

# Level of Modernization among School Teachers Belonging to Tribal Community

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**Abstract – The present study has been conducted to find out the Levels of modernization among school teachers belonging to tribal community. The sample for the investigation was drawn from the school teachers belonging to tribal community working in different schools located in Ranga Reddy district, Telangana state by using simple random sampling techniques. It comprises 310 school teachers. Standardized tools were used in the present study. Comprehensive Modernization Inventory (CMI) developed by Ahluwalia S.P. and Kalia A.K. The results of the present study revealed that there is no significant difference between Levels of modernization among school teachers belonging to tribal community on the respect of their gender, age, and Marital Status and Educational qualification.**

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## INTRODUCTION

Modernization is the procedure of social progress, utilization of new innovation, apparatuses, reception of new qualities and practices in associations are on the whole parts of progress and modernization. Immaturity is imperative stage during the time spent improvement as youthful face inward emergencies due to Modernization social and natural changes.

Jha (1978) depicted modernization as, "Modernization is absolute reorientation of man's conviction, viewpoint and demeanors." David (2003) Converses, "Modernization infers two things one change in material setting including frameworks (political, monetary and instructive) and establishments, furthermore it might likewise suggest change to esteem framework or esteem accord.

## SIGNIFICANCE OF THE STUDY:

The study has unique significance because the results of the study can be used in designing of policies to improve the performance of the tribal teachers; and through improved performance of the teachers, the education levels of the tribal students will enhance, and there by leading to the development of holistic society that is rich due to its diversity.

It has been presumed that Modernization plays crucial role in various aspects of life that is, development, learning, career etc. Moreover, the study would be helpful for the school administrators, policy makers and teachers for designing their teaching styles which would help in maximizing students' learning.

Hence, the aspects of the levels modernization among school teachers belonging to tribal community have been considered in the present study.

Therefore, the researcher has taken up this study to know the levels modernization among school teachers belonging to tribal community of Ranga Reddy district, Telangana state on the basis of the following objectives for the present study.

## OBJECTIVES OF THE STUDY

- (1) To find out the levels of Modernization among school teachers belonging to tribal community.
- (2) To find out the levels of Modernization among school teachers belonging to tribal community due to variation in their Gender.
- (3) To find out the levels of Modernization among school teachers belonging to tribal community due to variation in their Age.
- (4) To find out the levels of Modernization among school teachers belonging to tribal community due to variation in their Marital Status.
- (5) To find out the levels of Modernization among school teachers belonging to tribal community due to variation in their Education Qualifications (a) Academic qualification (b) Professional qualification.

**Hypotheses**

- (1) There may not be any significant difference in the levels of Modernization among school teachers belonging to tribal community due to variation in their Gender.
- (2) There may not be any significant difference in the levels of Modernization among school teachers belonging to tribal community due to variation in their Age.
- (3) There may not be any significant difference in levels of Modernization among school teachers belonging to tribal community due to variation in their Marital Status.
- (4) There may not be any significant difference in the levels of Modernization among school teachers belonging to tribal community due to variation in their Education Qualification, (a) Academic qualification (b) Professional qualification.

- (a) Academic qualification
- (b) Professional qualifications

**Tools Used:** Comprehensive Modernization Inventory (CMI) developed by Ahluwalia S.P. and Kalia A.K.

**(a) Gender-wise**

The following hypothesis has been formulated with regard to opinions of the school teachers on modernization. *“There is no significant difference between male and female school teachers belonging to tribal community in respect of their modernization, due to variation in their gender.* The results pertaining to the above hypothesis are presented in Table 4.3.2(a) and graph 4.3.2(a).

**Table 4.3.2(a)**

**Showing the Mean, Standard Deviation, degrees of freedom and t-value between male and female teachers with regard to Modernization**

Gender	N	Mean	SD	Degrees of freedom (df)	Calculated t-value	Table value	Sig.
Male	207	156.96	15.24	308	0.971	0.332	NS
Female	103	155.18	15.01				

S = Significant at 0.01

**Graph 4.3.2(a)**

**Showing the Mean, Standard Deviation, degrees of freedom and t-value between male and female teachers with regard to Modernization**

