



ORIGIN-PAWN IDEOLOGY OF SECONDARY SCHOOL TEACHERS OF EAST GODAVARI DISTRICT

R. Sambasivarao¹ & R.S. Varahala Dora², Ph. D.

¹Assistant Professor, University College of Education, Adikavi Nannaya University
Rajahmendravaram, Andhra Pradesh

²Assistant Professor, University College of Education, Adikavi Nannaya University
Rajahmendravaram, Andhra Pradesh

Abstract

A teacher should consider it his duty to educate and train his students and should feel responsible for it. He should feel that his students have been entrusted to him to mould as a competent personality. Hence a teacher should have an idea on Origin-Pawn ideology. In the present study the investigators conducted a survey among 25(12 Govt., + 13 Pvt) secondary school teachers of East Godavari district by considering gender, qualification, Teaching Experience and Management as variables. The findings revealed that there exist significant difference in secondary schools in respect of qualification and teaching experience, and no significant difference in respect of gender and management in possession of origin-pawn ideology.

Keywords: Origin, Pawn, Origin-Pawn ideology



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Introduction

Education is a step by step process of gaining knowledge and set of skills. The knowledge and skills can be acquired through studying books, practical experience or through instruction. Education has multiple benefits and positive effect on a person's life. According to the modern world leaders and businessmen, the best resource for a country or an organization is an educated person. An educated person can find best possibilities for the person as well as the organization. A nation will not be considered as a powerful nation if it doesn't have good quality human resource. Properly educated people only can make this world a better place to live in.

A teacher as an architect of our future generations demands that only the best and the most and competent members of our intelligentsia be allowed to qualify for this noble profession. A teacher should consider it his duty to educate and train his students and should feel responsible for it. He should feel that his students have been entrusted to him and he should avoid any breach of the trust the society has reposed in him, he should be able to be a sociable person with his roots in the society, people should take him as their well-wisher and

a sincere friend who cares for their children. It should be ascertained at all cost that a candidate for this profession has a natural acumen and aptitude for teaching.

What type of teacher's weneed?

1. A Teacher has an important role in the society and he builds up a strong, durable and ideal society. His role is important in building up a nation.
2. Those who have chosen teaching as a profession must acquire necessary knowledge and skills with no person likes and dislikes.
3. Accountability in the technological age will be an important attribute of teacher's success.
4. A teacher in an information age warrants to be equipped with them odern competencies to work effectively to latter to the needs of information society to prove himself as a "knowledge workshop"
5. A teacher has to be equipped with modern communication skills as per the expectations of· the students in information society.
6. NCTE (1998) recommendations that a teacher in the technological age must behaving commitment to learner, society, profession, achieve excellence and · basic human values.

Origin

Those who take risk in introducing new strategies and imbibe new ideas are termed as Origins. The origins feel potent.

Pawn

Those who shirkto invite,imitateandimbibenewstrategies of teaching due to fear of criticismand failure bybeing totally change reluctantmay blindly depend on frame work of rules in the hands of others are termed as pawn.The Pawn feels powerless.Thus the Origin-Pawn ideologyacatch wordanovelconceptof recent times is of vital importance. Hentify the significance of thenovel, strangecompetent of Origin-Pawn ideology whether it is substantiated bythe administratorand supported by colleagues of him is really a puzzling question. To make a probeinto their query the investigator felt the need and opted to select the topic.

Origin pawn philosophies affect the values, ideas and belief of millions of people in the world. It is the origin philosophybut not pawn philosophy that helps a man to build his own future. The philosophical values are built as a result of .interesting social forces, experiences and beliefs. The teacher who succeeds in creating origin orientation in his
Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies

class room develops a warm, congenial atmosphere where the children know the limitation beyond which they show. Teacher's warm acceptance of child's liberty along with definite limitation and high expectations.

Characteristics of Origin-pawn Teacher:

- * Who can alter the old traditional teaching methods subsuming them with novel concepts.
- * Who feel their job not a saburden butasade lightful song or symphony.
- * Who are not a tall 'Tension-oriented'? Anxiety-laden' and stress stricken.
- * Who give proper guidance to students and enable them to learn in their own way and at their own pace effectively.
- * Who are abreast with recent trends, techniques and explosion of knowledge
- * Who keep themselves a way from emotional conflictsandpre-occupations.
- * Who look upon all students as equal without favour or prejudice and who appreciate others for their creative and innovative ideas, are found to possess 'origin' typephilosophy ratherpawntypeorientation

Objectives of the Study

1. To study and compare the possession of origin-pawn ideology of male and female secondary school teachers.
2. To study and compare the possession of origin-pawn ideology of secondary school teachers based on their qualifications.
3. To study and compare the possession of origin-pawn ideology of secondary school teachers based on their teaching experience
4. To study and compare the possession of origin-pawn ideology of secondary school teachers working under different managements.

