

## **EDUCATIONAL LEVEL AND ITS INFLUENCE ON MODERNIZATION OF WOMEN TEACHERS OF SONITPUR DISTRICT, ASSAM**

**NILIMA BHAGABATI<sup>1</sup> & TARALI PATHAK<sup>2</sup>**

<sup>1</sup>Professor, Department of Education, Gauhati University, Guwahati, Assam, India

<sup>2</sup>Research Scholar, Department of Education, Gauhati University, Guwahati, Assam, India

### **ABSTRACT**

The present study was conducted on women teachers to assess their modernization in relation to their educational level of Sonitpur district of Assam. A sample of 245 women teachers of secondary schools having graduated and postgraduate level of education were selected through using stratified random sampling method. The modernization scale developed by R. S. Singh, A.N. Tripathi, Ramji Lal Ojha was administered for collecting data. The findings of the study reveal that educational level has positive influence on the modernization of women teachers.

**KEYWORDS:** Educational Level, Modernization, Women Teachers

### **INTRODUCTION**

Modernization as a concept gained currency in the social sciences by the 19<sup>th</sup> century following after industrial revolution. In general the word modernization implies 'something new'. The dictionary meaning of modernization refers to the process of becoming modern, adapting modern ways etc. the etymology of the word comes from the Latin root 'modo' which means just now. Modernization is widely perceived as uniquely western practice that non-western societies could tag on and it is interpreted as orientation and blind adaptation of the people's behaviour, attitudes, beliefs and life-styles towards those developed countries. But if we think broadly modernization is not mere westernization. It may include many of the characteristics that western countries may have but it is more than this concept. But in a true sense, 'Modernization' refers to a process by which change occurs in the mental outlook of the people.

Modernization implies a rational attitude towards various aspects of society. It symbolizes an attitude towards solving a problem from a universalistic point of view and not particularistic. Modernization is rooted in the scientific world view; it has a deeper and positive association with high levels of diffusion of scientific knowledge, technological skill and technological resources in a particular society. But commitment to scientific world view, the internationalization of humanistic and philosophical view point of science on contemporary problems is more important than the volume of technological development. (Yogendra, S.2012)

Modernization is not an enforced process to any society. Societies are gradually becoming modern in a process. But it is hard to change the mindset of the people so easily. Some impetus is needed to accelerate the process of modernization. Education is the most important and prime agency which can prepare the people for modernization. Education, if looked at beyond its conventional boundaries, forms the very essence of all our actions. Education aims at the reformation of attitudes wrongly developed, it fosters participant democracy, impart values, make the people capable of think scientifically and act rationally. Though in the broad sense education can be obtained in any situation- formal or informal but in formal educational institutions teachers plays a very important role in educating the people specially our

future generations. And the responsibility of educating our future generation is in the hands of the teachers. "A teacher affects eternity; he can never tell where his influence stops." As a general rule, teachers teach more by what they are than by what they say. So, it is obvious that teachers' attitude, behavior, personality etc. affect the people and particularly the student community. In simple words, it can be said that if any society has to soar the sky, then its teachers must develop modernity in their speaking, thinking and actions. Because, the society thinks tomorrow what the teachers think today. It is in this background; it is felt necessary to study the modernization of teaching community more particularly the women section as on one hand she holds an important role in modernizing the students and on the other hand most of them are still dominated in the male subjugated society.

Various studies have been done to assess the relationship of education and modernization. *Gore, et al (1970)*, in their findings revealed that education has a positive impact on modernity of students. The findings of the study of *Armer and Youtz (1971)* also revealed the positive association between education and individual modernity. *Elarabi (1985)* conducted a study to examine the relationship between level of education, sex and age and a cluster of Sudanese values believed to be inversely related to modernization. It was found that education and modernization were positively correlated in the case of Sudanese bureaucrat regardless of his or her sex. The findings of *Kalliath, R. P. (1988)* revealed that there is significant difference in the individual modernity of under-graduate and post graduate students. Post-graduate students were higher on individual modernity. *Prasad.R and Rai.R (1990)*, conducted study on a sample of 150 students drawn randomly from the U.G. (Under-Graduate) and PG (Post Graduate) Classes of Siwan and Chapra Distt., of Bihar University, Muzoffarpur and found that with rise in educational level there is rise in modernisation scores. *Jabeen, Zehra (1996)* made a case study on the education and social change of the middle class Muslim women in Hyderabad It was seen from the study that most of the educated women were against early marriage. The higher the educational level the higher the number against early marriage, dowry system. *Yadava, Surendar S.(2001)*, observed that basic and functional education moulds the attitudes, perceptions and behaviour of the rural women thereby leads to their emancipation as they become the change agents by participating in the decision making process within and outside the family. *Malik, Puja, Gupta Swati and Jan, Anita (2013)*, studied the attitude of undergraduate students towards modernization. The study revealed that stream of study had no influence on the attitude of students towards modernization in general but contributes a lot as far as the attitude of female under-graduates is concerned.