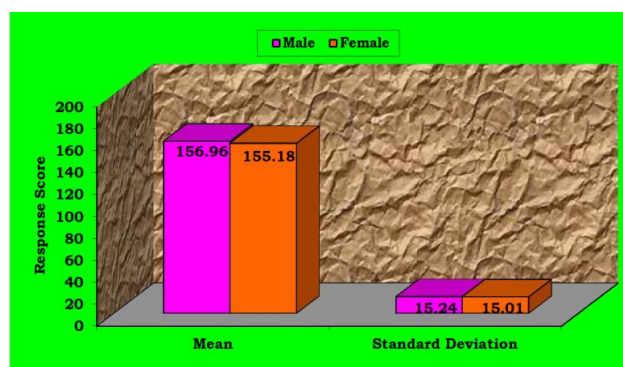


Table 4.3.2(a) and graph 4.3.2(a) shows the mean values, standard deviation values and t-value between male and female tribal teachers with regard to modernization. The mean value of female tribal teachers is 156.96, standard deviation value is 15.24, correspondingly the mean value of male tribal teachers is 155.18 and standard deviation value is 15.01. The calculated t value

**METHODOLOGY**

Descriptive survey research method has been used.

**3.1.5 Population:** Teachers belonging to tribal community working on primary and high schools in Ranga Reddy district have been considered for the study, the population details are given in the following table.

**Table: No. of schools and ST teachers of Ranga Reddy district**

Sl. No.	School	No. of Schools	ST Teachers
1.	Primary schools	1789	319
2.	High schools	1925	457
	Total	3714	776

**Sample:** The sample for the investigation was drawn from the school teachers belonging to tribal community working in different schools located in RangaReddy district, Telangana state by using simple random sampling technique. It comprises 310 school teachers belonging to tribal community.

**Variables:**

- 1. Gender
- 2. Age
- 3. Marital Status
- 4. Educational qualification

(0.971) is less than the tabulated t value (1.960) at (p=0.01) for 308 degrees of freedom. On the basis of this evidence it is concluded that there is no significant difference in the opinions of the two tribal group teachers (male and female). Hence, the null hypothesis is accepted.

**(b) Age-wise**

The following hypothesis has been formulated with regard to opinions of the school teachers on modernization. *“There is no significant difference among school teachers belonging to tribal community in their opinion with regard to modernization on the basis of their age”*. The results pertaining to the above hypothesis are presented in Table 4.3.2(b) and graph 4.3.2(b).

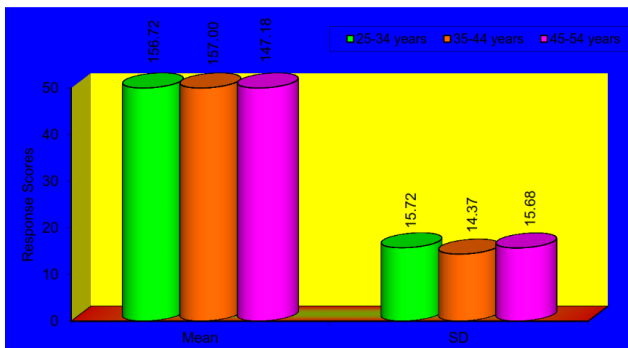
**Table 4.3.2(b)**

**Showing the Mean, Standard Deviation, degrees of freedom and t-value between among teachers with regard to Modernization on the basis of their age**

Age	Responses on Modernization		
	N	Mean	SD
25-34 years	140	156.72	15.72
35-44 years	154	157.00	14.37
45-54 years	16	147.18	15.68
Total	310	156.37	15.16

**Graph 4.3.2(b)**

**Showing the Mean, Standard Deviation, degrees of freedom and t-value between among teachers with regard to Modernization on the basis of their age**



From the above table and graphical presentation it is observed that the mean responses of tribal teachers with regard to opinions of the tribal school teachers on modernization on the basis of their age. The mean value of tribal teachers who are in the age group of 25-34 years is 156.72, standard deviation

was 15.72; the mean value of tribal teachers who are in the age group of 35-44 years is 157.0 and standard deviation was 14.37, similarly, the mean value of tribal teachers who are in the age group of 45-54 years is 147.18 and standard deviation was 15.16.

