



ORIGIN AND PAWN IDEOLOGY OF TEACHERS IN RELATION TO THEIR TYPE OF SCHOOL MANAGEMENT AND ACADEMIC QUALIFICATIONS

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Abstract

The present study is an attempt to study the effect of type of school management and academic qualifications on origin and pawn ideology of teachers in East Godavari District of Andhra Pradesh. For this purpose, a sample of 672 teachers was selected using random sampling technique. The investigators used the descriptive survey method. The original version of origin and pawn ideology orientation scale was designed by Desai, D.B. This scale constructed and validated by Nageswararao Udayagiri (1996) was used for the present study. the correlation value obtained for the whole test was $r=0.77$, as stated by investigator. T-Test and ANOVA were applied to the study the significance study of difference between the Means and among the Means. The results were found that type of school management and academic qualifications of teachers makes a significant difference in their origin and pawn ideology.

Keywords: origin ideology, pawn ideology, and teachers.



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Introduction

The teacher is one who teaches. The word “teach” is derived from an Anglo-Saxon word ‘*Taecon*’ meaning ‘*to impart*’, ‘*to instruct*’, ‘*to train*’, ‘*to make aware of*’. In other words, when a person who has knowledge in any field tries to pass on his/her acquired and accumulated knowledge to any person who is ignorant about that kind of knowledge and needs that knowledge; it is an act of teaching. The act of teaching is as old as human civilization. Since the evolution of man and society, the act of teaching has been prevalent in various forms. Man has been teaching so many things to his off springs such as to live a social life, earn livelihood, lead a family life, learn social, spiritual and moral values so on and so forth. As such man has continuously been preparing the youngsters to live in the society purposefully and cohesively and face the situations of life. In days gone by, when teaching was not done on such a large scale, it was done formally and non-formally in India. The teacher was called ‘Guru’ derived from Sanskrit word ‘Gur’ meaning “a secret device for

success”, and the man who used to pass on such a secret device was called Guru. In ancient days, a teacher is given a very high respectful position and honour. Even the kings used to sit at their feet, due to the nobility of their profession as well as the sacrifice, service and dedication towards their duty (Najma Unnisa, 2007).

Concept of Origin-Pawn Ideology

Richard De Charms in his book 'Enhancing Motivation' (1978) provides as the ideology of origin and pawns. Man at his best must be active, not reactive; he must strive rather than submit as a puppet. Man must author his own behaviour, rather than have it dictated by authority. Man is not a pawn to the dictates of others; at his best man is the origin of his actions. The objective antecedents of a persons' behaviour may be external events, but to the person he is the cause or his behaviour when he decides to act from personal commitment. This is personal causation and it is our fundamental assumption about motivation. Man's primary motivational propensity is to be affective in producing changes in his environment. Man strives to be a caused agent, to be the primary locus of causation for, or the origin of, his behaviour; he strives for personal causation. Thus the two origin and pawn are to distinguish between two motivational states that are basic to personal causation.

A pawn is the chessman of least value. The word is derived from the old French 'Paon' or 'Peon', meaning fact soldier. Figuratively, pawn refers to a person who is pushed around by other, a person who is used to further the purpose of others. A person who is not pushed around by others but leave about looking for his own goals can be said to create his own behaviour. When a person is originating his own behaviour, we shall declare that he is acting as an origin.

An origin is a person who feels that he is in control of his fate, he feels that the course for his behaviour is within himself. A pawn feels that he is pushed around, that someone else pulls the strings and he is the puppet. He feels the locus of causality for his behaviour is external to himself. The motivational effects of these two personal states are extremely important. The origin is positively motivated, optimistic, confident, accepting the challenge. The pawn is negatively motivated, defensive, irresolute, avoidant of challenge. The origin feels potent; the pawn feels powerless. The origin-pawn concept is not a motive. Rather, it is a feeling of purpose and commitment (or the lack of it) that can apply to any specific motive. To help a person to be an origin is not to determine his goals but to help him develop commitment and purpose. So that he can reach his own goals more effectively.

