

Patterns of Cognitive Styles and Level of Modernization among School Teachers Belonging to Tribal Community in Rangareddy District of Telangana State

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Abstract: *The present study has been conducted to find out the patterns of cognitive styles and level of modernization among school teachers belonging to tribal community. The sample for the investigation was drawn from the school teacher 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. The study also revealed that there is no significant difference between patterns of cognitive styles among school teachers belonging to tribal community in the respect of their professional qualification.*

Keywords: cognitive style modernization, tribal community

1. Introduction

Cognitive style

Cognitive style is made up of the information processing methods of an individual. It is not focused on the specific decision that a person makes but the mental processes that are used to make the decisions. People vary in cognitive style and how they perceive, gather, process and recall information methods of problem solving are also one of the components in cognitive style. Different styles can be used to describe different personality dimensions which influence attitudes, values and social interaction. Research has shown that it is easier to learn from a person who has a similar cognitive style. Cognitive style of an individual may be modified to a certain extent by training. Usually cognitive styles are considered to be bipolar dimensions. Whereas abilities are unipolar—ranging from zero to a maximum value.

Modernization

Modernization, a procedure of progress as for the improvement in social, prudent and political frameworks, isn't just an idea now; rather it is our idea, our recognition. When we discuss modernization, it alludes to the adjustment in the method for living (better way of life), correspondence, urbanization, proficiency, change in living arrangement, calling and so on. This requires modernization to contact instruction and in this way, it can't stay without its effect on training. As regular each perfect/idea has its very own advantages and disadvantages thus has modernization as is its effect on Education. My organization, your foundation, the courses, the stages to talk, offer and trade the thoughts and considerations is the effect of training.

Objectives of the Study

- 1) To find out the patterns of cognitive styles and Level of modernization among school teachers belonging to tribal community.

- 2) To find out the patterns of cognitive styles and level of Modernization among school teachers belonging to tribal community due to variation in their professional qualification's.

Hypotheses of the study

There may not be any significant difference in the patterns of cognitive style and level of modernization among school teachers belonging to tribal community due to variation in their professional qualification's.

2. Methodology

Descriptive survey research method has been used.

Sample: The sample for the investigation was drawn from the school teachers belonging to tribal community, Ranga Reddy District in Telangana state by using simple random sampling technique. It comprises 310 school teachers belonging to tribal community.

Variables:

Independent variables: Cognitive styles

Dependent variables: Modernization

Demographic variable; professional qualification

Tools Used:

- a) Cognitive Style Inventory (CSI) developed by Praveen Kumar Jha (2001)
- b) Modernization inventory (CMI) developed by Ahluwalia SP and Kalia A K.

Cognitive style vs. Level of Modernization vs. Professional Qualification

Table (a): Systematic Style

Professional Qualification		Level of Modernization				Total
		Low	Moderate	High	Very high	
TTC	Count	1	2	17	0	20
	% within Edu_Qua	5.0%	10.0%	85.0%	0.0%	100.0%
	% within Level_Mod	33.3%	14.3%	18.9%	0.0%	18.5%
TPT	% of Total	0.9%	1.9%	15.7%	0.0%	18.5%
	Count	0	0	2	0	2
	% within Edu_Qua	0.0%	0.0%	100.0%	0.0%	100.0%
HPT	% within Level_Mod	0.0%	0.0%	2.2%	0.0%	1.9%
	% of Total	0.0%	0.0%	1.9%	0.0%	1.9%
	Count	0	0	3	0	3
UG	% 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%
PG	Count	2	11	64	1	78
	% within Edu_Qua	2.6%	14.1%	82.1%	1.3%	100.0%
	% within Level_Mod	66.7%	78.6%	71.1%	100.0%	72.2%
Total	% of Total	1.9%	10.2%	59.3%	0.9%	72.2%
	Count	0	1	4	0	5
	% within Edu_Qua	0.0%	20.0%	80.0%	0.0%	100.0%
Total	% within Level_Mod	0.0%	7.1%	4.4%	0.0%	4.6%
	% of Total	0.0%	0.9%	3.7%	0.0%	4.6%
	Count	3	14	90	1	108
Total	% within Edu_Qua	2.8%	13.0%	83.3%	0.9%	100.0%
	% within Level_Mod	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	2.8%	13.0%	83.3%	0.9%	100.0%

