Research Paper

Modernity Attitude among the Tribal Students of Secondary Schools in Assam In Relation To Sex and Location of Residence: A Study

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I.   INTRODUCTION:

The behaviours and capabilities of a pupil are cultivated and nourished through the formal education. But the behaviour of the society reflected through the curriculum and reshaped the behaviour of the pupils. The development of the society depends upon the nodal and socially useful activities of its members. The schools, the method of teaching- learning processes and the educational environment play vital role in improving and reshaping the inborn and inherited potentialities of the pupils.

1.1 Modernity Attitude:

It connotes a certain type of culture whose quality is determined by rationally, scientific outlook, liberal spirit, equality, domestic orientation, secular ethics and emphasis on sense of personal efficacy, openness to experience, innovation and readiness are for change. The extent to which the ideologies are reflected in the attitude of the subjects will be taken as a measure of modernization. Essentially, modernization denotes a dynamic process, a powerful movement from traditional, quasi-traditional order to certain desired types of technology and resultant changes in the social structure, value orientation, motivation, achievements and aspirations. In consonance with the structural changes towards modernization of societies, changes in attitudes, beliefs and behaviour of a set of attitudes, an ever widening knowledge of new possibilities and the ability of implementation of these qualities.

The modernity attitude is the true perspective can free all from prejudices, helping them to embrace challenges of life and prepare the people of all strata of society, from all walks of life whether of urban or rural area to become active partners. With faith in oneself and knowledge acquired through continuous process of learning, one is able to comprehend the root cause of his regression which ultimately can arouse his feelings and enthuse him to face any situation with new acquired zeal and confidence. Modernity is not given by the western world, but by moral values and codes of behaviour and the life-styles.

1.2 Secondary education

Secondary education is the link between the primary education on the one end and the university education on the other. Secondary education seeks to provide future leadership to the society in the various walks of life. Secondary education helps the children to become a full member of a complex modern society of today. An educational process works for the complete development of individuals in terms of their cognitive, affective and psycho-motor domains; and they have a prime duty to fully promote academic excellence and achievement.

1.3 Objectives of the Study:
The following are the objectives of the present study:
01. To analyze and compare the levels of Modernity Attitude between (a) Male and Female (b) Urban and Rural tribal students.
02. To study the differences in the mean scores of different categories of students in the different Dimensions of Modernity Attitude, namely, (a) Religion (b) Marriage (c) Family (d) Status of Women and (e) Education.

1.4 Hypotheses:
01. There is no significant difference in the mean scores of Modernity Attitude between tribal students grouped under different categories (a) Male and Female (b) Urban and Rural.
02. There is no significant difference in the mean scores of different categories of students in the different Dimensions of Modernity Attitude namely, (a) Religion (b) Marriage (c) Family (d) Status of Women and (e) Education.

1.5 Significance of the study
It is often believed that the tribal do not like to accept the modern outlook; they have great faith in some social taboos and customs. The society is changing day by day and as a people of the society one should support the modern outlook. Modernity attitude leads the people to adjustment and without adjustment no one can live in the changing society. It is found that the tribal people are more inclined to the traditional ethos and religious beliefs. It is also relevant to note that tribal communities are reluctant to adapt approach of modernity because of their inherent psychological out look. However a few tribal communities have moved towards modernity on being enlightened by the education.

II. METHODOLOGY

2.0.1 Design
In execution of the present study descriptive survey method was employed keeping in view the objectives of the study.

2.0.2 Study Area:
The present study is undertaken in Assam, situated in the Himalayan foothills, the land of blue hills and red rivers with the area of 78,438 square kilometers and it represents 2.39 per cent of the total land area of the country. Assam is surrounded by international boundaries extending up to nearly 3200 km. It is divided into 33 districts, out of them; the investigator selected two districts, namely, Lakhimpur and Dhemaji districts.

