CHAPTER I

INTRODUCTION
INTRODUCTION

Scheduled tribes constitute one of the backward segments of Indian society. As the backward population in the country confronts myriad socio-economic problems, it is but natural that the tribals cope with obstacles of many hues. With the promulgation of the Constitution of India this disadvantaged group was accorded some special privileges to help them come to the mainstream of the society. In fact, since the launching of the first five year plan in 1951, a number of developmental schemes have been implemented on a continued basis for the upliftment of the tribals.

Education being a major catalyst of social change, special attention has been paid to the development of educational facilities in tribal areas by the central and state governments. The various education commissions made recommendations for the education of scheduled tribes, and yet the educational policies in India have failed to yield the desired results in most of the tribal areas.

In spite of the special budgetary allocations and financial incentives, the literacy rate among the tribals continue to be low for males as well as females as compared to the non-tribals. The educational and professional achievements of the tribal students have not been at par with the general category students. They have encountered
multiple problems of access as well as treatment and are unable to merge with the mainstream.

The root causes of many such problems have been traced by researchers to the academic, psychological and other constraints. Not only the facilities lacked, the students and the teachers in the tribal schools functioned in a quite stressful environment. This gets reflected in their attitudes, low levels of motivation and poor involvement in the education. The teacher behaviour in tribal institutions does not often match the general expectations.

1.1 Education of Scheduled Tribes: Some Policy Issues

One of the important social objectives of educational policies has been to equalise the opportunity of education enabling the underprivileged sections of the society to use education for the improvement of their living conditions. Article 46 of the constitutions specifically directed to promote with special care, the educational and economic interests of the weaker sections of the society and in particular of Scheduled Castes (SC) and Scheduled Tribes (ST). The Education Commission (1964-66) in relation to the educational opportunity and social change, stated very emphatically that, "the education of the backward classes in general and the tribal people in particular is a major programme of equalization and of social and national integration".
The National Policy on Education (1986), recognised that "more intensive efforts are needed to develop education among the backward classes and especially among tribal people". The Draft National Policy on Education, (1979), stated similarly that special efforts must be made to identify the problems in these cases and to bring Scheduled Castes/Tribes into the fold of education.

The National Policy on Education (NPE, 1986) emphasized on the removal of disparities and to equalisation of educational opportunity by attending to the specific needs of those who have been identified unequal so far in education. It stated that, in order to promote equality, it will be necessary to provide for equal opportunity to all not only in access, but also the conditions for success. The state government would accord priority to the opening of primary schools in tribal areas including the construction of school buildings. In order to provide an identity to the tribal ethnicity, efforts would be made to develop curricula and devise materials in tribal languages at the initial stages with arrangements for switching over to the regional language in the later stage. Efforts would also be made to prepare the tribal youths to take up teaching jobs in tribal areas. Residential schools, including Ashram Schools, need to be established on large scale. Incentive schemes should be formulated for Scheduled Tribes, keeping in view their special needs and life styles. The curriculum at all stages of education
should be designed to create an awareness of the rich cultural identity of the tribal peoples. Programme of Action (1986) suggested that a Standing Committee of the Central Advisory Board on Education (CABE) under the chairmanship of Minister of Human Resource Development should be constituted to monitor and review the implementation of all educational programmes for SC/ST at the central level, and a similar committee should be set up at state level.

Ramamurti Committee (1992), reviewed the 1986 policy provisions and recommended that for the promotion of the education of the Scheduled Tribes, it was necessary to have special incentive schemes, reduced school distance, improvement of capability and educational environment, improvement of curriculum by including tribal culture and recruitment of SC/ST teachers, and the monitoring of education in tribal areas. Also, the Janardhan Committee Report (1992) suggested that a single local agency should be identified in each state for the purpose of monitoring the programmes on Scheduled tribe education and for reporting the progress to the Central Government. A standing group should be constituted representing educationists. Instruction should be child-centered and cater to individual differences.

1.2 Ashram Schools: A Profile

The concept of Ashram Schools for tribal children has
been derived from the traditional Indian Gurukuls and the Gandhian Philosophy of basic education, in which the teacher and the taught live together and have close interaction. This type of closeness helped the students in sharpening their capacities as well as in the development of personality. After independence, various voluntary organizations in the States of Maharashtra, Gujarat and Orissa took interest in educating the tribals, and established Ashram schools. The First Five year Plan (1951) envisaged the establishment of such schools in tribal areas. The Second Plan further extended the facilities to all states. The Third, Fourth and Fifth plans continued the programmes with further steps being taken to strengthen these schools.

