

Original Paper

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Social Status of Tribal Teachers: A Sociological Study

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Introduction

Research is prerequisite for the development of science. Research is an important component of both natural sciences as well as social sciences. Development of any science depends on the research done in the subject. Social research thus is contributing towards the development of human society.

Present research about tribal teachers in the city area of Ahmadabad. We know that the tribal community is pre-mature group of Indian history. Study aims as understanding present status of social and cultural aspects of tribal community in state of Gujarat. After independence Government of India has formed various policies for the development of tribal community but most of polices were very in effective in changing the lives of tribal community. For example Forest Act has forced the tribal community to migrate to nearby urban areas. Since the British period, tribal community has remained poor.

British government has passed the Forest Act because of which their economic conditions worsened. Keeping these things in mind, present study is an attempt to understand the sociological dimensions of tribal teachers in the city of Ahmadabad.

In present scenario, the role of teacher is very important in development of their community. Therefore present study covers the role of tribal teachers in city of Ahmedabad.

Research Problem

"The Social Status of Tribal Teachers – A Sociological Study (With Special reference to teachers of Ahmadabad City)"

The purpose of selecting present subject for study is that during the course of study at graduation and post-graduation level, students are given some understanding about the tribal community. During the study the comparative picture of civil society and tribal community in terms of social status, culture, customs, values, dressing, language, etc. has really surprised me. Therefore, I have decided to do research on tribal community with specific focus on understanding the status of tribal teachers, at the time of pursuing my doctoral work. My research guide has also done some research work related to tribal community, therefore it become easy for me to take guidance from him.

Objective of Study

- 1) To study the social status of tribal teachers
- 2) To find the social, cultural, economic, political and religious profile of tribal teachers.
- 3) To study the activities done by tribal teachers for community development.
- 4) To understand the educational and economical mobility among three generation of tribal teachers.
- 5) To investigate the attitude of tribal teachers towards education of tribal community.

Research Methodology

Present research used both primary and secondary information. The structured questionnaire was used for the purpose of data collection. Secondary information was collected from various sources including library, books, documents, reports, research papers etc. Present research is primarily based on survey method.

Survey Method

Survey method is most widely used on social science research. Survey method is used for various purposes. The study of attitude, values, behavior etc. of any section of the society living in specific geographical or cultural areas with the help of questionnaire and interview schedule is known as survey method. (Vimal Shah 1990) In case the entire individual from the group are included in the survey, than this method is called census. For example, survey conducted by government of India every 10 years is also called Census survey. In the case where in order to save time, manpower and financial resources, selected individual from the group are selected to get clear picture of the entire group, it is called sample survey. For example National Sample Survey (NSS) uses the sample survey method. Thus, present study uses the sample survey method for the purpose of data collection. In social sciences, along with quantitative techniques, qualitative techniques are also used for collection of qualitative information.

Sampling

According to P V Young, sample is small representation of population. Conclusions

drown for the study of sample is applicable to entire population. Specific techniques are available for sample section for research purpose. Present study has used non probability sample techniques. Purposive sampling as well as snowball sampling techniques is used for sample selection. Sample of 170 tribal teachers and 120 non-tribal teachers were selected from primary, upper primary and secondary school of Ahmadabad city.

Data Collection and Data Analysis

Present study used computer for the purpose of data analysis. Code sheets were prepared for the purpose of data analysis. After the data entry work is done, simple and complex tables were used to arrive at conclusion. Thesis is prepared based on data analysis and conclusion.

Importance of Study

This study is helpful to understand social status of tribal for the ascendance of tribal society to know the efforts of educated class to understand in there is any discrimination to tribal at working place or not and also it will be useful to get information about educated class of tribal.

Limitations of the study

Present study has not covered all the teachers from school of Ahmedabad city. Therefore coverage of teachers is limitation of the study. Present study has been undertaken keeping in mind only tribal teachers therefore finding from the study cannot be generalized. Research work was limited because of time constraints. Because of time limitation, all aspects of study are not analyzed in detail. Changes over a period of time could not be studied based on which many government schemes are designed and implemented. This impact of government schemes on tribal teachers could not be studied. Finance has always been constraint for detail understanding of the subject. Further study has not included all data and information related to subject.