From the above analysis it is found that most of the studies have been done on education and its influence of modernization. But no study has been done so far on the modernization of women teachers having graduation and post graduation as educational qualification. So in this study an attempt has been made to study the educational level and its influence on the modernization of women teachers.

## OBJECTIVES OF THE STUDY

- To find out the influence of educational level on dimensions of Modernization of Women in Teaching Profession.
- To find out the influence of Educational Level on dimensions of Modernization of Women in Teaching Profession of Rural area.
- To find out the influence of Educational Level on dimensions of Modernization of Women in Teaching Profession of Urban area.

## NULL HYPOTHESES

**H<sub>01</sub>:** There is no significant influence of Educational Level on dimensions Modernization of Women in Teaching Profession.

**H<sub>02</sub>:** There is no significant influence of Educational Level on Modernization of Women in Teaching Profession of Rural area.

**H<sub>03</sub>:** There is no significant influence of Educational Level on Modernization of Women in Teaching Profession of Urban area.

## METHODOLOGY

The present study is conducted under Descriptive Survey Method.

### Population and Sample

The present study aimed at a study on educational level and its influence on modernization of women in teaching profession in Provincialised Secondary Schools of Sonitpur district. As such the study includes all the women teachers who are graduate and above, working in all the provincialised Secondary and Higher Secondary schools of Sonitpur district as its population. It has been delimited to seven Community Development Blocks of Sonitpur District.

As the study involves Level of Education (Graduate and Post-Graduate) and Locality as variables, a 2X2 factorial design was prepared and the whole population was stratified in to four stratum. These are Rural Graduate, Rural Post-graduate, Urban Graduate and Urban Post-graduate. Thereafter, 50% of populations from each stratum were randomly selected as samples for the study. There are a total of 490 women in teaching profession who are graduate and above in 84 secondary and higher secondary schools in the selected seven Community Development blocks of Sonitpur district of which 322 teachers are in rural areas (66 schools) and 168 are in urban areas (18 schools). Again of the 322 women teachers in rural areas, 228 are graduate and 94 are post-graduate, whereas with regard to population (women teachers) in urban areas which is 168 in number, 90 are graduate and 78 post-graduate. After making stratification in this way, a 50% of population has been selected randomly applying proportionate allocation from each stratum as sample for the study. Thus, the total samples for the study consists of 245 women teachers in Sonitpur district of which 161 are teachers in rural areas (114 graduate and 47 post-graduate) and 84 are teachers in urban areas (45 graduate and 39 post graduate).

### Data Gathering Tool

SI No.	Name of the Tool	Variables Investigated	Contents of the Tool	Developed by
1	MODERNIZATION SCALE	Modernization	Socio-Religious, Position of Women, Marriage and Education	R. S. Singh, A.N. Tripathi, Ramji Lal Ojha

The Modernization scale is self-administering. It can be administered in group or individually. The scale consists of 32 statements with 6 possible expressions as “Complete Agreement”, “High Agreement”, “Moderate Agreement”, “Moderate Disagreement”, “High Disagreement”, “Complete Disagreement” where scores has been assigned as 6,5,4,3,2,1 respectively. The respondents have to encircle the scores as per their range of agreement and

disagreement. The statements are positive and negative both. The possibility of maximum score on the 32 statements of the scale is 192 and minimum score is 32.

### Treatment of Data

The data were carefully and systematically analysed through employing most suitable statistical techniques like mean, standard deviation, t-test etc.

## RESULTS AND DISCUSSIONS

**Objective I:** *To Study the Influence of Educational Level on Dimensions of Modernization of Women in Teaching Profession.*

**Ho<sub>1</sub>:** *There is no significant influence of Educational Level on Dimensions Modernization of Women in Teaching Profession.*

**Table 1: Mean Scores and Significance of Difference on Each of the Four Dimensions of Modernisation between Women in Teaching Profession Having Graduate and Post-Graduate Level of Education in Sonitpur District**

Dimensions of Modernisation	Women in Teaching Profession						T	Status
	Graduate Group (N=159)			Post-Graduate Group (N=86)				
	Mean	Sd	S <sub>E</sub> M	Mean	sd	S <sub>E</sub> M		
Socio-Religious	31.41	4.011	.318	33.24	4.284	.462	3.337	S
Marriage	34.76	5.406	.429	35.79	4.713	.508	1.487	NS
Position of Women	38.66	4.882	.387	40.53	3.769	.406	3.096	S
Education	34.83	4.552	.361	36.01	4.230	.456	1.987	S

**Note:** S= Significant at .05 level; NS= Not Significant at .05 level

The result presented in table 1 indicates the existence of significant difference between women teachers having graduate and postgraduate level of education with respect to three dimensions of modernization viz. socio-religious, position of women and education. As seen from the analysis the calculated 't' value of 3.337 & 3.096 for the mean scores of the dimensions of socio-religious and position of women respectively between graduate and post-graduate group are significant at .01 level. Similarly, with regard to the education dimension, the 't' value of 1.987 is also found significant at .05 level. However, the t-value of 1.487 for the dimension of marriage is not high enough to be statistically significant at .05 level of confidence interval.