The establishment of Ashram schools had been envisaged as a direct intervention to tackle the problems of socio-economic and geographic inequalities among the tribals, particularly in populated areas, by providing them with educational opportunities. The main objectives of the Ashram schools as envisaged in the reports of the various committees and commissions have been as follows:

(i) To wean the children away from an atmosphere which is generally not conducive for the development of their personality and outlook.

(ii) To impart general education.

(iii) To impart socially useful vocational/crafts along with the general education.
iv) To provide close interaction between the teacher and taught through increased individual attention.

In 1960-61 there were 189 Ashram schools in the country enrolling nearly 11 thousand students. In 1971-72, the number of institutions and enrollment in them nearly doubled. The number of Ashram schools in the year 1980-81 was 1609, enrolling 83,049 students. Generally the Ashram schools provide education upto Vth standard, but in some cases the classes ranged from I to VII or IV to VII. Ashram Schools served only 4-5 percent of the children in primary educational system. While the 95 percent were covered by general primary schools. However, the Percentage of school going population covered by Ashram schools varied from state to state. Andhra Pradesh had the highest number of Ashram Schools (450) and enrolled only 8.47 percent of the tribal children of the State. The State of Madhya Pradesh with less number of schools covered only a small percentage of 0.43 of the total enrolled tribal children. The general pattern of coverage of the enrolled tribal population in the Ashram Schools was that in the states having a high concentration of tribals, the coverage was lower than the states with less proportion of Scheduled tribe population.

1.3 Educational Status of Scheduled Tribes

The literacy rates for Scheduled Tribes were 16.35
and 23.62 in 1981 and 1991 respectively. The enrollment of Scheduled Tribes per lakh of population in 1990-91 was found to be 11,741 and 2,547 in primary and middle school respectively. The gross enrollment ratios of Scheduled tribes in the same year were 103.35 and 39.72 at I-V and VI-VIII, and for boys and girls at primary level (I-V) 126.78 and 78.60 respectively. The corresponding figures at the upper primary level (VI-VIII) were 51.33 and 27.50 respectively. The dropout rate among ST was found to be 66.1 percent and 80.2 percent in classes I-V and VI-VIII respectively during 1986-87.

1.4 The Case of Orissa

As per the 1991 Census the percentage of the scheduled tribes in the total population of Orissa (22.2) happened to be more than twice than that of the country as a whole (10.4). The majority of the State's 7.03 million tribal population was concentrated in southern, northern and central-western parts of Orissa. Koraput in the south, Sambalpur and Sundergarh in the west and Mayurbhanj in the north were inhabited by the three-fifth of the state's total tribal population. Mayurbhanj alone has the maximum concentration of tribal population in Orissa (10.9 million in 1991).

The literacy rate of the tribal population in the state was abysmally low, and varied considerably from district to district. Though during the inter-censal period
of 1981-91, the tribal literacy rate registered an increase, the rate of increase was lower than the non-tribal population.

The Ashram and Sevashram schools in Mayurbhanj district (tribal schools) were run by the Integrated Tribal Development Agency (ITDA). The total number of schools in the district was 94 in 1992 having a total strength of 3761 enrolled students in these schools. The total number of tribal teachers was distinctitively higher than scheduled caste teachers. Even in two ITDA areas of the district (Karanjia and Rairangpur), the number of tribal teachers was higher than general teachers. This is because of the concentration of tribal population. The status of such schools is shown in Table 1.1 below.

**Table 1.1**

Distribution of Schools Managed by ITDA in Mayurbhanj

<table>
<thead>
<tr>
<th>ITDA</th>
<th>No. of Tribal Schools</th>
<th>No. of Teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SC</td>
<td>ST</td>
</tr>
<tr>
<td>Baripada</td>
<td>34</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>Kaptipada</td>
<td>15</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Karanjia</td>
<td>22</td>
<td>6</td>
<td>29</td>
</tr>
<tr>
<td>Rairangpur</td>
<td>23</td>
<td>8</td>
<td>27</td>
</tr>
</tbody>
</table>

Source: District Inspector of Schools, Mayurbhanj, Orissa (1992).

The four ITDAs are located in the district map of Mayurbhanj, Orissa below.
1.5 Centrality of Teachers

The quality of education depends upon the quality of teachers the system produces. No other aspect of education is as significant as the men and women who conduct the school. By their behaviour they influence the young minds that grow as the stock of human resource of the nation. Saiyaidan (1962) emphasized the importance of the teacher, as "the more I see the educational work, good-work or bad-work, the more emphatically I feel that the quality of a teacher in an educational system is a more important factor than the other educational factors. If we can not secure a teaching personnel that is keen and intelligent and has a sense of duty and integrity... no educational scheme can have the slightest chance of success". The teacher is the key to the whole educational process. It is necessary to recruit competent persons as teachers and train them through effective programmes.

