

CHAPTER - I

THE NEED AND SIGNIFICANCE OF THE STUDY

1.1 INTRODUCTION

For all practical purposes, a teacher teaches subjects and he teaches children. However, the most important thing about teaching by a teacher as A.A.D'Souza (1969) says, is not the teaching of any subject but it is a teaching of himself - his attitudes, beliefs and philosophy. So much so that the future of the child depends upon his attitudes and interests and that he can make or mar his life.

The mental and psychological state of the teacher who is satisfied, happy and optimistic or vice versa, can completely influence the child's future. A glow of satisfaction pervades the whole person and makes the day's work and events seem to run smoothly. The same is true of a teacher as of any other worker. If a teacher is not satisfied with his job, he will not be an effective teacher and it is very difficult for him to carry on his professional responsibilities. In fact satisfaction with one's work is the 'sine qua none' for an effective teacher. All

our ancient famed 'gurus' both male and female had this quality of contentment in them, who were therefore called the creator, sustainer and the ultimate liberators. However, the sacred examples of our ancient 'gurus' are only recalled to memory without putting us to shame. The 'blessedness' of Horne (1874-1946) addressed to the teachers of his time too, seems to be a far cry in the present day world of teachers. The situation to-day is completely reversed. In the recent decades no other professional group has been so severely and frequently criticized as the teachers. The list of grievances is long and more often than not, justified. The reasons are obvious and for this, both teachers and society are to be blamed. Our society perceives the present day teachers as mercenary, unprofessional, irresponsible and lacking in dedication and commitment which, teachers of previous generation were reputed to possess" (Misra 1986, Raza, Fernandes, 1987).

The challenge of Education (1985) has also accepted "..... so much is expected of the teacher, yet teaching has become the last choice in the job market. We therefore face a paradox of having better books and research but progressively more indifferent teachers."

1.2.1 TEACHERS - "Square pegs in round holes"

The unprecedented expansion of education in the

post independent India has brought into the teaching profession a large number of men and women teachers. In this group of teachers there are persons with varied socio-economic backgrounds. Many of them are not adequately equipped and are without the needed aptitude for the profession. Mayer's (1961) conclusion regarding the fourteen lakh teachers in the United States is interesting. According to him in this group "there are all sorts of teachers. There are stupid teachers and brilliant teachers, motherly types, sour spinsters and sarcastic straw bosses, dedicated agitators and bedraggled timeservers.

The situation is very much the same in our country. The ~~deluge~~ into the teaching profession has particularly increased with the increase in salary and the benefits granted to the teachers. Research findings confirm that a higher percentage of teachers have just drifted into the profession or continue to be teachers because there is no other alternative for them. (Pandey 1958).

One regrettably finds here that many persons enter the teaching profession just for passing their time after a university examination until the publication of results or until they are called to the proper job of their choice. Often a teacher's job is accepted and adopted as the last recourse when no other job is available. Whether a person has the interest or aptitude for the job or not, is not considered at all. This brings misfits in the classroom.

Who will try to fit themselves without success. Teachers like 'square pegs in round holes' will create many misfits for the society if they do not quit the profession which is not according to their own choice and aptitude or otherwise they may be helped to develop proper attitude and love for the profession through training and orientation.

1.2.2 TEACHERS - outdated in knowledge and methods
and closed to change

Teachers are preparing children to enter into the 21st century. Knowledge has exploded with science and technology and it is taking enormous strides. Can the teachers remain wrapped up in the knowledge they acquired half a century back? Can they remain complacent with their age old and rotting degrees? According to Sharma (1967) "the first and perhaps the best quality in a good teacher is that of adaptability. If a teacher is able to adapt to his changing circumstances, along with this treacherous and fast changing world, half of his game is won. Dynamism is the regular feature of the world and as such a teacher has to be dynamic in thought and action."

