

A STUDY OF MODERNITY AND ACADEMIC ACHIEVEMENT OF TRIBAL HIGHER SECONDARY STUDENTS

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Abstract

This study investigated the Modernity and academic achievement of tribal students studding in Higher Secondary schools of district Bilaspur, Chhattisgarh. Researcher was used descriptive survey method of research for this purpose. The researcher intended to select 600 tribal students randomly from the population as sample from different higher secondary schools of Bilaspur district govern by C.G. board. Sample were selected by multy-stage cluster stratified random sampling technique. Proper representation were given to boys and girls students, government and private higher secondary students. Five dimensional Attitude towards Modernity Scale developed by researcher was used for measuring the modernity of tribal students. Academic achievement of the students was measured by the scores obtained by them in their previous class. Mean, Median S.D., and t- ratio were used for data analysis. The result revealed that the modernity of private higher secondary tribal students are significantly better than the modernity of government higher secondary tribal students as well as Boys and girls tribal students are similar in their modernity. In respect to academic achievement the private higher secondary tribal students are better than the government higher secondary tribal students while higher secondary tribal boys and girls students are similar in their academic achievement.

Keywords: Modernity, Academic Achievement, Tribal Students, Study Class and Gender.



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INTRODUCTION

Education is the fundamental means that boots up the pace of mankind movement towards development. By education man effects continuous development in his civilization and culture. It continues the construction of means and aids to make his life pleasant. In modern, complex and changing societies, education perform many important function for society and plays a very important role in modernization. In the word of Yogendra Singh “...education has been one of the most influential instrument of modernization in India. It has led to the mobilization of peoples’ aspiration for nationalism, liberalism and freedom. It alone has been responsible for the growth of an enlightened intelligentsia which carried forward not only a movement for independence but also a relentless struggle for social and cultural

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reforms". Education provides literacy to masses and makes them proficient in providing active and efficient support to the modernizing political, economic and other social institutions. As Lerner (1958) writes: "Literacy, once acquired becomes a major force in bringing modernization in various field of life. It helps people by providing them vicarious experiences, cultivating in them psychic mobility and enabling them to participate in the daily round of public life".

MODERNITY

Modernity may be defined as personality and attitudinal traits, which facilitate the wholesome development of an individual. In fact modernization is understood as a process which indicates the adoption of modern ways of life and values. It has been established that the process of modernization creates positive attitudes, rational outlook, atavistic orientation, a mobile sensibility and empathic skills in the individuals (Halyal, 1984). Modernity has been conceived as a syndrome of attitudes, value-orientations and behavioral patterns of the individual (Inkeles and Smith, 1974). Modernity represents substantial break with traditional society. It refers to a cluster of new social, economic, political, religious and intellectual system which is totally different from the traditional system. Modernity is a comprehensive concept aimed at capturing and describing the transition of a society from medieval to modern culture. It stands for progress beyond tradition (Chandra, 2004). Modernity denotes to positive changes in attitudes, beliefs and values. It incorporates rational ideas, secular attitudes, believes in human efficacy and expression of personal opinion on public issues, acceptance of democratic norms, political participation and exposure to new experiences.

Today, the Indian society has planned to modernize itself on a big scale. It has accepted modernize values in the social, economic, political, and religious fields. It is impossible to achieve this goals without inculcating the new values in the younger generation. It is also necessary to train committed and responsible citizen who have new knowledge and abilities, new technological and social skills as well as new beliefs and values so that they could establish himself in changing world scenario. For this many nations modernized their civilian through developing scientific attitude and in this process education plays an important role. It brings about the development of all, the individual, society and nation. It helps a man in achieving all that he is capable of and what he aspire for. It is only way available for the society to transmit its valuable possessions from one generation to the other, despite these, the most important function of education is bringing modernity among the students. What is the

level, students are achieved of the objective of education can be measure through Academic achievement.

ACADEMIC ACHIEVEMENT

Although the most important aim of education of at any level is personality development. In modern day's schools or colleges are customarily focusing on development of knowledge, understanding and skills in students. Thus, in practice achievement in schools or college means academic achievement. Academic achievement is related to the acquisition of principles, generalizations and manipulation of objects, symbols and ideas. Academic achievement was the degree or the level of the proficiency attained in scholastic or academic work (**Wolman, 1973**).