A number of committees and policy directives have highlighted the teachers qualities, efficiency and training for success of educational programmes. It was observed in the Second Five Year Plan (1956-61) that, "at all times the teacher is the pivot in the system of education. This is especially the case in a period of basic change and reorientation. There is general agreement that the teaching profession fails to attract sufficient number of persons who adopt teaching as a vocation and many persons work as
teachers for short periods and then move on to other occupations. Improvement in the conditions of teachers is therefore, an important desideratum of progress in education". The Education Commission (1964-66) tried to give a respectable status to the teacher and observed that "of all the factors which determined the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities, his educational qualifications and professional competence that the success of all educational endeavour must ultimately depend. Teachers must therefore be accorded an honoured place in society. Nothing is more important than securing a sufficient supply of higher quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective."

The National Policy on Education (1986) stated that "the status of the teacher reflects the socio-cultural ethos of a society, it is said that no people can rise above the level of its teachers. The governments and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities and the concerns of the community. The National Policy on
Education (1986) thus placed complete trust in the teaching community. It called for substantial improvements in the conditions of work and quality of teachers' education. The policy also emphasised the teachers' accountability to the pupils, their parents, the community and their own profession. Ramamurti Committee (1992) and CABE Committee (1992) while looking at teachers role emphasised on teachers' training.

The role of the present day teacher has become very complex and multifaceted, because the teacher determines the whole educational process. Teacher's influence extends through many generations. Their role as moral educators cannot be separated from the teaching role, as moral education is in-built in the teaching itself.

Since teacher behaviour forms part of the total classroom situation, it is essential that it should be studied systematically, the work-environment of teachers should be made intellectually challenging and they should be involved in the making of decisions important to academic activities. In the teaching-learning situations the teacher influences and stimulates the students' minds which develop their critical capacities, shape their attitudes and interests. The teacher should be emotionally and professionally a satisfied person. Their psychological well-being will determine if they are effective in their work, derive satisfaction and pride in the performance of
their duties, and are humanely considerate towards their pupils and professional co-workers.

As indicated above the role of teacher has been recognized for long as central to the delivery of education. The quality of teacher is also linked to their involvement in teaching-learning process. There are also significant relationships between teacher variables and students' achievement. The role of teachers in the tribal contexts, becomes even more central. Their effectiveness in tribal situation could depend on various factors, like their socio-economic background, qualifications, experience, understanding of the tribal culture, attitudes towards tribals, mental health, job involvement, psychological well-being, etc.

1.6 Job-Involvement Construct

Job involvement has been considered as an important theoretical construct central to the productivity and quality of work life of persons belonging to any field of work. This was true for teachers as well. The effectiveness of the teachers in facilitating the students' achievement and in contributing to own field of knowledge would depend upon their job involvement to a considerable extent.

Allport (1947) defined job involvement, as the situation in which the person engages to satisfy the status seeking motive at work. Lodahl and Kejner (1965) described the concept of job involvement in two ways:
(a) As a performance - self-esteem contingency, and
(b) As a component of self image.

In the first contingency, they described the job involvement as the degree to which a person's work performance affected one's self esteem positively. In the second sense, they used the term job involvement to refer to the internalisation of values about the goodness of work or the importance of work in the life of the person, and thus it measured the ease with which the person could be further socialised into the job by an organization.

Mehta (1977) proposed a model of participation in the functioning of the organization and considered job involvement as an intervening condition. Accordingly, factors such as autonomy, friendly relations, supervisory behaviour, trust and support were found leading to involvement which in turn increased productivity. Kanungo (1982) defined the concept of job involvement in motivational terms. According to him job involvement can be defined as a "generalised cognitive state of psychological identification with work, in so far as the work is perceived to have the potentiality to satisfy one's salient needs and expectations. The degree of involvement should be measured in terms of an individual's cognition about his identification with his work."

The literature revealed a great deal of conceptual
variation about the construct of job involvement. The disagreement was not only at the theoretical level but also shows in the empirical studies. There were at least three perspectives of job involvement that were clearly identifiable.