Findings

In social science research, the information about area of research, social, cultural, economical and family information is very essential. Above information about the respondents will help in understanding their social status. Based on this information, it is possible to establish the relationship between various variables. Present study is based on the primary survey of 170 tribal teachers and 120 non-tribal teachers from government schools, private schools and granted schools from Ahmedabad city. Analysis of data collected during the survey revealed the following information:

Largest number, 89.14 % of tribal teachers were from co-ed schools. Nearly 10.59 % of tribal teachers were from girls schools. In compared to this 90.83 % of non-tribal teachers were from co-ed schools, 1.66 % boys schools and 7.5 % were from girls' schools.

The analysis of the religion of the respondents, it was found that among tribal teachers 78.24 % were following Hindu religion and 1.17 % were following Muslim religion. It was found that 20.57 % of tribal teachers were following Christian religion. On the other side among

non-tribal teachers 96.67% were following Hindu religion while 3.33% were following Muslim religion.

About the age profile of respondents included in the study, it was found that among tribal teachers largest number, 38.83% were in the age group of 41-50 years, 28.24% teachers were in the age group of 31-40 years, 21.17 % teachers were from age group of 18-30 years. Nearly 9.14% tribal teachers were in the group of 51-55 years. Only about 2.35% tribal teachers were in the age group of above 56 years. Among non-tribal teachers, it was found that, largest number 37.5% were from the age group of 18-30 years, and 21.67% from age group 31-40 years. Nearly 25% non-tribal teachers were in the age group of 51-55 years while 15.83 % were in the age group of 41-50 years.

The marital status of tribal teachers included in the study shows that 88.82 % were married and 11.18 % were unmarried. The marital status of non-tribal teachers shows that 71.67 % were married and 25.83 % were non married. At the same time it was also found that 1.67 % non-tribal teachers were widow while 0.83 % teachers were widowers.

With regard to nature of family, it was found that 71.77 % of tribal teachers were living in joint family while 28.23 % were living in nuclear family. Among non-tribal teachers 54.17% were living in joint family while 45.83% were living in nuclear family.

Present study also attempted to study the duration of living in Ahmedabad. The results of the study, found that among tribal teachers 63 were staying in Ahmedabad for period of 1 to 10 years. 14 teachers were living in Ahmedabad for period of 11-20 years, 9 for period 21-30 years and 4 teachers were living in Ahmedabad for period 31-40 years. Similarly among non-tribal teachers 13 were in Ahmedabad for period 1-10 years, 14 for period 11-20 years, 60 for period 21-30 years, 12 for period 31-40 years and 21 teachers were livings in Ahmedabad for period 41-50 years.

The study about the family business of tribal teachers, it was found that 85.89 % were associated with agriculture occupation. 2.35% were associated with job. 1.76% respondents were associated with different types of businesses. 8.83 % tribal teachers were associated with agriculture labour while 1.17% respondents were reported that their families were associated with education sector.

Similar information about non-tribal teachers indicates that 32.05% were associated with agriculture, 22.05 % job and 5 % were associated with animal husbandry business. 7.05 % non-tribal teachers were associated with different businesses, 1.16 % associated with textile, 1.66 % transportation, 4.16% labour work, and 1.66% were associated with teaching profession. 1.66 % of non-tribal teachers were associated with shoe business, while 21.66 % non-tribal teachers have reported that they do not have any such family occupation.

Among total tribal teachers included in the study, it was found that 78.83% owed agriculture land while 21.17 % have reported that they do not own any agriculture land. Among

non-tribal teachers 35 % owned agriculture land while 65% teachers does not own any agriculture land.

It was found during the study that 92.36% tribal teachers were subscribing newspaper at home while 7.64% do not subscribe newspaper at home. Among non-tribal teachers, it was found that 95% were subscribing newspaper at home. Only about 5 % non-tribal teachers have reported that they do not subscribe newspaper at home.