2.0.2 (i) Lakhimpur:
The total area of Lakhimpur district is 2277 sq. km. And it is divided into 2261.26 and 15.74 sq. km. as rural and urban areas respectively. Total number of population of Lakhimpur district is 10, 42,137; out of this 2, 49,426 is the tribal population (Source: Statistical Handbook Assam, 2013, Govt. of Assam). The percentage of Scheduled tribe to total population is 23.93 in Lakhimpur district. The density of the population is 458 persons per sq km. District head quarter of Lakhimpur and sub-division of district is North-Lakhimpur and Dhakuakhana. In Lakhimpur district the total number of provincialized secondary school is 301. (Source: Office of the RMSA, Lakhimpur, Assam).

2.0.2 (ii) Dhemaji:
Dhemaji covers 3,237 sq. km- rural areas 3233.50 and urban areas 3.50 sq. km. The total population of Dhemaji is 6,86,133; 3,25,560 (Source: Statistical Handbook Assam, 2013, Govt. of Assam) is the tribal population, the percentage of Scheduled tribe to total population is 47.44 in Dhemaji district. The density of the population is 212 persons per sq km. The headquarters of the district is Dhemaji and sub divisions are Dhemaji and Jonai. The numbers of provincialized secondary schools in Dhemaji is 161. (Source: Office of the RMSA, Dhemaji, Assam).

2.0.3 Population and Sample:
The population of the present study consisted of all the 10th standard tribal students enrolled in the session (2018-2019) in the secondary schools of the selected two districts, namely; Lakhimpur and Dhemaji districts of Assam. On the basis of the total secondary schools, the investigator selected a sample of fifteen (15) schools from the two districts by adopting random sampling technique. The sample consisted of 300 tribal students drawn from the sample schools from the two districts. Further the classification of 300 secondary school tribal students was made in view of, sex and location of residence. Out of the total sample of **300**, there are **158** males and **142** females; out of them **110** (male 67 and female 43) students who are habitant of urban area and **190** (male 91; female 99) from rural area from the two districts.

2.0.4 Tools:
Keeping in view the main objectives of this study, the investigator used the following tools,

2.0.4 (i) Modernity Attitude Scale:

The scale of Modernity Attitude was developed by Anand and Sudhir in 1982. The scale consists of 80 items. This is also a Likert type (five Point-Likert type) scale consisting of five sub-scales assessing the modernity attitude of the subjects. The scale was standardized on 400 adults residing in two backward villages in Malaber, Kerala. The tool was found valid and reliable. It is dependable tool in attitudinal research. (Anand and Sudhir, 1982; pp 28-40)

The scale contained 80 single-point statements with a modernity-traditional continuum. It has 40 positive and 40 negative statements. The scale is equally divided into five sub-scales each consisting of 16 statements: viz.

(1) Attitude towards Religion
(2) Attitude towards Marriage
(3) Attitude towards Family
(4) Attitude towards Status of Women in Society
(5) Attitude towards Education

(a) Reliability of the Scale:

For determining the reliability of Modernity Attitude scale, spilt-half reliability and test-retest reliability were employed. The scores Odd and Even items were taken separately on a sample of 100 subjects. The product-moment coefficient of correlation was computed between the scores on Odd and Even items. The reliability coefficient thus computed was corrected applying Spearman-Brown prophecy formula (Garret and Woodworth 1966). Computed values of Pearson 'r' ranged from 0.69 to 0.74. High correlation shows that the sub-scales enjoy high reliability.

(b) Validity of the Scale:

The investigators depended on construct validity as this is often used in attitudinal testing (Edwards 1969). The validity of the scale was assessed by finding the correlation between the total score and scores on each sub-scale using the product-moment method. Computed values of Pearson 'r' ranged from 0.57 to 0.73. High correlation shows that the sub-scales enjoy high validity.

