledge makes significant difference in secondary school teachers’ preference for employing the Problem Dealing Strategies ‘retaliate’ and ‘avoid’, while dealing with the problem ‘Parent demanding higher grade’.
8. While dealing with the situation ‘problem related with supervision of student teacher’, level of Tacit Knowledge makes significant difference (P<0.01) in secondary school teachers’ preference for employing the Problem Dealing Strategies ‘avoid’ and ‘retaliate’.
9. High and low Tacit Knowledge group of teachers differ significantly (P<0.01) in their preference for the strategy ‘consult’ in dealing the situation ‘Drug Mishap’.
10. Level of Tacit Knowledge makes significant difference in secondary school teachers’ preference for employing the Problem Dealing Strategy ‘avoid’(P<0.05), in dealing the situation ‘Principal’s grudge towards teacher’.
11. While dealing with the situation ‘interfering in colleagues decision’, level of Tacit Knowledge does not make significant difference in secondary school teachers’ preference for employing any of the Problem Dealing Strategies.
12. Teachers with high and low Tacit Knowledge differ significantly in their preference for the Problem Dealing Strategies ‘consult’ (P<0.05) and ‘confer’(P<0.01) while dealing with the situation ‘Complaint from colleagues’.
13. Teachers with high and low Tacit Knowledge differ significantly in their preference for the Problem Dealing Strategies ‘confer’ (P<0.01),’ retaliate’ (P<0.01) and avoid (P<0.05), while dealing with the situation ‘Misinterpretation of relation with student’.
14. While dealing with the situation ‘Inattentive student’ teachers with high and low Tacit Knowledge differ significantly in their preference for the Problem Dealing Strategy ‘avoid’ at 0.05 level.
15. Level of Tacit Knowledge makes significant difference in secondary school teachers’ preference for employing the Problem Dealing Strategies ‘comply’(P<0.05) and ‘confer’ (p<0.05) while dealing with the situation ‘Division fall problem’
16. High and low Tacit Knowledge group of teachers differ significantly in their preference for the Problem Dealing Strategies ‘avoid’ (P<0.01), ‘legislate’ (P<0.01) and ‘delegate’ (P<0.05) in dealing with the situation ‘Dealing students’ fight’.
17. Level of Tacit Knowledge makes significant difference (P<0.01)in the preference for employing the Problem Dealing Strategy ‘retaliate’ among secondary school teachers in dealing the situation ‘Insult from students’.
18. High and low Tacit Knowledge group of teachers differ significantly (P<0.05) in their preference for the Problem dealing Strategies ‘avoid’ and ‘delegate’ in dealing with the situation ‘Mocking habit of intelligent student’.
19. While dealing with the situation ‘Pornographic magazines with student’, high and low Tacit Knowledge group of teachers differ significantly (P<0.05) in their preference for the Problem Dealing Strategy ‘confer’
20. High and low Tacit Knowledge group of teachers differ significantly (P<0.01) in their preference for the Problem dealing Strategy ‘avoid’ in dealing with the situation ‘Malpractice at examination hall’.
21. Level of Tacit Knowledge makes significant difference(P<0.05) in their preference for employing the Problem Dealing Strategy ‘avoid’ among secondary school teachers in dealing the situation ‘Too many questions from student’.
22. High and low Tacit Knowledge group of teachers differ significantly (P<0.05) in their preference for the Problem Dealing Strategy ‘legislate’ in dealing with the situation ‘Dissatisfaction with authority’s order’.

**CONCLUSIONS**

From the above findings the results can be concluded with the help of the following tables.

Table 30 shows the highly prefered and least prefered strategies coming under the four categories of dealings viz., ‘Dealing with students’, ‘Dealing with peers’, ‘Dealing with administrators’ and ‘Dealing with parents’.

**TABLE 30**

**Highly Prefered and Least Prefered  
Strategies in the Four Categories of ‘Dealings’ of Teachers**

|  |  |  |
| --- | --- | --- |
| **Categories** | **Strategies** | |
| **Highly prefered** | **Least Prefered** |
| Dealing with students | Confer, Comply, Legislate, Consult | Retaliate  Avoid |
| Dealing with peers | Confer | Retaliate  Avoid |
| Dealing with administrators | Confer, Consult | Retaliate  Avoid |
| Dealing with parents | Comply | Retaliate  Avoid |

From the difference in the preference of each of the Problem Dealing Strategies between secondary school teachers revealed that in each situations only some of the strategies are significant. These results can be concluded with the help of the Table 31.

Table 31 shows the list of the significant strategies under each situations.

**TABLE 31**

**Significant Strategies Under Each Situations**

|  |  |  |
| --- | --- | --- |
| **Situation No:** | **Description of the Situations** | **Significant Strategies** |
| 1 | PTA meeting conflict | Comply (p < 0.05)  Confer (p < 0.05)  Avoid (p < 0.05)  Delegate (p < 0.05) |
| 2 | Stealing tendency of Student | Nil |
| 3 | Parent demanding higher grade | Retaliate (p < 0.05) |
| 4 | Problem related with supervision of student teacher | Avoid (p < 0.01)  Retaliate (p < 0.01) |
| 5 | Drug mishap | Consult (p < 0.01) |
| 6 | Principal’s grudge towards the teacher | Avoid (p < 0.05) |
| 7 | Interfering in colleague’s decision Inattentive student | Nil |
| 8 | Complaint from colleagues | Consult (p < 0.05)  Confer (p < 0.01) |
| 9 | Misinterpretation of relation with student Dealing students’ fight | Confer (p < 0.01)  Avoid (p < 0.05)  Retaliate (p < 0.01) |
| 10 | Inattentive student | Avoid (p < 0.05) |
| 11 | Insult from Students | Comply (p < 0.05)  Confer (p < 0.05) |
| 12 | Dealing students’ fight | Avoid (p < 0.01)  Delegate (p < 0.01)  Legislate (p < 0.05) |
| 13 | Insult from Students | Retaliate (p < 0.01) |
| 14 | Mocking habit of intelligent student | Avoid. (p < 0.05)  Delegate (p < 0.05) |
| 15 | Pornographic magazines with students | Confer (p < 0.05) |
| 16 | Malpractice at examination hall | Avoid (p < 0.01) |
| 17 | Too many questions from student | Avoid (p < 0.05) |
| 18 | Dissatisfaction with authority’s order | Legislate (p < 0.05) |

**Tenability of Hypothesis**

The hypothesis for the study states that “There is significant difference in the preference for each of the Problem Dealing Strategies between secondary school teachers with high and low Tacit Knowledge in dealing challenging situations arising in their career life”.

The findings of this study revealed that secondary school teachers with high and low Tacit Knowledge differ significantly in their preference for some of the Problem Dealing Strategies under the 18 situations. Hence the hypothesis is partially substantiated.

**SUMMARY, FINDINGS AND   
SUGGESTIONS**

This chapter provides a summary of procedure, major findings, educational implications and suggestions for further research.

**A. RESTATEMENT OF THE PROBLEM**

The problem of the study is restated as **“PROBLEM DEALING STRATEGIES OF SECONDARY SCHOOL TEACHERS WITH HIGH AND LOW TACIT KNOWLEDGE”.**

**B. OBJECTIVES**

Following were the objectives of the study:

1. To construct and standardize a tool for measuring Tacit Knowledge of Secondary School Teachers.

2. To find out the extent of preference of various Problem Dealing Strategies among secondary school teachers in dealing challenging situations arising in their career life..

3. To find out whether there exists significant difference in the preference for each of the Problem Dealing Strategies between secondary school teachers with high and low Tacit Knowledge in dealing challenging situations arising in their career life.

**C. HYPOTHESIS**

The hypothesis of the present study was the as following:

1. There is significant difference in the preference for each of the Problem Dealing Strategies between secondary school teachers with high and low Tacit Knowledge in dealing challenging situations arising in their career life

**D. METHODOLOGY**

Methodology deals with precise description of sample used for the study, tool and statistical techniques used.

**Sample**

The study was conducted on a final sample of 150 secondary school teachers from five districts of Kerala viz., Thrissur, Palakkad, Ernakulam, Malappuram and Kozhikode using stratified random sampling technique giving due representation to the various strata viz., gender, locale of the school and type of school management

**Tool Used**

For the present study a Tacit Knowledge Scale for teachers (Mumthas & Blessytha, 2009) is used for measuring the extent of Tacit Knowledge of Secondary School Teachers

**Statistical Technique Used**

The statistical technique used for the present study were the following

1. Percentage Analysis

2. Chi Square Test of Independence

**E. MAJOR FINDINGS OF THE STUDY**

The major findings of the study are summarized as follows:

1. When the extent of Tacit Knowledge of teachers was analysed it was found that the 90th percentile is328.00, 80th percentileis 319.40, 70th percentileis 312.30, 60th percentile is 308.00, 50th percentileis303.00, 40th percentile is 298.60, 30th percentile is 293.70, 20th percentile 286.00 and 10th percentile 277.90.
2. The Problem Dealing Strategies of secondary school teachers, while dealing with situations categorized under ‘Dealing with students’ reveal that among the seven strategies the most preferred strategies are ‘confer’, ‘comply’, ‘legislate’ and ‘consult’ and least preference is always with retaliate and avoid. This shows that in such situations teachers like to ‘confer’, ‘comply’, ‘legislate’ and ‘consult’ more than to ‘retaliate’ and ‘avoid’.
3. The Problem Dealing Strategies of secondary school teachers while dealing with situations categorized under ‘Dealing with peers’ reveal that from among the seven strategies most of the teachers like to confer more. They are not willing to retaliate and avoid at all.
4. The Problem Dealing Strategies of secondary school teachers while dealing with situations categorized under ‘Dealing with administrators’ reveal that from among the seven strategies most of the teachers like to confer more than all other strategies.
5. Problem Dealing Strategies of secondary school teachers while dealing with situations categorized under “Dealing with Parents’ reveal that from among the seven strategies most of the teachers preferred the strategies ‘comply’ and ‘confer’.
6. Teachers with high and low Tacit Knowledge differ significantly (P<0.05) in their preference for the Problem Dealing Strategies ‘comply’ ,‘confer’ and ‘avoid’ while dealing with the situations ‘PTA Meeting Conflicts’.
7. Level of Tacit Knowledge does not make significant difference in secondary school teachers’ preference for employing the Problem Dealing Strategies ‘confer’, ‘delegate’ and ‘legislate’ while dealing with the situation ‘Stealing tendency of student’.
8. Level of Tacit Knowledge makes significant difference in secondary school teachers’ preference for employing the Problem Dealing Strategies ‘retaliate’ (p < 0.05), while dealing with the problem ‘Parent demanding higher grade’.
9. While dealing with the situation ‘problem related with supervision of student teacher’, level of Tacit Knowledge makes significant difference (P<0.01) in secondary school teachers’ preference for employing the Problem Dealing Strategies ‘avoid’ and ‘retaliate’.
10. High and low Tacit Knowledge group of teachers differ significantly (P<0.01) in their preference for the strategy ‘consult’ in dealing the situation ‘Drug Mishap’.
11. Level of Tacit Knowledge makes significant difference in secondary school teachers’ preference for employing the Problem Dealing Strategy ‘avoid’ (P<0.05), in dealing the situation ‘Principal’s grudge towards teacher’.
12. While dealing with the situation ‘interfering in colleagues decision’, level of Tacit Knowledge does not make significant difference in secondary school teachers’ preference for employing any of the Problem Dealing Strategies.
13. Teachers with high and low Tacit Knowledge differ significantly in their preference for the Problem Dealing Strategies ‘consult’ (P<0.05) and ‘confer’(P<0.01) while dealing with the situation ‘Complaint from colleagues’.
14. Teachers with high and low Tacit Knowledge differ significantly in their preference for the Problem Dealing Strategies ‘confer’ (P<0.01),’ retaliate’ (P<0.01) and avoid (P<0.05), while dealing with the situation ‘Misinterpretation of relation with student’.
15. While dealing with the situation ‘Inattentive student’ teachers with high and low Tacit Knowledge differ significantly in their preference for the Problem Dealing Strategy ‘avoid’ at 0.05 level.
16. Level of Tacit Knowledge makes significant difference in secondary school teachers’ preference for employing the Problem Dealing Strategies ‘comply’(P<0.05) and ‘confer’ (p<0.05) while dealing with the situation ‘Division fall problem’
17. High and low Tacit Knowledge group of teachers differ significantly in their preference for the Problem Dealing Strategies ‘avoid’ (P<0.01), ‘legislate’ (P<0.01) and ‘delegate’ (P<0.05) in dealing with the situation ‘Dealing students’ fight’.
18. Level of Tacit Knowledge makes significant difference (P<0.01)in the preference for employing the Problem Dealing Strategy ‘retaliate’ among secondary school teachers in dealing the situation ‘Insult from students’.
19. High and low Tacit Knowledge group of teachers differ significantly (P<0.05) in their preference for the Problem dealing Strategies ‘avoid’ and ‘delegate’ in dealing with the situation ‘Mocking habit of intelligent student’.
20. While dealing with the situation ‘Pornographic magazines with student’, high and low Tacit Knowledge group of teachers differ significantly (P<0.05) in their preference for the Problem Dealing Strategy ‘confer’
21. High and low Tacit Knowledge group of teachers differ significantly (P<0.01) in their preference for the Problem dealing Strategy ‘avoid’ in dealing with the situation ‘Malpractice at examination hall’.
22. Level of Tacit Knowledge makes significant difference(P<0.05) in their preference for employing the Problem Dealing Strategy ‘avoid’ among secondary school teachers in dealing the situation ‘Too many questions from student’.
23. High and low Tacit Knowledge group of teachers differ significantly (P<0.05) in their preference for the Problem Dealing Strategy ‘legislate’ in dealing with the situation ‘Dissatisfaction with authority’s order’.

**F. EDUCATIONAL IMPLICATIONS**

No one would deny that good teaching is the focal point of our educational system. The findings and the conclusion of the present study have wide implications for the improvement of the social conditions of teachings on both theoretical and practical context. They provide guidelines to teachers and teacher educators for the possible way of solving the problems and the worth of adopting different Problem Dealing Strategies in different situations. The effective use of strategies can be understood and practiced by teachers for the easy, timely and tactful solution of challenging professional situations.

The findings of the study reveals that in majority of situations from among the seven strategies teachers prefer to ‘comply’, ‘confer’ and ‘consult’ more than the other strategies. At the same time it is quite explicit that majority of the teachers are not willing to ‘avoid’ and ‘retaliate’ in any of these situations. This implies the truth that avoiding and retaliating cannot be considered as an acceptable strategy while dealing with social side of teaching. This further implies that teachers have to interact with others like students, peers, administrators and parents it is better to discuss the issue within the context of more intimate and private sphere, to do what is ordered and requested instead of agitating and to appeal to a third party if it is needed. There is also some sort of relevance for legislating especially when the dealing is with students. Generally there is a trend among practically intelligent teachers to discard the usage of the strategies ‘avoid’ and ‘retaliate’ than the less practically intelligent teachers. Also the findings points that level of Tacit Knowledge make significant difference in the preference of various Problem Dealing Strategies. This implies that there is an association between Problem Dealing Strategies and level of Tacit Knowledge. This necessitates the improvement of practical intelligence of teachers through the process of sharing Tacit Knowledge.

To improve the practical skills of teachers attempts have to be made right from the teacher training institutions. But in our Teaching training institutions our teacher trainees are not taught much to deal with the social side of teaching, which encompasses the major portion of all teaching learning process. The findings of this study implies that our teacher preparation programme could benefit if they expand their focus to include explicit instruction on practical skills for dealing with social interactions and day to day problems that occur in teaching career.

**F. SUGGESTIONS FOR FURTHER RESEARCH**

1. A study on the Problem Dealing Strategies adopted by teachers can be done at various levels of teaching to compare the differences in their usage of strategies.