There are both theoretical and practical differences between origins and pawns. The most important theoretical distinction between these two polar aspects depends on how the person feels a very personal reaction to his own capabilities. The most important practical aspects distinguish between the origin and the pawn are the actions associated with feelings of commitment and competence as opposed to aimlessness and powerlessness.

People are not always origins, nor they are always pawns. Some people are more characteristically one or the other and hence the concept applied to personal interact with personal predispositions. In addition, situational constraints may interact with personal predispositions. Situation may induce more origin or more pawn feelings. In some situations, people are forced to act in predetermined ways by external circumstances. In other situations, people are more free to choose for themselves and originate their own actions. The basic situational element is the relative amount of freedom in the situation. A pawn would be almost externally motivated while an origin would be internally motivated. The child in the traditional classroom is most often a pawn to the order of the teacher. If the child could be encouraged to originate his own learning behaviour, then, it would seem, he could be more of an origin in school.

According to Richard De Charms (1976) an origin teacher is not a 'Laissez Faire' teacher. To treat children as origins to give them the structure, rules, even dictates that will make it possible for them to extend their capacity to set their own goals and to learn to endeavour for them. Treating children as origins is not avoiding rules and orders at all cost.

An origin classroom is not necessarily a democratic classroom either. Treating pupils as origins is much more difficult than either dictating everything or allowing them to choose everything, even democratically. The teacher is faced with the complex task of deciding how much structure in the classroom will offer an optimum climate for the development of the pupils' own responsibility. What characterises the origin class-room is the teacher's warm acceptance of the children along with her firm, consistent rules and high expectations for their behaviour. Controls from within the children are enhanced wherever possible, but external controls may be used when clearly planned to promote the good of the children. The goal is to convert external control, to control from within.

These two philosophies influence the values, ideas and belief of millions of people in the world. The 'origin' philosophy reflects a belief that 'Man is the maker of his own destiny'. The pawn philosophy reflects that a man is just a pawn in the hands of destiny; and that he cannot mend his future. It is the 'origin' philosophy that builds his future. These philosophical

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values are developed as a result of interacting social forces, experiences, religious beliefs, etc. In other words, extreme fatalistic beliefs do not help a person to mend his own destiny(Sastry, P. S. S., 1991).

Review of Related Literature

Raju, T.J.M.S. (2012) conducted a study on change proneness in relation to origin-pawn ideology among secondary school teachers. His results found that There were significant differences between male and female, below 40 years and above 40 years of age, married and unmarried teachers, B.Ed. and secondary grade teachers, below 20 years and above 20 years' experience and Govt. aided and private unaided teachers in their origin- pawn ideology. The variable locality was not differed significantly in their origin- pawn ideology. There is significant and positive relationship between teacher change proneness and origin-pawn ideology of secondary school teachers.

Sambasivarao, R. and Varahala Dora, R. S. (2018) conducted a study on origin-pawn ideology of secondary school teachers of East Godavari district. The findings of the study revealed that there is no significant difference in the possession of origin-pawn ideology in relation to gender. there is significant difference in the possession of origin-pawn ideology in relation to their educational qualifications. there is significant difference in the possession of origin-pawn ideology in relation to their teaching experience. there is no significant difference in the possession of origin-pawn ideology in relation to their type of management.

Statement of The Problem

Title of the present study of the investigation is “a study on Origin and Pawn Ideology of Teachers in Relation to Their Type of School Management and Academic Qualifications”.

Methodology of The Study

*Sample:*The investigator decided to select East Godavari district of the 13 districts of Andhra Pradesh. So, it is decided to select the sample from East Godavari district. There are five educational divisions namely Amalapuram, Kakinada, Pitapuram, Rajahmundry and Ramachandrapuram in East Godavari district. There are 62 mandalas. The investigator decided to take 672 samples. 36 mandalas from each division are selected through lottery method. Taken 5 chit boxes i.e. one box for each division.