1.7 Theoretical Perspectives on Job Involvement

The first theoretical perspective on job involvement was of an individual difference variable. Lodahl (1964) hypothesized that the main determinant of job involvement was a value orientation towards work that was learnt early in the socialisation process. The job involvement as an individual difference variable was said to have its roots in past socialisation, as studied by several researchers (Blood and Hulin, 1967; Hulin and Blood, 1968; Siegel, 1969). Siegel (1969) also described the individual differences in job involvement by tracing it back to value orientations towards work, learnt early in the course of socialisation and internalised as determinants of behaviours. Hall and Mansfield (1971) were of the opinion that if job involvement was indeed a personal characteristic, then there should be little change in it under periods of organizational stress. This perspective thus made the personality characteristics of teachers important in job involvement.

A second perspective considered job involvement as a function of situation. Vroom (1962) suggested that the job
factors could influence the degree to which an employee was involved in the job. According to Vroom, job involvement was influenced by the situational factors. Participative management theorists (Argyris, 1964 and Mc-Gregor, 1960) stressed on involvement as a response to the organizational conditions rather than personal characteristics. Bass (1965) have studied involvement as a function of the situation claimed to have roots in the need satisfying potential of the job environment. Thus teachers in different school settings could have differed largely in job involvement.

The third perspective on job involvement was of individual-situation interaction. Lawler and Hall (1970) suggested that job involvement was a function of individual job interaction. Farris (1971) also assumed the job involvement to be a function of the interaction of a person with environment. The notion that job involvement has its roots both in the past socialization process and in the need-satisfying potential of the job environment seems to be supported by the work of several researchers (Rabinowitz and Hall, 1977).

The interactionist perspective is used in the present study where the job involvement of the teachers is influenced by his/her personality as well as school environment. It is believed that the construct of job involvement has a vital role in the school setting, where
the teacher traits and situation of the school separately and together have an effect on their job involvement.

1.8 The Psychological wellbeing Construct and Perspectives

Psychological well-being was a malleable concept which had to do with peoples' feelings about their everyday life activities (Bradburn, 1969; Warr and Wall 1975; Campbell 1976). Such feelings could range from negative mental states and dissatisfaction (unhappiness and worry) to a more positive outlook which extended beyond the mere absence of dissatisfaction into a state which had sometimes been identified as positive mental health (Jahoda, 1958; Herzberg, 1966; Berg, 1975).

The concept of psychological well-being has been extensively used by Bradburn (1969). He also made a distinction between positive and negative components of wellbeing. The positive affect referred to the extent to which an individual had favourable feelings about one's current existence, and the negative affect referred to the extent to which an individual had unfavourable feelings about the current existence. Bradburn demonstrated that a discrepancy between the positive and negative affect represented the overall well-being of the person.

Campbell (1976) distinguished among three types of wellbeing such as affect, strain and satisfaction. Campbell recognised that when people speak of affect or
strain, they focused more spontaneously on the activities of everyday life. Positive affect consisted of pleasant emotions or feelings such as joy or happiness, whereas negative affect consisted of unpleasant feelings or emotions such as sadness or fear. According to him, when people speak of satisfaction they cognitively focussed on the positive and happy experience. He noted that all types of evaluations were interrelated.

A number of researchers have demonstrated that the positive and negative affect were relatively independent of each other in people's lives, and that life satisfaction was only moderately related to the positive and negative affect (Emmons and Diener, 1985). Life satisfaction was found to be more of a cognitive than an affective component of subjective well-being.

Quite a few researchers have demonstrated that psychological well-being was a multi-dimensional construct. Andrews and Withey (1976) factor analysed several surveys on quality of life and identified three basic dimensions of psychological well-being: positive affect, negative affect and life satisfaction. The first two components referred to the affective, emotional aspects of the construct, the latter to the cognitive-judgemental aspects. Shin and Johnson (1978) defined life satisfaction as a global assessment of a person's quality of life according to one's chosen criteria. The judgments of how
satisfied people were with their present state of affairs was based on a comparison with a standard, which each individual set for him or herself, and was not externally imposed. It was a hallmark of the subjective wellbeing that it centred on the person's own judgements and not upon some criterion which was judged to be important by the researchers (Diener, 1984).

Andrews and McKennell (1980) provided a structural model of psychological well-being which is reproduced below.

![Figure 2](image)

The above model shows that within the rectangles on the left and right are the actual measures being analysed. The first block of five rectangles on the left contains the items that constitute Bradburn's positive affect scale, and
the second block of five contains the items of the negative affect scale. On the right are eight measures of global well-being. The model seeks to explain the interrelationships among these eighteen items. The model assumes that the relationship could vary because the measures were differentially sensitive to some of the underlying sources of influence. The arrows towards each rectangle symbolize inputs from particular source of influence.