2. A study on the productive efficiency of Tacit Knowledge in determining the career success of teachers.

3. Tacit knowledge of Teachers in relation with their gender, experience and subject can be studied.

4. Problem Dealing Strategies of Expert teachers and Novices can be compared.

5. Difference in the Problem Dealing strategies of Teacher Educators and High school Teachers can be studied.

6. Relationship between tacit knowledge and job satisfaction of teachers can be studied.

7. Relationship between Tacit Knowledge and leadership skills of teachers can be studied.

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**RESPONSE SHEET**

Name of School : Locale of School : Urban/ Rural

Type of Management : Govt./Aided Educational Qualification :

Sex : M/F Subject of Sepcialisation :

Teaching Experience : Nature of Appointment : Permanent/ Temporary

Age : Locale of Residence : Urban/ Rural

Nature of Family : Nuclear/ Joint

Residing with Family : Yes/ No

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| Serial Number of Items | Strongly Disagree | Disagree | Neutral | Strongly Agree | Agree |  | Serial Number of Items | Strongly Disagree | Disagree | Neutral | Strongly Agree | Agree |  | Serial Number of Items | Strongly Disagree | Disagree | Neutral | Strongly Agree | Agree |
| 1 |  |  |  |  |  |  | 27 |  |  |  |  |  |  | 53 |  |  |  |  |  |
| 2 |  |  |  |  |  |  | 28 |  |  |  |  |  |  | 54 |  |  |  |  |  |
| 3 |  |  |  |  |  |  | 29 |  |  |  |  |  |  | 55 |  |  |  |  |  |
| 4 |  |  |  |  |  |  | 30 |  |  |  |  |  |  | 56 |  |  |  |  |  |
| 5 |  |  |  |  |  |  | 31 |  |  |  |  |  |  | 57 |  |  |  |  |  |
| 6 |  |  |  |  |  |  | 32 |  |  |  |  |  |  | 58 |  |  |  |  |  |
| 7 |  |  |  |  |  |  | 33 |  |  |  |  |  |  | 59 |  |  |  |  |  |
| 8 |  |  |  |  |  |  | 34 |  |  |  |  |  |  | 60 |  |  |  |  |  |
| 9 |  |  |  |  |  |  | 35 |  |  |  |  |  |  | 61 |  |  |  |  |  |
| 10 |  |  |  |  |  |  | 36 |  |  |  |  |  |  | 62 |  |  |  |  |  |
| 11 |  |  |  |  |  |  | 37 |  |  |  |  |  |  | 63 |  |  |  |  |  |
| 12 |  |  |  |  |  |  | 38 |  |  |  |  |  |  | 64 |  |  |  |  |  |
| 13 |  |  |  |  |  |  | 39 |  |  |  |  |  |  | 65 |  |  |  |  |  |
| 14 |  |  |  |  |  |  | 40 |  |  |  |  |  |  | 66 |  |  |  |  |  |
| 15 |  |  |  |  |  |  | 41 |  |  |  |  |  |  | 67 |  |  |  |  |  |
| 16 |  |  |  |  |  |  | 42 |  |  |  |  |  |  | 68 |  |  |  |  |  |
| 17 |  |  |  |  |  |  | 43 |  |  |  |  |  |  | 69 |  |  |  |  |  |
| 18 |  |  |  |  |  |  | 44 |  |  |  |  |  |  | 70 |  |  |  |  |  |
| 19 |  |  |  |  |  |  | 45 |  |  |  |  |  |  | 71 |  |  |  |  |  |
| 20 |  |  |  |  |  |  | 46 |  |  |  |  |  |  | 72 |  |  |  |  |  |
| 21 |  |  |  |  |  |  | 47 |  |  |  |  |  |  | 73 |  |  |  |  |  |
| 22 |  |  |  |  |  |  | 48 |  |  |  |  |  |  | 74 |  |  |  |  |  |
| 23 |  |  |  |  |  |  | 49 |  |  |  |  |  |  | 75 |  |  |  |  |  |
| 24 |  |  |  |  |  |  | 50 |  |  |  |  |  |  | 76 |  |  |  |  |  |
| 25 |  |  |  |  |  |  | 51 |  |  |  |  |  |  |  | | | | | |
| 26 |  |  |  |  |  |  | 52 |  |  |  |  |  |  |

**RESPONSE SHEET**

Name of School : Locale of School : Urban/ Rural

Type of Management : Govt./Aided Educational Qualification :

Sex : M/F Subject of Sepcialisation :

Teaching Experience : Nature of Appointment : Permanent/ Temporary

Age : Locale of Residence : Urban/ Rural

Nature of Family : Nuclear/ Joint

Residing with Family : Yes/ No

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| {Ia \¼À | ià-ambn hntbm-Pn-¡p¶p | hntbm-Pn-¡p¶p | A`n-{]m-b-anÃ | tbmPn-¡p¶p | ià-ambn tbmPn-¡p¶p |  | {Ia \¼À | ià-ambn hntbm-Pn-¡p¶p | hntbm-Pn-¡p¶p | A`n-{]m-b-anÃ | tbmPn-¡p¶p | ià-ambn tbmPn-¡p¶p |  | {Ia \¼À | ià-ambn hntbm-Pn-¡p¶p | hntbm-Pn-¡p¶p | A`n-{]m-b-anÃ | tbmPn-¡p¶p | ià-ambn tbmPn-¡p¶p |
| 1 |  |  |  |  |  |  | 27 |  |  |  |  |  |  | 53 |  |  |  |  |  |
| 2 |  |  |  |  |  |  | 28 |  |  |  |  |  |  | 54 |  |  |  |  |  |
| 3 |  |  |  |  |  |  | 29 |  |  |  |  |  |  | 55 |  |  |  |  |  |
| 4 |  |  |  |  |  |  | 30 |  |  |  |  |  |  | 56 |  |  |  |  |  |
| 5 |  |  |  |  |  |  | 31 |  |  |  |  |  |  | 57 |  |  |  |  |  |
| 6 |  |  |  |  |  |  | 32 |  |  |  |  |  |  | 58 |  |  |  |  |  |
| 7 |  |  |  |  |  |  | 33 |  |  |  |  |  |  | 59 |  |  |  |  |  |
| 8 |  |  |  |  |  |  | 34 |  |  |  |  |  |  | 60 |  |  |  |  |  |
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| 10 |  |  |  |  |  |  | 36 |  |  |  |  |  |  | 62 |  |  |  |  |  |
| 11 |  |  |  |  |  |  | 37 |  |  |  |  |  |  | 63 |  |  |  |  |  |
| 12 |  |  |  |  |  |  | 38 |  |  |  |  |  |  | 64 |  |  |  |  |  |
| 13 |  |  |  |  |  |  | 39 |  |  |  |  |  |  | 65 |  |  |  |  |  |
| 14 |  |  |  |  |  |  | 40 |  |  |  |  |  |  | 66 |  |  |  |  |  |
| 15 |  |  |  |  |  |  | 41 |  |  |  |  |  |  | 67 |  |  |  |  |  |
| 16 |  |  |  |  |  |  | 42 |  |  |  |  |  |  | 68 |  |  |  |  |  |
| 17 |  |  |  |  |  |  | 43 |  |  |  |  |  |  | 69 |  |  |  |  |  |
| 18 |  |  |  |  |  |  | 44 |  |  |  |  |  |  | 70 |  |  |  |  |  |
| 19 |  |  |  |  |  |  | 45 |  |  |  |  |  |  | 71 |  |  |  |  |  |
| 20 |  |  |  |  |  |  | 46 |  |  |  |  |  |  | 72 |  |  |  |  |  |
| 21 |  |  |  |  |  |  | 47 |  |  |  |  |  |  | 73 |  |  |  |  |  |
| 22 |  |  |  |  |  |  | 48 |  |  |  |  |  |  | 74 |  |  |  |  |  |
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| 24 |  |  |  |  |  |  | 50 |  |  |  |  |  |  | 76 |  |  |  |  |  |
| 25 |  |  |  |  |  |  | 51 |  |  |  |  |  |  |  | | | | | |
| 26 |  |  |  |  |  |  | 52 |  |  |  |  |  |  |

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Nature of Family : Nuclear/ Joint

Residing with Family : Yes/ No

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| Situation Numbers | Serial Number of Items | Strongly Disagree | Disagree | Neutral | Strongly Agree | Agree |  | Situation Numbers | Serial Number of Items | Strongly Disagree | Disagree | Neutral | Strongly Agree | Agree |  | Situation Numbers | Serial Number of Items | Strongly Disagree | Disagree | Neutral | Strongly Agree | Agree |
| **Situation 1** | 1 |  |  |  |  |  |  | **Situation 4** | 22 |  |  |  |  |  |  | **Situation 7** | 43 |  |  |  |  |  |
| 2 |  |  |  |  |  |  | 23 |  |  |  |  |  |  | 44 |  |  |  |  |  |
| 3 |  |  |  |  |  |  | 24 |  |  |  |  |  |  | 45 |  |  |  |  |  |
| 4 |  |  |  |  |  |  | 25 |  |  |  |  |  |  | 46 |  |  |  |  |  |
| 5 |  |  |  |  |  |  | 26 |  |  |  |  |  |  | 47 |  |  |  |  |  |
| 6 |  |  |  |  |  |  | 27 |  |  |  |  |  |  | 48 |  |  |  |  |  |
| 7 |  |  |  |  |  |  | 28 |  |  |  |  |  |  | 49 |  |  |  |  |  |
| **Situation 2** | 8 |  |  |  |  |  |  | **Situation 5** | 29 |  |  |  |  |  |  | **Situation 8** | 50 |  |  |  |  |  |
| 9 |  |  |  |  |  |  | 30 |  |  |  |  |  |  | 51 |  |  |  |  |  |
| 10 |  |  |  |  |  |  | 31 |  |  |  |  |  |  | 52 |  |  |  |  |  |
| 11 |  |  |  |  |  |  | 32 |  |  |  |  |  |  | 53 |  |  |  |  |  |
| 12 |  |  |  |  |  |  | 33 |  |  |  |  |  |  | 54 |  |  |  |  |  |
| 13 |  |  |  |  |  |  | 34 |  |  |  |  |  |  | 55 |  |  |  |  |  |
| 14 |  |  |  |  |  |  | 35 |  |  |  |  |  |  | 56 |  |  |  |  |  |
| **Situation 3** | 15 |  |  |  |  |  |  | **Situation 6** | 36 |  |  |  |  |  |  | **Situation 9** | 57 |  |  |  |  |  |
| 16 |  |  |  |  |  |  | 37 |  |  |  |  |  |  | 58 |  |  |  |  |  |
| 17 |  |  |  |  |  |  | 38 |  |  |  |  |  |  | 59 |  |  |  |  |  |
| 18 |  |  |  |  |  |  | 39 |  |  |  |  |  |  | 60 |  |  |  |  |  |
| 19 |  |  |  |  |  |  | 40 |  |  |  |  |  |  | 61 |  |  |  |  |  |
| 20 |  |  |  |  |  |  | 41 |  |  |  |  |  |  | 62 |  |  |  |  |  |
| 21 |  |  |  |  |  |  | 42 |  |  |  |  |  |  | 63 |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Situation Numbers | Serial Number of Items | Strongly Disagree | Disagree | Neutral | Strongly Agree | Agree |  | Situation Numbers | Serial Number of Items | Strongly Disagree | Disagree | Neutral | Strongly Agree | Agree |  | Situation Numbers | Serial Number Items | Strongly Disagree | Disagree | Neutral | Strongly Agree | Agree |
| **Situation 10** | 64 |  |  |  |  |  |  | **Situation 13** | 85 |  |  |  |  |  |  | **Situation 16** | 106 |  |  |  |  |  |
| 65 |  |  |  |  |  |  | 86 |  |  |  |  |  |  | 107 |  |  |  |  |  |
| 66 |  |  |  |  |  |  | 87 |  |  |  |  |  |  | 108 |  |  |  |  |  |
| 67 |  |  |  |  |  |  | 88 |  |  |  |  |  |  | 109 |  |  |  |  |  |
| 68 |  |  |  |  |  |  | 89 |  |  |  |  |  |  | 110 |  |  |  |  |  |
| 69 |  |  |  |  |  |  | 90 |  |  |  |  |  |  | 111 |  |  |  |  |  |
| 70 |  |  |  |  |  |  | 91 |  |  |  |  |  |  | 112 |  |  |  |  |  |
| **Situation 11** | 71 |  |  |  |  |  |  | **Situation 14** | 92 |  |  |  |  |  |  | **Situation 17** | 113 |  |  |  |  |  |
| 72 |  |  |  |  |  |  | 93 |  |  |  |  |  |  | 114 |  |  |  |  |  |
| 73 |  |  |  |  |  |  | 94 |  |  |  |  |  |  | 115 |  |  |  |  |  |
| 74 |  |  |  |  |  |  | 95 |  |  |  |  |  |  | 116 |  |  |  |  |  |
| 75 |  |  |  |  |  |  | 96 |  |  |  |  |  |  | 117 |  |  |  |  |  |
| 76 |  |  |  |  |  |  | 97 |  |  |  |  |  |  | 118 |  |  |  |  |  |
| 77 |  |  |  |  |  |  | 98 |  |  |  |  |  |  | 119 |  |  |  |  |  |
| **Situation 12** | 78 |  |  |  |  |  |  | **Situation 15** | 99 |  |  |  |  |  |  | **Situation 18** | 120 |  |  |  |  |  |
| 79 |  |  |  |  |  |  | 100 |  |  |  |  |  |  | 121 |  |  |  |  |  |
| 80 |  |  |  |  |  |  | 101 |  |  |  |  |  |  | 122 |  |  |  |  |  |
| 81 |  |  |  |  |  |  | 102 |  |  |  |  |  |  | 123 |  |  |  |  |  |
| 82 |  |  |  |  |  |  | 103 |  |  |  |  |  |  | 124 |  |  |  |  |  |
| 83 |  |  |  |  |  |  | 104 |  |  |  |  |  |  | 125 |  |  |  |  |  |
| 84 |  |  |  |  |  |  | 105 |  |  |  |  |  |  | 126 |  |  |  |  |  |

**RESPONSE SHEET**

Name of School : Locale of School : Urban/ Rural

Type of Management : Govt./Aided Educational Qualification :

Sex : M/F Subject of Sepcialisation :