(c) Scoring Scheme for the Scale:

For scoring the MAS, the scheme designed by Anand and Sudhir (1982) was adopted. Responses range from Strongly Agree, Agree, Undecided, Disagree and strongly Disagree. The responses are given a weightage of 5, 4, 3, 2 and 1 respectively for the positive items and reverse, i.e. 1, 2, 3, 4 and 5 respectively for the negative statements. The total score is the summation of each item checked. Agreement for the positive item indicates modernity orientation, while agreement for the negative item indicates a traditional continuum. The increase in scores indicates higher degree of modernity and more progressive social attitude. The positive range score is 80-400.

2.0.5 Data Collection:

To start with the formal permission from the Heads of the Senior Secondary schools the investigator administered the selected tools to the tribal students of class X. The whole programme of administration took about half an hour. The same procedure was followed in all the schools.

2.0.6 Statistical Technique used

The obtained data was pooled together and calculated Mean, Standard Deviation, t-value.

III.   ANALYSIS AND INTERPRETATION OF RESULTS:

Analyses of data are made to highlight the status of modernity attitude of tribal students of secondary classes of Assam. Attempt is also made to show the distribution in a comparative manner between student categories viz., male-female; urban-rural students classified on the basis of different level of modernity attitude was tested by employing t-test. The pattern of analysis followed the requirements outlined in the statement of objectives and the hypotheses.

In order to describe the nature of distribution on the levels of overall Modernity Attitude and its individual dimensions of Secondary tribal students, the Mean and Standard deviation of the scores on that variable have been calculated and are shown in table 3.1 (a)

Table 3.1 (a): Levels of Modernity Attitude and its Five Dimensions inSecondary Tribal Students

Modernity Attitude & Its dimension	N	M	SD
1.Modernity Attitude Score (MAS)	300	159.43	60.28
2. Religion	300	26.83	11.77
3. Marriage	300	30.50	12.51
4. Family	300	30.96	13.17
5. Status of Women in Society	300	33.76	13.89
6. Education	300	37.46	13.32

Table 3.1 (a) reveals that the mean score of Modernity Attitude towards Education (37.46) is highest in comparison to the other dimensions. It is also observed that mean score on the dimension of religion (26.83) is lowest. The calculated mean scores for the dimension Family (30.96) and Marriage (30.50) are similar where as the mean score of attitude towards Status of Women (33.76).

Analysis of data highlights the classification of Modernity attitude scores into different classes and different categories of students, viz., male, female, urban and rural for comparison. The raw scores of Modernity Attitude Scale were grouped into five classes, viz., External Negative covering the scores between 80-143, Moderate Negative covering the scores between 144-207, Neutral covering the scores between 208-272, Moderate Positive covering the scores between 273-336 and Extreme Positive covering the scores between 337-400. The detail of the classification of raw scores obtained from the administration of Modernity Attitude Scale is given in Table 3.1 (b).

Table 3.1 (b): Total Modernity Attitude Scores of Tribal Students in Different Classes

Sl.No	Classes	Ranges	M	N	Percentage
1.	Extreme Negative	80-143	103.52	129	43
2.	Moderate Negative	144-207	171.60	107	35.66
3.	Neutral	208-272	241.88	51	17
4.	Moderate Positive	273-336	287.07	14	4.66
5.	Extreme Positive	337-400	X	X	X

Table 3.1 (b) reveals that 43 percent of the students have extreme negative attitude and 35.66 percent of students are found to have moderate negative attitude. No student is found to have extreme positive attitude towards modernity. This indicates that majority of students (78.66 percent) have negative attitude towards modernity.

Regarding Modernity Attitude, the study focused on attitude towards Religion, Marriage, Family, Status of Women in Society and Education. Attitude towards Religion included inclinations towards sacred secular dimension of religion, reactions to such social issues as religious faith, belief in God, worship, religious rituals. Religious festivals, religious ceremonies connected with birth, death, marriage and affiliation of religious institutions.

