PATTERNS OF COGNITIVE STYLES AND LEVEL OF MODRENIZATION AMONG PRIMARY AND HIGH SCHOOL TEACHERS BELONGING TO TRIBAL COMMUNITY ON THE BASIS OF THEIR ACADEMIC QUALIFICATION

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Abstract

The aim of the study is to find out the patterns of cognitive styles of primary and high schools teachers relation to their level of modernization for this purpose the sample was selected from primary and high school teachers belonging to tribal community in Ranga Reddy district of Telangana state by using simple random sampling technique. It comprises 310 school teachers. Standardized tool was used in the present study cognitive style inventory (CSI) developed by Praveen Kumar Jha and the modernization inventory(CMI) developed by Ahluwalia S.P & Kalia A.K the study revealed that there is no significant difference between patterns of Cognitive Styles and level of modernization among primary and high school teachers belonging to tribal community with respect to their academic qualification .

INTRODUCTION

Cognitive Style :

Cognitive Styles deals with the manner in which people prefer to make sense out of their world by collecting, analyzing, evaluating and interpreting data (Messick 1984).

Modernization:

  The definition of modernization given by Connell (1965) is "the development of enquiring and inventive attitude of mind individual and social that lies behind the use of techniques and machines and inspires new forms of social relations.

Objectives

(1) To find out the patterns of cognitive styles and levels of modernization among primary and high school teachers belonging to tribal community.

(2) To find out the patterns of cognitive styles and levels of modernization among primary and high school teachers belonging to tribal community due to variation in their Academic qualification.

Hypotheses

(1) There may not be any significant difference in the patterns of cognitive style and levels of modernization among primary and high school teachers belonging to tribal community due to variation in their Academic qualification.

METHODOLOGY

Descriptive survey research method has been used.

*Sample***:** 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 technique. It comprises 310 school teachers belonging to tribal community.

a) **Independent variable:** Cognitive styles

b) **Dependent variable: M**odernization

c) Demographic / Background Variables: (i) Academic qualification

Tools Used: Two standardized tools were used in the present study. They are: Cognitive Style Inventory (CSI) developed by Praveen Kumar Jha and Comprehensive Modernization Inventory (CMI) developed by Ahluwalia S.P. and Kalia A.K.

1.   **Cognitive style vs. Level of Modernization vs. Academic Qualification**

Table (a): Systematic Style

Systematic Style		Level of Modernization				Total
		Low	Moderate	High	Very high	
< UG	Count	1	1	9	0	11
	% within Edu_Qua	9.1%	9.1%	81.8%	0.0%	100.0%
	% within Level_Mod	33.3%	7.1%	10.0%	0.0%	10.2%
	% of Total	0.9%	.9%	8.3%	0.0%	10.2%
UG	Count	2	3	39	0	44
	% within Edu_Qua	4.5%	6.8%	88.6%	0.0%	100.0%
	% within Level_Mod	66.7%	21.4%	43.3%	0.0%	40.7%
	% of Total	1.9%	2.8%	36.1%	0.0%	40.7%
PG	Count	0	10	39	1	50
	% within Edu_Qua	0.0%	20.0%	78.0%	2.0%	100.0%
	% within Level_Mod	0.0%	71.4%	43.3%	100.0%	46.3%
	% of Total	0.0%	9.3%	36.1%	0.9%	46.3%
Ph.D.	Count	0	0	3	0	3
	% within Edu_Qua	0.0%	0.0%	100.0%	0.0%	100.0%
	% within Level_Mod	0.0%	0.0%	3.3%	0.0%	2.8%
	% of Total	0.0%	0.0%	2.8%	0.0%	2.8%
Total	Count	3	14	90	1	108
	% within Edu_Qua	2.8%	13.0%	83.3%	.9%	100.0%
	% within Level_Mod	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	2.8%	13.0%	83.3%	.9%	100.0%