But teachers' status is very pathetic. This apathy to change and adaptation by many teachers is revealed in their refusal to accept televisions and computers offered by government for their schools. To have these medias in their schools would demand of them extra efforts to learn

new methods of teaching with the availed media. How will such teachers prepare the citizens for the next century, citizens with critical thinking and attitudes and who are in need of scientific methods of inquiry and investigation?

It is very painful to see that teachers lack the sense to realize their responsibility as agents of social change. With the result that the system of education will still lag behind than where it is now.

1.2.3 TEACHERS - Victims of Indifferent Society

Showing the low status of elementary school teachers in America, Sttinnett (1965) says "traditionally the public thought that the elementary school teachers needed to know only a little more than the little children they taught." A very inferior role had been accorded to the elementary school teachers even in foreign countries like U.S.A. The society rarely cares for the type of person standing in the class before the children. The society is indifferent towards the proper qualifications of teachers entering into the teaching profession. The fallacy of education can be seen in this that whereas a rigorous training is compulsory for handling a machine or to sit in the office to handle files, little attention is given for the training of teachers, who have to deal with the lives of children. If one only considers the number of years that an engineer

or a doctor takes to be trained as a professional in comparison to a teacher's training, one would realize the regrettable indifference of society towards its teachers. It is pitiful that for such a high and responsible task at times any spare person is employed without any sense of guilt about it.

1.2.4 TEACHERS - Neglected Professional Group both by Government and the Public

Witnessing the several strikes of the teachers of the Primary and Secondary Minority Schools as well as those of the Government Schools and the Three months' strike (February to April 1989) of the College lecturers in Bihar, it becomes obvious that teachers are looked down upon both by the Government and the society. Else, the problems of the teachers would have been solved by the government sooner than it was done. But the government was all the while expecting the teachers to give into its proposals and requests and bow down before it.

The public on the other hand develops a kind of hatred, anger, disrespect towards the teachers' groups who are at one time or other demanding for their salary and other benefits. Thus they are lacking public support, sympathy and respect due to them.

Mayer Martin (1961) very disdainfully undermines the

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status of teachers to a low grade on the very basis of their origin, i.e., the socio-economic status which is the lower middle stratum of society.

1.2.5 TEACHERS - Neglected in the Formulation of Syllabi.

It is unbelievable that the very authorities who expect the teachers to form the future citizens and call teachers 'nation builders' hopelessly ignore them. These teachers, who constantly define and refine the objectives and purposes as well as the techniques and approaches in educating the younger generation, have all along been ignored by the government in the formulation of syllabi.

The legislators have considered legislating on education as their sole privilege without taking the pulse of the heads, teachers, parents or others interested in education. The lack of interest and the relative ignorance which the vast majority of legislators betray when important educational bills are being discussed in most countries is lamentable. Few members take the trouble to study the issues at stake carefully. Many seem to think that having been through schools themselves they know all there is to know about education. Imposition of such legislations upon teachers is a sheer neglect of their human person.

1.2.6 TEACHERS - Burdened by Experiments

The physical world is without doubt in constant flux. Education being affected by it, is also in a similar situation. Concerning such changes Sharma states (1967) "Without being over cynical, it can apparently be confessed that any educational effort made so far in this country has neither been encouraging nor promising Whenever there was any change in the existing pattern of education, sufficient planning was never made". A problem was approached only sentimentally. No personnel for it were prepared, neither were books published ahead of time, nor were laboratories equipped adequately or any initial sitting accommodations were made. Never in the history of education any upto date arrangements were made. Constant experiments without looking to the results go on. Within a short span of ten to fifteen years, college structure underwent a number of changes ~~like~~ after class XI it was plus two plus two, which changed to PUC plus one plus two. Then again it switched back after class X to plus two plus two with one year hons in addition. At present it is ten plus two plus two. There are very few junior colleges for plus two level. Most colleges are having plus two structures with them. This is the current structure in Bihar.