NEED AND IMPORTANCE OF THE STUDY

Education commission (1964-66) says that "one of the important objectives of the education is to equalize opportunity enabling the backward or underprivileged classes and individuals to use education as a tool for the improvement of their condition. Every society that values social justice and is anxious to improve the lot of the common man and cultivate all available talent, must insure progressive equality of opportunity to all section of the population. This is the only guarantee for the building up for an egalitarian human society in which the exploitation of the weak will be minimized."

It is a well-known fact that modernity is important for survive to people in present time. Modernity has changed the attitude and values of individual and society. Modernity includes reason and rationalism, experimentalism, liberalism, secularism, welfare and civic life, growth of technology, high aspiration and achievement orientation, over-all transformation of attitudes, norms and values, an open society and mobile person. Modernity is the stage of build-up of an "open society" in which individual talent, enterprise and training can find places in the society appropriate to their achievement. Due to modernization old social and psychological elements are transformed and new values of human conduct are setup. Marginalized or tribal society are not out touch. With the acceleration in the speed of social change the status of tribal people and their families undergo change. Realizing the great importance of modernity in the tribal society and the role which the tribal young generation is supposed to play in strengthening social order the present study was undertaken. The present study believes that modernity orientation will help to the higher secondary tribal students to be scientific and rational thinker to do any work in their life, to achieve better in their academic life and even in surrounding world. This study will help students to exhibit to

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analyse, and cope their own thinking in pursuit of knowledge acquisition in order to achieve insight and creativity to become critical thinkers.

REVIEW OF LITERATURE

Ahanagar and Khan (2018) was found in their study that Socio-economic status has been affected by modernity. There is close relationship between modernity and socio-economic status. They found that high modernity groups are better in socio-economic status than low modernity groups, and academic achievement was influenced by the socio-economic status and those who belong to low socio-economic status showed significant difference in their performance i.e. academic achievement. **Wani&Bhat (2014)** conducted a study on the topic of “A Comparative study of Modernization and academic achievement of male and female college students”. The sample of the study consisted of 60 college students (30 male students and 30 female students). Sample was randomly selected. R. S. Singh’s modernization scale was used for measuring the level of modernization of college students. Academic achievement of college students were taken as the aggregate marks of previous two classes. The data collected was statistically treated by using mean, S.D. and t. test. The findings of the study revealed that there is no significant difference between male and female college students on modernization. Furthermore the results highlight that female students have better academic achievement as compared to male students. **Chaudhari, (2012)** explored significant difference in the attitude of male and female B.Ed. students. Learners belonging to urban areas were significantly higher in their attitude towards modernization than their counterparts living in rural areas. All the studies quoted above have investigated various aspects of the concept in relation to other demographic variables. Most of studies have investigated the relationship of modernization with socio-economic status while a few investigators studied the concept in relation to variables like age, education, living place etc. But none of the study has been conducted on under-graduate students belonging to science and arts stream to measure their attitude towards modernization. The present study is a humble attempt to find out and compare the attitude of under-graduate students belonging to science and arts streams towards modernization. **Kumar (2011)** conducted a study on a sample of 200 students of Punjab University Patiala. The results of the study revealed significant gender difference in the area of education, politics, and status of women, religion and sociocultural factors where female university scored significantly higher than their male counterparts. This means that university female have more favourable attitude towards modernization in the area of education, politics, status of woman, religion and socio-cultural

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status. **Kalliath, (1988)** investigated individual modernity and its relation to the educational background and home environment. The major finding of the study brought out significant difference in the individual modernity of undergraduate and post graduate students. Post-graduate students were higher on individual modernity. Science and arts students were higher on individual modernity as compare to the commerce students and there was a significant difference in the home environment of different levels and types of students. Post-graduate students, students of science and arts stream were better off in this regard than under-graduate students. **(Singh, 1988)** studied the relationship of modernization with the academic achievement, intelligence and socioeconomic status of under-graduate students. The major findings suggested that the higher level of academic achievement, intelligence, and SES, the higher is the attitudinal level of modernization. The attitude of female undergraduates was far nearer to modernization as compared to their male counterparts. Under-graduates belonging to the upper castes and schedule castes differ widely in their attitudes towards modernization. Hindu under-graduates have a much more modernized outlook than their Muslim counterparts.

After reviewing the literature it was found that there is dearth of study in the field of modernization in the context of Chhattisgarh. That's why this study was carried out to know the modernity and academic achievement of tribal higher secondary students.

