ABSTRACT

In post independent India, much emphasis has been put on the integration of Scheduled tribes (ST) into the educational mainstream. Government has experimented with the idea of special schools for these special groups. Residential schools known as Ashram schools and Sevashram special schools have been set-up for tribal children in tribal dominated areas. In spite of the efforts by government to motivate the tribal students to come to school and to provide them an enriched school climate, the process of their educational development has remained inadequate. Researches have focused on personal, familial and situational factors of their low performance, but the teacher factors were neglected in the existing literature.

The tribal and non-tribal teachers in different types of schools were socialised in different ways and were differentially involved in teaching and learning of tribal students. The school environment impacted the motivation aspects of teachers in different ways resulting in their different school outputs. Therefore, a need was felt to study the job involvement and psychological well-being of teachers in tribal and non-tribal schools and to assess the effect of their personal and familial factors on their job behaviour and experiences. In nutshell, the problem statement of the present study reads as follows:

"Personal and familial correlates affect the job involvement and psychological well-being of tribal and non-tribal school teachers".
For undertaking the study, various assumptions were laid down. For example, it was assumed that since the tribal and non-tribal schools differed in composition and organizational structure, it may have differential effects on teachers’ job involvement and psychological well-being. The socio-cultural environment affected the socialisation process as well as personal development, it was also assumed that tribal teachers and non-tribal teachers may differ on their job involvement and psychological well-being. Experience helped in understanding the situation as well as in the adjustment process. Therefore, it was assumed that experience level of teachers would affect in the job involvement and psychological well-being. It was also assumed that the variables of school type, teacher type and experience level of teacher may interact to affect the job involvement and psychological well-being of teachers. Based on the research findings that personal and familial factors were found correlated to each other, it was assumed that they may be related to job involvement and psychological well-being of teachers.

The study had the following objectives:

1. To find out the main and interaction effects of school type, teacher type and experience level on personal and familial variables, job involvement and psychological well-being of teachers.

2. To find out the mean differences between males and females, married and unmarried, and teachers from nuclear and from joint families, villages, town and small town areas on personal as well as familial variables, job involvement and psychological well-being.
3. To find out the correlations of personal and familial variables with each other and with job involvement and psychological well-being of teachers.

4. To predict the job involvement and psychological well-being of different groups of teachers using the personal and familial variables as predictors.

The following hypotheses were laid down:

1. There will be significant main and interaction effects of school type, teacher type and experience level on personal and familial variables, job involvement and psychological well-being.

2. There will be significant mean differences between males and females, married and unmarried, teachers from nuclear and joint family and teachers from village, town and small town areas on personal and familial variables, job involvement and psychological well-being.

3. Personal and familial variables will be significantly related with each other and with job involvement and psychological well-being.

4. Personal and familial variables will significantly predict the job involvement and psychological well-being of teachers.

After identifying the tribal and non-tribal schools in Mayurbhanj, the tribal dominated district of Orissa, a
total number of 300 primary school teachers were selected. Out of this sample 160 teachers were from non-tribal schools and another 140 teachers from tribal schools.

Following a 2x2x2 ex-post factorial design data were analyzed. The first factor was the type of schools, namely (tribal and non-tribal schools), the second factor the type of teacher (tribal and non-tribals) and the last factor the teaching experience (above and below 15 years).

Matching Variables included were as follows:

Type of school: Tribal and non-tribal schools.

Type of teacher: Tribal and non-tribal teachers.

Length of experience: More experienced (more than 15 years of experience) and less experienced (less than 15 years of experience).

While the personal variables included information on teacher's background such as age, income, education, marital status, self-esteem and stress profiles, the familial variables included information on family type, family size and family interaction patterns.

Dependent variables included job involvement and psychological well-being.

Tools included a personal proforma to record background data, such as school type, teacher type, gender, age, educational qualifications, marital status, training,
years of experience, income, caste, name of the tribe, occupation of spouse, number of teachers in the schools, number of students in the class, place of residence, family type, number of family members, parent's education and occupation, years in schools, positions among teachers.

The self-esteem was measured by using the Rosenberg's (1965) self-esteem scale, which consisted of 10 items. The reliability of the scale was 0.82. To measure the teachers' stress, Wilson's (1979) stress profile scale was used which had 32 items and 8 dimensions such as student behaviour, employee-administrator relations, teacher-teacher relations, parent-teacher relations, time management, interpersonal conflicts, physical and psychological symptoms of stress. The reliability of the scale was found to be 0.91.

Behran and Meyer's (1969) scale was used to measure the family interaction patterns. The scale consisted of 13 items, the reliability being 0.87. The job involvement was measured by using a 20 item scale developed by Lodahl and Kejner (1965) which had a reliability of 0.61. In order to measure the psychological well-being, the items of positive and negative affect were adapted from Bradburn (1969), and the 5 items of life satisfaction from Diener (1985) were also included. The final psychological well-being scale consisted of 14 items and the reliability of the scale was 0.69.