With regard to reading habits of tribal teachers, it was found that 34.70% were spending nearly 2 hours daily for reading. Lowest 0.58% tribal teachers were spending less than ½ hours for reading. 3.37% were spending nearly 1 hour for reading, 14.70% teachers read for 3 hours, 8.82 % teachers were reading for 4 hours. It was also found that 1.76% teachers were not spending any time for reading purposes. 2.37% tribal teachers have reported that they do not have any specific time for reading, while 4.70 % tribal teachers have reported that who reads after getting job.

Among non-tribal teachers, it was found that 74.16 % teachers reads for nearly 1 hours, 26.66% teachers read for 2 hours and 15% teachers spends 3 hours for reading purpose. Nearly a 9.18 % teacher reads for ½ hours while 7.5% teachers read for more than 4 hours. Among non-tribal teachers, 3.33 % teachers do not read while 4.16% have reported that who reads after getting job.

Present study also attempted to know subjects taught by tribal and non-tribal teachers in school. It was found during the study that among tribal teachers 69 teaches Gujarati subject, 48 teaches Mathematics, 35 teaches Hindi, 37 teaches English subject, 23 teaches Social Studies, 36 teaches Environmental Sciences, 3teaches Science, 5 teaches Sociology, 4 teaches Economics, while 3 teaches Physical Education.

Among non-tribal teachers 48 teaches Gujarati, 30 teaches Hindi, 42 teaches English, 29 teaches Social Studies, 08 teaches Sociology, and 11 teaches Drawing subject.

It was found during the study that largest numbers of tribal teacher were from Government schools. Nearly 55.8% tribal teachers were from Government schools. Only about 11.18 % of tribal teachers were from private schools. Among non-tribal teachers 55% were from private schools. Only about 12.59% were from Government schools and 32% teachers were from granted schools.

Thus tribal teachers were mostly from government schools while private teachers were from private schools.

The largest number 92.94 % were teaching in Gujarati medium while only 7.6% were teaching in English medium. In comparison to this among non-tribal teachers 76.66 % were teaching in Gujarati medium while 20.83% were in teaching in English medium and 2.5 % teaching in Hindi medium.

With regards to number of teachers in the schools, it was found that largest 54.11% of schools have 6 -10 tribal teachers. Lowest number 5.29% schools have tribal teachers between

16 -20. Nearly 17.5 % schools have less than 5 tribal teachers. In the group of 11-15 tribal teachers, there were 15.88% while 7.64% schools have more than 21 tribal teachers. About number of tribal teachers, it was found that 86.48% schools were with 1 to 3 tribal teachers while 13.52 % schools have 4 or more tribal teachers.

About non-tribal teachers it was found during the study that 354% schools have 6 to 10 teachers. 39.16% schools have 11-15 teachers while 1.66% schools have 16-20 teachers. Nearly 24.16% schools have more than 21 teachers while 88.33 % Schools have tribal teachers and 11.66% schools have 1-3 tribal teachers.

It was found during the study that largest numbers 63% teachers were female while 37% were male. While in the case of non-tribal teachers 52.5% were female and 47.5 % were male.

It was found during the study that all the tribal teachers included in the study like teaching profession while among non-tribal teachers 90.83% like teaching profession and 9.17% do not like teaching profession. About reasons for selection teaching profession, it was found during the study that 77 respondents have selected teaching profession because of their own interest. 44 respondents have reported that they have joined this occupation because it is easy to become teacher. 33 respondent shave joined as source of income, 42 for making use of their knowledge and skill, and 11 teachers have joined this occupation to use their spare time. While in the case of non-tribal teachers 47 teachers have reported that they have joined this profession because of their own interest and use of their knowledge and skills. For 41 teachers teaching occupation gives social status, 16 teachers for earnings and 6 teachers have joined teaching to use their spare time and because of more opportunities in this profession.