Teaching Experience : Nature of Appointment : Permanent/ Temporary

Age : Locale of Residence : Urban/ Rural

Nature of Family : Nuclear/ Joint

Residing with Family : Yes/ No

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | {Ia \¼À | ià-ambn hntbm-Pn-¡p¶p | hntbm-Pn-¡p¶p | A`n-{]m-b-anÃ | tbmPn-¡p¶p | ià-ambn tbmPn-¡p¶p |  |  | {Ia \¼À | ià-ambn hntbm-Pn-¡p¶p | hntbm-Pn-¡p¶p | A`n-{]m-b-anÃ | tbmPn-¡p¶p | ià-ambn tbmPn-¡p¶p |  |  | {Ia \¼À | ià-ambn FXnÀ¡p¶p | FXnÀ¡p¶p | A`n-{]m-b-anÃ | tbmPn-¡p¶p | ià-ambn tbmPn-¡p¶p |
| **Situation 1** | 1 |  |  |  |  |  |  | **Situation 4** | 22 |  |  |  |  |  |  | **Situation 7** | 43 |  |  |  |  |  |
| 2 |  |  |  |  |  |  | 23 |  |  |  |  |  |  | 44 |  |  |  |  |  |
| 3 |  |  |  |  |  |  | 24 |  |  |  |  |  |  | 45 |  |  |  |  |  |
| 4 |  |  |  |  |  |  | 25 |  |  |  |  |  |  | 46 |  |  |  |  |  |
| 5 |  |  |  |  |  |  | 26 |  |  |  |  |  |  | 47 |  |  |  |  |  |
| 6 |  |  |  |  |  |  | 27 |  |  |  |  |  |  | 48 |  |  |  |  |  |
| 7 |  |  |  |  |  |  | 28 |  |  |  |  |  |  | 49 |  |  |  |  |  |
| **Situation 2** | 8 |  |  |  |  |  |  | **Situation 5** | 29 |  |  |  |  |  |  | **Situation 8** | 50 |  |  |  |  |  |
| 9 |  |  |  |  |  |  | 30 |  |  |  |  |  |  | 51 |  |  |  |  |  |
| 10 |  |  |  |  |  |  | 31 |  |  |  |  |  |  | 52 |  |  |  |  |  |
| 11 |  |  |  |  |  |  | 32 |  |  |  |  |  |  | 53 |  |  |  |  |  |
| 12 |  |  |  |  |  |  | 33 |  |  |  |  |  |  | 54 |  |  |  |  |  |
| 13 |  |  |  |  |  |  | 34 |  |  |  |  |  |  | 55 |  |  |  |  |  |
| 14 |  |  |  |  |  |  | 35 |  |  |  |  |  |  | 56 |  |  |  |  |  |
| **Situation 3** | 15 |  |  |  |  |  |  | **Situation 6** | 36 |  |  |  |  |  |  | **Situation 9** | 57 |  |  |  |  |  |
| 16 |  |  |  |  |  |  | 37 |  |  |  |  |  |  | 58 |  |  |  |  |  |
| 17 |  |  |  |  |  |  | 38 |  |  |  |  |  |  | 59 |  |  |  |  |  |
| 18 |  |  |  |  |  |  | 39 |  |  |  |  |  |  | 60 |  |  |  |  |  |
| 19 |  |  |  |  |  |  | 40 |  |  |  |  |  |  | 61 |  |  |  |  |  |
| 20 |  |  |  |  |  |  | 41 |  |  |  |  |  |  | 62 |  |  |  |  |  |
| 21 |  |  |  |  |  |  | 42 |  |  |  |  |  |  | 63 |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | {Ia \¼À | ià-ambn hntbm-Pn-¡p¶p | hntbm-Pn-¡p¶p | A`n-{]m-b-anÃ | tbmPn-¡p¶p | ià-ambn tbmPn-¡p¶p |  |  | {Ia \¼À | ià-ambn FXnÀ¡p¶p | FXnÀ¡p¶p | A`n-{]m-b-anÃ | tbmPn-¡p¶p | ià-ambn tbmPn-¡p¶p |  |  | {Ia \¼À | ià-ambn hntbm-Pn-¡p¶p | hntbm-Pn-¡p¶p | A`n-{]m-b-anÃ | tbmPn-¡p¶p | ià-ambn tbmPn-¡p¶p |
| **Situation 10** | 64 |  |  |  |  |  |  | **Situation 13** | 85 |  |  |  |  |  |  | **Situation 16** | 106 |  |  |  |  |  |
| 65 |  |  |  |  |  |  | 86 |  |  |  |  |  |  | 107 |  |  |  |  |  |
| 66 |  |  |  |  |  |  | 87 |  |  |  |  |  |  | 108 |  |  |  |  |  |
| 67 |  |  |  |  |  |  | 88 |  |  |  |  |  |  | 109 |  |  |  |  |  |
| 68 |  |  |  |  |  |  | 89 |  |  |  |  |  |  | 110 |  |  |  |  |  |
| 69 |  |  |  |  |  |  | 90 |  |  |  |  |  |  | 111 |  |  |  |  |  |
| 70 |  |  |  |  |  |  | 91 |  |  |  |  |  |  | 112 |  |  |  |  |  |
| **Situation 11** | 71 |  |  |  |  |  |  | **Situation 14** | 92 |  |  |  |  |  |  | **Situation 17** | 113 |  |  |  |  |  |
| 72 |  |  |  |  |  |  | 93 |  |  |  |  |  |  | 114 |  |  |  |  |  |
| 73 |  |  |  |  |  |  | 94 |  |  |  |  |  |  | 115 |  |  |  |  |  |
| 74 |  |  |  |  |  |  | 95 |  |  |  |  |  |  | 116 |  |  |  |  |  |
| 75 |  |  |  |  |  |  | 96 |  |  |  |  |  |  | 117 |  |  |  |  |  |
| 76 |  |  |  |  |  |  | 97 |  |  |  |  |  |  | 118 |  |  |  |  |  |
| 77 |  |  |  |  |  |  | 98 |  |  |  |  |  |  | 119 |  |  |  |  |  |
| **Situation 12** | 78 |  |  |  |  |  |  | **Situation 15** | 99 |  |  |  |  |  |  | **Situation 18** | 120 |  |  |  |  |  |
| 79 |  |  |  |  |  |  | 100 |  |  |  |  |  |  | 121 |  |  |  |  |  |
| 80 |  |  |  |  |  |  | 101 |  |  |  |  |  |  | 122 |  |  |  |  |  |
| 81 |  |  |  |  |  |  | 102 |  |  |  |  |  |  | 123 |  |  |  |  |  |
| 82 |  |  |  |  |  |  | 103 |  |  |  |  |  |  | 124 |  |  |  |  |  |
| 83 |  |  |  |  |  |  | 104 |  |  |  |  |  |  | 125 |  |  |  |  |  |
| 84 |  |  |  |  |  |  | 105 |  |  |  |  |  |  | 126 |  |  |  |  |  |

**Appendix - I**

**FAROOK TRAINING COLLEGE**

**TACIT KNOWLEDGE SCALE FOR SCHOOL TEACHERS**

**DRAFT**

**(Malayalam Version)**

Dr. Mumthas N.S Blessytha Anwar

Selection Grade Lecturer M.Ed Student

Farook Training College Farook Training College

**\nÀt±-i-§Ä**

A[ym-]-\-¯nÂ A`n-ap-Jo-I-cn-t¡-­n-h-cp¶ Nne kµÀ`-§fpw Ahbv¡v km[y-am-Im-hp¶ hnhn[ {]Xn-I-c-W-§-fp-amWv Xmsg sImSp-¯n-cn-¡p-¶-Xv. Hmtcm kµÀ`-§Ä¡pw \ÂIn-bn-cn-¡p¶ {]Xn-I-c-W-§Ä¡v \n§-fpsS A`n-{]m-b-§Ä, ]qÀ®-ambn hntbm-Pn-¡p-¶p, (strongly disagree), hntbm-Pn-¡p¶p (disagree), hyà-amb D¯-c-anÃ (Neutral), tbmPn-¡p¶p (agree), ]qÀ®ambn tbmPn-¡p¶p (strongly agree) F¶n§s\ {]tXyIw X¶n-cn-¡p¶ sheet Â "✓' D]-tbm-Kn¨v tcJ-s¸-Sp-¯p-I.. FÃm {]kvXm-h-\-IÄ¡pw {]Xn-I-cWw tcJ-s¸Sp-¯p-hm³ {]tXyIw {i²n-¡p-I. CXn-eqsS e`n-¡p¶ hnh-c-§Ä hfsc cl-ky-ambn kq£n-¡p-¶Xpw Kth-j-Wm-h-iy-¯n-\p-th­nam-{Xta D]-tbm-Kn-¡p-I-bpÅq F¶pw Dd¸p \ÂIp-¶p.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Situation No. 1 | |  | Situation No. 2 | |
| 1. kvIqfnse anI¨ A[ym-]-I-cn-sem-cm-fmWv Ac-hn-µ³ amjv. Hcn-¡Â c£m-IÀ¯r-tbm-K-¯nÂ Hcp c£n-Xmhv Ac-hn-µ³ amjv ]Tn-¸n-¡p¶ hnjbw Ip«n-IÄ¡v Xosc a\-Ên-cm-Ip-¶n-sÃ¶v A`n-{]m-b-s¸-«p. amjn\v ¢mknse Ip«n-I-fnÂ \n¶v Hcn-¡epw C§-s\-sbmcp ^oUv \_m¡v In«n-bn-cp-¶n-Ã. C¯-c-samcp kml-N-cy-¯nÂ Ac-hn-µ³amjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg sImSp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯pI | |  | 2. cay So¨À ]Tn-¸n-¡p¶ H³]Xmw ¢mknse DbÀ¶ ]T-\-\n-e-hmcw ]peÀ¯p¶ Hcp hnZymÀ°n-bmWv iymw. ]e-t¸m-gmbn ¢mknÂ \S-¡p¶ ]e If-hp-IÄ¡pw Imc-W-¡m-c³ iymam-sW¶v So¨À am\-Ên-em-¡n. iymamsW -¦nÂ Hcn-¡Â t]mepw AXp k½-Xn-¡m\pw X¿m-d-Ã. C¯cw Hcp kml-N-cy-¯nÂ cay-So-¨À {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg sImSp-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |
| 1. | c£n-Xm-hnsâ A`n-{]mbw am\n-¨p-sIm­v Xsâ A²ym-]-\-coXn IpSp-XÂ sa¨-s]-Sp-¯m³ {ian-¡p-sa¶v ]dbpw |  | 8. | iymans\ hnfn¨p hcp¯n sN¿p¶ {]hr-¯n-bpsS Zqjy-^-e-§Ä ]dªp a\-Ên-em¡pw |
| 2. | bmsXm¶pw {]Xn-I-cn-¡msX \nÈ-\_vZX ]men¡pw |  | 9. | iymansâ amXm-]n-Xm-¡sf hnfn¨p hcp-¯n, hnhcw ]dbpw |
| 3. | c£n-Xm-hnsâ A`n-{]mbw shdp-samcp sXän-²m-c-W-bm-sW¶pw CXp-hsc A¯-c-samcp ^oUv\_m¡v In«n-bn-«n-sÃ¶pw ]dªv Hgn-bpw. |  | 10. | Hcp Iu¬kn-e-dpsS klmbw GÀ¸m-Sm-¡n-s¡m-Sp¡pw |
| 4. | aäm-cnÂ \n¶pw A¯-c-samcp ]cmXn e`n-¡m¯ kml-N-cy-¯nÂ AXv Hcp hnZymÀ°n-bpsS am{Xw A`n-{]m-b-am-sW¶p ]dªp XÅn-¡-f-bpw. |  | 11. | aäv A[ym-]-I-ccpambn NÀ¨ sNbvXv DNn-X-amb Hcp Xocp-am\w FSp¡pw |
| 5. | Ip«n th­{X \ne-hmcw ]peÀ¯m-¯-Xp-sIm-­mWv ]mT-`mKw a\-Ên-em-¡m³ \_p²n-ap-«-\p-`-h-s¸-Sp-¶-sX-¶p ]d-bpw. |  | 12. | aqey-§-sf-¡p-dn-¨pÅ Hcp NÀ¨ ¢mknÂ kwL-Sn-¸n--¡p-¶-Xn-\mbn {ian-¡pw. |
| 6. | Ft´m ap³ sshcmKyw ]peÀ¯n-s¡m-­mWv B c£n-Xmhv kwkm-cn-¡p-¶-sX¶v ]d-bpw. |  | 13. | iymansâ ASp¯ kplr-¯nsâ klm-b-t¯msS ]cn-lmcw ImWpw. |
| 7. | Ip«n-I-fp-ambn Hcp Xpd¶ NÀ¨bv¡p tijta C¯-c-samcp Imcy-s¯-¡p-dn¨v Xocp-am\w FSp-¡m³ Ignbq F¶p ]d-bpw. |  | 14. | {]iv\w ]cn-l-cn-¡m-\mbn {]n³kn-¸m-fnsâ klmbw tXSpw. |
| Situation No. 3 | |  | Situation No. 4 | |
| 3. ssja AÀ¸-W-t\_m-[-apÅ Hcp A²ym-]n-I-bm-Wv. So¨-dnsâ ¢mÊnÂ icm-icn \ne-hmcw ]peÀ¯p¶ Hcp hnZymÀ°n-bmWv {]Zo-]v. Hcn-¡Â {]Zo-]nsâ AÑ³ Ìm^v dqanÂ h¶v Sn¨-tdmSv IbÀ¯p. {]Zo-]n\v ssja-So-¨À C« C.E. amÀ¡v Ipd-ªp-t]m-b-Xm-bn-cp¶p At±-l-¯nsâ {]iv\w. C¯cw Hcp kml-N-cy-¯nÂ ssjaSo¨À {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg-sIm-Sp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |  | 4. cLp-amjv Hcp A²ym-]-I-hn-ZymÀ°n-\n-bmb ca-bpsS 10þmw Xc-¯nse A²ym-]-\w supervise sNbvXpsIm­n-cn-¡p-I-bm-Wv. ]Tn-¸n-¡p¶ ]mT-`m-K-¯nsâ bYmÀ° Bi-b-¯nÂ \n¶pw XoÀ¯pw sXämb Bi-b-amWv ca ]Tn-¸n-¡p-¶-Xv. C¯cw Hcp kml-N-cy-¯nÂ cLp-amjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg sImSp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |
| 15. | aäp hnj-b-§-fn-epÅ t{KUp-ambn Xmc-Xayw sNbvXv kzbw hne-bn-cp-¯m³ ]d-bpw. |  | 22. | ¢msÊ-Sp¯v Ign-bp-¶-Xp-hsc CS-s]-Sn-Ã. |
| 16. | Ip«n sNbvX ]T-\-{]-hÀ¯-\-§Ä¡v A\p-kr-X-am-bmWv amÀ¡v \ÂIn-bXv F¶p t\_m[y-s¸-Sp¯pw |  | 23. | CS-bnÂ Ibdn sXäv Xncp-¯n-s¡m-Sp-¡pw. |
| 17. | C.E. amÀ¡v \ÂIp-¶Xv XoÀ¯pw Hcp So¨-dnsâ A[n-Im-c-am-sW-h¶v ]dªv ]oXm-hns\ Xncn¨b¡pw. |  | 24. | ¢mÊv Ign-ª-Xn-\p-tijw Ìm^vdq-an-te¡v hnfn¨v iIm-cn¡pw |
| 18. | ]cmXn Ds­-¦nÂ AXp {]n³kn-¸m-fns\ Adn-bn-¨mÂ aXn-sb¶v ]d-bpw. |  | 25. | sXäv ]äp¶ Ah-k-c-¯nÂ Xs¶ ¢mÊn\v ]pd-t¯¡v hnfn-¸n¨v sXäv a\-Ên-em-¡n-s¡m-Sp¯v AXp Xncp-¯m³ ]dbpw |
| 19. | {]Xn-I-cn-¡m-Xn-cn¡pw |  | 26. | A[ym-]-I-hn-ZymÀ°n-\nsb amän \nÀ¯n kzbw ¢msÊ-Sp-¡pw. |
| 20. | ¢mknÂ D¶-X-\n-e-hmcw ]peÀ¯p¶ Ip«n-bpsS ]T-\-{]-hÀ¯-\-§-fp-ambn Xmc-Xayw sNbvXv hyXymkw t\_m[y-s¸-Sp-¯pw. |  | 27. | H¶p ]d-bmsX ¢mÊnÂ \n¶pw Cd-§n-t¸m-Ipw. |
| 21. | X\n¡v sXäv ]än-bn-«p-t­m-sb¶v ]p\:]cn-tim-[n-¡m-sa¶v ]d-bpw. |  | 28. | ¢mÊnse Ip«n-I-sf-s¡m-­p-Xs¶ kwi-b-§Ä tNmZn-¸n¨v Bibw sXäm-sW¶v t\_m[y-s¸-Sp-¯pw. |

|  |  |  |  |  |
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| <,,,Situation No. 5 | |  | Situation No. 6 | |
| 5. eo\ So¨À¡v ]¯nÂ ]Tn-¡p¶ Xsâ hnZymÀ°n-I-fp-ambn hfsc \Ã ASp-¸-am-Wv. hniz-kvX-cmb Nne hnZymÀ°n-I-fnÂ \n¶pw B ¢mÊnse anI¨ hnZymÀ°n-bmb cmPohv Cubn-sS-bmbn ab-¡p-a-cp¶v D]-tbm-Kn-¡m³ XpS-§nb hnhcw eo\ So¨À Adn-bp-¶p. C¯cw Hcp kml-N-cy-¯nÂ eo\So-¨À {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg sImSp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ cJ-s¸-Sp-¯pI | |  | 6. tZh³ Hcp kÀ¡mÀ AwKo-IrX kvIqfnse A²ym-]-I-\m-Wv. tPmen-bnÂ {]th-in¨ A¶p-ap-XÂ Ahn-Sps¯ slUvam-ÌÀ At±-l-t¯mSv hyàn-ssh-cmKyw DÅ-Xp-t]m-se-bmWv s]cp-am-dn-bn-cp-¶-Xv. ]e-t¸mgpw tZh\v \njvIÀjn¨ ]nco-b-Up-I-sf-¡mÄ IqSp-XÂ FSp-t¡-­-Xmbpw h¶p. slUvam-Ì-dnsâ ASp¯ \_Ôp-hns\ \nb-an-¡m³ Dt±-in¨ XkvXn-I-bn-te-¡mWv amt\-Pva-saânsâ CS-s]-SÂ ImcWw At±-ls¯ \nb-an-¨-sX¶ kXyw asäm-c-[ym-]-I-\nÂ \n¶pw tZh³ Adn-bm-\n-S-bm-bn. C¯cw Hcp kml-N-cy-¯nÂ tZh³amjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg sImSp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |
| 29. | {]n³kn-¸m-fn-t\mSv ]dªv XpSÀ\-S-]-S-n-IÄ At±-ls¯ GÂ¸n¡pw. |  | 36. | {]Xn-I-cn-¡msX slUvam-ÌÀ ]d-bp-¶-sXÃmw A\p-k-cn¡pw |
| 30. | amXm-]n-Xm-¡fpambn IqSn-¡mgvN \S-¯pw. |  | 37. | hfsc ASp¯ Hcp kl-{]-hÀ¯-I-t\mSv X\n-¡p-th­n slUvam-Ì-dn-t\mSv kwkm-cn-¡m³ ]d-bpw. |
| 31. | t]meo-knsâ klmbw tXSpw. |  | 38. | slUvam-k-ä-dp-ambn Xpd¶v kwkm-cn-¡pw. |
| 32. | ITn-\-amb in£m-\-S-]-Sn-IÄ kzoI-cn-¡pw. |  | 39. | slUvam-Ì-dns\ ]qÀ®-ambn Ah-K-Wn-¡m³ {ian-¡pw. |
| 33. | t\_m[-hÂ¡-c-W-¯n-\-pX-Ip¶ hnhn[ t{]m{Km-ap-IÄ ¢mÊnÂ s]mXp-hmbn kwL-Sn-¸n-¡pw. |  | 40. | amt\-Pvsaânsâ {i²-bnÂ s]Sp-¯pw. |
| 34. | Häbv¡v hnfn-¨p-h-cp¯n D]-tZ-in-¡pw. |  | 41. | Ìm^v aoän-§nÂ C¯-c-samcp {]iv\w FÃm-h-cp-tSbpw {i²-bnÂ s]Sp-¯pw. |
| 35. | {]n³kn-¸m-fnsâ Adn-thm-Sp-IqSn Ip«n-bpsS {]iv\w ]cn-l-cn-¡m-\m-h-iy-amb hnZ-KvZ-cpsS klmbw tXSpw. |  | 42. | kvIqfnse Hcp {]hÀ¯-\-¯nepw kl-I-cn-¡msX \nÂ¡pw. |