Similar is the case with schools. A scheme is started to work in a half-hearted way for a year or two and lead to complications. Then it is abandoned altogether and later

on new scheme is begun e.g., craft was introduced in education, then changed to work experience, then to socially useful productive work and vocationalization etc.

The evident consequence of this frustration and disillusionment was, higher fixed standards and lower achievements. Everything remained haphazardly introduced and even before any result of the experiment is seen, the baby is thrown out with bathwater! The crash is responsible for leading even the good willed teachers to disgust and fatigue. The teacher no longer enjoys the enthusiasm, peace and calm so essential to impart education.

1.2.7 TEACHERS - Harassed by Bureaucracy

Bureaucracy cannot tolerate even the university teachers being equalized to them in payment and regarded as higher in services than themselves. In irritation and vengeance they deprive these teachers of some deserved facilities and in case of promotion they require of them higher services but with lower grade of salary.

If this can happen to the University teachers, what wouldn't happen to the lower grade teachers ! From the time of their appointment throughout their services they are harassed by the bureaucratic rules of the public servants. The teachers have to be continually at the mercy of these public servants for their each and every need.

So much so that a teacher may have starved with his dependents for three or six months, yet he would be deprived of a certain percentage of his just wages in greasing the palms of the government workers. Then one wouldn't be surprised if a starving teacher wouldn't teach and teach properly.

1.2.8 TEACHERS - Neglected Subjects in Research too.

Research in education in India began only since the nineteen fifties. And most of the researches that are being done in Indian universities in this area are only a part of the M.Ed. or Ph.D. degrees. Most of these have been connected somehow or other with personality development and adjustment. However it is regretted that there has been hardly any research upon the teachers of Southern Bihar.

1.2.9 TRIBAL TEACHERS - Absolutely Neglected Subjects in Research

Outside the Tribal belt of Chotanagpur there is a doubt about the existence of the tribal teachers. Often it is understood that a 'tribal teacher' is one who teaches the tribal children. Hence there can hardly be any research on these groups of teachers. Tribals having been subjected to slavery and oppression by landlords would themselves prove this fact. There have been researches on various aspects of tribal life but not on tribal teachers.

1.3 THE VICIOUS CIRCLE

It is an unavoidable reality that in the unprecedented educational expansion in India in which one has been caught up at present, quality is bound to suffer to some extent. However, the educational standard heading down-hill is most pitiable in Bihar. The expansion of education in India during the last few decades has inevitably led to a dilution of its quality. It has set an indifference in students towards learning, responsibility to family, society and life. This generation queues up for teaching its younger generation, the dilution increases which in its turn creates further conditions favourable to still further expansion leading to still further dilution in quality and the vicious circle is established which society already sees at present.

1.4 GROWING CONCERN ABOUT TEACHERS

The growing indifference of the teachers, their lack of dedication and commitment towards their responsibility have aroused the well wishers of the society to look into these matters. Teachers, hardly teaching one period a week or not even that and hardly showing their faces to the children whom they are supposed to teach, train and lead, but receiving the unjustly earned salary, they are committing a grave sin towards the children and the society. Naturally a great concern for the teachers is growing in the society.

If this sense of guilt, injustice and sin towards the society is not understood nor accepted by the teachers, then the Indian society will be soon beyond redemption. Teachers are in great need of moral, religious and spiritual education.

It is a real concern for the government too. The salary of teachers has been increased. They are being provided with medical allowances, house rents and other benefits which was denied them in the past few years. Despite these benefits the government fails to find any improvement in the commitment of teachers and the quality of their services. On the contrary, neglect of duties continues. Not only this, the teachers are helping the students to adopt unfair means in the board examinations. Most certainly and most urgently then, the government's and the society's concern for having "high quality teachers, generally well educated and highly informed" persons in their teaching field as well as skilled practitioner in the class room is genuine and appreciated.