The study of attitude towards Marriage is attempted from various dimensions related to marriage customs and practices such as courtship, premarital alliance, freedom in choice of mate, parental involvement in the settlement of engagement and practices connected with marriage ceremonies and also attitude towards endo clan-exo clan alliance, monogamy and polygamy.

The study of attitude towards Family probes the attitude of students regarding the structural and functional aspects such as nuclear family, small planned family, family planning, attachment towards one's family and authorities- democratic atmosphere of the family.

The study of Status of Women in Society covers the aspects such as employment, women, education of girls, equal share in family property, equal rights in family affairs and political and social freedom of women.

Attitudes towards Education is studied from various angles such as value and importance attached to the spread of literacy and education, equal educational opportunity, democratic- authoritarian atmosphere in educational institutions, political and education, sex-education and co-education.

Hypothesis: 01: There is no significant difference in the mean scores of Modernity Attitude between the students- (a) Male and Female (b) Urban and Rural secondary students of Assam.

To find out the differences between the mean scores of (a) male and female tribal students in their level of modernity attitude, as stated in the above mentioned hypothesis, t-value was computed and result is put in Table- 3.2 (a)

Table- 3.2 (a): Comparison of Tribal Male and Female Students in Modernity Attitude

Groups	M	SD	t-value	Significance Level
Male	164.81	57.69	1.499	NS
Female	154.43	62.14		

Table-3.2 (a) reveals that the computed t-value (1.499) is not significant at any level of confidence; means there is no significant difference between male and female tribal students in their level of modernity attitude. Thus the Hypothesis 04 (a) is retained. This indicates that male and female did not differ significantly in their modernity attitude.

To find out the differences between the mean scores of (b) urban and rural tribal students in their level of modernity attitude, as stated in the above mentioned hypothesis, t-value was computed and result is put in Table- 3.2 (b)

Table- 3.2 (b): Comparison of Urban and Rural Tribal Students in Modernity Attitude

Groups	M	SD	t-value	Significance Level
Urban	165.14	66.69	1.99	0.05
Rural	150.82	55.77		

Table-3.2(b) reveals that the obtained t- value (1.99) is significant at 0.05 level of confidence. Therefore the Hypothesis 01 stands rejected. This indicates that urban and rural students differed significantly in their modernity attitude with urban students showing a higher mean score indicating a more favourable orientation towards modernity attitudes.

Hypothesis: 02: There is no significant difference in the mean scores of different   categories of students in the different Dimensions of Modernity Attitude namely, (a) Religion (b) Marriage (c) Family (d) Status of Women and (e) Education.

The different dimensions of modernity attitude namely, (a) Religion (b) Marriage (c) Family (d) Status of Women and (e) Education are analyzed one by one and tested by employing 't' test. Hypotheses have been framed separately for each dimension.

Hypothesis: 02 (a) Levels of Modernity Attitude of different categories of students towards Religion:
To find out the differences between the mean scores of different student categories in their level of modernity attitude towards religion, t-value was computed and result is put in Table- 3.3 (a)

Table 3.3 (a): Comparison of different categories of students on Attitude towards Religion

Sl. No.	Students categories	N	M	SD	Categories compared	t-value	Significance level
1	Male	158	28.41	12.09	1 & 2	2.30	0.05
2	Female	142	25.30	11.17			
3	Urban	110	28.66	12.51	3 & 4	1.94	0.05
4	Rural	190	25.94	11.20			

The results shown in above table reveal that the obtained t-values are significant at 0.05 level of confidence. It is interpreted that there is a significant difference between the different categories of students on their attitudes towards Religion. Thus the Hypothesis 02 (a) stands rejected.