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| Situation No. 7 | |  | Situation No. 8 | |
| 7. Dj So¨À anI¨ IW¡v A[ym-]n-I-bm-Wv. hfsc s]s«¶v tZjyw ]nSn-¡p-sa-¦nepw Ip«n-IÄs¡Ãmw So¨-dns\ CjvS-am-Wv. Hcp Znhkw ¢msk-Sp-¯p-sIm-­n-cn-¡p-t¼mÄ Nn{Xw hc-¨-Xnsâ t]cnÂ So¨À F«mw ¢mÊn-se \na F¶ hnZymÀ°n-\nsb ¢mknÂ \n¶pw ]pd-¯m-¡n. C\n c£n-Xm-hnsâ I¯n-ÃmsX ¢mkn-en-cn-t¡-s­¶v Xm¡oXpw \ÂIn. \na t\sc sN¶v ¢mkv So¨-dmb hnZy-bpsS klmbw A`yÀ°n-¨p. DbÀ¶ ]T-\-\n-e-hmcw ]peÀ¯p¶ hnZymÀ°n-\n-bmWv \na F¶v hnZym-So-¨À¡-dn-bmw. C¯-cw Hcp kml-Ncy-¯nÂ hnZy-So-¨À {]Xn-I-cn-¡m³ km²y-X-bpÅ coXn-I-fmWv Xmsg sImSp-¯n-cn-¡p-¶-Xv. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |  | 8. Ip«n-I-fp-ambn hf-sc-b-[nIw ASp-¯n-S-]-g-Im-dpÅ N{µ³am-jnsâ ¢mÊnÂ Ip«n-Ifpw hfsc kPo-h-am-Wv. ]s£ ]e A²ym-]-Icpw Cu kPo-h-]-¦m-fn¯s¯ A¨-S-¡-cm-ln-Xy-ambn hymJym-\n-¨p. Nne A[ym-]-IÀ \ÂInb ]cm-Xn-bpsS ASn-Øm-\-¯nÂ slUvam-ÌÀ N{µ³am-jn-t\mSv hni-Zo-I-cWw Bh-iy-s¸-Sp-I-bp-­m-bn. C¯cw Hcp kml-N-cy-¯nÂ N{µ³-amjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg sImSp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |
| 43. | X\n¡v C¯-c-samcp {]iv\-¯nÂ CS-s]-Sm³ Ign-bn-sÃ¶p ]dªv Hgn-bpw. |  | 50. | ]cm-Xnsb ià-ambn FXnÀ¡pw. |
| 44. | Ipd¨v ka-b-¯n-\p--tijw Dj-So-¨-tdmSv kwkm-cn-¡m-sa¶p ]dbpw |  | 51. | aäp-Å-h-cpsS A`n-{]mbw am\n-¨p-sIm­v Xsâ A[ym-]-\-coXn ]p\:]cn-tim-[n-¡m-sa¶v ]d-bpw. |
| 45. | \nasb Biz-kn-¸n¨v Sn¨-tdmSv am¸-t]-£n-¡m\pw ¢mkn-en-cn¡m-\pÅ A\p-aXn t\Sm\pw ]d-bpw. |  | 52. | slUvam-Ì-dn-t\mSv Xsâ ¢mÊnsâ coXn \nco-£n-¡p-hm\pw hne-bn-cp-¯m\pw Bh-iy-s¸-Spw. |
| 46. | slUv amÌ-tdmSv kwkm-cn-¡m³ ]d-bpw. |  | 53. | Xsâ hnZymÀ°n-I-tfmSv A`n-{]mbw tNmZn-¡m³ ]d-bpw. |
| 47. | Dj-So-¨sd A\p-Iq-en¨v kwkm-cn-¡pw. |  | 54. | aä ¢mÊp-IÄs¡m¶pw iey-am-Im¯ Xc-¯nÂ ]g-b-coXn XpS-cpw. |
| 48. | Ip«n sNbvX-Xns\ hnaÀin¨v iIm-cn-¡pw. |  | 55. | aäpÅ A[ym-]-I-cp-ambn Hcp Xpd¶ NÀ¨¡v apXn-cpw. |
| 49. | DS-s\-¯s¶ Ip«n-sbbpw Iq«n Dj-So-¨sd sN¶p I­p kwkm-cn-¡pw. |  | 56. | Xsâ coXn-bpsS {]tXy-I-X-I-sf-¡p-dn¨v aäp-Å-hsc t\_m[y-s¸-Sp-¯pw. |
| Situation No. 9 | |  | Situation No. 10 | |
| 9. kp\nÂamjv kmln-Xym-`n-cp-Nn-bpÅ Hcp sslkvIqÄ A[ym-]-I-\m-Wv. kmln-Xy-¯nÂ XmXv]-cy-apÅ Ip«n-Isf t{]mÕm-ln-¸n-¡p-¶-Xn-\mbn AhÀ¡v teJ-\-§fpw amkn-I-Ifpw aäpw kwL-Sn-¸n-¨p-sIm-Sp-¡p-¶Xv At±-l-¯nsâ ]Xn-hm-Wv. C¯-c-¯nÂ doa F¶ hnZymÀ°n-\n-¡v At±lw ]pkvX-I-§Ä hmbn-¡m³ sImSp-¡m-\n-S-bm-bn. ]s£ ]n¶o-SpÅ doa-bpsS s]cp-am-ä-¯nÂ \n¶pw B Ip«n Xs¶ sXän-²-cn-¨n-cn-¡p-I-bm-sW¶v kp\nÂamjv a\-Ên-em-¡n. C¯cw- Hcp kml-Ncy-¯nÂ kp\nÂamjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg-sIm-Sp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |  | 10. \¶mbn ]Tn-¡p¶ cmlpÂ Xsâ ¢mÊnÂ Ønc-ambn Dd-§p-¶Xv {]Im-i³ amjnsâ {i²-bnÂs¸-«p. Hcp Znhkw ¢mknÂ h¨v At±lw Imc-W-a-t\z-jn-¨p. hn«ose km¼-¯n-I-\_p²nap«v ImcWw ]T-\-¨n-ehv kzbw Is­-¯p-¶-Xn-\mbn cmlpÂ cm{Xn-bnÂ aWÂ hmcm³ t]mIm-dp-s­¶v Iq«p-IÄ ]d-ªp. C¯-c-samcp kml-N-cy-¯nÂ {]Im-i³amjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg sImSp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |
| 57. | Ip«nsb hnfn¨v Imcy-§-fpsS \nP-ØnXn ]dªv a\-Ên-em-¡m³ {ian-¡pw. |  | 64. | amd-d-an-ÃmsX Xsâ ¢mkv XpScpw. |
| 58. | Ip«nsb ]qÀ®-ambn Ah-K-Wn-¡pw. |  | 65. | Ìm^v dqanÂ s]mXp-hmbn NÀ¨ sNbvXv Hcp Xocp-am-\-sa-Sp-¡pw. |
| 59. | Ip«nsb thZ-\n-¸n-¡m¯ coXn-bnÂ s]cp-am-dm³ {ian-¡pw. |  | 66. | cmlp-ens\ {]tXyIw ]cn-K-Wn¨v ¢msk-Sp-¡pw. |
| 60. | Ip«n-bpsS amXm-]n-Xm-¡-fpsS klmbw tXSpw. |  | 67. | cmlpÂ sN¿p¶ {]hr-¯nsb {]iw-kn-¡pw. |
| 61. | apXnÀ¶-k-l-{]-hÀ¯-I-cp-sStbm Iu¬kn-e-dp-sStbm klmbw tXSpw. |  | 68. | cmlp-ensâ ]T-\-¨n-ehv kzbw Gsä-Sp-¡pw. |
| 62. | Iuam-c-{]m-b-¯nÂ D­m-Im-hp¶ am\-kn-I-Nm-]-ey-§sf¡pdn¨v ¢mÊnÂ Hcp NÀ¨ kwL-Sn-¸n-¡pw. |  | 69. | amXm-]n-Xm-¡-fp-ambn Hcp IqSn-¡mgvN \S-¯pw. |
| 63. | taenÂ hnZymÀ°n-\n-IÄ¡v ]pkvX-I-§fpw aäpw sImSp-¡p-¶Xv \nÀ¯pw. |  | 70. | C¯cw Ip«n-IÄ¡mbn Hcp klm-b-\n[n cq]o-I-cn-¡p-hm-\pÅ {iaw \S-¯pw. |

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| Situation No. 11 | |  | Situation No. 12 | |
| 11. eo\ Hcp kÀ¡mÀ AwKo-IrX hnZym-e-b-¯nse A[ym-]n-I-bm-Wv. eo\-bpsS ¢mÊnse A©p hnZymÀ°n-\n-IÄ ASp-¯pÅ A\mYmeb-¯nse At´-hm-kn-I-fm-Wv. B Ip«n-I-tfmSv hfsc ASp¯ \_Ôw ]peÀ¯p¶ Sn¨À AhÀ AhnsS ]oUn-¸n-¡-s¸-Sp-¶p­v F¶ kXyw a\-Ên-em-¡m-\n-S-bm-bn. So¨À Cu hnhncw {]n³kn-¸m-fns\ Adn-bn-¨p. A\m-Ym-e-b-¯nse \mÂ¸-Xp-Ip-«n-I-tfmfw B kvIqfnÂ h¶p ]Tn-¡p-¶-Xn\mÂ Ahn-Sps¯ A[n-Ir-Xsc ]nW¡n-bmÂ kvIqfn\v Unhn-j³ ^mÄ t\cn-tS­n hcpw F¶-Xp-sIm­v Cu {]iv\-¯nÂ CS-s]-tS­XnÃ F¶m-bn-cp¶p At±-l-¯nsâ A`n-{]m-bw. C¯cw Hcp kml-N-cy-¯nÂ eo\ So¨À {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg-sIm-Sp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |  | 12. cmP³amjv ]Tn-¸n-¡p¶ ]¯mw-¢m-ÊnÂ A{I-a-hm-k-\-bpÅ c­p hnZymÀ°n-IÄ D­v. A{I-a-]-Ým-¯-e-apÅ kao-]-{]-tZ-is¯ tNcn-bnÂ \n¶p-amWv AhÀ h¶n-cp-¶-Xv. AXp-sIm-­p-Xs¶ kvIqfnse FÃm Ip«n-IÄ¡pw Ahsc `b-am-bn-cp-¶p. Hcp Znhkw kvIqÄ kabw Ignªv Cd-§nb cmP³amjv Cu Ip«n-IÄ tKän\p ]pd¯v aäp Nne-cp-ambn t]mcm-Sp-¶Xv I­p. {]iv\w hfsc Kpcp-X-c-ambn ImW-s¸-«p. C¯-c-samcp kml-N-cy-¯nÂ cmP³amjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg sImSp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |
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| 71. | {]n³kn-¸mÄ FSp¯ Xocp-am-\s¯ FXnÀ¡pw |  | 78. | Ip«n-Isf ]nSn-¨p-amän Ahsc D]-tZ-in¡pw |
| 72. | t]meo-knÂ hnh-c-a-dn-bn¡pw |  | 79. | aäp kl-{]-hÀ¯-Isc hnhcw Adn-bn¡pw |
| 73. | B\m-Ym-e-b-¯nse A[n-Ir-X-c-pambn \_Ô-s¸«v {]iv\-]-cn-lm-c-¯n\p {ian¡pw |  | 80. | kz´w kpc-£-sb-¡-cpXn CS-s]-Sm-Xn-cn¡pw |
| 74. | aäpÅ A[ym-]-I-cp-ambn NÀ¨-sNbvXv DNn-X-amb Xocp-am\w FSp-¡pw. |  | 81. | hg-¡nÂ \n¶pw ]n³Xn-cn-¸n¨v hnZymÀ°n-Isf {]n³kn-¸m-fnsâ Hm^o-kn-te¡v hnSpw |
| 75. | h\n-Xm-I½o-js\ hnhcw Adn-bn¡pw |  | 82. | c£n-Xm-¡sf hnhcw Adn-bn¡pw |
| 76. | A\m-Ym-e-b-¯nse Ip«n-Isf t\_m[-h-Xv¡-cn¨v ]oV-\-§Äs¡-Xnsc {]Xn-I-cn-¡m³ {]m]vX-cm¡pw |  | 83. | kvIqfnsâ ]pd-¯m-b-Xp-sIm­v AXnÂ CS-s]-tS­ Bhiyw CsÃ¶v Icp-Xpw. |
| 77. | {]n³kn-¸m-fnsâ Xocp-am-\s¯ A\p-Iq-en¡pw |  | 84. | \nb-a-k-lmbw tXSpw. |
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| Situation No. 13 | |  | Situation No. 14 | |
| 13. Øew amäw In«n asämcp kvIqfn-te¡v t]mIm-\n-cp¶ tkXp-am-jn\v ]¯mw ¢mÊnse \mev hnZymÀ°n-IÄ tNÀ¶v Hcp ]mcn-tXm-jnIw sImSp-¡m-\n-S-bm-bn. hfsc BImw-£-tbm-Sp-IqSn Ip«n-I-fpsS k½m\w Xpd¶p t\m¡nb tkXp-amjv ]s£ AXp-Xs¶ ]cn-l-kn-¡p¶ Xc-¯n-epÅ k½m-\-am-sW¶v Xncn-¨-dn-ªp. C¯cw Hcp kml-N-cy-¯nÂ tkXp-amjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg-sIm-Sp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |  | 14. PntPm-am-jnsâ ¢mÊv Ip«n-IÄs¡Ãmw hfsc CjvS-am-Wv. AXp-sIm-­p-Xs¶ ¢mÊnÂ Ip«n-IÄ hf-sc-b-[nIw {i²n-¡m-dp-ap-­v. 9þmw ¢mÊnse \ho³ F¶ hnZymÀ°n hn-j-a-ta-dnb ]mT-`m-K-§Ä t]mepw s]s«¶v {Kln-¡m-dp-­v. ]s£ ]T-\-\n-e-hmc¯nÂ ]nt¶m¡w \nÂ¡p¶ Ip«n-IÄ kwibw tNmZn-¡p-t¼mÄ, Ahsc Ft¸mgpw Ifn-bm-¡p¶ {]h-WX \ho-\n\p­v. C¯cw Hcp kml-N-cy-¯nÂ PntPm-amjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg sImSp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |
| 85. | {]Xn-I-cn-¡m-Xn-cn¡pw |  | 92. | C¯cw {]hWX in£mÀl-am-sW¶v \ho-\n-t\mSv ¢mÊnÂ sh¨p-Xs¶ ]dbpw |
| 86. | {]n³kn-¸m-fns\ Adn-bn¡pw |  | 93. | \ho-\nsâ kµÀt`m-Nn-X-a-Ãm¯ CS-s]-S-ep-IÄ Ah-K-Wn-¡pw. |
| 87. | Ip«n-Isf hnfn-¨p-h-cp¯n Imc-W-a-t\z-jn-¡pw. |  | 94. | ]nt¶m¡w \nÂ¡p¶ hnZymÀ°n-Isf ]T-\-¯nÂ klm-bn-¡m-\pÅ Npa-Xe \ho-\ns\ GÂ]n¡pw |
| 88. | amXm-]n-Xm-¡sf hnh-c-a-dn-bn¡pw |  | 95. | \ho-\ns\ ]qÀ®-ambpw Ah-K-Wn-¡pw. |
| 89. | k½m\w Ip«n-Isf Xncn-t¨Â]n¡pw |  | 96. | Ìm^v dqan-te¡v hnfn¨v Imcy-§Ä t\_m[y-s¸-Sp-¯pw. |
| 90. | Ip«n-Isf hnfn¨v Xam-i-cq-t]W A`n-{]mbw ]dbpw |  | 97. | \ho\nsâ \_p²n-\n-e-hmcw hne-bn-cp¯n DNn-X-amb ]T-\-{]-hÀ¯-\-§Ä \ÂIpw. |
| 91. | Xsâ s]cp-am-ä-s¯-¡p-dn¨v ]p\Àhn-Nn-´\w \S¯pw |  | 98. | \ho-\ns\ {]n³kn-¸m-fnsâ ASp-t¯¡v Ab-¡pw. |