**ANOVA Results**

Responses on Modernization	df	Sum of squares	Mean square	F	Sig.
Between groups	2	1428.215	714.108	3.147*	0.044
Within groups	307	69672.123	226.945		
Total	309	71100.339			

The above table shows the ANOVA results of the tribal school teachers with regard to modernization on the basis of their age. The calculated F value is 3.147 and the tabulated F value is 2.99 (p=0.001) with  $n_1 = 2$  and  $n_2 = 307$ . Since the calculated F value is higher than the tabulated F value at 5% level of probability, the deviation in the mean value of the three groups are highly significant. Hence, the hypothesis is rejected.

Further, the researcher wants to know in detail about the least significant difference (LSD) among school teachers belonging to tribal community with regard to modernization on the basis of their age.

**Results of Post-Hoc Analysis using LSD**

Age		Mean Difference	Std. Error	Sig.
25-34 yrs	35-44 yrs	-.27143	1.75918	.877
	45-54 yrs	9.54107*	3.97556	.017
35-44 yrs	25-34 yrs	.27143	1.75918	.877
	45-54 yrs	9.81250*	3.95699	.014
45-54 yrs	25-34 yrs	-9.54107*	3.97556	.017
	35-44 yrs	-9.81250*	3.95699	.014

It can be observed from the above table that there is a significant difference between school teachers whose age is between 25-34 and 45-54 age group (9.54), teachers whose age is between 35-44 and 45-54 years (9.81), whereas there is no significant difference between 25-34 years and 35-44 years age group (0.27) with regard to modernization among school teachers on the basis of their age.

**(h) Marital Status-wise**

The following hypothesis has been formulated with regard to opinions of the school teachers on modernization. *“There is no significant difference among school teachers belonging to tribal community in respect of their modernization due to variation in their marital status”*. The results

pertaining to the above hypothesis are presented in Table 4.3.2(h) and graph 4.3.2(h).

**Table 4.3.2(h)**

**Showing the Mean, Standard Deviation, degrees of freedom and t-value among teachers with regard to Modernization on the basis of their marital status**

Marital status	N	Mean	SD	Degrees of freedom (df)	Calculated t-value	Table value	Sig.
Married	297	156.31	14.73	308	2.242	0.02	S
Single	13	157.53	23.81				

S = Significant at 0.01

**Graph 4.3.2(h)**

**Showing the Mean, Standard Deviation, degrees of freedom and t-value among teachers with regard to Modernization on the basis of their marital status**

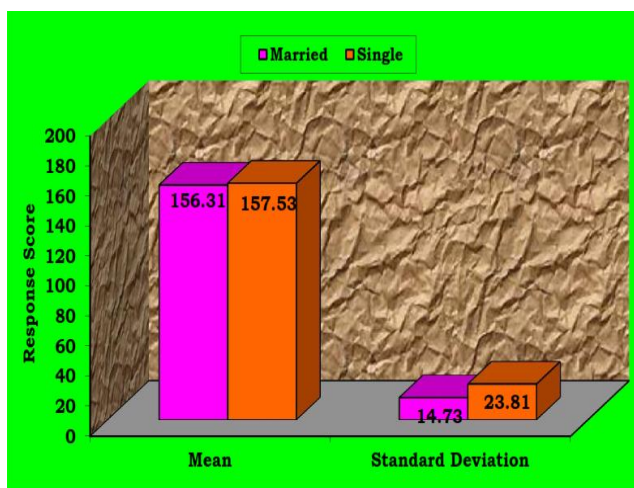


Table 4.3.2(h) and graph 4.3.2(h) shows the mean values, standard deviation values and t-value of school teachers with regard to modernization on the basis of their marital status. The mean value of married school teachers is 155.31, standard deviation value is 14.73, correspondingly the mean value of unmarried school teachers is 157.53 and standard deviation value is 23.81. The calculated t value (2.242) is higher than the tabulated t value (1.645) at (p=0.01) for 308 degrees of freedom. On the basis of this evidence it is concluded that there is a significant difference in the opinions of the school teachers (married and unmarried). Hence, the null hypothesis is rejected.

**Education Qualification** (1) Academic qualification  
(2) Professional

Qualification

**(c) Academic Qualification-wise**

The following hypothesis has been formulated with regard to opinions of the school teachers on modernization. "There is no significant difference among school teachers belonging to tribal community in respect of their modernization due to variation in their Academic qualification". The results pertaining to the above hypothesis are presented in Table 4.3.2(c) and graph 4.3.2(c).