Table (a) shows the distribution of respondents who are in systematic style with regard to level of modernization on the basis of their professional qualification. Among 108 respondents who are in systematic cognitive style, 78 (72.2%) are under-graduates, 20 (18.5%) are TTC holders, 55 (4.6%) are post-graduates, 3 (2.8%) are HPTs and 2 (1.9%) are TPT holders. Out of 78 under-graduate respondents, majority 64 (82.1%) of them fall under high level of modernization, 11 (14.1%) of them are under moderate level, 2 (2.6%) of them are under low level and 1 (100.0%) of them are in very high level of modernization. Among 20 TTC respondents, majority 17 (85.0%) of them fall under high level of modernization, 2 (10.0%) of them are under moderate level and 1 (5.0%) of them are in low level of modernization. Similarly, among 5 post-graduate respondents, majority 4 (80.0%) of them fall under high level of modernization, 1 (9.1%) of them are under moderate level of modernization. Out of 3 HPT respondents, all 3 (100.0%) of them fall under high level of modernization. Similarly, out of 2 respondents who have TPT qualification, all 2 (100.0%) of them 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 professional qualification.

Chi-Square Tests

Systematic Style	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.279	12	0.999
Likelihood Ratio	3.375	12	0.992
Linear-by-Linear Association	0	1	0.988
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 (2.279) is lower than the table value (21.026) at 0.05 level of significance for 12 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 professional qualifications.

Table (b): Intuitive Style

Professional qualification		Level of Modernization				Total
		Low	Moderate	High	Very high	
UG	Count		1	3		4
	% within Edu_Qua		25.0%	75.0%		100.0%
	% within Level_Mod		100.0%	100.0%		50.0%
Total	% of Total		25.0%	75.0%		50.0%
	Count		1	3		4
	% within Edu_Qua		25.0%	75.0%		100.0%
Total	% 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 professional qualification. Among 4 respondents who are in intuitive cognitive style, 3 (75.0%) are under-graduates and other 1 (25.0%) are undergraduates. Out of 4 under-graduate respondents, (3, 750.0%) of them fall under high level of modernization and 1 (25.0%) of them are under moderate 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 professional qualification.

Table (c): Integrated Style

Professional Qualifications		Level of Modernization				Total
		Low	Moderate	High	Very high	
TTC	Count	0	4	19	2	25
	% within Edu_Qua	0.0%	16.0%	76.0%	8.00%	100.0%
	% within Level_Mod	0.0%	12.1%	16.1%	25.00%	15.5%
TPT	% of Total	0.0%	2.5%	11.8%	1.20%	15.5%
	Count	0	3	0	0	3
	% within Edu_Qua	0.0%	100.0%	0.00	0.0%	100.0%
HPT	% within Level_Mod	0.0%	9.1%	0.0%	0.0%	1.9%
	% of Total	0.0%	1.9%	0.0%	0.0%	1.90
	Count	0	1	3	2	6
UG	% within Edu_Qua	0.0%	16.7%	50.0%	33.3%	100.0%
	% within Level_Mod	0.0%	3.0%	2.5%	25.0%	3.7%
	% of Total	0.0%	0.6%	1.9%	1.20%	3.7%
PG	Count	1	25	92	4	122
	% within Edu_Qua	0.8%	20.5%	75.4%	3.30%	100.0%
	% within Level_Mod	50.0%	75.8%	78.0%	50.0%	75.8%
Total	% of Total	0.6%	15.5%	57.1%	2.5%	75.8%
	Count	1	0	4	0	5
	% within Edu_Qua	20.0%	0.0%	80.0%	0.0%	100.0%
Total	% within Level_Mod	50.0%	0.0%	3.4%	0.00%	3.10%
	% of Total	0.6%	0.0%	2.5%	0.00%	3.10%
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%
Total	% 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 professional qualification. Among 161 respondents who are in integrated cognitive style, 122 (75.8%) are under-graduates, 25 (15.5%) are TTC holders, 6 (3.7%) are HPT holders, 5 (3.1%) are post-graduates and 3 (1.9%) are TPT holders. Out of 25 TTC holders, majority 19(76.0%) of them fall under high level of modernization, 4 (12.1%) of them are under moderate level and 2 (8.0%) are very high level of modernization. Likewise, among 6 HPT holders, majority 3(50.0%) of them fall under high level of modernization, 2 (33.3%) of them are under very high level and 1 (16.7%) of them are in moderate level of modernization. Similarly, among 5 post-graduate respondents, majority 4(80.0%) of them fall under high level of modernization and 1 (20.0%) of them are under low level of modernization. Out of 3 TPT respondents, all 3 (100.0%) are fall under moderate level of modernization. In the whole study, majority 122 (75.6%) of them are in high level of modernization, 92 (75.4%) are in high level, 25 (20.5%) are in moderate level of modernization, 4 (3.3%) are in very high level and 1 (0.8%) 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 professional qualification.