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| Situation No. 15 | |  | Situation No. 16 | |
| 15. PK³amjv Hcp Kh¬saâv t\_mbvkv sslkv¡qfnemWv ]Tn-¸n-¡p-¶-Xv. Hcn-¡Â ¢mÊnÂ sh¨v At±lw hn]n³ F¶ hnZymÀ°n-bpsS I¿nÂ AÇo-e-]p-kvX-I-§Ä ImWm-\n-S-bm-bn. C¯cw Hcp kml-N-cy-¯nÂ PK³amjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg-sIm-Sp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |  | 16. hmÀjn-Im-tLm-j-§Ä¡v tijw \SX-Xp¶ ]co-£m-th-f-bnÂ taÂt\m«w hln-¡p-sIm­ncn-¡pIbm-bn-cp¶ k\Âamjv 8þmw ¢mÊnse \nanj F¶ hnZymÀ-°n\n tIm¸n-b-Sn-¡p-¶Xv ImWm-\n-S-bm-bn. ]T-\-¯nÂ icm-icn \nehmcw ]peÀ¯n-bn-cp¶ B hnZymÀ°n\n hmÀjn-Im-tLm-j-th-f-bnÂ Xsâ kPo-h-]-¦m-fn-¯w-sIm­v {i²-]n-Sn-¨p-]-än-bn-cp-¶p. Xsâ tIm¸n-bSn kmdnsâ {i²-bnÂs]«p F¶p a\-Ên-em-¡nb \nanj XpSÀ¶v ]cn-£-sb-gp-XmsX lmfn-en-cp¶ Ic-bm³ XpS-§n. C¯cw Hcp kml-N-cy-¯nÂ k\Â-amjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg sImSp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |
| 99. | A¯-c-samcp Imcyw {i²-bnÂs]-«-Xmbn ImWn-¡n-Ã. |  | 106. | hnZymÀ°n-\nsb Biz-kn-¸n¨v ]cn£ XpSÀ¶v Fgp-Xm³ ]dbpw |
| 100. | hn]n-\ns\ Ìm^v dqan-te¡v hnfn¨v D]-tZ-in¡pw |  | 107. | H¶pw I­-Xmbn `mhn-¡nÃ |
| 101. | {]n³kn-¸m-fns\ hnh-c-a-dn-bn-¡pw. |  | 108. | Xsâ `mK-¯p-\n¶pw hnZymÀ°n-\n-s¡-Xnsc ]cmXn D­m-hnÃ F¶v Dd¸p\ÂIpw. |
| 102. | c£n-Xm-¡sf hnh-c-a-dn-bn-¡pw. |  | 109. | ]co-£m-lm-fnÂ \n¶pw ]pd-¯vt]m-hm³ ]d-bpw. |
| 103. | ¢mÊnÂ \n¶pw ]pd-¯m-¡pw. |  | 110. | Ip«nsb {]n³kn-¸m-fnsâ ASp-t¯¡v ]d-ª-b-¡pw. |
| 104. | ¢mÊnÂsh¨p Xs¶ iIm-cn-¡pw. |  | 111. | {i²-bnÂ s]« DS-s\-Xs¶ iIm-cn-¡pw. |
| 105. | H¶pw ]d-bmsX AÇoe ]pkvXIw FSp-¯p-sIm-­p-t]m-Ipw. |  | 112. | ]co-£-t]-¸À amÀ¡v sNbvXv hm§n-sh-¡pw. |

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| Situation No. 17 | |  | Situation No. 18 | |
| 17. ic-Xv amjv £am-io-e-apÅ Hc-[ym-]-I-\m-Wv. At±lw hfsc X·-b-t¯m-Sp-IqSn ¢msÊ-Sp-¡p-Ibpw Ip«n-I-fpsS kwi-b-\n-hm-c-W-¯n\v {]tXyIw Du¶Â \ÂIp-Ibpw sNbvXn-cp-¶p. H³]Xmw ¢mÊnse Inc¬ ]T-\-¯nÂ anI¨ \ne-hmcw ]qeÀ¯p¶ Hcp hnZymÀ°n-bm-Wv. ]s£ At±-l-¯nsâ ¢mÊnÂ Ft¸mgpw A{]-k-à-amb tNmZy-§-Ä tNmZn¨v A²ym-]-\-s¯ AXnsâ apJy-[m-c-bnÂ \n¶v hyXn-N-en-¸n-¡p¶ Hcp {]h-WX IncWn\p-­m-bn-cp¶p. C¯cw Hcp kml-N-cy-¯nÂ icXv amjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg-sIm-Sp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |  | 18. hn[p-amjv Hcp Kh¬saâv sslkv¡q-fnse A[ym-]-I-\m-Wv. A[ym-]-\-k-an-Xn-I-fnepw, kv¡qfnse {]hÀ¯-\-§-fnepw Xtâ-Xmb A`n-{]m-b-§Ä apt¶m«p sh¡p¶ kzX-{´-Nn-´m-K-Xn-bpÅ A[ym-]-I-\m--W-t±-lw. sU]yq«n Ub-d-IvSÀ ]pd-¯n-d-¡nb Hcp D¯-chv Akzo-Im-cy-ambn hn[p-am-jn\v A\p-`-h-s¸«p. C¯cw Hcp kml-N-cy-¯nÂ hn[pamjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg sImSp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |
| 113. | Inc-Wnsâ kwi-b-§Ä bYm-k-abw XoÀ¯p-sIm-Sp¡pw |  | 120. | slUvam-ÌÀ aptJ\ hkvXp-X-IÄ Un.-Un.sb t\_m[y-s¸-Sp-¯m³ {ian-¡pw. |
| 114. | ¢mÊnsâ XpS-¡-¯nÂXs¶ Ah-km-\s¯ A©p-an-\näv am{Xta kwibw tNmZn-¡m³ ]mSpÅq F¶v Ip«n-I-tfmSv ]d-bpw. |  | 121. | A[ym-]-I-kw-L-S-\-bp-ambn tNÀ¶v D¯-c-hns\ FXnÀ¡pw. |
| 115. | Inc-Wnsâ kwi-b-§Ä ¢mÊn-\p-tijw Ìm^vdq-anÂsh¨v XoÀ¡m-sa¶v ]d-bpw. |  | 122. | {]n³kn-¸m-fn-sâbpw kl-{]-hÀ¯-I-cp-sSbpw kl-I-cWw tXSn, kvIqfnÂ D¯chv {]mhÀ¯n-I-am-¡m-Xn-cn-¡m³ {ian-¡pw. |
| 116. | ¢mÊnÂsh-¨p-Xs¶ Inc-Wn-t\mSv A{]-k-à-amb tNmZy-§Ä taenÂ BhÀ¯n-¡-cp-sX¶v ]d-bpw. |  | 123. | Un.-Un..-bpsS D¯-c-hp-ambn s]mcp-¯-s¸-Sm³ {ian-¡pw. |
| 117. | Inc-Wnsâ kwi-b-§Ä ¢mÊnse aäp Ip«n-I-tfmSv tNmZn¨v Ahsc-s¡m­v Xs¶ D¯cw ]d-bn-¡m³ {ian-¡pw. |  | 124. | Xsâ \ne-]mSpw Un.-Un.-bpsS D¯-chpw hni-I-e-\-¯n\v hnt[-b-am¡pw. |
| 118. | Inc-Wns\ ¢mÊnÂ \n¶pw ]pd-¯m-¡pw. |  | 125. | kl-{]-hÀ¯-I-cp-ambn IqSn-b-mtem-Nn¨v H¶n-s¨mcp Xocp-am-\-sa-Sp-¡pw. |
| 119. | Inc-Wnsâ kwi-b-§Ä tI«-Xmbn \Sn-¡n-Ã. |  | 126. | Xsâ \ne-]m-SnÂ Dd¨p \nÂ¡p¶p |

**Appendix – III**

**FAROOK TRAINING COLLEGE**

**TACIT KNOWLEDGE SCALE FOR SCHOOL TEACHERS**

**FINAL**

**(Malayalam Version)**

Dr. Mumthas N.S Blessytha Anwar

Selection Grade Lecturer M.Ed Student

Farook Training College Farook Training College

**\nÀt±-i-§Ä**

A[ym-]-\-¯nÂ A`n-ap-Jo-I-cn-t¡-­n-h-cp¶ Nne kµÀ`-§fpw Ahbv¡v km[y-am-Im-hp¶ hnhn[ {]Xn-I-c-W-§-fp-amWv Xmsg sImSp-¯n-cn-¡p-¶-Xv. Hmtcm kµÀ`-§Ä¡pw \ÂIn-bn-cn-¡p¶ {]Xn-I-c-W-§Ä¡v \n§-fpsS A`n-{]m-b-§Ä, ]qÀ®-ambn hntbm-Pn-¡p-¶p, (**strongly disagree**), hntbm-Pn-¡p¶p (**disagree**), hyà-amb D¯-c-anÃ (**Neutral**), tbmPn-¡p¶p (**agree**), ]qÀ®ambn tbmPn-¡p¶p (**strongly agree**) F¶n§s\ {]tXyIw X¶n-cn-¡p¶ sheet Â "✓' D]-tbm-Kn¨v tcJ-s¸-Sp-¯p-I.

FÃm {]kvXm-h-\-IÄ¡pw {]Xn-I-cWw tcJ-s¸Sp-¯p-hm³ {]tXyIw {i²n-¡p-I. CXn-eqsS e`n-¡p¶ hnh-c-§Ä hfsc cl-ky-ambn kq£n-¡p-¶Xpw Kth-j-Wm-h-iy-¯n-\p-th­nam-{Xta D]-tbm-Kn-¡p-I-bpÅq F¶pw Dd¸p \ÂIp-¶p.

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| Situation No. 1 | |  | Situation No. 2 | |
| 1. kvIqfnse anI¨ A[ym-]-I-cn-sem-cm-fmWv Ac-hn-µ³ amjv. Hcn-¡Â c£m-IÀ¯r-tbm-K-¯nÂ Hcp c£n-Xmhv Ac-hn-µ³ amjv ]Tn-¸n-¡p¶ hnjbw Ip«n-IÄ¡v Xosc a\-Ên-cm-Ip-¶n-sÃ¶v A`n-{]m-b-s¸-«p. amjn\v ¢mknse Ip«n-I-fnÂ \n¶v Hcn-¡epw C§-s\-sbmcp ^oUv \_m¡v In«n-bn-cp-¶n-Ã. C¯-c-samcp kml-N-cy-¯nÂ Ac-hn-µ³amjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg sImSp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯pI | |  | 2. cay So¨À ]Tn-¸n-¡p¶ H³]Xmw ¢mknse DbÀ¶ ]T-\-\n-e-hmcw ]peÀ¯p¶ Hcp hnZymÀ°n-bmWv iymw. ]e-t¸m-gmbn ¢mknÂ \S-¡p¶ ]e If-hp-IÄ¡pw Imc-W-¡m-c³ iymam-sW¶v So¨À am\-Ên-em-¡n. iymamsW -¦nÂ Hcn-¡Â t]mepw AXp k½-Xn-¡m\pw X¿m-d-Ã. C¯cw Hcp kml-N-cy-¯nÂ cay-So-¨À {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg sImSp-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |
| 1. | c£n-Xm-hnsâ A`n-{]mbw am\n-¨p-sIm­v Xsâ A²ym-]-\-coXn IpSp-XÂ sa¨-s]-Sp-¯m³ {ian-¡p-sa¶v ]dbpw |  | 7. | iymans\ hnfn¨p hcp¯n sN¿p¶ {]hr-¯n-bpsS Zqjy-^-e-§Ä ]dªp a\-Ên-em¡pw |
| 2. | bmsXm¶pw {]Xn-I-cn-¡msX \nÈ-\_vZX ]men¡pw |  | 8. | Hcp Iu¬kn-e-dpsS klmbw GÀ¸m-Sm-¡n-s¡m-Sp¡pw |
| 3. | c£n-Xm-hnsâ A`n-{]mbw shdp-samcp sXän-²m-c-W-bm-sW¶pw CXp-hsc A¯-c-samcp ^oUv\_m¡v In«n-bn-«n-sÃ¶pw ]dªv Hgn-bpw. |  | 9. | aqey-§-sf-¡p-dn-¨pÅ Hcp NÀ¨ ¢mknÂ kwL-Sn-¸n--¡p-¶-Xn-\mbn {ian-¡pw. |
| 4. | aäm-cnÂ \n¶pw A¯-c-samcp ]cmXn e`n-¡m¯ kml-N-cy-¯nÂ AXv Hcp hnZymÀ°n-bpsS am{Xw A`n-{]m-b-am-sW¶p ]dªp XÅn-¡-f-bpw. |  |  |  |
| 5. | Ip«n th­{X \ne-hmcw ]peÀ¯m-¯-Xp-sIm-­mWv ]mT-`mKw a\-Ên-em-¡m³ \_p²n-ap-«-\p-`-h-s¸-Sp-¶-sX-¶p ]d-bpw. |  |  |  |
| 6. | Ft´m ap³ sshcmKyw ]peÀ¯n-s¡m-­mWv B c£n-Xmhv kwkm-cn-¡p-¶-sX¶v ]d-bpw. |  |  |  |
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| Situation No. 3 | |  | Situation No. 4 | |
| 3. ssja AÀ¸-W-t\_m-[-apÅ Hcp A²ym-]n-I-bm-Wv. So¨-dnsâ ¢mÊnÂ icm-icn \ne-hmcw ]peÀ¯p¶ Hcp hnZymÀ°n-bmWv {]Zo-]v. Hcn-¡Â {]Zo-]nsâ AÑ³ Ìm^v dqanÂ h¶v Sn¨-tdmSv IbÀ¯p. {]Zo-]n\v ssja-So-¨À C« C.E. amÀ¡v Ipd-ªp-t]m-b-Xm-bn-cp¶p At±-l-¯nsâ {]iv\w. C¯cw Hcp kml-N-cy-¯nÂ ssjaSo¨À {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg-sIm-Sp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |  | 4. cLp-amjv Hcp A²ym-]-I-hn-ZymÀ°n-\n-bmb ca-bpsS 10þmw Xc-¯nse A²ym-]-\w supervise sNbvXpsIm­n-cn-¡p-I-bm-Wv. ]Tn-¸n-¡p¶ ]mT-`m-K-¯nsâ bYmÀ° Bi-b-¯nÂ \n¶pw XoÀ¯pw sXämb Bi-b-amWv ca ]Tn-¸n-¡p-¶-Xv. C¯cw Hcp kml-N-cy-¯nÂ cLp-amjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg sImSp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |
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| 10. | Ip«n sNbvX ]T-\-{]-hÀ¯-\-§Ä¡v A\p-kr-X-am-bmWv amÀ¡v \ÂIn-bXv F¶p t\_m[y-s¸-Sp¯pw |  | 13. | ¢mÊv Ign-ª-Xn-\p-tijw Ìm^vdq-an-te¡v hnfn¨v iIm-cn¡pw |
| 11. | C.E. amÀ¡v \ÂIp-¶Xv XoÀ¯pw Hcp So¨-dnsâ A[n-Im-c-am-sW-h¶v ]dªv ]oXm-hns\ Xncn¨b¡pw. |  | 14. | A[ym-]-I-hn-ZymÀ°n-\nsb amän \nÀ¯n kzbw ¢msÊ-Sp-¡pw. |
| 12. | {]Xn-I-cn-¡m-Xn-cn¡pw |  | 15. | H¶p ]d-bmsX ¢mÊnÂ \n¶pw Cd-§n-t¸m-Ipw. |
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| Situation No. 5 | |  | Situation No. 6 | |
| 5. eo\ So¨À¡v ]¯nÂ ]Tn-¡p¶ Xsâ hnZymÀ°n-I-fp-ambn hfsc \Ã ASp-¸-am-Wv. hniz-kvX-cmb Nne hnZymÀ°n-I-fnÂ \n¶pw B ¢mÊnse anI¨ hnZymÀ°n-bmb cmPohv Cubn-sS-bmbn ab-¡p-a-cp¶v D]-tbm-Kn-¡m³ XpS-§nb hnhcw eo\ So¨À Adn-bp-¶p. C¯cw Hcp kml-N-cy-¯nÂ eo\So-¨À {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg sImSp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ cJ-s¸-Sp-¯pI | |  | 6. tZh³ Hcp kÀ¡mÀ AwKo-IrX kvIqfnse A²ym-]-I-\m-Wv. tPmen-bnÂ {]th-in¨ A¶p-ap-XÂ Ahn-Sps¯ slUvam-ÌÀ At±-l-t¯mSv hyàn-ssh-cmKyw DÅ-Xp-t]m-se-bmWv s]cp-am-dn-bn-cp-¶-Xv. ]e-t¸mgpw tZh\v \njvIÀjn¨ ]nco-b-Up-I-sf-¡mÄ IqSp-XÂ FSp-t¡-­-Xmbpw h¶p. slUvam-Ì-dnsâ ASp¯ \_Ôp-hns\ \nb-an-¡m³ Dt±-in¨ XkvXn-I-bn-te-¡mWv amt\-Pva-saânsâ CS-s]-SÂ ImcWw At±-ls¯ \nb-an-¨-sX¶ kXyw asäm-c-[ym-]-I-\nÂ \n¶pw tZh³ Adn-bm-\n-S-bm-bn. C¯cw Hcp kml-N-cy-¯nÂ tZh³amjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg sImSp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |
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| 16. | amXm-]n-Xm-¡sf hnh-c-a-dn-bn¡pw. |  | 22. | slUvam-k-ä-dp-ambn Xpd¶v kwkm-cn-¡pw. |
| 17. | t]meo-knsâ klmbw tXSpw. |  | 23. | slUvam-Ì-dns\ ]qÀ®-ambn Ah-K-Wn-¡m³ {ian-¡pw. |
| 18. | ITn-\-amb in£m-\-S-]-Sn-IÄ kzoI-cn-¡pw. |  | 24. | amt\-Pvsaânsâ {i²-bnÂ s]Sp-¯pw. |
| 19. | t\_m[-hÂ¡-c-W-¯n-\-pX-Ip¶ hnhn[ t{]m{Km-ap-IÄ ¢mÊnÂ s]mXp-hmbn kwL-Sn-¸n-¡pw. |  | 25. | kvIqfnse Hcp {]hÀ¯-\-¯nepw kl-I-cn-¡msX \nÂ¡pw. |
| 20. | Häbv¡v hnfn-¨p-h-cp¯n D]-tZ-in-¡pw. |  |  |  |
| 21. | {]n³kn-¸m-fnsâ Adn-thm-Sp-IqSn Ip«n-bpsS {]iv\w ]cn-l-cn-¡m-\m-h-iy-amb hnZ-KvZ-cpsS klmbw tXSpw. |  |  |  |