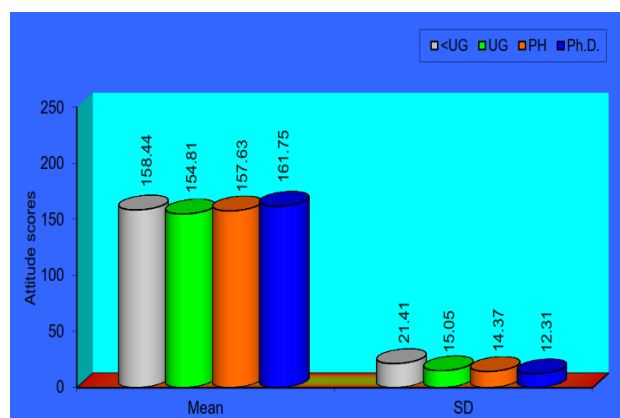
**Table 4.3.2(c)**

**Showing the Mean, Standard Deviation, degrees of freedom and t-value between among teachers with regard to Modernization on the basis of their Academic qualification**

Level of Education	Responses on Modernization		
	N	Mean	SD
< UG	18	158.44	21.41
UG	150	154.81	15.05
PG	138	157.63	14.37
Ph.D.	4	161.75	12.31
Total	310	156.37	15.16

**Graph 4.3.2(c)**

**Showing the Mean, Standard Deviation, degrees of freedom and t-value between among teachers with regard to Modernization on the basis of their Academic qualification**



From the above table and graphical presentation it is observed that the mean values with regard to opinions of the school teachers on modernization on the basis of their education levels. The mean value of schoolteachers whose education level is below UG level is 158.44, standard deviation was 21.41; the mean value of school teachers who

completed their UG is 154.81 and standard deviation was 15.06, the mean value of schoolteachers who completed their PG is 157.63 and standard deviation was 14.37, similarly, the mean value of schoolteachers who completed their Ph.D. is 161.75 and standard deviation was 12.31.

**ANOVA Results**

Attitude Scores	Df	Sum of squares	Mean square	F	Sig.
Between groups	3	778.487	259.496	1.129	0.337
Within groups	306	70321.852	229.810		
Total	309	71100.339	259.496		

The above table shows the ANOVA results of the school teachers belonging to tribal community with regard to modernization on the basis of their Academic qualification. The calculated F value is 1.129 and the tabulated F value is 2.60 (p=0.001) with  $n_1 = 3$  and  $n_2 = 306$ . Since the calculated F value is lower than the tabulated F value at 5% level of probability, the deviation in the mean value of the four groups are not significant.

Hence, the hypothesis is accepted.

**(d) Professional Qualification-wise**

The following hypothesis has been formulated with regard to opinions of the school teachers on modernization. *“There is no significant difference among school teachers belonging to tribal community in respect of their modernization due to variation in their professional education”*. The results pertaining to the above hypothesis are presented in Table 4.3.2(d) and graph 4.3.2(d).

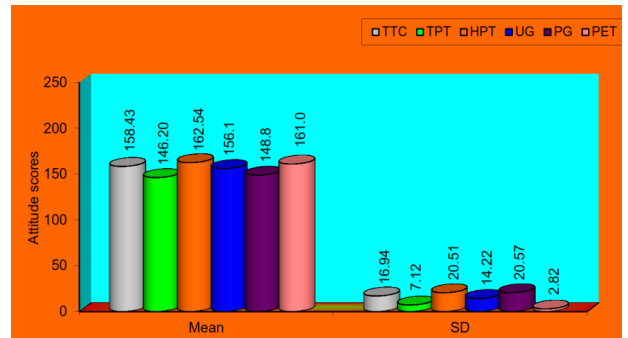
**Table 4.3.2(d)**

**Showing the Mean, Standard Deviation, degrees of freedom and t-value between among teachers with regard to Modernization on the basis of their Professional qualification**

Level of Education (Professional)	Responses on Modernization		
	N	Mean	SD
TTC	53	158.43	16.94
TPT	5	146.20	7.12
HPT	11	162.54	20.51
UG	229	156.10	14.22
PG	10	148.80	20.57
PET	2	161.00	2.82
Total	310	156.37	15.16