Hypothesis: 02: (b) Levels of Modernity Attitude of different categories of students   towards Marriage:
To find out the differences between the mean scores of different student categories in their level of modernity attitude towards marriage, t-value was computed and result is put in Table- 3.3 (b)

Table 3.3 (b): Comparison of different categories of students on Attitude towards Marriage

Sl. No.	Students categories	N	M	SD	Categories compared	t-value	Significance level
1	Male	158	31.57	12.03			
2	Female	142	29.25	12.99	1 & 2	2.13	0.05
3	Urban	110	32.49	13.58			
4	Rural	190	29.31	11.75	3 & 4	1.607	NS

The Table 3.3 (b) reveals that the obtained t-value between male and female is significant at the confidence level of 0.05. It may be interpreted that there is a significant difference between male and female students on their attitudes towards Marriage but no significant difference is observed between urban and rural category as the computed t-value is not significant.

Hypothesis: 02: (c) Levels of Modernity Attitude of different categories of students towards Family:
To find out the differences between the mean scores of different student categories in their level of modernity attitude towards family, t-value was computed and result is put in Table- 3.3 (c)

Table 3.3 (c): Comparison of different categories of students on Attitude towards Family

Sl. No.	Students categories	N	M	SD	Categories compared	t-value	Significance level
1	Male	158	31.90	12.56			
2	Female	142	29.83	13.79	1 & 2	2.21	0.05
3	Urban	110	33.12	14.23			
4	Rural	190	29.65	12.37	3 & 4	3.20	0.01

Table 3.3 (c) reveals that the obtained t-values are significant at 0.05 and 0.01 level of confidence. This indicates, there is a significant difference between the different categories of students on their attitudes towards Family. The mean score of male (31.90) is little higher than the mean score of female (29.83). The Urban students showed a favourable attitude towards Family as the mean score (33.12) is higher than the others. Thus the Hypothesis 02 (c) stands rejected.

Hypothesis: 02: (d) Levels of Modernity Attitude of different categories of students towards Status of Women
To find out the differences between the mean scores of different student categories in their level of modernity attitude towards Status of Women, t-value was computed and result is put in Table- 3.3 (d)

Table 3.3 (d): Comparison of different categories of students on Attitude towards Status of Women

Sl. No.	Students categories	N	M	SD	Categories compared	t-value	Significance level
1	Male	158	34.76	13.83			
2	Female	142	32.61	13.79	1 & 2	1.348	NS
3	Urban	110	35.54	14.43			
4	Rural	190	32.70	13.40	3 & 4	1.719	0.05

Table 3.3 (d) reveals that there is a significant difference between urban and rural students in their attitude towards Status of Women at 0.05 level of confidence. But no significant differences could be established between the tribal male and female students in their attitudes towards Status of Women as the computed t-value is smaller than the criterion t-value.

Hypothesis: 02: (e) Levels of Modernity Attitude of different categories of students towards Education
To find out the differences between the mean scores of different student categories in their level of modernity attitude towards education, t-value was computed and result is put in Table- 3.3 (e)

Table 3.3 (e): Comparison of different categories of students on Attitude towards Education

Sl. No.	Students categories	N	M	SD	Categories compared	t-value	Significance level
1	Male	158	38.78	12.43			
2	Female	142	35.89	14.06	1 & 2	1.916	0.05
3	Urban	110	38.90	13.09			
4	Rural	190	35.95	12.70	3 & 4	1.888	0.05

Table 3.3 (e) reveals that there is significant difference between male and female; urban and rural students in their attitudes towards Education as the obtain t-values are significant at 0.05 level of confidence. Thus the Hypothesis 02 (e) stands rejected.