Chi-Square Tests

Systematic Style	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	39.375	12	0
Likelihood Ratio	23.047	12	0.027
Linear-by-Linear Association	0.59	1	0.442
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 (39.375) is higher than the table value (21.026) at 0.05 level of significance for 12 degrees of freedom. It shows that there is a significant difference between integrated cognitive style and level of modernization among the school teachers belonging to tribal community on the basis of their professional qualifications.

Table (d): Undifferentiated Style

Undifferentiated Style		Level of Modernization				Total
		Low	Moderate	High	Very high	
UG	Count			4		4
	% within Edu_Qua			100.0%		100.0%
	% within Level_Mod			25.0%		25.0%
	% of Total			25.0%		25.0%
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, all 4 (100.0%) of them are under-graduates and they are 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 with under graduate professional qualification.

Table (e): Split Style

Professional qualifications		Level of Modernization				Total
		Low	Moderate	High	Very high	
TTC	Count	0	1	7		8
	% within Edu_Qua	.0%	12.5%	87.5%		100.0%
	% within Level_Mod	.0%	10.0%	31.8%		24.2%
	% of Total	.0%	3.0%	21.2%		24.2%
HPT	Count	0	1	1		2
	% within Edu_Qua	.0%	50.0%	50.0%		100.0%
	% within Level_Mod	.0%	10.0%	4.5%		6.1%
	% of Total	.0%	3.0%	3.0%		6.1%
UG	Count	1	8	12		21
	% within Edu_Qua	4.8%	38.1%	57.1%		100.0%
	% within Level_Mod	100.0%	80.0%	54.5%		63.6%
	% of Total	3.0%	24.2%	36.4%		63.6%
PET	Count	0	0	2		2
	% within Edu_Qua	.0%	.0%	100.0%		100.0%
	% within Level_Mod	.0%	.0%	9.1%		6.1%
	% of Total	.0%	.0%	6.1%		6.1%
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 (e) shows the distribution of respondents who are in split style with regard to level of modernization on the basis of their professional qualification. Among 33 respondents who are in split cognitive style, 21 (63.5%) are under-graduates, 8 (24.2%) are TTC holders and 2 respondents (6.1%) in each group have HPT qualification and PET qualification. 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.

Chi-Square Tests

Systematic Style	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.914	6	0.668
Likelihood Ratio	4.95	6	0.55
Linear-by-Linear Association	0.789	1	0.374
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 (3.914) is lower than the table value (12.592) at 0.05 level of significance for 6 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 professional qualifications.

3. Findings of the Study

Cognitive styles vs. Level of Modernization vs. Professional Qualification

a) **Systematic Style:** It is found that majority 90(83.3%) of them are in high level of modernization either any

professional qualification. Further, there is no significant difference between systematic cognitive style and level of modernization among school teachers belonging to tribal community on the basis of their professional qualifications.

- b) **Intuitive Style:** It is found that majority 3(75.0%) of them are in high level of modernization either any professional qualification. Further, there is no significant difference between systematic cognitive style and level of modernization among school teachers belonging to tribal community on the basis of their professional qualifications.
- c) **(c): Integrated Style:** it is found that majority 122(75.63%) of them are in high level of modernization either any professional qualification. Further, 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 professional qualifications.
- d) **Undifferentiated Style:** It is found that majority 4,(100.0%) of them are in high level of modernization who have UG professional qualification. Further, 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 professional qualifications.
- e) **Split Style:** it is found that majority 22, (66.7%) of them are in high level of modernization. Further, 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 professional qualification.

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4. Suggestions for Further Research

- 1) A similar study may be conducted to know the cognitive styles of high schools Headmasters in other districts .
- 2) A research can be attempted to know the relationship between cognitive style and academic achievement of degree students.
- 3) A similar study may be conducted to know the cognitive styles of professors & lawyers.
- 4) A similar study may be conducted to know the cognitive styles of PGT & TGT teachers.

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