**Graph 4.3.2(d)**

**Showing the Mean, Standard Deviation, degrees of freedom and t-value between among teachers with regard to Modernization on the basis of their Professional qualification**



From the above table and graphical presentation it is observed that the mean values of school teachers with regard to opinions on modernization on the basis of their professional qualification. The mean value of school teachers whose professional qualification is TTC is 158.43, standard deviation was 16.94; the mean value of school teachers whose professional qualification is TPT is 146.20 and standard deviation was 7.12, the mean value of schoolteachers whose professional qualification is HPT is 162.54 and standard deviation was 20.51, the mean value of schoolteachers whose professional qualification is UG is 156.10 and standard deviation was 14.22, the mean value of schoolteachers whose professional qualification is PG is 148.80 and standard deviation was 20.57, lastly the mean value of schoolteachers whose professional qualification is PET is 161.00 and standard deviation was 2.82.

**ANOVA Results**

Attitude Scores	Df	Sum of squares	Mean square	F	Sig.
Between groups	5	1793.922	358.784	1.574	.167
Within groups	304	69306.417	227.982		
Total	309	71100.339			

The above table shows the ANOVA results of the school teachers with regard to modernization on the basis of their professional qualification. The calculated F value is 1.574 and the tabulated F value is 2.21 (p=0.001) with  $n_1 = 5$  and  $n_2 = 304$ . Since the calculated F value is lower than the tabulated F value at 5% level of probability, the deviation in the mean value of the four groups are not significant. Hence, the hypothesis is accepted.

**Hypothesis 1:** *“There is no significant difference among school teachers belonging to tribal community in respect of their Gender.”*

**Result:** The calculated t value (0.971) is less than the tabulated t value (1.960) at (p=0.01) for 308 degrees of freedom. Hence, **the null hypothesis is accepted.**

**Hypothesis 2:** *There is no significant difference among school teachers belonging to tribal community in respect of their age*”.

**Result:**The calculated F value is (3.147) and the tabulated F value is 2.99 (p=0.001) with  $n_1 = 2$  and  $n_2 = 307$ . Since the calculated F value is higher than the tabulated F value at 5% level of probability, the deviation in the mean value of the three groups are highly significant. **Hence, the hypothesis is rejected.**

**Hypothesis: 3** *“There is no significant difference among school teachers belonging to tribal community in respect of their marital status”.*

**Result:**The calculated t value (2.242) is higher than the tabulated t value (1.645) at (p=0.01) for 308 degrees of freedom. Hence, the null hypothesis is rejected.

**Hypothesis 4:** *There is no significant difference among school teachers belonging to tribal community in respect of their Academic qualification”.*

**Result:**The calculated F value is (1.129) and the tabulated F value is 2.60 (p=0.001) with  $n_1 = 3$  and  $n_2 = 306$ . Since the calculated F value is lower than the tabulated F value at 5% level of probability, the deviation in the mean value of the four groups are not significant. **Hence, the hypothesis is accepted.**

**Hypothesis 5:** *“There is no significant difference among school teachers belonging to tribal community in respect of their professional qualification.*

**Result:** The calculated F value is (1.574) and the tabulated F value is 2.21 (p=0.001) with  $n_1 = 5$  and  $n_2 = 304$ . Since the calculated F value is lower than the tabulated F value at 5% level of probability, the deviation in the mean value of the four groups are not significant. **Hence, the hypothesis is accepted.**

## CONCLUSIONS:

- It is concluded that there is no significant difference between levels of modernization among school teachers belonging to tribal community on the basis of their gender.
- It is concluded that there is no significant difference between levels of modernization among school teachers belonging to tribal community on the basis of their age.

- It is concluded that there is no significant difference between levels of modernization among school teachers belonging to tribal community on the basis of their marital status.
- It is concluded that there is no significant difference between levels of modernization among school teachers belonging to tribal community on the basis of their Educational qualification, (a) Academic qualification (b) Professional qualification.

## SUGGESTIONS FOR FURTHER RESEARCH

1. A similar study may be carried out drawing the sample from college and university teachers.
2. Studies may be conducted to know the Modernization among the teachers of other categories of Telangana state.
3. A comparative studies may be conducted taking into consideration of various states in India on modernization.

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