Tool used for this study

*Origin and Pawn Ideology Orientation Scale:*The original version of origin and pawn ideology orientation scale was designed by Desai, D.B. This scale constructed and validated by Nageswararao Udayagiri (1996) was used for the present study. The origin and pawn
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ideology orientation scale consists of 20 items. There are four dimensions such as individual position, self-confidence, role perception and personal rapport in origin and pawn ideology scale. In this scale there are 20 statements with true possible alternative answers (A) and (B) for every statements. The respondents were asked to put a tick mark with one of the alternatives, which is mostly an agreement with their opinions. For each statement, the weightage of two and one marks were allotted and hence, the probable score may range from 20-40. There are ten (10) positive and ten (10) negative statements as well as the weightage of marks will be two and one for positive item. If the negative is, the weightage marks will be one and two.

Statistical Techniques Used

In this study the following statistical techniques were used for the analysis of data such as Mean, Standard Deviation ANOVA, and t-test.

Objectives of the Study

The investigator has designed the following specific objectives for his study.

1. To study the impact of the following variables on the origin and pawn ideology of teachers.
 1. Type of management
 2. Academic qualifications

Hypotheses of the Study

The following hypotheses have been formulated basing on the objectives

1. The following variables make a significant difference in the origin and pawn ideology of teachers.
 1. Type of management
 2. Academic qualifications

Analysis of Data and Interpretation of Results

H1: Type of school management of teachers makes a significant difference in their origin and pawn ideology.

H0: Type of school management of teachers makes no significant difference in their origin and pawn ideology.

Table 1: Origin And Pawn Ideology - Type Of School Management-Means - S.Ds

Type of School Management	N	Mean	S.D.
Government	083	33.29	4.00
Local body	388	33.52	4.33
Private aided	048	33.75	4.11
Private unaided	153	31.86	4.13

Table 1 shows that private aided teachers get the highest origin and pawn ideology mean score of 33.75, Local body teachers achieve the second highest origin and pawn ideology mean score of 33.52, government teachers have the origin and pawn ideology mean score of 33.29, private unaided teachers obtain the lowest origin and pawn ideology mean score of 31.86.

Table 2: Origin and Pawn Ideology - Type of School Management – Anova

Source of variation	Sum of squares	df	Mean squares	F-value
Between groups	326.364	3	108.788	
Within groups	11954.402	668	17.896	6.08**
Total	12280.766	671		

**Significant at 0.01 level

It is observed from the table 2 that the obtained F-value (6.08) for df = 3 and 668 is greater than the table value of 3.78. It is significant at 0.01 level. Therefore, the null hypothesis is rejected. Hence, it can be inferred that type of school management of teachers makes a significant difference in their origin and pawn ideology. Since the F-value is significant, further probe was attempted to know which type of school management groups differ significantly in their origin and pawn ideology with other sub groups.

Table 3: Origin and Pawn Ideology - Type Of School Management– Means-SDS - T-Values

Variable	N	Mean	SD	df	D	σ_D	t-
Government	083	33.29	4.00	4.6			
Local body	388	33.52	4.33	9	0.2	0.49	0.47
Government	083	33.29	4.00	129	0.4	0.74	0.62
Private aided	048	33.75	4.11	6			
Government	083	33.29	4.00	234	1.4	0.55	2.60**
Private unaided	153	31.86	4.13	3			

Local body	388	33.52	4.33	434	0.2	0.63	0.36
Private aided	048	33.75	4.11		3		
Local body	388	33.52	4.33	539	1.6	0.40	4.15**
Private unaided	153	31.86	4.13		6		
Private aided	048	33.75	4.11	199	1.8	0.68	2.78**
Private unaided	153	31.86	4.13		9		

**Significant at 0.01level

It is observed from the table 3 that the obtained t-values (2.60, 4.15 and 2.78) for dfs =234, 539 and 199 are greater than the table values of 2.59 and 2.60. They are significant at 0.01 level. Therefore, the null hypotheses are rejected. Hence, it can be stated that Private unaided teachers differed significantly from their neighbour groups i.e. government, local body and private aided teachers in their origin and pawn ideology. The mean differences (1.43, 1.66 and 1.89) are in favour of teachers with above said different type of school managements. Hence, it can be inferred that government, local body and private aided teachers possess high origin ideology when compared to the private unaided teachers.