1.9 Need of the Study

As said earlier in the school situation, an important factor was the job involvement of teachers, which depended upon their sense of duty, devotion to job, job satisfaction and on their self-perceptions of competence, confidence, success, being worthy and happy, etc. Comb (1962) summarised in his book, that a good teacher saw oneself as trustworthy, adequate and wanted rather than unwanted. He/she saw him/herself as reliable, dependable individual with potential for coping with events as they happen.

Under the Constitutional provisions in the country an important move in education had been to integrate special groups like scheduled tribes into the educational mainstream. The government experimented with the idea of the special schools for special groups and also with the placement of special groups in the regular classrooms. In order to mainstream, special programmes were implemented.
in special schools. Many residential schools known as the Ashram schools and Sevashram special schools for tribal children had been set up. There were also integrated schools established by the government in the tribal areas where the tribal and non-tribals both read together.

In spite of the efforts of government to motivate the tribal students to come to schools and also to enrich the school climate, the educational development in special schools has remained unsatisfactory. The sense of inequality created value crisis for the tribal children. Therefore, the need of a systematic study of teachers' experiences in different types of schools, and their psychological well-being was felt. Teachers impressions of students formed an integral part of the self-image of students. It became even more important in case of students belonging to SC and ST communities. Ambasht (1970) remarked that "there exists social distance between the teachers and pupils in the tribal areas. He pointed out that the tribal students like the tribal teachers more than the non-tribal teachers because they belong to their own community. The teachers of these students feel that the home of these students has not equipped them to compete with other students and the teachers seem to have low estimation about the intelligence of tribal children".

There were many facets of the personality of the teachers inclusive of their self-esteem. The teachers'
personality can produce a wholesomely stimulating effect on pupils growth. Personality included all that a person was and will be, especially as it related to their personal and social effectiveness. The personality of the teachers, even more than the knowledge determined the rate and direction of growth of pupils.

Self-esteem, as one of the personality variables, has been noted by researchers, teacher organizations and professional experts as necessary for any improvement. The tribal and non-tribal teachers in different types of schools may have been socialized in different ways of teaching the tribal students. The school environment may have had impact on the motivational aspects of teachers and students in different ways, and the students academic output may be affected by the teachers' psychological conditions.

In the literature, various studies have focused on personal, parental and situational factors of tribal students determining their academic performance. The teacher variables have remained largely neglected. The teachers have the responsibility of developing in the students a strong foundation that will enhance their ability to make intelligent decisions. Their culturally designated role and the close contact with the students during many making hours of life make teachers' role significant.
The effects of teachers' attitudes and behaviours on students' achievement have been empirically observed and reported. A few experimental studies have also been reported (Lewin, Lippitt and White, 1939; Flander, 1965; Kounin and Gump, 1968). It had been acknowledged that teachers' success or failure was dependent on their ability to get along with others than on their mastery of the subject matter being taught. Kvaraceus (1951) designed a questionnaire to study what teachers considered to be their foremost mental health hazards. The analysis showed conflicting personalities among teachers, and the jealousies among school personnel ranked third and fourth on a list of 67 items. The heavy teacher load and over crowded classrooms were the most frequently mentioned items. Some studies have shown that the limited number of teachers and the inefficiency of the teachers in tribal areas were responsible for wastage and stagnation (Desai and Patil, 1981, and Sujatha, 1987). However, no study investigated the psychological and personal factors of the tribal and non-tribal teachers serving in different types of schools in the tribal areas. This study was thus designed to fill up these gaps by examining the job involvement and psychological wellbeing of teachers in the government and Ashram schools located in the tribal areas in the State of Orissa.
It has been suggested that the appointment of tribal teachers in tribal inhabited areas will be an important step in the direction of tribal education (National Policy on Education, 1986 and 1992). Several researchers expressed the optimism that being from the community itself, the tribal teachers would discharge their duties with a deep sense of commitment. Tribal children too will identify well, feel accepted show more interest, and interact more with the tribal teachers as compared to the non-tribal teachers. It has been hoped that the congruence of background between the teachers and taught would facilitate the teaching-learning process. The position has not been found verified by research (Mohanty, 1991). The present study is a step in the direction of exploring the relationship among a set of personal variables (age, income, education, marital status, self-esteem and stress) and familial variables (family interaction pattern, family size and family type) as affecting the job involvement and psychological well-being of teachers.