Hypotheses of the Study

1. There is no significant difference between male and female secondary school teachers in the possession of origin-pawn ideology.
2. Educational qualifications of secondary school teachers do not make any significant difference in the possession of origin-pawn ideology.
3. Teaching Experience of secondary school teachers do not make any significant

difference in the possession of origin-pawn ideology.

4. There is no significant difference between secondary school teachers working under different managements in the possession of origin-pawn ideology.

Methodology

Sample

The sample was confined to East Godavari District of Andhra Pradesh. The present investigator has taken up 12 Government and 13 Private secondary schools by applying the random sampling. The required data was collected from teachers working in the above secondary schools. So, that the total sample was 80 teachers drawn from 25 secondary schools.

Tool used

Origin-Pawn ideology test designed by Desai D B was used to collect data. This test is a standardized tool comprising 20 items. For each item there are two statements and respondents were asked to put a tick mark as per their preference.

Analysis and Interpretation of Data

To compare the possession of Origin-Pawn ideology of secondary school teachers, raw data was tabulated under different headings and t-test was applied to find out the significant difference among mean scores.

Table-1: Comparison of possession of origin-pawn ideology of secondary teachers in relation to Gender.

Groups	N	M	S.D	df	S.EM	't' value
Female	58	94.55	18.95	78	4.01	1.34
Male	22	104.63	28.19			

From the above table value of $t=1.34$; this is lower than the table value with $df=78$ i.e 1.66. it implies that there is no significant difference in the possession of origin-pawn ideology in relation to gender.

Hence Hypotheses 1 is accepted.

Table-2: Comparison of possession of origin-pawn ideology of secondary teachers in relation to Educational qualifications.

Groups	N	M	S.D	df	S.EM	't' value
UG	56	90.78	19.16	78	3.86	3.19
PG	24	112.58	21.13			

From the above table value of $t=3.19$; this is higher than the table value with $df=78$ i.e 1.66. it implies that there is significant difference in the possession of origin-pawn

ideology in relation to gender.

Hence Hypotheses 2 is rejected.

Table-3: Comparison of possession of origin-pawn ideology of secondary teachers in relation to their teaching experience.

Groups	N	M	S.D	df	S.EM	't' value
Below 10 years of Teaching Experience	54	92	19.91	78	5.11	2.89
Above 10 years of Teaching Experience	26	103.70	20.85			

From the above table value of $t=2.89$; this is higher than the table value with $df=78$ i.e 1.66. it implies that there is significant difference in the possession of origin-pawn ideology in relation to their teaching experience.

Hence Hypotheses 3 is rejected.

Table-4: Comparison of possession of origin-pawn ideology of secondary teachers in relation to Management.

Group s	N	M	S.D	df	S.E M	't' value
Government	5 4	98.8 7	21.2 5	7 8	4.36	0.64
Private	2 6	94.7 0	23.9 2			

From the above table value of $t=0.64$; this is lower than the table value with $df=78$ i.e 1.66. it implies that there is no significant difference in the possession of origin-pawn ideology in relation to management.

Hence Hypotheses 4 is accepted.

Conclusions

On the basis of data analysis and interpretations the following conclusions were made.

- The male and female secondary school teachers possess the same level of origin-pawn ideology.
- There exists significant difference in the level of possession of origin-pawn ideology in secondary school teachers in relation to educational qualifications. It implies that female teachers have lower level of origin-pawn ideology as compared to male teachers. So there should be a special care to inculcate origin-

pawn ideology in female teachers.

- There exists significant difference in the level of possession of origin-pawn ideology in secondary school teachers in relation to Teaching Experience. It implies that teachers with low experience have lower level of origin-pawn ideology as compared to high experience teachers.. So there should be a special provision to inculcate origin-pawn ideology in teachers having less experience.
- The secondary school teachers working in different managementsi.e Government and Private, do not differ in the level of possession of origin-pawn ideology.

References

- Noel Entwistle(1990) *Hand Book of Educational ideas and Practices* Routledge (London, USA, Canada).
- TerryG. & Thomas J.B. (1979) *International Dictionary of Education* E.L.B.S(London).
- Aggarwal J.C *Educational Research an Introduction*
- Best John W- *Research in Education, published by practice of India Pvt.Ltd, New Delhi* 1986
- Nageswara Rao U A *Study of origin-pawn ideology as a determinant factor on teacher empowerment and professional efficiency- Resedarch paper presented in regional and National Seminars at Mysore and Delhi(1996).*
- B.Srinivasarao *Origin-pawn ideology of Secondary school teachers A research paper published in the journal Edutracks Vol-14.No11 of July 2015.*