1.5 NEED FOR RESEARCH IN THE INDIAN CONTEXT

Scientific and technological development in progressive countries has challenged the place of teachers in the classroom. There are programmed instructions, multimedia packages, computers, video cassettes, televisions and modern scientific instruments ready to be employed for teaching. However, the

society cannot be dispensed of the teachers for another century. The alternative lies for the society in the soul searching of itself, to take a deep plunge into the causes of the present lethargy of the teachers wholly contrary to the Indian tradition. The situation has aroused philosophers, educationists and researchers to look for the answer to the challenges society is facing. Research has taken foothold only from the sixties in the country. In the last forty years however few researches have been conducted for schemes apart from the requirements of degree.

Researches on teachers are yet few and rare. Most of them have concentrated mainly on training techniques, attitudes of teachers, teacher selection and personality traits and socio-economic status of teachers. The majority of these are of general investigation type. Studies on teacher effectiveness, in other words on the person as a teacher, and teacher selection are not encouraging with respect to quality and quantum of research undertaken.

Acknowledging the existence of nominal research on topics like job satisfaction of teachers there is a vast untapped aspect of psychological traits of teachers which has to be tapped in the effort to bring back the teacher to his ancient glory.

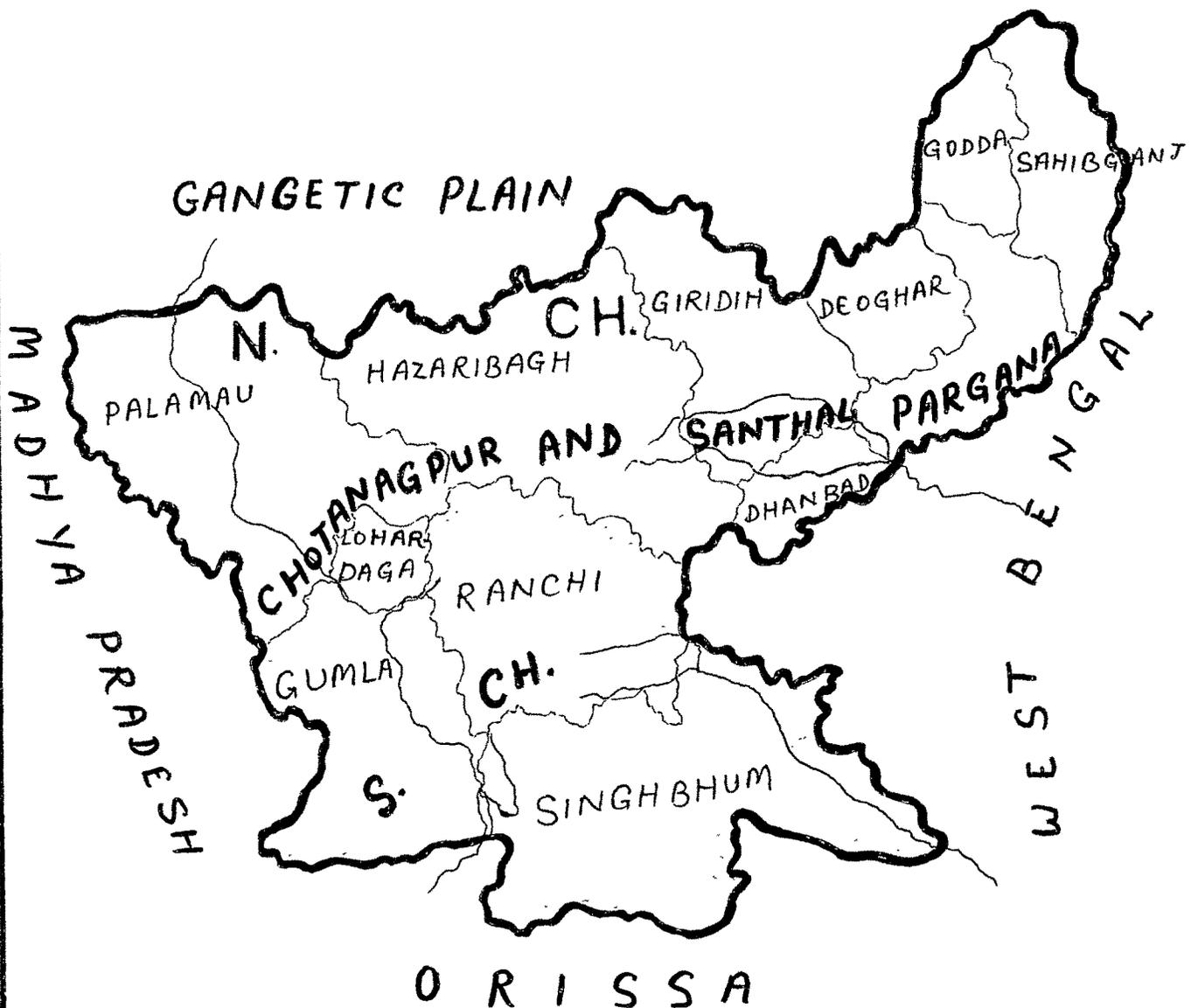
1.6 SIGNIFICANCE OF THE PRESENT STUDY

What are the basic causes of such a miserable plight

of Indian teachers? Has the teacher dug his own grave or are there other factors responsible for this situation? Has the wind of centuries alone been responsible for bringing about this change to such an extent? Is it due to the progress of civilization, industrialization, science and technology? Is there a real dearth of teachers equivalent to the ancient gurus or are there some who are carrying the lighted torch among the decaying society? If so, why only a few are showing the light to others where majority have become decadent? In other words, why there are some 'glowing on' teachers but others are burnt out? How could these teachers be identified? What would be the measuring rod? Is it possible at all to find such a yardstick to satisfy the curiosity of the researcher? Has the sense of responsibility and duty wholly vanished in the society as well? Has this evil touched the tribal teachers too? If so, then, in what proportion to their general category colleagues?

