ABSTRACT
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The present study was conducted on the Kondh tribe of Orissa having a large concentration in Phulbani district. Kondhs are known for the unique language system (Kui) and the now abandoned practice of Meriah (human sacrifice) in the cultural history of India. Kondhs have a well-knit socio-cultural system and a civilization of their own. Their social values, religious ethos, spiritual norms and environmental properties have been their greatest assets. However, their low literacy rate of 2.3% (1981 census) and especially the negative growth trend in the rate of literacy over the last two decades, is a matter of serious concern, needing systematic investigation.

One specific objective of this study was to probe into the differences between the tribal and non-tribal teachers on expectations, competency and teaching strategy across the tribal, non-tribal and mixed schools in tribal areas; and if these differences differentially affected students' psychological differentiation (a perceptual cognitive ability) and academic achievement. A related question was to empirically test the widely held proposition that the tribal teachers would be the best for teaching tribal students (National Policy on Education, 1986), as they would have the same socio-cultural background and students would feel comfortable with the teachers to interact in the classroom, and eventually show better academic achievement.
The research used several theoretical concepts from social psychology of education namely, Rosenthal and Jacobson's (1968) 'self-fulfilling prophecy', Ryans (1969) 'Teacher competency', 'Teaching strategy model' (based on Entwistle and Ramsden's Students approaches to learning, 1983), and Witkin's (1962) 'Psychological differentiation'.

The study tested following specific hypotheses:

1. The main as well as interaction effects of teacher and school types will be significant on teachers' expectations, competency and teaching strategy.

2. There will be positive and significant relationships among teachers' demographic characteristics and their expectations, competency and teaching strategy.

3. The main as well as interaction effects of matched teacher-students type, school type, students' gender and educational class will be significant on students' psychological differentiation and academic achievement.

4. There will be positive and significant relationships between student's psychological differentiation and academic achievement in the total group as well as in different subgroups like tribal, non-tribal and matched teacher-students type groups in tribal, non-tribal and mixed schools.

5. Tribal students will differ significantly from the non-tribal students on psychological differentiation and academic
achievement.

6. Tribal students studying in tribal and mixed schools, and non-tribal students studying in non-tribal and mixed schools will differ from each other on psychological differentiation and academic achievement.

7. There will be positive and significant relationships among teachers' demographic characteristics, expectations, competency, teaching strategy and students' psychological differentiation and academic achievement.

8. Teachers, parents and officers-in-charge of educational development in Phulbani will differ in their perceptions and attributions of educational backwardness among the tribals.

The study used a two layer ex-post facto design. Initially the teachers (tribal and non-tribal) were identified in tribal, non-tribal and mixed schools. Thus, at the first stage 2 (teacher type/tribal and non-tribal) X 3 (school type/tribal, non-tribal and mixed) factorial design was used to identify the teachers. In the second stage, students were matched according to the teachers' ethnic similarity and dissimilarity having a 2(matched teacher-student type-similar* and dissimilar)** X 2 (educational class-IV and V) X 2 (gender-male and female) X 3 (school type-tribal, non-tribal and mixed) factorial design.

* Matched teacher-students similarity: tribal teachers teaching tribal students/non-tribal teachers teaching non-tribal students.
** Matched teacher-students dissimilarity tribal teachers teaching non-tribal students/non-tribal teachers teaching tribal students.

Schools were categorized on the basis of the student population. Tribal and non-tribal schools were dominated by tribal and non-tribal students respectively (percentages varying from 80% to 100%). In mixed schools, both tribal and non-tribal students had almost an equal representation (percentages varying from 40% to 60%).

The lists of primary schools with number of teachers and students alongwith their social identities were collected from the offices of the Block Development Officers. On the basis of the students' population and ethnicity, schools were categorised as tribal, non-tribal or mixed. The final selection of schools was made on the basis of accessibility and availability of desired samples.

The sample consisted of 120 teachers (60 tribal and 60 non-tribal) and 600 students (300 tribal and 300 non-tribal) from tribal, non-tribal and mixed schools. 20 tribal and 20 non-tribal teachers were taken from each of these schools and for every 20 teachers 100 students were taken. Thus, the ratio between the teacher and student was 1:5. Teachers and students were matched by their ethnic similarity and dissimilarity in tribal, non-tribal and mixed schools.