Data were analyzed by using analysis of variance, t-test, Pearson's correlations (r), and multiple regression analysis procedures.
The study showed the following findings:

1. The main effect of school type on socio-economic status, stress, and life satisfaction was found significant. It was seen that the tribal school teachers had lower socio-economic status, high stress and lower life satisfaction than the non-tribal school teachers. The lower socio-economic status, higher stress and lower life satisfaction among tribal school teachers were perhaps caused by the climate of tribal schools, as these were not conducive for the effective functioning of teachers. Besides, the perceived discrepancy between environmental demands and the performance of students were responsible for higher stress. The teachers from tribal school and non-tribal schools did not differ on job involvement, self-esteem and overall psychological well-being.

2. The main effect of teacher type was found significant on socio-economic status, self-esteem, stress, family interaction patterns, job involvement and psychological well-being. The tribal teachers had higher stress and lower socio-economic status, self-esteem, poor family interactions, lower job involvement and psychological well-being. The lower self-esteem among the tribal teachers was due to their disadvantaged positions in the society, perceptions of the non-tribal community and other discriminative practices. The tribal teacher experienced more stress and had lower psychological well-being as compared to non-tribal teachers. This resulted from the perceptions of school situation, lack of training, inefficiency, inability to cope with demands and feeling of inferiority among tribal teachers. Because of personal deficiencies, the tribal teachers felt more threatened in school situation.
The tribal teachers having poor family interaction patterns experienced more of stress or vice versa. The tribal teachers were less involved in their job, because of their attachment to culturally valued occupations rather than teaching, which needed extra proficiency, besides the basic qualifications.

3. The more experienced teachers had lower socio-economic status, lower self-esteem, higher stress, poor family interaction patterns, lower job involvement and psychological well-being. The higher stress among the experienced teachers resulted from their family interaction patterns. The finding of lower self esteem among the more experienced teachers was not in line with the expectation that individuals self-image will alter the progression through a career, along with personal changes in motivation and performance. The higher job involvement of less experienced teachers could be due to the fact that they were highly concerned about self-fulfillment and autonomy and were more career oriented. The lower stress and higher psychological well-being among the less experienced teachers perhaps caused by the feeling of more competent, liking of jobs, and few lesser responsibilities in family and school.

4. The school type in interaction with teacher type significantly influenced the self-esteem, stress, family interaction patterns, job involvement, psychological well-being and life satisfaction. The tribal teachers in tribal schools had higher self-esteem, experienced more stress, had higher job involvement and psychological well-being than their counterparts in non-tribal schools.
The non-tribal teachers in tribal schools had lower self-esteem, higher stress, poor family interactions, lower job involvement and psychological well-being than the non-tribal teachers in non-tribal schools. The school type also significantly interacted with experience level in explaining family interaction pattern and job involvement. The more experienced teachers in tribal schools had better family interaction patterns and higher job involvement than their counterparts in non-tribal schools. On the other hand, the less experienced teachers in non-tribal schools had better family interaction patterns and higher job involvement than the less experienced teachers in tribal schools. The interaction effect of teacher type and experience level was found significant on stress and job involvement. The more experienced tribal teachers experienced higher stress than more experienced non-tribal teachers, but the less experienced non-tribal teachers showed higher stress than less experienced tribal teachers. The interaction effect of school type, teacher type and experience level was significant on family interaction patterns and psychological well-being. The more experienced tribal teachers in tribal schools had better family interactions and psychological well-being than their counterparts in non-tribal schools.

5. The gender differences on different variables showed that male and female teachers significantly differed on the variables of socio-economic status, self-esteem, family interaction patterns, job involvement and psychological well-being. Females scored significantly higher than males. The effect of marital status on different variables revealed that unmarried teachers were from higher socio-

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economic status and had higher self-esteem, lower stress, better family interaction patterns, higher job involvement and more positive feelings. The teachers from the nuclear and joint families differed significantly on the variables of stress and family interaction patterns. The teachers from joint family experienced more stress and had poor family interaction patterns. Area-wise differences showed that the teachers from towns had higher self-esteem, better family interaction pattern, higher job involvement and psychological well-being than those from villages and small towns.

6. Correlational analysis indicated that teachers from higher socio-economic status had higher self-esteem. Teachers having high self-esteem experienced less stress. Teachers who were younger and unmarried and came from towns and had higher self-esteem than their counterparts. The findings suggested that interaction patterns were related to the self-esteem. The teachers from higher socio-economic status had higher job involvement. The positively self-esteemed teachers had higher job involvement. The teachers coming from high socio-economic background and having positive self-esteem and lower stress, reported better psychological well-being, perhaps by fulfilling the basic needs and providing encouragement and motivation. The family interaction patterns were positively related to job involvement and to psychological well-being. The positive relationship between job involvement and psychological well-being suggested that teacher's attitude towards life and their attitude towards job were interlinked.