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| Situation No. 7 | |  | Situation No. 8 | |
| 7. Dj So¨À anI¨ IW¡v A[ym-]n-I-bm-Wv. hfsc s]s«¶v tZjyw ]nSn-¡p-sa-¦nepw Ip«n-IÄs¡Ãmw So¨-dns\ CjvS-am-Wv. Hcp Znhkw ¢msk-Sp-¯p-sIm-­n-cn-¡p-t¼mÄ Nn{Xw hc-¨-Xnsâ t]cnÂ So¨À F«mw ¢mÊn-se \na F¶ hnZymÀ°n-\nsb ¢mknÂ \n¶pw ]pd-¯m-¡n. C\n c£n-Xm-hnsâ I¯n-ÃmsX ¢mkn-en-cn-t¡-s­¶v Xm¡oXpw \ÂIn. \na t\sc sN¶v ¢mkv So¨-dmb hnZy-bpsS klmbw A`yÀ°n-¨p. DbÀ¶ ]T-\-\n-e-hmcw ]peÀ¯p¶ hnZymÀ°n-\n-bmWv \na F¶v hnZym-So-¨À¡-dn-bmw. C¯-cw Hcp kml-Ncy-¯nÂ hnZy-So-¨À {]Xn-I-cn-¡m³ km²y-X-bpÅ coXn-I-fmWv Xmsg sImSp-¯n-cn-¡p-¶-Xv. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |  | 8. Ip«n-I-fp-ambn hf-sc-b-[nIw ASp-¯n-S-]-g-Im-dpÅ N{µ³am-jnsâ ¢mÊnÂ Ip«n-Ifpw hfsc kPo-h-am-Wv. ]s£ ]e A²ym-]-Icpw Cu kPo-h-]-¦m-fn¯s¯ A¨-S-¡-cm-ln-Xy-ambn hymJym-\n-¨p. Nne A[ym-]-IÀ \ÂInb ]cm-Xn-bpsS ASn-Øm-\-¯nÂ slUvam-ÌÀ N{µ³am-jn-t\mSv hni-Zo-I-cWw Bh-iy-s¸-Sp-I-bp-­m-bn. C¯cw Hcp kml-N-cy-¯nÂ N{µ³-amjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg sImSp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |
| 26. | X\n¡v C¯-c-samcp {]iv\-¯nÂ CS-s]-Sm³ Ign-bn-sÃ¶p ]dªv Hgn-bpw. |  | 30. | slUvam-Ì-dn-t\mSv Xsâ ¢mÊnsâ coXn \nco-£n-¡p-hm\pw hne-bn-cp-¯m\pw Bh-iy-s¸-Spw. |
| 27. | Ipd¨v ka-b-¯n-\p--tijw Dj-So-¨-tdmSv kwkm-cn-¡m-sa¶p ]dbpw |  | 31. | Xsâ hnZymÀ°n-I-tfmSv A`n-{]mbw tNmZn-¡m³ ]d-bpw. |
| 28. | slUv amÌ-tdmSv kwkm-cn-¡m³ ]d-bpw. |  | 32. | Xsâ coXn-bpsS {]tXy-I-X-I-sf-¡p-dn¨v aäp-Å-hsc t\_m[y-s¸-Sp-¯pw. |
| 29. | Ip«n sNbvX-Xns\ hnaÀin¨v iIm-cn-¡pw. |  |  |  |
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| Situation No. 9 | |  | Situation No. 10 | |
| 9. kp\nÂamjv kmln-Xym-`n-cp-Nn-bpÅ Hcp sslkvIqÄ A[ym-]-I-\m-Wv. kmln-Xy-¯nÂ XmXv]-cy-apÅ Ip«n-Isf t{]mÕm-ln-¸n-¡p-¶-Xn-\mbn AhÀ¡v teJ-\-§fpw amkn-I-Ifpw aäpw kwL-Sn-¸n-¨p-sIm-Sp-¡p-¶Xv At±-l-¯nsâ ]Xn-hm-Wv. C¯-c-¯nÂ doa F¶ hnZymÀ°n-\n-¡v At±lw ]pkvX-I-§Ä hmbn-¡m³ sImSp-¡m-\n-S-bm-bn. ]s£ ]n¶o-SpÅ doa-bpsS s]cp-am-ä-¯nÂ \n¶pw B Ip«n Xs¶ sXän-²-cn-¨n-cn-¡p-I-bm-sW¶v kp\nÂamjv a\-Ên-em-¡n. C¯cw- Hcp kml-Ncy-¯nÂ kp\nÂamjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg-sIm-Sp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |  | 10. \¶mbn ]Tn-¡p¶ cmlpÂ Xsâ ¢mÊnÂ Ønc-ambn Dd-§p-¶Xv {]Im-i³ amjnsâ {i²-bnÂs¸-«p. Hcp Znhkw ¢mknÂ h¨v At±lw Imc-W-a-t\z-jn-¨p. hn«ose km¼-¯n-I-\_p²nap«v ImcWw ]T-\-¨n-ehv kzbw Is­-¯p-¶-Xn-\mbn cmlpÂ cm{Xn-bnÂ aWÂ hmcm³ t]mIm-dp-s­¶v Iq«p-IÄ ]d-ªp. C¯-c-samcp kml-N-cy-¯nÂ {]Im-i³amjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg sImSp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |
| 33. | Ip«nsb hnfn¨v Imcy-§-fpsS \nP-ØnXn ]dªv a\-Ên-em-¡m³ {ian-¡pw. |  | 39. | amd-d-an-ÃmsX Xsâ ¢mkv XpScpw. |
| 34. | Ip«nsb ]qÀ®-ambn Ah-K-Wn-¡pw. |  | 40. | Ìm^v dqanÂ s]mXp-hmbn NÀ¨ sNbvXv Hcp Xocp-am-\-sa-Sp-¡pw. |
| 35. | Ip«nsb thZ-\n-¸n-¡m¯ coXn-bnÂ s]cp-am-dm³ {ian-¡pw. |  | 41. | cmlp-ens\ {]tXyIw ]cn-K-Wn¨v ¢msk-Sp-¡pw. |
| 36. | apXnÀ¶-k-l-{]-hÀ¯-I-cp-sStbm Iu¬kn-e-dp-sStbm klmbw tXSpw. |  | 42. | cmlp-ensâ ]T-\-¨n-ehv kzbw Gsä-Sp-¡pw. |
| 37. | Iuam-c-{]m-b-¯nÂ D­m-Im-hp¶ am\-kn-I-Nm-]-ey-§sf¡pdn¨v ¢mÊnÂ Hcp NÀ¨ kwL-Sn-¸n-¡pw. |  | 43. | amXm-]n-Xm-¡-fp-ambn Hcp IqSn-¡mgvN \S-¯pw. |
| 38. | taenÂ hnZymÀ°n-\n-IÄ¡v ]pkvX-I-§fpw aäpw sImSp-¡p-¶Xv \nÀ¯pw. |  | 44. | C¯cw Ip«n-IÄ¡mbn Hcp klm-b-\n[n cq]o-I-cn-¡p-hm-\pÅ {iaw \S-¯pw. |
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| Situation No. 11 | |  | Situation No. 12 | |
| 11. eo\ Hcp kÀ¡mÀ AwKo-IrX hnZym-e-b-¯nse A[ym-]n-I-bm-Wv. eo\-bpsS ¢mÊnse A©p hnZymÀ°n-\n-IÄ ASp-¯pÅ A\mYmeb-¯nse At´-hm-kn-I-fm-Wv. B Ip«n-I-tfmSv hfsc ASp¯ \_Ôw ]peÀ¯p¶ Sn¨À AhÀ AhnsS ]oUn-¸n-¡-s¸-Sp-¶p­v F¶ kXyw a\-Ên-em-¡m-\n-S-bm-bn. So¨À Cu hnhncw {]n³kn-¸m-fns\ Adn-bn-¨p. A\m-Ym-e-b-¯nse \mÂ¸-Xp-Ip-«n-I-tfmfw B kvIqfnÂ h¶p ]Tn-¡p-¶-Xn\mÂ Ahn-Sps¯ A[n-Ir-Xsc ]nW¡n-bmÂ kvIqfn\v Unhn-j³ ^mÄ t\cn-tS­n hcpw F¶-Xp-sIm­v Cu {]iv\-¯nÂ CS-s]-tS­XnÃ F¶m-bn-cp¶p At±-l-¯nsâ A`n-{]m-bw. C¯cw Hcp kml-N-cy-¯nÂ eo\ So¨À {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg-sIm-Sp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |  | 12. cmP³amjv ]Tn-¸n-¡p¶ ]¯mw-¢m-ÊnÂ A{I-a-hm-k-\-bpÅ c­p hnZymÀ°n-IÄ D­v. A{I-a-]-Ým-¯-e-apÅ kao-]-{]-tZ-is¯ tNcn-bnÂ \n¶p-amWv AhÀ h¶n-cp-¶-Xv. AXp-sIm-­p-Xs¶ kvIqfnse FÃm Ip«n-IÄ¡pw Ahsc `b-am-bn-cp-¶p. Hcp Znhkw kvIqÄ kabw Ignªv Cd-§nb cmP³amjv Cu Ip«n-IÄ tKän\p ]pd¯v aäp Nne-cp-ambn t]mcm-Sp-¶Xv I­p. {]iv\w hfsc Kpcp-X-c-ambn ImW-s¸-«p. C¯-c-samcp kml-N-cy-¯nÂ cmP³amjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg sImSp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |
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| 45. | B\m-Ym-e-b-¯nse A[n-Ir-X-c-pambn \_Ô-s¸«v {]iv\-]-cn-lm-c-¯n\p {ian¡pw |  | 49. | Ip«n-Isf ]nSn-¨p-amän Ahsc D]-tZ-in¡pw |
| 46. | aäpÅ A[ym-]-I-cp-ambn NÀ¨-sNbvXv DNn-X-amb Xocp-am\w FSp-¡pw. |  | 50. | aäp kl-{]-hÀ¯-Isc hnhcw Adn-bn¡pw |
| 47. | A\m-Ym-e-b-¯nse Ip«n-Isf t\_m[-h-Xv¡-cn¨v ]oV-\-§Äs¡-Xnsc {]Xn-I-cn-¡m³ {]m]vX-cm¡pw |  | 51. | kz´w kpc-£-sb-¡-cpXn CS-s]-Sm-Xn-cn¡pw |
| 48. | {]n³kn-¸m-fnsâ Xocp-am-\s¯ A\p-Iq-en¡pw |  | 52. | c£n-Xm-¡sf hnhcw Adn-bn¡pw |
|  |  |  | 53. | kvIqfnsâ ]pd-¯m-b-Xp-sIm­v AXnÂ CS-s]-tS­ Bhiyw CsÃ¶v Icp-Xpw. |
|  |  |  | 54. | \nb-a-k-lmbw tXSpw. |
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| ,Situation No. 13 | |  | Situation No. 14 | |
| 13. Øew amäw In«n asämcp kvIqfn-te¡v t]mIm-\n-cp¶ tkXp-am-jn\v ]¯mw ¢mÊnse \mev hnZymÀ°n-IÄ tNÀ¶v Hcp ]mcn-tXm-jnIw sImSp-¡m-\n-S-bm-bn. hfsc BImw-£-tbm-Sp-IqSn Ip«n-I-fpsS k½m\w Xpd¶p t\m¡nb tkXp-amjv ]s£ AXp-Xs¶ ]cn-l-kn-¡p¶ Xc-¯n-epÅ k½m-\-am-sW¶v Xncn-¨-dn-ªp. C¯cw Hcp kml-N-cy-¯nÂ tkXp-amjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg-sIm-Sp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |  | 14. PntPm-am-jnsâ ¢mÊv Ip«n-IÄs¡Ãmw hfsc CjvS-am-Wv. AXp-sIm-­p-Xs¶ ¢mÊnÂ Ip«n-IÄ hf-sc-b-[nIw {i²n-¡m-dp-ap-­v. 9þmw ¢mÊnse \ho³ F¶ hnZymÀ°n hn-j-a-ta-dnb ]mT-`m-K-§Ä t]mepw s]s«¶v {Kln-¡m-dp-­v. ]s£ ]T-\-\n-e-hmc¯nÂ ]nt¶m¡w \nÂ¡p¶ Ip«n-IÄ kwibw tNmZn-¡p-t¼mÄ, Ahsc Ft¸mgpw Ifn-bm-¡p¶ {]h-WX \ho-\n\p­v. C¯cw Hcp kml-N-cy-¯nÂ PntPmamjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg sImSp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |
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| 55. | Ip«n-Isf hnfn-¨p-h-cp¯n Imc-W-a-t\z-jn-¡pw. |  | 59. | C¯cw {]hWX in£mÀl-am-sW¶v \ho-\n-t\mSv ¢mÊnÂ sh¨p-Xs¶ ]dbpw |
| 56. | amXm-]n-Xm-¡sf hnh-c-a-dn-bn¡pw |  | 60. | ]nt¶m¡w \nÂ¡p¶ hnZymÀ°n-Isf ]T-\-¯nÂ klm-bn-¡m-\pÅ Npa-Xe \ho-\ns\ GÂ]n¡pw |
| 57. | k½m\w Ip«n-Isf Xncn-t¨Â]n¡pw |  | 61. | \ho-\ns\ ]qÀ®-ambpw Ah-K-Wn-¡pw. |
| 58. | Xsâ s]cp-am-ä-s¯-¡p-dn¨v ]p\Àhn-Nn-´\w \S¯pw |  | 62. | Ìm^v dqan-te¡v hnfn¨v Imcy-§Ä t\_m[y-s¸-Sp-¯pw. |
|  |  |  | 63. | \ho\nsâ \_p²n-\n-e-hmcw hne-bn-cp¯n DNn-X-amb ]T-\-{]-hÀ¯-\-§Ä \ÂIpw. |
|  |  |  | 64. | \ho-\ns\ {]n³kn-¸m-fnsâ ASp-t¯¡v Ab-¡pw. |

