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A Study On Teacher Attitude Towards The TGMREIS Institution And Academic Achievement Of The Students In Telangana State

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Abstract

Telangana Minority Residential Educational Institutions Society (TGMREIS) aims to foster holistic development, encompassing academic excellence, skill development and the cultivation of good values, preparing students for future success. Impact of minority communities by providing access to quality education, TGMREIS focuses on providing quality education to minority students, particularly those from economically disadvantaged backgrounds recognizing their specific needs and challenges. The residential nature of TGMREIS schools ensures that students have access to a safe, nurturing and conducive learning environment, addressing issues of lack of education and other resources. This research paper aims at investigating the Teacher Attitude towards the TGMREIS Institution and Academic Achievement of the Students. For this Sample was taken 50 teachers and 100 students from boys and girls TGMREIS institutions. Teacher attitudes were found to exert the strongest influence on student motivation, participation, study habits, and mainly reflect on academic achievement. The researcher found that the a positive significant relationship between teacher attitude towards the TMREIS institutions and academic achievement of the student and recommended that the motivational and pedagogical skills, strengthening school– home partnerships through periodic parental engagement programs, implementing student-centered counseling and mentorship models, and ensuring consistent monitoring of both academic and non-academic domains. Policy-level suggestions include increased investment in teacher training; such high performance reflects the effectiveness of structured teaching, residential learning environment, and academic support systems provided by TMREIS institutions.

Key words: Teachers Attitude towards the TGMREIS and Academic achievement.

Introduction

Introduction to TGMREIS As a part of 'Golden Telangana Initiative': KG to PG Programme has been started to provide free education to economically backward communities including Minorities. Minorities comprise of 14% of the State population. They are educationally as well as economically backward. To uplift these communities, the honorable Chief Minister has established 204 Minorities Residential Schools and all are upgraded to Minorities Residential Junior Colleges. This is one of the Flagship Programmes of the then Honorable Chief Minister of Telangana State, which has become so successful that other States also trying to establish similar kind of schools for the Minority children. To administer these schools, a separate society has been established in the name of Telangana Minorities Residential Educational Institutions Society (TGMREIS) in the year 2016 with its Headquarters at Hyderabad. TGMREIS In a span of 13 months presently, which reflects some exceptionally great efforts and tiresome work done day in and day out. All the students in TGMREIS come from economically deprived community. They have separate residential schools and colleges for boys and girls. The Telangana State Model Residential Educational Institutions (TGMREIS) are a group of schools established by the Government of Telangana to provide quality education to children from marginalized sections of society, especially those belonging to the Scheduled Castes (SC), Scheduled Tribes (ST), Backward Classes (BC), and economically weaker sections (EWS). The institution's primary mission is to bridge the gap between students from rural and urban areas by offering them high-quality education, along with opportunities for personal and academic growth. These institutions focus on students' overall development, including academics, co-curricular activities, and life skills.

Vision of TGMREIS:

The Telangana Minorities Residential Educational Institutions Society (TMREIS) envisions a transformative and inclusive educational ecosystem specifically designed to uplift the minority communities of Telangana. The core vision is to ensure equitable access to quality residential education that nurtures academic excellence, personal discipline, cultural harmony and social responsibility among minority children.

TMREIS was committed to the holistic development of students by fostering an environment that goes beyond textbooks and classrooms. It aims to provide students with the tools and opportunities to discover and realize their full potential regardless of their socio-economic background. The society emphasizes on value-based education rooted in the principles of democracy, secularism, and pluralism, where the students are not only educated academically but also molded into responsible, ethical, and compassionate citizens of the nation.

The vision of TMREIS is supported by the belief that education is a fundamental right and a powerful tool for social transformation. By establishing high-quality, a well-equipped residential school across the state,

the Society seeks to bridge the educational divide that has long persisted in marginalized and underprivileged minority communities.

Significance of the Study:

Today, good Academic achievement is becoming more and more pressing for the individual to have. Individual differences in abilities of achievements are reflected in the academic progress of the students, even though all students are exposed to a similar educational facility, environment, aspiration, and even intelligence in the school environment. Each student may vary in respect of their academic achievements by showing different levels of competence. Such variations may be attributed to a host of factors, innate as well as environmental. Further, an individual may also vary in achievement with the passage of time. That is why we sometimes find students who do not maintain consistency in their academic achievement as they progress. Many times, we often find students who pass the examination, yet they fail to achieve as much as they can in terms of their abilities. This has drawn the attention of the researchers who have attempted to unravel the complex determinants of academic achievement. They have indicated that students' academic achievement depends to a large extent on their adjustment. These adjustment patterns determine the quality and efficiency of academic striving. Thus, the study of academic achievement of students has assumed a lot of significance in this modern educational system as the efficiency and deficiency of a student is chiefly determined by the quality of his academic achievement.

Objective of the Study:

1. To know the teachers level of attitude towards the TMREIS institutions.
2. To investigate the relationship between teachers' attitudes and students' academic achievement.

Sample: From 204 TGMREIS institution randomly selected 50 teachers and 100 students from boys and girls residential schools.

Tools: Self Developed Tool (Teacher Attitude towards the TGMREIS) and Academic Score collected from their institution.

Hypothesis Testing

Hypothesis 1: There is high level positive attitude of teachers towards the TMREIS institutions.