Table (a) shows the distribution of respondents who are in systematic style with regard to level of the basis of their academic qualification. Among 108 respondents who are in systematic cognitive style, 50 (46.3%) are post-graduates, 44 (40.7%) are undergraduates, 11 (10.2%) are below undergraduates and 3 (2.8%) are Ph.D. holders. Out of 50 post-graduate respondents, majority 39(78.0%) of them fall under high level of modernization, 10 (20.0%) of them are under moderate level and 1 (2.0%) of them are in very high level of modernization. Among 44 under-graduate respondents, majority 39(88.6%) of them fall under high level of modernization, 3 (6.8%) of them are under moderate level and 2 (4.5%) of them are in low level of modernization. Similarly, among 11 below under-graduate respondents, majority 9(81.8%) of them fall under high level of modernization, 1 (9.1%) of them are under moderate level and 1 (9.1%) of them are in low level of modernization. Out of 3 Ph.D. respondents, all 3 (100.0%) of them fall under high level of modernization. On the whole, majority 90 (83.3%) of them are in high level of modernization, 14 (13.0%) are in moderate level, 3 (2.8%) are in low level of modernization and 1 (0.9%) respondent in very high level of modernization. From this analysis, it is found that majority 90(83.3%) of them are in high level of modernization either any academic qualification.

Chi-Square Tests

Systematic Style	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.835	9	.453
Likelihood Ratio	10.406	9	.319
Linear-by-Linear Association	.306	1	.580
N of Valid Cases	108		

Chi-square test has been used for testing the hypothesis to know the significant difference. The obtained Pearson chi-square test value (8.835) is lower than the table value (16.919) at 0.05 level of significance for 9 degree of freedom. It shows that there is no significant difference between systematic cognitive style and level of modernization among the school teachers belonging to tribal community on the basis of their academic qualification

Table (b): Intuitive Style

Intuitive Style		Level of Modernization				Total
		Low	Moderate	High	Very high	
UG	Count		0	2		2
	% within Edu_Qua		.0%	100.0%		100.0%
	% within Level_Mod		.0%	66.7%		50.0%
	% of Total		.0%	50.0%		50.0%
PG	Count		1	1		2
	% within Edu_Qua		50.0%	50.0%		100.0%
	% within Level_Mod		100.0%	33.3%		50.0%
	% of Total		25.0%	25.0%		50.0%
Total	Count		1	3		4
	% within Edu_Qua		25.0%	75.0%		100.0%
	% within Level_Mod		100.0%	100.0%		100.0%
	% of Total		25.0%	75.0%		100.0%

Table (b) shows the distribution of respondents who are in intuitive style with regard to level of modernization on the basis of their academic qualification. Among 4 respondents who are in intuitive cognitive style, 2 (60.0%) are under-graduates and other 2 (50.0%) are undergraduates. Out of 2 under-graduate respondents, all 2(100.0%) of them fall under high level of modernization. Among 2 post-graduate respondents, one (50.0%) is in high level of modernization and the other 1 (50.0%) under moderate level of modernization. In general, majority 3 (75.0%) of them are in high level of modernization and only 1 (25.0%) are in moderate level. From this analysis, it is found that majority 3(75.0%) of them are in high level of modernization either any academic qualification.

Chi-Square Tests

Systematic Style	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.333[b]	1	.248
Likelihood Ratio	1.726	1	.189
Linear-by-Linear Association	1.000	1	.317
N of Valid Cases	4		

Chi-square test has been used for testing the hypothesis to know the significant difference. The obtained Pearson chi-square test value (1.333) is lower than the table value (3.841) at 0.05 level of significance for 1 degree of freedom. It shows that there is no significant difference between intuitive cognitive style and level of modernization among the school teachers belonging to tribal community on the basis of their academic qualifications.