Where are the tribal teachers, along with their tribal brethren known to be simple, 'happy-go-lucky' and hard working, in this respect? What type of work do they value? Are they the present oriented or future oriented? Van Exem (1973) observes that in general tribals are contented with little and that educated tribals do not aim high enough and remain satisfied with a safe and undemanding job. Does Van Exem's (1973) statement that "education having failed to generate business acumen and managerial skills" in people

MAP SHOWING THE AREA OF CHOTANAGPUR NORTH AND SOUTH



still hold good? Can it be said of the tribal teachers that future holds no problem for them and that 'the work which provided for the past generations with their livelihood would also take care of the future'?"

Are the tribal teachers able to identify themselves with the mainstream of the population? How far has contact with the general category of people helped them for better or for worse? Has their self-worth and self-concept increased by such contacts?

These and several similar questions have been occupying the mind of the researcher all these years as she worked among the tribal and non-tribal teachers in the area called Chota Nagpur inhabited mostly by the tribals.

1.7 STATEMENT OF THE PROBLEM

From the above the statement which follows is the comparison between these two groups of teachers of Chota-Nagpur. The statement of the problem is -

A COMPARATIVE STUDY OF THE GLOW ON AND BURN OUT
 IN HIGH SCHOOLS
 TRIBAL AND NON-TRIBAL TEACHERS ~~AT~~ CHOTANAGPUR ON
 SOME PSYCHOLOGICAL CORRELATES.

1.8 ANALYSIS OF THE PROBLEM STATEMENT

The study intends to identify the glow on as well as the burnout tribal and non-tribal sampled teachers of Chotanagpur.

The study also wishes to explore the levels of meaning in life, self-concept, work values and achievement motive in the identified glow on and burnout teachers and compare them in two groups of the sample. Keeping the background of the sample the four correlates were selected.