To carry out the study, the following objectives were formulated:

Objectives of the study

1. To compare the modernity of Tribal Higher Secondary students with respect to their type of schools.
2. To compare the modernity of Tribal Higher Secondary students with respect to their gender.
3. To compare the academic achievement of Tribal Higher Secondary students with respect to their type of schools.
4. To compare the academic achievement of Tribal Higher Secondary students with respect to their gender.

Hypotheses

1. There will be no significant difference between Government and Private Tribal Higher secondary students in their Modernity.
2. There will be no significant difference between Tribal Higher Secondary boys and girls students in their Modernity.

3. There will be no significant difference between Government and Private Tribal Higher secondary students in their academic achievement.

4. There will be no significant difference between Tribal Higher Secondary boys and girls student in their academic achievement.

Delimitation of the study

The delimitation of this study will be following-

1. Present study was conducted only Higher Secondary school of Bilaspur district govern by C.G. board.
2. Only government and private higher secondary schools of Bilaspur district will be included in present study.
3. The Modernity has following dimensions: Education, Mass-media, Occupation, Social change, Religiosity, Women's right.

Methodology

Quantitative approach was applied in this study. The nature of this study is descriptive and survey method was used.

Population

The population for this study was those tribal students who were studying in higher secondary school of Bilaspur district of Chhattisgarh state which are governing by Chhattisgarh board.

Sampling

Total 600 higher secondary tribal students are included in sample in which 316 students were selected from government school whereas 286 students were selected from private schools. The stratified simple random sampling technique was used for the process of sampling.

Tools

A self-made scale named "Attitude toward modernity scale (ATMS)" was used in this study in which six dimensions are incorporated which are education, social change, Vocation, religion, Mass media and women empowerments were included.

Statistical Techniques

Inferential statistics like mean, standard deviation, and t-test were used to test the formulated hypotheses.

Analysis and interpretation of data

Objective-1

To compare the modernity of Tribal Higher Secondary students with respect to their type of schools.

Ho1:- There will be no significant difference between Government and Private Tribal Higher secondary students in their Modernity. The data related to this hypothesis were analyzed by t-test. The results are presented in table No. 1

Table No. 1

Summary of Mean, S.D., df, and t-value for ATM score of Government and Private tribal higher Secondary students

School	N	Mean	S.D.	df	t-Value	Sig.(2-tailed)
Government	316	150.11	16.748	598	2.79	0.005*
Private	284	154.29	19.907			

*Significant at the .05 level.

After reviewing the table-1 it can be understood that the mean score of government higher secondary tribal students in their modernity is 150.11 which is less than the private higher secondary tribal students having mean score 154.29. The calculated t-value is 2.79 which is greater than the t-table value i.e. 1.97 at the .05 level of significance with df = 598. Thus the null hypothesis that there will be no significant difference between government and private higher secondary tribal students in their modernity is rejected. Hence it can be stated that there is a significance mean difference between government and private higher secondary tribal students in their modernity. It can be concluded that the modernity of private higher secondary tribal students are significantly better than the modernity of government higher secondary tribal students.

Objective-2

To compare the Modernity of Tribal Higher Secondary students with respect to their gender.

Ho2:- There will be no significant difference between standard Tribal Higher secondary boys and girls students in their Modernity. The data related to this hypothesis were analyzed by t-test. The results are presented in table No. 2

Table No. 2 Summary of Mean, S.D., df, and t-value for ATM score of Boys and Girls tribal higher Secondary students

Gender	N	Mean	S.D.	df	t-Value	Sig.(2-tailed)
Boys	290	151.73	17.514			
Girls	310	152.42	19.241	598	0.455	0.649*

*Not significant at the .05 level.

After reviewing the table-2, it can be understood that the mean score of higher secondary tribal Boys students in their modernity is 151.73 which is less than the higher secondary tribal girls students having mean score 152.42. The calculated t-value is 0.455 which is less than the t-table value i.e. 1.97 at the .05 level of significance with df = 598. Thus the null hypothesis that there will be no significant difference between higher secondary tribal boys and girls students in their modernity is not rejected. Hence it can be stated that there is not significance mean difference between higher secondary boys and girls tribal students in their modernity. It can be concluded that the higher secondary tribal boys and girls students are similar in their modernity.

Objective-3

To compare the academic achievement of Tribal Higher Secondary students with respect to their type of schools.