Table (c): Integrated Style

Integrated Style		Level of Modernization				Total
		Low	Moderate	High	Very high	
< UG	Count	0	2	4	1	7
	% within Edu_Qua	.0%	28.6%	57.1%	14.3%	100.0%
	% within Level_Mod	.0%	6.1%	3.4%	12.5%	4.3%
	% of Total	.0%	1.2%	2.5%	.6%	4.3%
UG	Count	1	12	62	3	78
	% within Edu_Qua	1.3%	15.4%	79.5%	3.8%	100.0%
	% within Level_Mod	50.0%	36.4%	52.5%	37.5%	48.4%
	% of Total	.6%	7.5%	38.5%	1.9%	48.4%
PG	Count	1	18	52	4	75
	% within Edu_Qua	1.3%	24.0%	69.3%	5.3%	100.0%
	% within Level_Mod	50.0%	54.5%	44.1%	50.0%	46.6%
	% of Total	.6%	11.2%	32.3%	2.5%	46.6%
Ph.D	Count	0	1	0	0	1
	% within Edu_Qua	.0%	100.0%	.0%	.0%	100.0%
	% within Level_Mod	.0%	3.0%	.0%	.0%	.6%
	% of Total	.0%	.6%	.0%	.0%	.6%
Total	Count	2	33	118	8	161
	% within Edu_Qua	1.2%	20.5%	73.3%	5.0%	100.0%
	% within Level_Mod	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	1.2%	20.5%	73.3%	5.0%	100.0%

Table (c) shows the distribution of respondents who are in integrated style with regard to level of modernization on the basis of their academic qualification. Among 161 respondents who are in integrated cognitive style, 78 (48.4%) are under-graduates, 75 (46.6%) are post-graduates, 7 (4.3%) are below undergraduates and 1 (0.6%) are Ph.D. holders. Out of 78 under-graduate respondents, majority 62(79.5%) of them fall under high level of modernization, 12 (15.4%) of them are under moderate level, 3 (3.8%) are very high level of modernization and 1 (1.3%) of them are in low level of modernization. Likewise, among 75 post-graduate respondents, majority 52(69.3%) of them fall under high level of modernization, 18 (24.0%) of them are under moderate level and 4 (5.3%) of them are in high level of modernization and 1 (1.3%) of them are in low level of modernization. Similarly, among 7 below under-graduate respondents, majority 4(57.1%) of them fall under high level of modernization, 2 (28.6%) of them are under moderate level and 1 (9.1%) of them are in very high level of modernization. Out of 1 Ph.D. respondents, 1 (100.0%) is fall under moderate level of modernization. In the whole study, majority 118 (73.3%) of them are in high level of modernization, 33 (20.5%) are in moderate level, 8 (5.0%) are in very high level of modernization and 2 (1.2%) respondents in low level of modernization. From this analysis, it is found that majority 118(73.3%) of them are in high level of modernization either any academic qualification.

Chi-Square Tests

Systematic Style	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.897	9	.545
Likelihood Ratio	6.935	9	.644
Linear-by-Linear Association	1.268	1	.260
N of Valid Cases	161		

Chi-square test has been used for testing the hypothesis to know the significant difference. The obtained Pearson chi-square test value (7.897) is lower than the table value (16.919) at 0.05 level of significance for 9 degree of freedom. It shows that there is no significant difference between integrated cognitive style and level of modernization among the school teachers belonging to tribal community on the basis of their academic qualifications.

Table (d): Undifferentiated Style

Undifferentiated Style		Level of Modernization				Total
		Low	Moderate	High	Very high	
UG	Count			1		1
	% within Edu_Qua			100.0%		100.0%
	% within Level_Mod			25.0%		25.0%
	% of Total			25.0%		25.0%
PG	Count			3		3
	% within Edu_Qua			100.0%		100.0%
	% within Level_Mod			75.0%		75.0%
	% of Total			75.0%		75.0%
Total	Count			4		4
	% within Edu_Qua			100.0%		100.0%
	% within Level_Mod			100.0%		100.0%
	% of Total			100.0%		100.0%

Table (d) shows the distribution of respondents who are in undifferentiated style with regard to level of modernization on the basis of their academic qualification. Among 4 respondents who are in undifferentiated cognitive style, 3 (75.0%) are post-graduates and other 1 (25.0%) is undergraduate respondent. Out of 3 post-graduate respondents, all (3, 100.0%) of them fall under high level of modernization. The only 1 under-graduate respondent who come under high level of modernization. On the whole, all the respondents are in high level of modernization. From this analysis, it is found that majority (4, 100.0%) of them are in high level of modernization either UG or PG academic qualification.