To have an overview of the Modernity Attitude of the tribal students in different dimensions namely Religion, Marriage, Family, Status of Women and Education based on the five classes- Extreme Negative, Moderate Negative, Neutral, Moderate Positive and Extreme positive by taking each dimension separately with regard to different student categories viz. Male, Female, Urban and Rural, the mean score, percentage and split-up information for each dimension in class-wise placed in Table 3.4

Table 3.4: Mean Scores, Percentages and Split-up Information on the Different Classes of Modernity Attitude in Different Dimensions

Sl. No	Dimensions	Classes and Ranges					
		Extreme Negative (16-28)		Moderate Negative (29-41)	Neutral (42-54)	Moderate Positive (55-67)	Extreme Positive (68-80)
1.	Religion	M	19.11	37.39	46.79	55.6	X
		N	196	61	38	05	X
		%	65.33	20.33	12.66	1.66	X
2.	Marriage	M	20.49	33.31	49.94	61.2	X
		N	148	95	47	10	X
		%	49.33	31.66	15.66	3.33	X
3.	Family	M	20.31	35.08	49.79	60.33	69
		N	150	91	48	9	2
		%	50.0	30.33	16.0	3.0	0.66
4.	Status of Women	M	19.92	35.26	48.59	60.93	70.0
		N	124	83	77	15	1
		%	41.33	27.66	25.66	5.0	0.33
5.	Education	M	21.94	36.13	46.83	60.92	69.2
		N	95	85	94	21	5
		%	31.66	28.33	31.33	7.0	1.66

A cursory glance at the Table 3.4 shows the percentage and means scores of attitude of tribal students towards different dimensions- Religion, Marriage, Family, Status of Women and Education based on different classifications. Table reveals that 196 numbers of students are religious as they score high 65.33 percent in extreme negative in religion, where as 1.66 percent of students are found to have extreme positive attitude towards Education. It is observed that 31.66 percent of students have moderate negative attitude towards marriage. It is found that a good number of students are neutral. From the table it also founds that highest 7.0 percent of students with 60.92 mean score have moderate positive attitude towards education. Among all, a least number of students (0.33 percent) are found to have extreme positive attitude towards status of women.

When the scores of the sample were compared in terms of sex, no any significant difference is found between male and female in their level of Modernity Attitude score (MAS). Comparisons of the scores of the sample in terms of location, urban students appeared to exhibit significantly higher level of Modernity Attitude. Urban students outscored others in their level of Modernity Attitude Score and in all the Five Dimensions.

IV.   SUMMARY OF FINDINGS:

(i)   There is no significant difference between the mean scores of Modernity attitude of Male and Female.

(ii)   There is a significant difference between the mean scores of Modernity attitude of Urban and Rural tribal students at 0.05 level of confidence with urban students showing a higher mean score.

(iii)   There is a significant difference between the different categories of students on their attitudes towards Religion.

(iv)   There is a significant difference between male and female students on their attitudes towards Marriage but no significant difference is observed between urban and rural category as the computed t-value is not significant.

(v)   There is a significant difference between the different categories of students on their attitudes towards Family. The Urban students showed a favourable attitude towards Family as the mean score (33.12) is higher than the others.

(vi)   There is a significant difference between urban and rural students in their attitude towards Status of Women. But no significant differences could be established between the tribal male and female students in their attitudes towards Status of Women.

(vii)   There is significant difference between male and female; urban and rural students in their attitudes towards Education.

4.1 Suggestions:

On the basis of the findings following suggestions are find out to improve the attitudinal level of the tribal students towards modernity,

(i) Secondary education appears to be bearing fruit as far as development is concerned. To retain such benefits and push those forwards, further efforts must be made to provide special encouragement to the tribal students by providing an environment, which is balanced and congenial to the development and realization of individual potential.

(ii) The government and concerned citizen should encourage the establishment of more quality schools in rural areas. Private initiatives should also be encouraged with developmental motive.

(iii) Efforts must be made to provide special encouragement by providing opportunities to the tribal students for exposure and participate in various programmes in and outside the State.

(v) Participation in NCC, Scouts and Guide, NSS and their talents in various fields must be identified and students who are socially and economically disadvantaged position for their full participation in secondary education

V. CONCLUSION:

The efforts made for the advancement of tribal students of Assam will further help in the achievement of developmental goals. Thus, the findings of the present study will also serve as a guideline for the educational planners and administrators in framing action plan for positive attitude towards modernity of tribal students.

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