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| Situation No. 15 | |  | Situation No. 16 | |
| 15. PK³amjv Hcp Kh¬saâv t\_mbvkv sslkv¡qfnemWv ]Tn-¸n-¡p-¶-Xv. Hcn-¡Â ¢mÊnÂ sh¨v At±lw hn]n³ F¶ hnZymÀ°n-bpsS I¿nÂ AÇo-e-]p-kvX-I-§Ä ImWm-\n-S-bm-bn. C¯cw Hcp kml-N-cy-¯nÂ PK³amjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg-sIm-Sp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |  | 16. hmÀjn-Im-tLm-j-§Ä¡v tijw \SX-Xp¶ ]co-£m-th-f-bnÂ taÂt\m«w hln-¡p-sIm­ncn-¡pIbm-bn-cp¶ k\Âamjv 8þmw ¢mÊnse \nanj F¶ hnZymÀ-°n\n tIm¸n-b-Sn-¡p-¶Xv ImWm-\n-S-bm-bn. ]T-\-¯nÂ icm-icn \nehmcw ]peÀ¯n-bn-cp¶ B hnZymÀ°n\n hmÀjn-Im-tLm-j-th-f-bnÂ Xsâ kPo-h-]-¦m-fn-¯w-sIm­v {i²-]n-Sn-¨p-]-än-bn-cp-¶p. Xsâ tIm¸n-bSn kmdnsâ {i²-bnÂs]«p F¶p a\-Ên-em-¡nb \nanj XpSÀ¶v ]cn-£-sb-gp-XmsX lmfn-en-cp¶ Ic-bm³ XpS-§n. C¯cw Hcp kml-N-cy-¯nÂ k\Â-amjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg sImSp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |
| 65. | hn]n-\ns\ Ìm^v dqan-te¡v hnfn¨v D]-tZ-in¡pw |  | 68. | hnZymÀ°n-\nsb Biz-kn-¸n¨v ]cn£ XpSÀ¶v Fgp-Xm³ ]dbpw |
| 66. | ¢mÊnÂ \n¶pw ]pd-¯m-¡pw. |  | 69. | H¶pw I­-Xmbn `mhn-¡nÃ |
| 67. | ¢mÊnÂsh¨p Xs¶ iIm-cn-¡pw. |  | 70. | ]co-£m-lm-fnÂ \n¶pw ]pd-¯vt]m-hm³ ]d-bpw. |
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| Situation No. 17 | |  | Situation No. 18 | |
| 17. ic-Xv amjv £am-io-e-apÅ Hc-[ym-]-I-\m-Wv. At±lw hfsc X·-b-t¯m-Sp-IqSn ¢msÊ-Sp-¡p-Ibpw Ip«n-I-fpsS kwi-b-\n-hm-c-W-¯n\v {]tXyIw Du¶Â \ÂIp-Ibpw sNbvXn-cp-¶p. H³]Xmw ¢mÊnse Inc¬ ]T-\-¯nÂ anI¨ \ne-hmcw ]qeÀ¯p¶ Hcp hnZymÀ°n-bm-Wv. ]s£ At±-l-¯nsâ ¢mÊnÂ Ft¸mgpw A{]-k-à-amb tNmZy-§-Ä tNmZn¨v A²ym-]-\-s¯ AXnsâ apJy-[m-c-bnÂ \n¶v hyXn-N-en-¸n-¡p¶ Hcp {]h-WX IncWn\p-­m-bn-cp¶p. C¯cw Hcp kml-N-cy-¯nÂ icXv amjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg-sIm-Sp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |  | 18. hn[p-amjv Hcp Kh¬saâv sslkv¡q-fnse A[ym-]-I-\m-Wv. A[ym-]-\-k-an-Xn-I-fnepw, kv¡qfnse {]hÀ¯-\-§-fnepw Xtâ-Xmb A`n-{]m-b-§Ä apt¶m«p sh¡p¶ kzX-{´-Nn-´m-K-Xn-bpÅ A[ym-]-I-\m--W-t±-lw. sU]yq«n Ub-d-IvSÀ ]pd-¯n-d-¡nb Hcp D¯-chv Akzo-Im-cy-ambn hn[p-am-jn\v A\p-`-h-s¸«p. C¯cw Hcp kml-N-cy-¯nÂ hn[pamjv {]Xn-I-cn-¡m³ km[y-X-bpÅ coXn-IÄ Xmsg sImSp-¯n-cn-¡p-¶p. Hmtcm-¶n\pw \n§-fpsS A`n-{]mbw {]tXyIw X¶n-cn-¡p¶ dkvt]m¬kv joänÂ tcJ-s¸-Sp-¯p-I. | |
| 71. | Inc-Wns\ ¢mÊnÂ \n¶pw ]pd-¯m-¡pw. |  | 73. | slUvam-ÌÀ aptJ\ hkvXp-X-IÄ Un.-Un.sb t\_m[y-s¸-Sp-¯m³ {ian-¡pw. |
| 72. | Inc-Wnsâ kwi-b-§Ä tI«-Xmbn \Sn-¡n-Ã. |  | 74. | {]n³kn-¸m-fn-sâbpw kl-{]-hÀ¯-I-cp-sSbpw kl-I-cWw tXSn, kvIqfnÂ D¯chv {]mhÀ¯n-I-am-¡m-Xn-cn-¡m³ {ian-¡pw. |
|  |  |  | 75. | Xsâ \ne-]mSpw Un.-Un.-bpsS D¯-chpw hni-I-e-\-¯n\v hnt[-b-am¡pw. |
|  |  |  | 76. | kl-{]-hÀ¯-I-cp-ambn IqSn-b-mtem-Nn¨v H¶n-s¨mcp Xocp-am-\-sa-Sp-¡pw. |
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**Appendix - II**

**FAROOK TRAINING COLLEGE**

**TACIT KNOWLEDGE SCALE FOR SCHOOL TEACHERS**

**DRAFT**

**(ENGLISH VERSION)**

Dr. Mumthas N.S Blessytha Anwar

Selection Grade Lecturer M.Ed Student

Farook Training College Farook Training College

**Instructions**

Given below are some of the challeniging situations usually faced by the teachers and their possible response actions. Please rate each of the response actions under each situations in the given response sheet accordingly with the given five response options viz., strongly disagree, disagree, neutral, agree and strongly agree musing "✓'. Please read each statement carefully and indicate your attitude by ticking only one alternative that is most appropriate for you. The information is very crucial to the purpose for this research. Your answer will be treated as strictly confidential and will be used for the research purpose only.

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| Situation No. 1 | |  | Situation No. 2 | |
| 1. Once at the PTA meeting Aravindan master has to face the complaint of a parent that children are not able to understand the subject portion taucht by him. But Aravindan master has not yet received such a feedback from the children. Given the situation please rate the possible response actions of Aravindan Sir according to your opinion in the given response sheet. | |  | 2. Shyam is one of the best students of Ramya teacher in 10th standard. But she realizes that Shyam is behind the frequent thefts occurring in the class. But Shyam is not willing to admit it at all. Given the situation please rate the possible response actions of Ramya according to your opinion in the given response sheet. | |
| 1. | Accepting the parents opinion, he would say that he will try to improve his teaching. |  | 8. | Would call Shyam and try to convince him the seriousness of his deeds . |
| 2. | Would not react at all . |  | 9. | Would inform Shyam’s parents. |
| 3. | Would say that the complaint is based on some sort of  misunderstanding as he has not yet received such a feedback from the students. |  | 10. | Would arrange a consultation with a counselor for Shyam. |
| 4. | As he has not received such a feedback he claims that it is only the case of that child.. |  | 11. | Would discuss the matter with other teachers and takes a decision. |
| 5. | Claims that the child is a low achiever and that is the reason. |  | 12. | Would conduct a discussion in the class to instruct on the values to be followed. |
| 6. | He would oppose by saying that the parent is talking such because he has some sort of grudge towards him. |  | 13. | Would contact Shyam’s best friend for solving the problem. |
| 7. | Would say that he will consider the thing only after conducting an open discussion with the students. |  | 14. | Would inform the principal. |

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| Situation No. 3 | |  | Situation No. 4 | |
| 3. Shyma is a dedicated teacher. Pradeep is an average student in her class. Once his father spoke impudently to Shyma teacher at the staffroom saying that she has given only low grades to his son. Given the situation please rate the possible response actions of Shyma according to your opinion in the given response sheet. | |  | 4. Reghu master was supervising a student teacher, Rema’s teaching. He found, that Rema is teaching wrong ideas entirely deviating from the main concept in the textbook. Given the situation please rate the possible response actions of Reghu master according to your opinion in the given response sheet. | |
| 15. | She would ask him to compare with the grades given by other teachers and evaluate it himself |  | 22. | Would not interfere until the class is over. |
| 16. | She would say that she has only given the mark according to the level of child. |  | 23. | Would correct her by interfering in the middle of the class. |
| 17. | She would claim that it is only her authority to grade him and dismiss the parent |  | 24. | Would scold the student teacher after calling her to the staff room. |
| 18. | She would ask the parent to consult the principal . |  | 25. | Would inform her the mistake calling her outside of the class room. |
| 19. | She would avoid the parent . |  | 26. | Would take the class dismissing the student teacher . |
| 20. | She would compare his works with the able students in her class and make the parent realize the difference. |  | 27. | Would get out of the class room at that time itself, without saying anything. |
| 21. | Would say that she would consider whether there is any fault in her grading procedure |  | 28. | Would make the student teacher aware of the mistake by making the children to ask doubts. |

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| <,,,Situation No. 5 | |  | Situation No. 6 | |
| 5. Leena Madam has very good relationship with her students.She happened to know from some trustworthy students in her class that Rajeev one of the best student in her class has started consuming with drugs. Given the situation please rate the possible response actions of Leena according to your opinion in the given response sheet. | |  | 6. Devan is a high school teacher working in an aided school. He has noticed that since the very beginning of his day in that school, the school principal is behaving to him in such a way that he has some sort of grudge towards him. Quite often the Principal assigned extra classes for Devan. One of Devan’s colleagues tell him that actually the Principal had prefered to hire his relative at Devans’ post, but due to the interference of the management he couldn’t do so. Given the situation please rate the possible response actions of Devan master according to your opinion in the given response sheet . | |
| 29. | She would inform the Principal and leave him the further actions. |  | 36. | He would obey whatever he is told to do by the Principal. |
| 30. | She would consult the parents. |  | 37. | He would ask a very intimate colleague to speak for him to the Principal. |
| 31. | She would inform the Police. |  | 38. | He would openly talk to the principal. |
| 32. | She would punish Rajeev severely. |  | 39. | He would entirely avoid the principal. |
| 33. | She would arrange some sort of awareness programmes in the classes for all. |  | 40. | He would inform the school management about the issue. |
| 34. | She would call him privately and advise him. |  | 41. | He would present the matter at staff meeting for the consideration of others. |
| 35. | She would seek the help of some experts with the help of principal. |  | 42. | He would openly critisise the Principal. |

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| Situation No. 7 | |  | Situation No. 8 | |
| 7. Usha is a very good Maths teacher.Though she is hot tempered all children like her much.Once Neena an 8 th standard student was dismissed from Usha teacher’s class because she engaged herself in drawing something while the teacher was busy with teaching.She was ordered to get Parents’ letter unless she couldn’t attend her class. Nima went to her class teacher Vidhya and requested for her help. Vidhya knows that Nima is a good student. Given the situation please rate the possible response actions of Vidhya teacher according to your opinion in the given response sheet. | |  | 8. Chandran Sir mingles very well with his students.All the students are very active at his class. But some teachers mistook this interactive atmosphere in his classroom as an indiscipline problem.They complained to the Principal and he asked for Chandran sir’s explanation. Given the situation please rate the possible response actions of Chandran sir according to your opinion in the given response sheet. | |
| 43. | She would say that she could not get involved in such a issue.. |  | 50. | He would strongly oppose the complaint. |
| 44. | Would say that she would talk to Usha teacher after some time. |  | 51. | Would say that admitting other’s complaint he would restructure his teaching mode. |
| 45. | Would ask Nima to say sorry to Usha teacher and get the permission to attend the class. |  | 52. | Would ask the headmaster to observe his class and evaluate. |
| 46. | Would send her to Principal. |  | 53. | Would ask to get the opinion of his students.. |
| 47. | Would support Usha teacher’s action. |  | 54. | Would continue his methods without causing trouble to other classrooms. |
| 48. | Would critisize the student. |  | 55. | Would conduct an open discussion with other teachers. |
| 49. | Would immediately take the student to Usha teacher to have a talk. |  | 56. | Would explain the peculiarity of his teaching to other teachers. |

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| Situation No. 9 | |  | Situation No. 10 | |
| 9. Sunil is a teacher with literary aptitude.To improve students’ interest in literature he used to supply them with articles and magazines.Accordingly he happened to give some books to a student named Reema. But he understoodfrom her further behaviour that the girl has mistook him. Given the situation please rate the possible response actions of Sunil according to your opinion in the given response sheet. | |  | 10. Prakashan sir noticed that Rajeev, a bright student in his class is seen sleeping frequently in all his classes.When he asked for the reason students replied that it is because he has to go for some sort of night jobs to meet the expenses for his studies due to the worse financial condition in his home. Given the situation please rate the possible response actions of Prakashan sir according to your opinion in the given response sheet. | |
| 57. | Would call the girl and tell her the truth. |  | 64. | Would continue the class without any comments.. |
| 58. | Would completely ignore thestudent. |  | 65. | Would discuss the matter in the staffroom and takes a decision. |
| 59. | Would behave to the child without hurting her. |  | 66. | Would take the class giving more considerstion to Rahul.. |
| 60. | Would consult her Parents. |  | 67. | Would praise Rahul’s deed. |
| 61. | Would inform senior teachers or counsellor.. |  | 68. | Would take the decision to take the responsibility of Rahul’s expenses for his studies |
| 62. | Would conduct a discussion in the class about the peculiarities of teenagers’ mental stage. |  | 69. | Would inform the parents. |
| 63. | Would stop giving books and articles to students. |  | 70. | Would do the arrangements for having welfare funds in the school to help such students. |

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| Situation No. 11 | |  | Situation No. 12 | |
| 11 Leena is teaching in an aided school.Five students in her class come from a nearby orphanage and she has very good relationship with them. She realised from them that these students are getting harassed in the orphanage .She informed the matter to the principal. But he reacted indifferently to the matter saying that they could not take any action because around fourty students are coming from that orphanage and any action would humiliate them and if they withdraws these children from their school it will cause division fall in their school causing threat to some teachers job. Given the situation please rate the possible response actions of Leena according to your opinion in the given response sheet. | |  | 12. There are two students in Rajan sir’s class who are coming from crime oriented neighbourhood. All the students in the school feared them. One day he noticed them fighting outside the school gate with some others.The scene seemed to very serious. Given the situation please rate the possible response actions of Rajan according to your opinion in the given response sheet | |
|  |  |  |  |  |
| 71. | Would agitate against Principal’s decision. |  | 78. | Would release the childrem from the fight and advise them. |
| 72. | Would inform the police |  | 79. | Would inform other teachers. |
| 73. | Would contact with the orphanage authority and have a talk for the solution |  | 80. | Would not interfere in the issue thinking on his own security. |
| 74. | Would discuss the matter with other teachers and takes a decision |  | 81. | Would make the students to get to the Principal after releasing them from the fight. |
| 75. | Would inform some Women Organisation. |  | 82. | Would inform the parents. |
| 76. | Would give the girls awareness to agitate against the harassment at their own level. |  | 83. | Would not interfer in the issue thinking that ther is no need to get into an issue happening outside the school compound. |
| 77. | Would comply with principal’s decision. |  | 84. | Would seek the help of law and order. |
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| Situation No. 13 | |  | Situation No. 14 | |
| 13. Sethu Sir was going to another school as he got transfer.Four students from 10th standard gave him apresent at the farewell party.Sir opened the present with much enthusiasm and found that it was a sort of present intended to insult him. Given the situation please rate the possible response actions of Sethu according to your opinion in the given response sheet. | |  | 14. Gijo is students’ a favourite teacher .Hence students always try to sit very attentively in his class. A student named Naveen used to comprehend even the toughest lessons very easily. But he has a tendency to mock at weak students when they ask their doubts or when they couldn’t answer the questions asked. Given the situation please rate the possible response actions of Gijo according to your opinion in the given response sheet. | |
| 85. | He would not react. |  | 92. | He would tell Naveen that his tendency is punishable |
| 86. | He would inform the principal. |  | 93. | He would critisize Naveen’s irrelevant interference. |
| 87. | He would call the students and ask for the reason. |  | 94. | He would assign the responsibility to help weaker students to Naveen. |
| 88. | He would consult the parents of the students. |  | 95. | Would avoid Naveen’s comments entirely. |
| 89. | He would return the present to the students. |  | 96. | Would call to the staffroom and and make him realise the facts. |
| 90. | He would opine humourously about the present to the students |  | 97. | Would give apt learning activities to Naveen after evaluating his intelligence level. |
| 91. | He would try to improve his behaviour further |  | 98. | Would send him to the Principal. |