Table (e): Split Style

Split Style		Level of Modernization				Total
		Low	Moderate	High	Very high	
UG	Count	1	5	19		25
	% within Edu_Qua	4.0%	20.0%	76.0%		100.0%
	% within Level_Mod	100.0%	50.0%	86.4%		75.8%
	% of Total	3.0%	15.2%	57.6%		75.8%
PG	Count	0	5	3		8
	% within Edu_Qua	.0%	62.5%	37.5%		100.0%
	% within Level_Mod	.0%	50.0%	13.6%		24.2%
	% of Total	.0%	15.2%	9.1%		24.2%
Total	Count	1	10	22		33
	% within Edu_Qua	3.0%	30.3%	66.7%		100.0%
	% within Level_Mod	100.0%	100.0%	100.0%		100.0%
	% of Total	3.0%	30.3%	66.7%		100.0%

Table (3) shows the distribution of respondents who are in split style with regard to level of modernization on the basis of their academic qualification. Among 33 respondents who are in split cognitive style, 25 (75.8%) are under-graduates and 8 (24.2%) are post-graduates. Out of 25 under-graduate respondents, majority 19(76.0%) of them fall under high level of modernization, 5 (20.0%) of them are under moderate level and 1 (4.0%) are low level of modernization. Likewise, among 8 post-graduate respondents, majority 5(62.5%) of them fall under moderate level of modernization and 3 (37.5%) of them are in high level of modernization. Finally, majority 22 (66.7%) of them are in high level of modernization, 10 (30.3%) are in moderate level and 1 (3.0%) respondent in low level of modernization. From this analysis, it is found that majority 22(66.7%) of them are in high level of modernization, whereas under-graduate respondents are having of high level of modernization 19(76.0%) and post-graduate respondents are having moderate level of modernization (5, 62.5%).

Chi-Square Tests

Systematic Style	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.280	2	.071
Likelihood Ratio	5.166	2	.076
Linear-by-Linear Association	2.395	1	.122
N of Valid Cases	33		

Chi-square test has been used for testing the hypothesis to know the significant difference. The obtained Pearson chi-square test value (5.280) is lower than the table value (5.991) at 0.05 level of significance for 2 degree of freedom. It shows that there is no significant difference between split cognitive style and level of modernization among the school teachers belonging to tribal community on the basis of their academic qualifications.

Findings:

1: Cognitive styles vs. Level of Modernization vs. Academic Qualification

(a) Systematic Style: it is found that majority 90(83.3%) of them are in high level of modernization either any academic qualification. Further, there is no significant difference between systematic cognitive style and level of modernization among the primary and high school teachers belonging to tribal community on the basis of their academic qualifications.

(b) Intuitive Style: it is found that majority 3(75.0%) of them are in high level of modernization either any academic qualification. There is no significant difference between intuitive cognitive style and level of modernization among the primary and high school teachers belonging to tribal community on the basis of their academic qualifications.

(c): Integrated Style: it is found that majority 118(73.3%) of them are in high level of modernization either any academic qualification. Further, there is no significant difference between integrated cognitive style and level of modernization among the primary and high school teachers belonging to tribal community on the basis of their academic qualifications.

(d) Undifferentiated Style: it is found that majority 4(100.0%) of them are in high level of modernization either UG or PG academic qualification. Further, there is no significant difference between Undifferentiated Style cognitive style and level of modernization among the primary and high school teachers belonging to tribal community on the basis of their academic qualifications.

(e) Split Style: it is found that majority 22(66.7%) of them are in high level of modernization, whereas under-graduate respondents are having of high level of modernization 19(76.0%) and post-graduate respondents are having moderate level of modernization 5(62.5%).   Further, there is no significant

difference between split cognitive style and level of modernization among the primary and high school teachers belonging to tribal community on the basis of their academic qualifications.

SUGGESTIONS FOR FURTHER RESEARCH

1. A similar study may be carried out drawing the sample from degree college teachers.
2. Studies may be conducted to know the cognitive styles and level of modernization among primary and high school teachers other district of Telangana state.
3. A research can be attempted to know the relationship between cognitive style and academic achievement of students.
4. A similar study may be conducted to know the cognitive styles of inter college , degree college, B.ed colleges lecturer's etc.,

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