Teacher type (tribal and non-tribal) and school type (tribal, non-tribal and mixed) were taken as the matched IV
variables. There were three measured attributes of the teachers namely expectation, competency and teaching strategy. Teachers demographic characteristics comprised of four factors like educational qualifications, years of service (experience), income and age. Both tribal and non-tribal students were included and they were matched with the teachers teaching them, on the dimensions of socio-cultural/ethnic similarity and dissimilarity across the three types of schools. The student variables included matched teacher-student type (similarity and dissimilarity), school type (tribal, non-tribal and mixed), gender (male and female) and educational class (classes IV and V), psychological differentiations and academic achievement.

A Personal Information Sheet to collect information on demographic characteristics, Teacher Expectation Form (constructed by the researcher), Teacher Characteristic Description Form (modified version of Arora’s scale, 1975), and Teaching Strategy Inventory (developed on the line of students’ approach to learning inventory of Entwistle and Ramsden, 1983) were used to collect data on teachers.

A Personal Information Sheet and Sinha’s (1984) SPEFT (Story Pictorial Embedded Figure Test) to measure psychological differentiation were used for students. The percentage of marks obtained in the last annual examination was taken as the index of students’ academic achievement.

Questionnaires and tests were administered individu-
lly to teachers and students. Additionally, teachers, parents and officers in-charge (30 each) were interviewed personally and discussions held to know their views on problems of primary education of the Kondh. Their suggestions on mitigating the problems were also noted down.

Data were analysed using both the quantitative and qualitative methods. Means, SDs, 't' test, ANOVA, correlations and factor analysis were used for the quantitative analysis. In quantifying part of the qualitative data, percentages and P (rho) were calculated. The qualitative data were content analyzed and integrated with the analysis and interpretation of quantitative data.

Results revealed the following main findings:

1. Non-tribal teachers scored higher on expectations (total expectations and all its dimensions like expectations from school, self and colleagues, parents and students), competency (total competency and all its dimensions like personal characteristics, professional characteristics, academic background, pupil-teacher relation and miscellaneous behavior) and some of the teaching strategies and their dimensions namely; meaning orientation, deep approach, relating ideas, intrinsic motivation, strategic approach, achievement motivation, styles and pathologies of teaching and globetrotting. The superior performance of the non-tribal teachers was attributed to their rich exposure in the social
milieu. Results are interpreted using the concept of self-fulfilling prophecy of Rosenthal and Jacobson (1968), and teacher competency theory of Ryans (1969).

Teachers in non-tribal schools scored higher than their counterparts in tribal and mixed schools on most of the attributes. They had higher expectations (total and all its dimensions, like expectation from school, self and colleagues, parents and students), competency (total and its dimensions, like professional characteristics, academic background, pupil-teacher relations and miscellaneous behaviour). They used more of meaning orientation approach, were more intrinsically motivated, adopted more often achieving orientation, strategic teaching, globetrotting and operation teaching approaches than the teachers in tribal and mixed schools. The explanations are sought in terms of differences in school conditions and job context.

Non-tribal teachers in non-tribal schools scored higher than other groups on expectation (total and all its dimensions like expectations from school, self and colleagues, parents and students), competency (total and its dimensions, like professional characteristics, academic background, pupil-teacher relation and miscellaneous behaviour) and some of the teaching strategies like meaning orientation, deep approach, relating ideas, intrinsic motivation and globetrotting. Results are interpreted in terms of interactions between teacher characteristics and school
2. Teachers' income had significant relationship with their expectations, competency and adoption of meaning orientation strategy to teaching. Results supported the earlier findings of Ryans (1969), Debnath (1971), Mehta (1972) and Khanuja (1973) who reported positive relationship between income and competence. Age and expectations were negatively related. Teachers' educational qualifications and years of service did not correlate significantly with any of the teacher attributes.

3. Matched teacher-students similar conditions significantly affected students' academic achievement but not psychological differentiation. Tribal students taught by tribal teachers and non-tribal students taught by non-tribal teachers performed academically better than the tribal students taught by non-tribal teachers and non-tribal students taught by tribal teachers. Results supported the proposition of Heath (1971) and Kirknes (1986) and the New policy on education (1986) that the tribal teachers should be appointed to teach tribal students to reap maximum benefits in the learning outcomes of students. And the vice versa.

School type did not have significant effect on students' psychological differentiation. Students in tribal, non-tribal and mixed schools were comparable in their psychological differentiation. The results did not support the findings of
Sinha (1977), Mishra and Gupta (1978) and Tripathy (1980) who reported that schools make a difference in students' psychological differentiation. However, school type significantly affected students' academic achievement. Students in non-tribal schools showed the best performance and students in tribal schools were better than those in mixed schools. Coleman (1966), Sinha (1980) and Veeraraghavan and Samal (1988) have reported similar findings.