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| Situation No. 15 | |  | Situation No. 16 | |
| 15. Jagan sir is working in a Government Boys high school. Once he noticed some Pornographic magazines with the students in the class. Given the situation please rate the possible response actions of Jagan according to your opinion in the given response sheet. | |  | 16. While supervisiong the exams conducted after theAnnual Celebaration. Sanal noticed that 8th standard student Nimisha is conducting malpractice at exam hall. She wea an average student and has attracted the attention of all with her active participation. in the Annual celebration. When she realised that Sanal has noticed her malpractice she stopped writing the exam and started crying. Given the situation please rate the possible response actions of Sanil according to your opinion in the given response sheet. | |
| 99. | He would behave as if he has not noticed. |  | 106. | He would console her and ask to continue the exam. |
| 100. | He would call Vipin at staff room. |  | 107. | He would act as if he has not noticed. |
| 101. | He would inform the Principal. |  | 108. | He would assure her that he will not take any action against her. |
| 102. | He would inform parents. |  | 109. | He would ask her to get out of the examination hall.. |
| 103. | He would dismiss him from the class. |  | 110. | He would send her to the Principal. |
| 104. | He would scold him in the class itself. |  | 111. | He would scold the student. |
| 105. | He would take the pronographic magazine from him without any comments. |  | 112. | He would debar the student from the examination. |

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| Situation No. 17 | |  | Situation No. 18 | |
| 17. Sharat as a teacher is well known for his patience. He used to take his class very effectively and always gave special attention to clarify his students’s doubts. A 9th standard student Kiran who is a high achiever always has the tendency to ask irrelevant questions in midst of class and tends Sharat to deviate form the subject topic. Given the situation please rate the possible response actions of Sharat according to your opinion in the given response sheet | |  | 18. Vidhu is a government high school teacher. He is a liberal minded person who always expresses his own ideas and opinions at academic meetings and other school activities. A recent order issued by the Deputy Directior seemed unacceptable to him. Given the situation please rate the possible response actions of Vidhu according to your opinion in the given response sheet . | |
| 113. | He would clear Sharat’s doubts at time |  | 120. | He would try to convince the facts to D.D. with the help of Principal. |
| 114. | He would announce at the class that doubts should be asked only at the last five munutes of the period. |  | 121. | He would seek the help of Teachers associations to oppose the order. |
| 115. | He would tell Kiran that he will clear his doubts at staffroom after the class.. |  | 122. | He would seek the help of principal and co-workers, not to make it work at their school. |
| 116. | He would tell Kiran than no further irrelevant question should be asked at the class. |  | 123. | He would try to adjust with the D.D.’s order. |
| 117. | He would repeat Kiran’s questions to other students in the clasas and make them to answer. |  | 124. | He would try to analyse the order once more. |
| 118. | He would ask Kiran to get out of the class. |  | 125. | He would consult his collegues. |
| 119. | He would avoid Kiran’s questions. |  | 126. | He would stick to his own opinion. |

**Appendix - IV**

**FAROOK TRAINING COLLEGE**

**TACIT KNOWLEDGE SCALE FOR SCHOOL TEACHERS**

**FINAL**

**(ENGLISH VERSION)**

Dr. Mumthas N.S Blessytha Anwar

Selection Grade Lecturer M.Ed Student

Farook Training College Farook Training College

**Instructions**

Given below are some of the challeniging situations usually faced by the teachers and their possible response actions. Please rate each of the response actions under each situations in the given response sheet accordingly with the given five response options viz., strongly disagree, disagree, neutral, agree and strongly agree musing "✓'. Please read each statement carefully and indicate your attitude by ticking only one alternative that is most appropriate for you. The information is very crucial to the purpose for this research. Your answer will be treated as strictly confidential and will be used for the research purpose only.

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| Situation No. 1 | |  | Situation No. 2 | |
| 1. Once at the PTA meeting Aravindan master has to face the complaint of a parent that children are not able to understand the subject portion taucht by him. But Aravindan master has not yet received such a feedback from the children. Given the situation please rate the possible response actions of Aravindan Sir according to your opinion in the given response sheet. | |  | 2. Shyam is one of the best students of Ramya teacher in 10th standard. But she realizes that Shyam is behind the frequent thefts occurring in the class. But Shyam is not willing to admit it at all. Given the situation please rate the possible response actions of Ramya according to your opinion in the given response sheet. | |
| 1. | Accepting the parents opinion, he would say that he will try to improve his teaching. |  | 7. | Would call Shyam and try to convince him the seriousness of his deeds . |
| 2. | Would not react at all . |  | 8. | Would arrange a consultation with a counselor for Shyam. |
| 3. | Would say that the complaint is based on some sort of  misunderstanding as he has not yet received such a feedback from the students. |  | 9. | Would conduct a discussion in the class to instruct on the values to be followed. |
| 4. | As he has not received such a feedback he claims that it is only the case of that child.. |  |  |  |
| 5. | Claims that the child is a low achiever and that is the reason. |  |  |  |
| 6. | He would oppose by saying that the parent is talking such because he has some sort of grudge towards him. |  |  |  |
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| Situation No. 3 | |  | Situation No. 4 | |
| 3. Shyma is a dedicated teacher. Pradeep is an average student in her class. Once his father spoke impudently to Shyma teacher at the staffroom saying that she has given only low grades to his son. Given the situation please rate the possible response actions of Shyma according to your opinion in the given response sheet. | |  | 4. Reghu master was supervising a student teacher, Rema’s teaching. He found, that Rema is teaching wrong ideas entirely deviating from the main concept in the textbook. Given the situation please rate the possible response actions of Reghu master according to your opinion in the given response sheet. | |
|  |  |  |  |  |
| 10.. | She would say that she has only given the mark according to the level of child. |  | 13. | Would scold the student teacher after calling her to the staff room. |
| 11. | She would claim that it is only her authority to grade him and dismiss the parent |  | 14. | Would take the class dismissing the student teacher . |
| 12. | She would avoid the parent . |  | 15. | Would get out of the class room at that time itself, without saying anything. |
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| <,,,Situation No. 5 | |  | Situation No. 6 | |
| 5. Leena Madam has very good relationship with her students.She happened to know from some trustworthy students in her class that Rajeev one of the best student in her class has started consuming with drugs. Given the situation please rate the possible response actions of Leena according to your opinion in the given response sheet. | |  | 6. Devan is a high school teacher working in an aided school. He has noticed that since the very beginning of his day in that school, the school principal is behaving to him in such a way that he has some sort of grudge towards him. Quite often the Principal assigned extra classes for Devan. One of Devan’s colleagues tell him that actually the Principal had prefered to hire his relative at Devans’ post, but due to the interference of the management he couldn’t do so. Given the situation please rate the possible response actions of Devan master according to your opinion in the given response sheet . | |
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| 16. | She would consult the parents. |  | 22. | He would openly talk to the principal. |
| 17. | She would inform the Police. |  | 23. | He would entirely avoid the principal. |
| 18. | She would punish Rajeev severely. |  | 24. | He would inform the school management about the issue. |
| 19. | She would arrange some sort of awareness programmes in the classes for all. |  | 25. | He would openly criticize the Principal. |
| 20. | She would call him privately and advise him. |  |  |  |
| 21. | She would seek the help of some experts with the help of principal. |  |  |  |

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| Situation No. 7 | |  | Situation No. 8 | |
| 7. Usha is a very good Maths teacher. Though she is hot tempered all children like her much. Once Neena an 8 th standard student was dismissed from Usha teacher’s class because she engaged herself in drawing something while the teacher was busy with teaching. She was ordered to get Parents’ letter unless she couldn’t attend her class. Nima went to her class teacher Vidhya and requested for her help. Vidhya knows that Nima is a good student. Given the situation please rate the possible response actions of Vidhya teacher according to your opinion in the given response sheet. | |  | 8. Chandran Sir mingles very well with his students.All the students are very active at his class. But some teachers mistook this interactive atmosphere in his classroom as an indiscipline problem.They complained to the Principal and he asked for Chandran sir’s explanation. Given the situation please rate the possible response actions of Chandran Sir according to your opinion in the given response sheet. | |
| 26. | She would say that she could not get involved in such a issue.. |  | 30.. | Would ask the headmaster to observe his class and evaluate. |
| 27. | Would say that she would talk to Usha teacher after some time. |  | 31. | Would ask to get the opinion of his students.. |
| 28. | Would send her to Principal. |  | 32. | Would explain the peculiarity of his teaching to other teachers. |
| 29. | Would critisize the student. |  |  |  |
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| Situation No. 9 | |  | Situation No. 10 | |
| 9. Sunil is a teacher with literary aptitude.To improve students’ interest in literature he used to supply them with articles and magazines.Accordingly he happened to give some books to a student named Reema. But he understoodfrom her further behaviour that the girl has mistook him. Given the situation please rate the possible response actions of Sunil according to your opinion in the given response sheet. | |  | 10. Prakashan Sir noticed that Rajeev, a bright student in his class is seen sleeping frequently in all his classes.When he asked for the reason students replied that it is because he has to go for some sort of night jobs to meet the expenses for his studies due to the worse financial condition in his home. Given the situation please rate the possible response actions of Prakashan sir according to your opinion in the given response sheet. | |
| 33. | Would call the girl and tell her the truth. |  | 39. | Would continue the class without any comments.. |
| 34. | Would completely ignore thestudent. |  | 40. | Would discuss the matter in the staffroom and takes a decision. |
| 35. | Would behave to the child without hurting her. |  | .41 | Would take the class giving more considerstion to Rahul. |
| 36. | Would inform senior teachers or counsellor.. |  | 42. | Would take the decision to take the responsibility of Rahul’s expenses for his studies |
| 37. | Would conduct a discussion in the class about the peculiarities of teenagers’ mental stage. |  | 43. | Would inform the parents. |
| 38. | Would stop giving books and articles to students. |  | 44. | Would do the arrangements for having welfare funds in the school to help such students. |
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| Situation No. 11 | |  | Situation No. 12 | |
| 11 Leena is teaching in an aided school.Five students in her class come from a nearby orphanage and she has very good relationship with them. She realised from them that these students are getting harassed in the orphanage .She informed the matter to the principal. But he reacted indifferently to the matter saying that they could not take any action because around fourty students are coming from that orphanage and any action would humiliate them and if they withdraws these children from their school it will cause division fall in their school causing threat to some teachers job. Given the situation please rate the possible response actions of Leena according to your opinion in the given response sheet. | |  | 12. There are two students in Rajan sir’s class who are coming from crime oriented neighbourhood. All the students in the school feared them. One day he noticed them fighting outside the school gate with some others.The scene seemed to very serious. Given the situation please rate the possible response actions of Rajan according to your opinion in the given response sheet | |
|  |  |  |  |  |
| 45. | Would contact with the orphanage authority and have a talk for the solution |  | 49. | Would release the childrem from the fight and advise them. |
| 46. | Would discuss the matter with other teachers and takes a decision |  | 50. | Would inform other teachers. |
| 47. | Would give the girls awareness to agitate against the harassment at their own level. |  | 51. | Would not interfere in the issue thinking on his own security. |
| 48. | Would comply with principal’s decision. |  | 52. | Would inform the parents. |
|  |  |  | 53. | Would not interfer in the issue thinking that ther is no need to get into an issue happening outside the school compound. |
|  |  |  | 54. | Would seek the help of law and order. |
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| Situation No. 13 | |  | Situation No. 14 | |
| 13. Sethu Sir was going to another school as he got transfer.Four students from 10th standard gave him apresent at the farewell party.Sir opened the present with much enthusiasm and found that it was a sort of present intended to insult him. Given the situation please rate the possible response actions of Sethu according to your opinion in the given response sheet. | |  | 14. Gijo is students’ a favourite teacher .Hence students always try to sit very attentively in his class. A student named Naveen used to comprehend even the toughest lessons very easily. But he has a tendency to mock at weak students when they ask their doubts or when they couldn’t answer the questions asked. Given the situation please rate the possible response actions of Gijo according to your opinion in the given response sheet. | |
|  |  |  | 59. | He would tell Naveen that his tendency is punishable |
| 55. | He would call the students and ask for the reason. |  | 60. | He would assign the responsibility to help weaker students to Naveen. |
| 56. | He would consult the parents of the students. |  | 61. | Would avoid Naveen’s comments entirely. |
| 57. | He would return the present to the students. |  | 62. | Would call to the staffroom and and make him realise the facts. |
| 58. | He would try to improve his behaviour further |  | 63. | Would give apt learning activities to Naveen after evaluating his intelligence level. |
|  |  |  | 64. | Would send him to the Principal. |
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| Situation No. 15 | |  | Situation No. 16 | |
| 15. Jagan sir is working in a Government Boys high school. Once he noticed some Pornographic magazines with the students in the class. Given the situation please rate the possible response actions of Jagan according to your opinion in the given response sheet. | |  | 16. While supervisiong the exams conducted after theAnnual Celebaration. Sanal noticed that 8th standard student Nimisha is conducting malpractice at exam hall. She wea an average student and has attracted the attention of all with her active participation. in the Annual celebration. When she realised that Sanal has noticed her malpractice she stopped writing the exam and started crying. Given the situation please rate the possible response actions of Sanil according to your opinion in the given response sheet. | |
|  |  |  | 68. | He would console her and ask to continue the exam. |
| 65. | He would call Vipin at staff room. |  | 69. | He would act as if he has not noticed. |
| 66. | He would dismiss him from the class. |  | 70. | He would ask her to get out of the examination hall.. |
| 67. | He would scold him in the class itself. |  |  |  |
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| Situation No. 17 | |  | Situation No. 18 | |
| 17. Sharat as a teacher is well known for his patience. He used to take his class very effectively and always gave special attention to clarify his students’s doubts. A 9th standard student Kiran who is a high achiever always has the tendency to ask irrelevant questions in midst of class and tends Sharat to deviate form the subject topic. Given the situation please rate the possible response actions of Sharat according to your opinion in the given response sheet | |  | 18. Vidhu is a government high school teacher. He is a liberal minded person who always expresses his own ideas and opinions at academic meetings and other school activities. A recent order issued by the Deputy Directior seemed unacceptable to him. Given the situation please rate the possible response actions of Vidhu according to your opinion in the given response sheet . | |
|  |  |  |  |  |
| 71. | He would ask Kiran to get out of the class. |  | 73. | He would try to convince the facts to D.D. with the help of Principal. |
| 72. | He would avoid Kiran’s questions. |  | 74.. | He would seek the help of principal and co-workers, not to make it work at their school. |
|  |  |  | 75. | He would try to analyse the order once more. |
|  |  |  | 76 | He would consult his colleagues. |
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**Appendix - V**

**List of Schools selected for data collection**

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| **Sl No:** | **Name of the School** |
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| 1 | CMS.H.S.S. Thrissur |
| 2 | Govt.H.S.S. Poonkunnam |
| 3 | Marthoma G.H.S. Thrissur |
| 4 | S.S.G.H.S.S Puranattukara |
| 5 | S.R K.G.V.M.H.S.S Puranattukara |
| 6 | St. Antony’s H.S.Moorkanad |
| 7 | St.George’s H.S.Puttekara |
| 8 | Dr.K.B.M.M.H.S.Thrithala |
| 9 | Govt.H.S.S Anakkara |
| 10 | K.V.R.H.S Shornur |
| 11 | Govt.H.S.S Chalissery |
| 12 | Govt.V.H.S.S.Vattenad |
| 13 | G.H.S.S Edpal |
| 14 | G.H.S.S.Kuttipuram |
| 15 | G.H.S.S.Pullangode |
| 16 | G.V.H.S.S.Cheruvannur |
| 17 | G.V.H.S.S.Nadakkavu |
| 18 | G.G.V.H.S.S, Feroke |
| 19 | N.H.S.S. Nanminda |
| 20 | St.Augustine,Aroor |
| 21 | St.Louis H.S.Mundamveli |
| 22 | G.H.S.S. Varavoor |
| 23 | M.G.M.Govt.H.S.S. Nayanthode |
| 24 | Holy Family H.S. Angamaly |