The remaining t-values (0.47, 0.62 and 0.36) for dfs = 469, 129 and 434 are less than the table values of 1.96, 1.97 and 1.98. They are not significant at 0.05 level. Therefore, the null hypotheses are retained. It can be inferred that government teachers don't make a significant difference in their origin and pawn ideology when compared to their counterparts. And also it can be inferred that local body teachers don't make a significant difference in their origin and pawn ideology when compared to private aided teachers.

H2: Academic qualifications of teachers make a significant difference in their origin and pawn ideology.

H0: Academic qualifications of secondary school teachers make no significant difference in their origin and pawn ideology.

Table 4: Origin and Pawn Ideology - Academic Qualifications - Means - S.Ds

Age	N	Mean	S.D.
Intermediate	136	32.10	4.43
Graduate	270	33.45	4.19
Postgraduate	266	33.37	4.23

Table 4 shows that graduate teachers get the highest origin and pawn ideology mean score of 33.45, Postgraduate teachers achieve the second highest origin and pawn ideology

mean score of 33.45, teachers with intermediate qualification have the lowest origin and pawn ideology mean score of 32.10.

Table 5: Origin and Pawn Ideology– Academic Qualifications – Anova

Source of variation	Sum of squares	df	Mean squares	F-value
Between groups	187.098	2	93.549	
Within groups	12113.571	669	18.107	5.17**
Total	12300.669	671		

** Significant at 0.01 level

It is observed from the table 5 that the obtained F-value (5.17) for df = 2 and 669 is greater than the table value of 4.60. It is significant at 0.01 level. Therefore, the null hypothesis is rejected. Hence, it can be inferred that academic qualifications of teachers makes a significant difference in their origin and pawn ideology. Since the F-value is significant, further probe was attempted to know which academic qualifications groups differ significantly in their origin and pawn ideology with other sub groups.

Table 6: Origin and Pawn Ideology- Academic Qualifications-Means - SDS - T –Values

Variable	N	Mean	SD	df	D	$\frac{\sigma}{D}$	t- value
Intermediate	136	32.10	4.43	404	1.35	0.46	2.93**
Graduate	270	33.45	4.19				
Intermediate	136	32.10	4.43	400	1.27	0.46	2.76**
Postgraduate	266	33.37	4.23				
Graduate	270	33.45	4.19	534	0.08	0.36	0.22
Postgraduate	266	33.37	4.23				

Not significant at 0.05 level

**Significant at 0.01level

It is observed from the table 6 that the obtained t–values (2.93 and 2.76) for dfs = 404 and 400 are greater than the table value of 2.59. They are significant at 0.01 level. Therefore, the null hypotheses are rejected. Hence, it can be stated that academic qualifications of intermediate teachers differed significantly from their neighbour groups such as academic qualifications of graduate and postgraduate teachers in their origin and pawn ideology. The mean differences (1.35 and 1.27) are in favour of teachers with the academic qualifications of graduate and postgraduate. Hence, it can be inferred that academic qualifications of graduate and postgraduate teachers possess high origin ideology when compared to the neighbour group. The remaining t-value (0.22) for df = 534 is less than the table values of 1.96. It is not

significant at 0.05 level. Therefore, the null hypothesis is retained. It can be inferred that academic qualifications of graduate teachers don't make a significant difference in their origin and pawn ideology when compared to the academic qualifications of postgraduate teachers.

Major Findings of the Study

Type of school management and academic qualifications of teachers make a significant difference in their origin and pawn ideology.

Educational Implications

As Type of school management and academic qualifications of teachers make a significant difference in their origin and pawn ideology, the private unaided teachers less origin and pawn ideology the school practice and administrative culture of private institutions are to be reviewed systematically and carefully to introduce and implement necessary interventions in those schools to help the teachers to become more independent and productive in view of the continuous increase in enrolment in such schools.

Suggestions for Further Research

The investigator would like to suggest the following research problems for further investigation.

1. A study of origin and pawn ideology of women teachers.
2. A study of origin and pawn ideology of secondary school teachers in thirteen district of Andhra Pradesh.
3. A study of origin and pawn ideology of teachers working in Social Welfare Residential schools of Andhra Pradesh.
4. A comparative study of origin and pawn ideology of teachers working in English and Telugu schools.
5. A study of origin and pawn ideology of +2 teachers working in Junior colleges situated in East Godavari district.

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