1.9 THE SCOPE OF THE STUDY

The study is undertaken in the secondary schools in the Southern hilly area of Chotanagpur. On the north the Gangetic plains make the boundary. West Bengal on the East, on the South and West, the states of Orissa and Madhya Pradesh respectively.

This area is not only world famed for its rich mineral resources but is also largely populated by the tribal inhabitants of India. As stated elsewhere they are referred to by different Indian terms but the most popularly accepted term is 'Adivasis'.

Of the total population of four millions and over in Bihar, fifty eight lakhs eleven thousands (1981 Census) belong to tribal population and constitute 8.31 Per cent of Bihar's total population and 10.8 per cent of the country's tribal population. Most of the tribals of Chotanagpur live in the districts of Ranchi, Gumla, Lohardaga, Hazaribagh, Palamau, Dhanbad, Giridih, Deoghar, Godda, Sahibganj, Singhbhum and Santal Parganas of the Chotanagpur Plateau.

"According to the Zonal division of Tribal India, Chotanagpur and Santhal Parganas fall in the Middle India Region (Vidyarthi and Rai 1977:66) which includes the states of Bihar (Santhal, Munda, Oraon, Ho), West Bengal (Santhal, Bhumij, Kora, Lodha etc.), Orissa (Khond, Saora, Gond, Baiga, Seharis etc.). In this region there are about 55 per cent of the total population of India numbering over twenty millions".

Most of the Tribals are engaged in agriculture. However, due to industrialization and developmental works, they are able to find alternative jobs (Vidyarthi, 1977). As a result of rapid spread of education after Independence and due to the educational policy of the missionaries (Ch. Survey II, 1990) Schools have multiplied. "Education made for multiplication of employment opportunities for women. A large number of them went out to work as teachers, doctors, nurses and typists (Sachchidanand, 1978). Hence, teaching is one such alternative. In the area taken for the study, there would be more than thousand Tribal teachers. The greater number of teachers taken for sample for study belongs to the three major districts of Chotanagpur. These districts are Ranchi, Gumla and Lohardaga.

Further, it is within these districts that the majority of Ursuline High Schools are established excepting the one in Singhbhum. The investigator, belonging to Ursuline management had the purpose of making a special study

of these high schools. Hence only these areas could be taken for study. Out of the sixteen high schools under Ursuline Management in Chotanagpur thirteen participated in this study. North Chotanagpur does not come under this study as Ursuline Management does not have any high school of its own.

As stated earlier, there have been unprecedented growth of education in this area of Chotanagpur. There are 3666 high schools in Bihar. Fifty per cent would be in Chotanagpur. They are government managed, or private schools managed by other voluntary agencies. There are many minority schools managed by various religious denominations or based on language.

For a more effective and clear outcome of the study, it would have been better if all the teachers of all these schools of Chotanagpur would have been reached and included in the sample. Even within the three districts, there are still innumerable schools under different management such as Jesuits, Montford Gabriel Brothers, Daughters of St. Anne, Holy Cross ~~etc.~~, which have remained untouched by the researcher.

The time factor and the capacity of any single researcher is very much limited. Hence within the scope of the area, a very limited number of selected schools under various managements have been taken for data collection and the Ursuline managed schools in proportion to Government

and privately managed schools are taken for intensive study from the three districts of Ranchi, Gumla and Lohardaga.

Again, there are several tribes within this area of Chotanagpur and Santhal Pargana as mentioned in the scope of the study. They are not all taken to make the comparison with the non-tribal teachers of these schools of the area. Among the twelve tribes listed in the scope of the study only the three main tribes are included, namely the Munda, the Oraon and the Kharia and a few Ho teachers.

Thus the scope of the study is very much limited.

1.10 CONCLUSION

From the above the significance of the study emerges revealing the great concern on the prevalent situation of teachers and the urgent need of the study. The society is concerned to bring an improvement upon this situation. In the next chapter some conceptual foundations like meaning in life, glow-on and burnout will be clarified.