7. The personal factors emerged as more meaningful predictors of job-involvement as well as psychological well-
being. Among the personal variables, self-esteem emerged as an important predictor of job involvement followed by socio-economic status. Among the familial variables, the family interaction patterns were important. Among personal factors stress and self-esteem were best predictors of psychological well-being and among familial variable family interaction pattern emerged as an important predictor.

The following conclusions were drawn from the findings:

1. Tribal school teachers experienced higher stress and had lower life satisfaction than the non-tribal school teachers.

2. Tribal teachers came from lower socio-economic status, experienced more stress and had lower self-esteem than the non-tribal teachers. Their family interaction patterns were also poor. They were less involved in their job and had lower psychological well-being.

3. The more experienced teachers had lower self-esteem and higher stress. They reported poor family interaction patterns. The job involvement and psychological well-being of the more experienced teachers were lower than the less experienced teachers.

4. The tribal teachers in tribal schools had higher self-esteem, job involvement and psychological well-being and experienced lower stress than their counterparts in non-tribal schools. The reverse was true for non-tribal teachers.
5. The more experienced teachers reported higher job involvement in tribal schools than the non-tribal schools.

6. The more experienced tribal teachers experienced higher stress than more experienced non-tribal teachers.

7. The more experienced tribal teachers in tribal schools had better psychological well-being than their counterparts in non-tribal schools.

8. Female teachers had higher self-esteem, psychological well-being and job involvement than the male teachers.

9. Unmarried teachers showed higher self-esteem, job involvement, positive feeling and lower stress than the married teachers.

10. Teachers coming from joint-families had higher stress and poor family interaction patterns.

11. The teachers from town had higher self-esteem, better family interaction patterns, higher job involvement and psychological well-being than those from the village and small towns.

12. Teachers coming from higher socio-economic background showed higher self-esteem, psychological well-being and job involvement.

13. Family interaction patterns influenced the self-esteem, job involvement and psychological well-being of teachers.
14. Job involvement and psychological well-being were positively related.

The present findings on showing various personal and familial determinants of job involvement and psychological well-being of teachers have implications for policies, related to teacher training, recruitment and management of tribal schools etc.

In view of the desired goal of providing periodic in-service training to all teachers, the existing system of teacher education should be modified. Special orientation programmes for teachers should also be launched. The existing programmes for teacher educators should be suitably modified taking into account the situational needs.

It is necessary that suitable agencies capable of sharing training responsibilities should be identified who would assess the training needs, prepare training modules and manuals especially for tribal teachers and teachers in tribal schools. Special remedial courses/programmes to remove psycho-social impediments should be provided to improve their performance in various courses.

Intensive training should be given to teachers, as they had to cope with heterogeneity of the classroom. They should be mentally prepared to teach in different cultural settings. Special measures should be taken up to make them feel competent, high self-esteem and confident teachers.

Since tribal teachers in tribal schools showed better job involvement and psychological well-being, the tribal
teachers should be appointed in tribal schools. Also, in tribal areas the younger teachers should be recruited, as they show more commitment to their profession and motivated.

Female teachers had higher job involvement and psychological well-being than their male counterparts. This has implication for the policy related to gender issue. In this regard, the emphasis of National Policy on Education (1986) on the recruitment of more female teachers in primary level should be seriously pursued.

School system was found to affect the self-esteem and life satisfaction of the teachers. The development of effective school policies and supportive practices for teachers could improve the school system.

Norms for accountability of teachers should be laid down with incentives for good performance in tribal areas so that teachers shall be committed for upliftment of tribal education. The monitoring of education in tribal areas may be entrusted to the local community or village education committee with adequate representation of scheduled tribe members. Ashram school teachers should be deputed for some time to serve in general schools, so that they can develop aptitude and attitudes. Special efforts should be made to improve the educational infrastructures in remote and inaccessible areas, particularly the areas of concentration of scheduled tribes. The better school conditions and work encouragement would enhance the efficiency of teachers and their psychological well-being.
The teacher factor in tribal areas was found important. Their willingness to stay in the tribal areas should be given due consideration in recruitment. The travel facilities for them should be enlarged and special incentives should be given for staying in difficult working conditions. Also, uniform educational system may work in all the tribal areas in the country. The approach and the content of education in different areas must fit the actual requirements of the field situation.

The present study had some limitations and direct some suggestions for future research.

1. Findings of the present study were sample specific. The correlates of job involvement may not be generalized to teachers of secondary and higher secondary, college and university teachers.

2. The findings related to tribal schools and tribal teachers may also be tested in different tribal areas, as they may give different results.

3. The findings are based on one time data only. Future research should at least include two time point data.

4. The present study did not include many other school variables like facilities, management, location, climate, size etc. which may play important role in changing teacher's attitude and behaviour. This may be done in future researches.
5. The study relied heavily on quantitative data. The future research should incorporate both quantitative and qualitative data so that the understanding of underlying socio-psychological processes that shape the attitudes of teachers in a particular context, may be possible.

6. Further researches should examine the role of intervention programmes of attitude change in an experimental group situation.