Ho3:- “There will be no significant difference between Government and Private Tribal Higher secondary students in their academic achievement”. The data related to this hypothesis were analyzed by Mann-Whitney U test. The results are presented in Table-3

Table No. 3 Independent-sample Mann-Whitney U test for academic achievement score of Govt. And Private higher secondary tribal students

Variable	N	Mdn	U	Z-Value	Sig.(2-sided test)
Govt.	316	248.50	58370.00	6.37	.001*
Prvt.	284	364.25			

*Significant at the .05 level.

After seeing the table-3 it can be understood that the Mdn score of higher secondary tribal Boys students in their modernity is 248.50 which is less than the higher secondary tribal girls students having mean score 364.25. The calculated Us-value is 58370.00 and z value is 6.37 which is exceed the z critical value of 1.96 for a two-tailed test at the .05 level with df = 598. Thus the null hypothesis thatthere will be no significant difference between Government and Private Tribal Higher secondary students in their academic achievementis rejected.

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Hence it can be stated that there is significance mean difference between Government and Private Tribal Higher secondary students in their academic achievement. It can be concluded that the private higher secondary tribal students are better than the government higher secondary tribal students in their academic achievement.

Objective-4

To compare the academic achievement of Tribal Higher Secondary students with respect to their gender.

Ho4:-“There will be no significant difference between Tribal Higher Secondary boys and girls student in their academic achievement”.The data related to this hypothesis were analyzed byMann-Whitney U test. The results are presented in Table-4

Table No. 4 Independent-sample Mann-Whitney U test for academic achievement score of higher secondary Boys and girls tribal students

Variable	N	Mdn	U	Z-Value	Sig.(2-sided test)
Boys	290	323.50	41563.00	-1.60	.110*
Girls	310	299.50			

*Not significant at the .05 level.

After reviewing the table No. 4, it can be understood that the Mdn score of higher secondary tribal Boys students in their academic achievement is 323.50 which is less than the higher secondary tribal girls students in their academic achievement having Mdn score 299.50. The calculated Us-value is 41563.00and z value is -1.60 which is less than the z critical value of 1.96 for a two-tailed test at the .05 levelwith df = 598. Thus the null hypothesis that there will be no significant difference between higher secondary tribal boys and girls students in their academic achievement is not rejected. Hence it can be stated that there is not significance mean difference between higher secondary boys and girls tribal students in their academic achievement. It can be concluded that the higher secondary tribal boys and girls students are similar in their academic achievement.

Finding and discussion

The discussion of the result follows the analysis of the data obtained from the representative sample and verification of the hypothesis. It is found that the modernity of private higher secondary tribal students are significantly better than the modernity of government higher secondary tribal students. Furthermore, the higher secondary tribal boys and girls students are similar in their modernity. The private higher secondary tribal students are better than the government higher secondary tribal students in their academic achievement and the higher secondary tribal boys and girls students are similar in their

academic achievement. In other words, it can be concluded that the modernity and academic achievement of tribal students are different with respect to schools i.e. government and private school and there is no difference in academic achievement and modernity of tribal students in respect to their gender. Modernity and socio-economic status are related to each other i.e. if the socio-economic status is high the individual tends to be modern. The students who are more modern have better socio-economic status in fact it should be that higher the socio-economic status more the modernity (Ahanagar and Khan, 2018) and tribal students, studying in private higher secondary schools have better socio-economic condition than those tribal students who are studying in government higher secondary schools. Modernity helps in change of attitudes, values, beliefs, customs, traditions, behaviour, and the like which are reflected in their perception of the life.

The role of modernity can't be denied. It helps in utilizing the present innovative practices and ideas which rationally brought over the past practices. Modernity involves logically changes at the personal level involving a change in the modes of behaving, interest, attitudes, thinking, interactive transformations etc. the changes occur both at micro (individual) and macro (social system) levels. Information communication technology (ICT) has made drastic changes in teaching learning situations. Nowadays, teachers are motivating to students for using the internet, WhatsApp, and making account of gmail for their educational purpose.

Thus, from the above discussion in the context of modernity and academic achievement it becomes clear that there is impact of modernity on academic achievement of adolescents. More modern adolescents have higher academic achievement in comparison to their counterparts. The reasons are obvious because more modernity group avail of the latest technology for enhancing academic achievement which is reflected in their use of innovative instruments, methods, and practices.

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