According to findings from present research, 84.70% teachers were highly satisfied with their work while 15.30% were partially satisfied. With regards to non-tribal teachers, it was found that 74.18% teachers were highly satisfied with their work and 10% were partially satisfied with their work. 12.5% teachers have reported that they are not satisfied with their work. 1.66% teachers have reported that they are not at all happy with their work while 1.66% teachers have not reported about their level of satisfaction.

In this study attempt has been made to know the satisfaction level of teachers with their salary. It was found during the study that 75.30% tribal teachers were satisfied with their salaries while 24.70% were not satisfied with their salaries. Among non-tribal teachers, 65% were satisfied with their salaries while 35 % teachers have reported that they are not satisfied with their salaries.

It was found during the study that 56.48% tribal teachers were facing financial difficulties while 43.52% tribal teachers do not face any financial difficulties. Among non-tribal teachers, it was found that 60% were facing financial difficulties while 40% do not face any financial difficulties.

According to study in the case of tribal teachers 65.30% have reported that

attitude of people have changes after their becoming teacher while 12.35% reported that attitude of people has not changed. Nearly 22.35% tribal teachers were not clear about attitude of people towards them.

Among non-tribal teachers 87.5% teachers are of the view that attitude of other people towards them have changed after they become teacher while 5.84% have reported no change in attitude and 6.66% were not aware about change in public attitude towards them.

According to the finding from the study, 74.48 % tribal teachers have reported that they have got this job under reservation provisions and 10.58 % have reported in negative while 12.94% were not aware about the same. Among non-tribal teachers, 10% have got the job under reservation system, while 75% have reported that they have not got the job under reservation quota. Nearly 15% non-tribal teachers have reported that they were not aware about the same.

It was found that 81.18% tribal teachers believe that they can use modern teaching methods while 18.82% have reported that they cannot use modern teaching methods. Among non-tribal teachers 78.33 % teachers believed that they can use modern teaching methods while 21.67% believed that they cannot use modern teaching methods.

About contemporary issues in teaching according to views of 4 teachers' traditional belief, 4 teachers have reported psychological and economic problems. As per the view of 4 teachers the quality of education has gone down because of compulsory passing. 4 teachers have reported that students have reduced their efforts to study because of optional question papers.

According to view of 2 teachers' student lack discipline, habits among students, lack of manner among students, lack of understanding about importance of education among students, and also impact of television on the mindset of students are clearly visible. According to 4 teachers the payment is not as per the work. 4 teachers have reported that teachers do not put any extra efforts. Being teachers they are not, they not competent. According to view expressed by 2 teachers, there is lack of use of technology in education. As per 6 teachers because of new semester system, the quality of education has deteriorated and more emphasis is given on marks. According to view expressed by 8 teachers, lack of teaching aids in schools, low salary, and pressure from trustees is seen in the schools. 8 teachers have reported that burden of government work, compulsory attendance in government programmes, and many other issues are observed in education. Among all issues the biggest problem is semester system because of which the quality of education has declined and students have become more result oriented. This is the strong belief of most the teachers.

Among various problems of teachers included in the survey, the biggest issue is fixed pay. 6 teachers have reported that teachers are not allowed to teach subjects of their specialization but given other subjects to teach. According to view of 4, teachers are not paid salaries as per their efforts. Teachers from backward caste are given more facilities by government. According to view of 14 teachers, in the selection of B.Ed. degree, other study period should be taken into

consideration for merit. Also different in percentage because of new semester system should be taken into consideration at the time of selection. According to 4 teachers because of semester system, enough time cannot be given to students. According to view expressed by 4 teachers there is lack of computer in schools while 6 teachers have expressed their view that privatization of schools should be stopped. Because of privatization many school teachers have to suffer but they cannot raise their voice. Many time female teachers have to face sexual harassment and work as per the pressure from management and other administrative officials from schools. As per the views of 8 teachers, because of government assigned job during census enumeration, election work etc. teaching work could not be completed because of while they feel that injustice has been done to students.

Conclusion

Many social scientists have studied the social, cultural issues of tribal living in India. With change in time, tribal teachers have created their independent image.

This improved social status and educational status can bring changes in tribal community and help the entire community to progress on the path of development which is the main aim of present research work.

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