The responses of the sample on the teachers attitude towards the TMREIS institutions was collected and it was grouped into three viz., High level teacher attitude, average level teacher attitude and low level teacher attitude towards the TMREIS institutions. The high level teacher attitude are those teachers who are above mean plus 1 sigma score, and those average level teacher attitude fallen between the mean minus sigma to mean plus sigma, and the low level teacher attitude who are below the mean minus one sigma score. The results are given in table 1

Mean- 1 sigma (Low favorable teacher attitude group)	7	14%
-1 Sigma to+ 1sigma (Average teacher attitude group)	35	70%
Mean +1 sigma (Highly favorable teacher attitude group)	8	16%

Table 1: Showing scientific Attitude of science teachers group. Description of the data:

Majority of teachers that is 70% of them possess average favorable Attitude towards TMREIS institutions. It is also seen that merely 16% of TMREIS working teachers possess high favorable attitude towards TMREIS institutions 13% of the teachers are found to possess less favorable attitude towards TMREIS institutions.

Hypothesis 2: There is a significant relationship between teachers' attitudes and students' academic achievement

Table 2: Relationship among between the students' attitudes and their academic achievement

Sr. No.	Variables (teacher attitude vs. academic achievement)	R	Signi.
1	Overall	0.219	*

*Significant at 0.05 level.

The results of relationship between teacher attitudes towards the TMREIS institutions from table reveal a positive significant relationship between teacher attitude towards the TMREIS institutions and academic achievement of the student.

Findings

1. The overall mean score of teachers' attitudes is 115.78 out of 165, which corresponds to 70.52% positivity.
2. Teachers demonstrated a positive attitude towards TMREIS and its objectives but also expressed genuine concerns about workload, resources, and student well-being. Their feedback suggests that while the system is functioning effectively, targeted improvements in infrastructure, teacher training, and support services would enhance both teaching quality and student achievement.
3. The overall mean academic achievement score is 72.79 out of 100, which corresponds to 73%.
4. This indicates that, on average, TMREIS students are performing at a distinction level in their academic subjects.
5. Such high performance reflects the effectiveness of structured teaching, residential learning environment, and academic support systems provided by TMREIS institutions.
6. A positive significant relationship between teacher attitude towards the TMREIS institutions and academic achievement of the student.

Conclusions:

The present study entitled “ A Study on Teachers’ Attitudes towards Telangana Minorities Residential Schools (TMREIS) in relation to the Academic Achievement of Students in Telangana State” aimed to examine perceptions and attitudes of key stakeholder’ s teachers towards TMREIS institutions and their contribution to the academic and holistic development of minority children. The findings reveal that overall teachers are positive towards TMREIS institutions. Teachers demonstrated a positive inclination towards TMREIS; however, outsourced teachers exhibited relatively lower levels of satisfaction, pointing towards the need for greater job security and professional recognition. Students, particularly girls and those in Class X, reflected the highest positive attitudes, demonstrating confidence in their schools’ role in shaping their academic and personal futures. The study highlights TMREIS as an effective inclusive educational model that caters to the socio-educational upliftment of minorities while maintaining openness for non-minority participation. With free residential facilities, structured academics, and supportive teacher– student relationships, the institutions have succeeded in building trust and fostering positive attitudes among stakeholders. At the same time, challenges remain. Rural– urban disparities in infrastructure, the gap in perceptions between minority and non-minority stakeholders, and concerns regarding teacher employment policies require attention. Addressing these issues will not only strengthen the credibility of TMREIS but also ensure sustainability in the long run. In conclusion, TMREIS has proven to be a transformative educational initiative in Telangana. By promoting equity, inclusiveness, and quality education, it has created opportunities for disadvantaged students, particularly minorities, to pursue academic success and future career aspirations. With continued policy support, parental involvement, teacher empowerment, and student skill development, TMREIS can emerge as a national model of residential education. The findings and recommendations of this study may thus guide policymakers, educators, and researchers in strengthening the residential school system and ensuring greater educational justice for marginalized communities.

Educational Implications

There is a need for effective implementation of available policies and facilities for the Minorities for better participation and student enrollment without any gap of filling the seats meant for the major minority of Muslims. Awareness programs to be conducted and promoted in the rural and remote areas of the State and also in the lower economy zones in and around the metropolitan City of Hyderabad. There is a requirement to have more number of free ships and scholarships for the minority students of backward areas in the state in the promotion of general and professional education in particular. Adequate hostel facilities ensuring residence and security for the students are well provided. Proper discipline is maintained in TGMREIS schools and Junior Colleges strict routine and vigilance is maintained which must be carried on as ever since the establishment of the institutional society. Muslim and other minority girls in particular who are pursuing education away from their home town are required to have their enhanced participation from remote locations in institutions for leading towards achievement of Higher Education.

Suggestions

1. Organize periodic training and professional development sessions, particularly for outsourcing and rural teachers, to standardize teaching quality.
2. Teachers' attitudes were largely positive and supportive towards TGMREIS. Across all three groups, positive attitudes showed a modest but meaningful association with academic achievement, underlining the importance of holistic support systems in residential schools.
3. Compare TMREIS schools with regular government, private, or international residential schools to identify best practices and unique challenges.
4. TGMREIS should expand its model by including skill-based education, vocational training, and career-linked programs.
5. The government should provide continuous financial and policy support to sustain the quality of TMREIS institutions.
6. Professional development workshops should be made mandatory for all teachers, particularly those with fewer years of experience, so that their attitudes and skills align with the institutional goals.

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