There was no significant gender effect either on students' psychological differentiation or academic achievement. The finding of no sex difference in cognitive style was also reported by Sinha (1980), Puspa (1981) and Sinha (1989).

Educational class had significant effect on students' psychological differentiation and academic achievement. Students in higher class (class V) had higher psychological differentiation than those in lower class (Class IV). The difference was interpreted in terms of maturation and training, and it supported the findings of Witkin (1954), Goodenough and Karp (1964), Mitchelmore (1974) and Puspa (1981). Students in lower class (class IV) however, had better academic performance than those in higher class (Class V). The difference in academic achievement was explained in terms of the operation of a different evaluation system and course difficulty in higher class. Tripathy (1990) reported similar findings.
Female students in tribal schools, class V students in non-tribal schools, male students in class V, and class V male students under matched teacher-students dissimilar groups scored higher on psychological differentiation than the students in counterpart groups.

Non-tribal students taught by non-tribal teachers in non-tribal schools had the highest mean score on academic achievement. Female students under matched teacher-student similar condition performed academically better than the students in counterpart groups. Results are interpreted by taking note of matched teacher-students type, school and gender type interaction effects.

4. There were significant positive relationships between students' psychological differentiation and academic achievement in the total group as well as in tribal and non-tribal groups. Results corroborated the findings of Vaidya and Chansky (1980), Verma and Swami (1990) and Tripathy (1990) indicating that the higher the field independent (FI) cognitive style, the higher was the scholastic achievement among the students. However, results were not uniform in different matched teacher-students groups in tribal, non-tribal and mixed schools.

5. Tribal and non-tribal students did not differ on psychological differentiation. The absence of differences was attributed to the process of acculturation (Berry, 1976) and the use of culture appropriate test making the tribals
to differentiate better. However, the result did not support the findings of Sinha and Mishra (1977), Rath et al., (1979) and Ameerjan (1984, 1987). Better academic performance of the non-tribal students than the tribal students corroborated the findings of Rath et al., (1979), Bhargava and Marwa (1982) and Gupta (1983).

6. Mixed school setting did not prove to be effective either for psychological differentiation or for academic achievement, both for tribal and non-tribal students compared to their counterparts studying in tribal and non-tribal schools respectively. Results did not support the findings of Tripathy (1990), which reported that tribal students in tribal and integrated schools differed significantly on psychological differentiation but not on academic achievement.

7. There were no significant correlations among teachers' demographic characteristics (educational qualifications, years of service, income and age) and students psychological differentiation and academic achievement. The results indicated that the students' psychological differentiation and academic achievement are independent of teachers' demographic characteristics.

There were significant positive correlations between teachers' competency, use of meaning orientation strategy and students' psychological differentiation in the total group.
Teachers' expectation, competency and adaptation of meaning orientation approach significantly correlated in the total group with students' academic achievement. The finding of positive correlation between teachers' expectation and students' academic achievement has found support in researches by Rosenthal and Jacobson (1968) and others like Cooper (1983) and Cliffton and Bulcock (1987). Ryans (1969), Bhogoliwal (1988), Veeraraghavan and Samal (1988) reported positive relationships between teachers' competency and students' academic achievement. However, positive relationship between students' academic achievement and teachers' adoption of meaning orientation approach received indirect support from the findings of Marton and Saljo (1976), Pask (1976) and Entwistle and Ramsden (1983), who reported that students' meaning orientation approach to learning enhanced their academic achievement.

8. Both tribal and non-tribal teachers were dissatisfied in general but the tribal teachers were more dissatisfied with the present state of primary education in Phulbani district. To them the main factors contributing to the slow progress of education were, poverty, lack of teaching aids in schools, inadequate number of classrooms, inadequate number of teachers, household work by children, parental illiteracy, parental apathy, language problem as medium of instruction, inappropriate curriculum, blind belief, low I.Q. of tribal students, poor official supervision, students' lack of inter-
erest in studies, teachers' indifference and inadequate supply of food in schools.

There was strong agreement between the tribal and non-tribal teachers in tribal and mixed schools, in perceptions and attributions of the problems of tribal education, but not in non-tribal schools.

Teachers focused on their personal grievances more than professional difficulties, while parents and officers-in-charge emphasized the large scale poverty, agricultural as well as household work by children, teachers' apathy and absenteeism, inadequate and untimely supply of books and other materials in the schools, poor official supervision, unfair selection of teachers etc. as responsible for educational backwardness of the tribals. The implications of findings are discussed and some suggestions are offered.