The inference of the above findings is that variance in educational level brings significant variance in the mean score of three dimensions of modernization of women in teaching profession. In other words, it can be said that educational level has significant (positive) influence with regard to three dimensions of modernization of women in teaching profession. These are socio-religious, position of women and education. On the other hand, the influence educational level on the dimension of marriage is not statistically significant. Thus, the Ho I stating "*There is no significant influence of Educational Level on dimensions Modernization of Women in Teaching Profession*" is partly retained and partly rejected. It is rejected with regard to socio-religious, position of women and education dimensions, where as the hypothesis is retained so far the dimension Marriage is concerned.

The table 1 further shows that in all the three dimensions where significant difference is recorded viz. socio-religious, position of women and education, the post-graduate group scored significantly higher (mean score 33.24, 40.53

and 36.01 respectively) than their graduate counterparts (mean score of 31.41, 38.66 and 34.83 respectively). It has also been observed that in the dimensions of marriage, though significant difference is not recorded, the post-graduate group scored higher with mean scores of 35.79 than the graduate group (mean score 34.76). Thus, in all the dimensions of modernization the post-graduate group is higher than the graduate group, significantly in socio-religious, position of women and education dimensions and non-significantly in marriage dimension.

**Objective-II:** *To Study the Influence of educational Level on Modernization of Women in Teaching Profession of Rural area.*

**Ho<sub>2</sub>:** *There is no significant influence of Educational Level on Modernization of Women in Teaching Profession of Rural area.*

**Table 2: Mean Scores and Significance of Difference on Each of the Four Dimensions of Modernisation between Women in Teaching Profession Having Graduate and Post-Graduate Level of Education in Rural Area in Sonitpur District**

Dimensions of Modernisation	Women in Teaching Profession						t	Status
	Rural Graduate Group (N=114)			Rural Post-Graduate Group (N=47)				
	Mean	Sd	S <sub>E</sub> M	Mean	Sd	S <sub>E</sub> M		
Socio-Religious	31.22	3.394	.318	32.49	3.945	.575	2.057	S
Marriage	34.47	5.399	.506	35.38	4.698	.685	1.008	NS
Position of Women	38.71	4.501	.422	40.32	3.719	.542	2.163	S
Education	34.63	4.140	.388	35.74	4.276	.624	1.536	NS

**Note:** S= Significant at .05 level; NS= Not Significant at .05 level

The analysis of the results presented in Table 2 shows that there is significant difference in the two dimensions of modernisation viz. Socio-Religious (t=2.057) and Position of Women (t=2.163) between the women teachers in rural area having graduate and post graduate level of education. So far the remaining two dimensions are concerned i.e. Marriage and Education the 't value' of 1.008 and 1.536 respectively did not achieve the level of statistical significance at .05 level. Thus, it can be said that level of education significantly influenced two dimensions of modernization of women teachers in rural area. As such the H<sub>0</sub>-II stating- "*There is no significant influence of Educational Level on Modernization of Women in Teaching Profession of Rural area.*" is partly retained and partly rejected. It is rejected with regard to socio-religious, position of women dimensions, where as the hypothesis is retained so far the dimension Marriage and Education are concerned.

It is here to be noted that though significant difference is observed with respect to two dimensions of modernization between women teachers in rural area having graduate and post-graduate level of education, the post-graduate group scored much higher than their graduate counterparts in all the four dimensions under consideration. This implies that educational level has positively influenced all the dimensions of modernization of women teachers in rural area, significantly in socio-religious and position of women dimensions, whereas non-significantly in marriage and education dimensions. This finding stating higher score on modernization by the respondents with higher level of education is supported by most of the previous findings. Earlier, **Gore et al (1970)**, **Armer and Youtz (1971)**, **Kalliath, R. P. (1988)**, **Prasad. R and Rai. R (1990)**, **Jabeen, Zehra (1996)** all have come up with conclusion that higher level of education is positively associated with higher score on modernization. The higher the level of education, greater the

modernity the respondents display.

**Objective-III:** *To Study the Influence of educational Level on Dimensions of Modernization of Women in Teaching Profession of Urban area.*

**H<sub>03</sub>:** *There is no significant influence of Educational Level on Dimensions of Modernization of Women in Teaching Profession of Urban area.*

**Table 3: Mean Scores and Significance of Difference on Each of the Four Dimensions of Modernisation between Women in Teaching Profession Having Graduate and Post-Graduate Level of Education in Urban Area in Sonitpur District**

Dimensions of Modernisation	Women in Teaching Profession						T	Status
	Urban Graduate Group (N=45)			Urban Post-Graduate Group (N=39)				
	MEAN	SD	S <sub>EM</sub>	MEAN	SD	S <sub>EM</sub>		
Socio-Religious	31.89	5.280	.787	34.15	4.545	.728	2.090	S
Marriage	35.49	5.413	.807	36.28	4.746	.760	.709	NS
Position of Women	38.53	5.790	.863	40.79	3.861	.618	2.072	S
Education	35.33	5.481	.817	36.33	4.207	.674	.927	NS

**Note:** S= Significant at .05 level; NS= Not Significant at .05 level

Women teachers in urban area having graduate and post-graduate level of education are significantly different in the mean scores of two dimensions of modernization namely socio-religious and position of women as evident in the result presented in table 3. The calculated 't' value for the mean scores of socio-religious and position of women dimensions between the two groups are found as 2.090 and 2.072 respectively, which are higher than the critical value of 1.96 at .05 level, hence significant. On the other hand, the calculated 't' value of .709 and .927 for marriage and education dimensions respectively between the two groups are lower than the critical value at .05 level of significance. Hence, there is no significant difference between graduate and postgraduate group in urban area with regard to marriage and education dimensions.

It is also noticed that in both the dimensions where significant difference is recorded namely socio-religious and position of women; the post graduate group outscored the graduate group. Similarly, with regard to the marriage and education dimensions also, the post-graduate group outscored the graduate group, but not significantly. Thus, it can be said level of education has significant influence (positive) on the socio-religious and position of women dimensions of modernization so far the women teachers of urban area is concerned. On the other hand, the influence of level of education on the dimensions of marriage and education are positive but not statistically significant. As such, the H<sub>0</sub>-III stating, *"There is no significant influence of Educational Level on Dimensions of Modernization of Women in Teaching Profession of Urban area"* is partly retained and partly rejected. It is rejected with regard to the dimensions Socio-religious and Position of women, whereas retained with regard to Marriage and Education dimensions.

It is here to be noted that the t-analysis of modernization dimensions between graduate and post-graduate group in urban area shows similar type of results as held between graduate and post-graduate group in rural area. In case of both the areas i.e. rural and urban, post-graduate group is found significantly higher in socio-religious and position of women dimensions and non-significantly higher in marriage and education dimensions. Thus, it may be inferred that irrespective of locality, level of education has similar type of influence in determining and developing modernity among women in teaching profession in Sonitpur district.

## CONCLUSIONS

High score of post-graduate group in comparison to the graduate group in all the dimensions of modernization as evident seems to be the consequences of educational impact. Education in general is considered as the strongest instrument for modernizing the individual behavior at large. It helps the individuals to develop rational, logical and scientific attitude discarding the conservatism, orthodoxy, traditional and superstitious beliefs. So, it is natural that higher the level of education, grater the modernity they display.

## REFERENCES

1. Armer, Michael and Youtz, Robert. (1971). *Formal Education and Individual Modernity in an African Society*. American Journal of Sociology 76:604-26
2. Elarabi, Ali Mohamed Ali. (1985). *Education and Bureaucratic Modernization in Sudan*. Dissertation Abstracts International (A) 46 (6) December:1456
3. Gore. MS, Desai, I.P and Chitnis, Suma (1970), *Field Studies in the Sociology of Education*, New Delhi
4. Kalliath, R.P. (1988) *A study of individual modernity and its relation to the educational background and the home environment*. Ph. D., Edu. University of Bombay
5. K.C. Sabu (1992), *Relationship between Education and Modernity: A Study in Kerala State*. A Thesis submitted through Department of Education, Bangalore University for Ph.D.December,1992
6. Malik.. Pooja, Gupta Swati and Jan. Anita (2013) Attitude towards Modernization of Under-Graduate Students: A Study. *International Journal of Advancement in Education and Social Sciences*. Vol.1, No.1, 13-19
7. NCERT (1993-2000) *Sixth Survey of Educational Research (1993-2000)*, Volume-II. New Delhi.
8. Rao. C.N. Shankar (2006), *Sociology: Principles of Sociology with an Introduction to Social Thought*. New Delhi: S.Chand and Company LTD.
9. Yadava, Surendar S. (2001) Education and Socio-Economic Condition and Impact on Fertility on Levels in Rural India. *Indian Journal of Social Development*. Vol. 1(2). P 264-81.
10. Yogendra Singh (2012), *Modernization of Indian Tradition*. Jaipur: Rawat Publications

