

PATTERNS OF COGNITIVE STYLES AND LEVEL OF MODERNIZATION AMONG SCHOOL TEACHERS BELONGING TO TRIBAL COMMUNITY

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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 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. Standardized tool was used in the present study, Cognitive Style Inventory (CSI) developed by Praveen Kumar Jha2001, and The Comprehensive Modernization Inventory (CMI) developed by Ahluwalia S.P. and Kalia A.K.(1998). The study revealed that there is no significant difference between patterns of cognitive styles and level of modernization among school teachers belonging to tribal community with respect to their gender, age.

INTRODUCTION

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 is the procedure of social progress, utilization of new innovation, apparatuses, reception of new qualities and practices in associations are on the whole parts of progress and modernization. Immaturity is imperative stage during the time spent improvement as youthful face inward emergencies due to cognitive social and natural changes.

Objectives of the study

- (1) To find out the patterns of cognitive styles and levels of modernization among school teachers belonging to tribal Community.
- (2) To find out the patterns of cognitive styles and levels of modernization among school teachers belonging to tribal Community due to variation in their Gender.
- (3) To find out the patterns of cognitive styles and levels of modernization among school teachers belonging to tribal Community due to variation in their Age.

Hypotheses of the study

- (1) There may not be any significant difference in the patterns of cognitive styles and levels of modernization among school teachers belonging to tribal Community due to variation in their Gender.
- (2) There may not be any significant difference in the patterns of cognitive styles and levels of modernization among school teachers belonging to tribal Community due to variation in their Age.

METHODOLOGY

Descriptive survey research method has been used in present study.

The following table shows the no. of school and ST teachers working in Ranga Reddy District of Telangana State.

Table: 1. No. of schools and ST teachers of Ranga Reddy district

Sl. No.	School	No. of Schools	ST Teachers
1.	Primary schools	1789	319
2.	High schools	1925	457
	Total	3714	776

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 of Telangana state by using simple random sampling technique. It comprises 310 school teachers belonging to tribal community.

Variables:

- (i) Gender
- (ii) Age.

Tools Used:

Cognitive Style Inventory (CSI) developed by Praveen Kumar Jha (2001). The Comprehensive Modernization Inventory (CMI) developed by Ahluwalia S.P. and Kalia A.K.(1998) is used in the present study.

Cognitive style vs. Level of Modernization vs. Gender

Table 4.4.1(a): Systematic Style

Gender		Level of Modernization				Total
		Low	Moderate	High	Very high	
Male	Count	2	10	66	1	79

	% within Gender	2.5%	12.7%	83.5%	1.3%	100.0%
	% within Level_Mod	66.7%	71.4%	73.3%	100.0%	73.1%
	% of Total	1.9%	9.3%	61.1%	0.9%	73.1%
Female	Count	1	4	24	0	29
	% within Gender	3.4%	13.8%	82.8%	0.0%	100.0%
	% within Level_Mod	33.3%	28.6%	26.7%	0.0%	26.9%
	% of Total	.9%	3.7%	22.2%	0.0%	26.9%
Total	Count	3	14	90	1	108
	% within Gender	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 4.4.1(a) shows the gender-wise distribution of respondents who are in systematic style on the basis of their level of modernization. Among 108 respondents who are in systematic cognitive style, 79 (73.1%) male and 29 (26.9%) are female. Out of 79 male respondents, majority 66, (83.5%) of them fall under high level of modernization, 10 (12.7%) of them are under moderate level, 2 (2.5%) of them are in low level of modernization and 1 (1.3%) is in very high level of modernization. Similarly, out of 29 female respondents, majority 24, (82.8%) of them fall under high level of modernization, 4 (13.8%) of them are under moderate level, 1 (3.4%) of them are in low level of modernization and no one in very 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, 3 (2.8%) are in low level and 1 (0.9%) are 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 male 66(83.5%) or female 24(82.8%).

Chi-Square Tests

Systematic Style	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	0.454	3	0.929
Likelihood Ratio	0.709	3	0.871
Linear-by-Linear Association	0.172	1	0.678
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 (0.454) is lower than the table value (7.815) at 0.05 level of significance for 3 degrees 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 due to variation in their gender.

Table 4.4.1(b): Intuitive Style

Gender		Level of Modernization				Total
		Low	Moderate	High	Very high	
Male	Count		0	1		1
	% within Gender		0.0%	100.0%		100.0%
	% within Level_Mod		0.0%	33.3%		25.0%
	% of Total		0.0%	25.0%		25.0%
Female	Count		1	2		3
	% within Gender		33.3%	66.7%		100.0%
	% within Level_Mod		100.0%	66.7%		75.0%
	% of Total		25.0%	50.0%		75.0%
Total	Count		1	3		4
	% within Gender		25.0%	75.0%		100.0%
	% within Level_Mod		100.0%	100.0%		100.0%
	% of Total		25.0%	75.0%		100.0%

Table 4.4.1(b) shows the gender-wise distribution of respondents who are in intuitive style on the basis of their level of modernization. Among 4 respondents who are in intuitive cognitive style, 1 (25.0%) male and 3 (75.0%) are female. Only one male respondent 1 (100%) who come under high level of modernization and no respondent fall under other levels of modernization. Like-wise out of 3 female respondents, 2 (66.7%) respondents are in high level of modernization and 1 (33.3%) is in moderate level of modernization. On the whole 3 (75.0%) are in high level and 1 (25.0%) is in low level of modernization. Hence, it is found from the study that majority 3 (75.0%) of the teachers fall under high level of modernization in intuitive style.

Chi-Square Tests

Intuitive Style	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	0.444	1	0.505
Likelihood Ratio	0.000	1	1.000
Linear-by-Linear Association	0.680	1	0.410
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 (0.444) 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 due to variation in their gender.

Table 4.4.1(c): Integrated Style

Gender		Level of Modernization				Total
		Low	Moderate	High	Very high	
Male	Count	1	25	79	7	112
	% within Gender	0.9%	22.3%	70.5%	6.3%	100.0%
	% within Level_Mod	50.0%	75.8%	66.9%	87.5%	69.6%
	% of Total	.6%	15.5%	49.1%	4.3%	69.6%
Female	Count	1	8	39	1	49
	% within Gender	2.0%	16.3%	79.6%	2.0%	100.0%
	% within Level_Mod	50.0%	24.2%	33.1%	12.5%	30.4%
	% of Total	0.6%	5.0%	24.2%	0.6%	30.4%
Total	Count	2	33	118	8	161
	% within Gender	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 4.4.1(c) shows the gender-wise distribution of respondents who are in integrated style on the basis of their level of modernization. Among 161 respondents who are in integrated cognitive style, 112 (69.6%) male and 49 (30.4%) are female. Out of 112 male respondents, majority 79 (70.5%) of them fall under high level of modernization, 25 (22.3%) of them are under moderate level, 7 (6.3%) of them are in

very high level of modernization and 1 (0.9%) is in low level of modernization. Similarly, out of 49 female respondents, majority 39 (79.6%) of them fall under high level of modernization, 8 (16.3%) of them are under moderate level, 1 (3.4%) of them in each are in low and very high level of modernization. On the whole, majority 118 (73.3%) of them are in high level of modernization, 33 (20.5%) are in moderate, 8 (5.0%) are in very high level and 2 (1.2%) are in low level of modernization. It is found from the study that majority 118(73.3%) of them are in high level of modernization either male 79(70.5%) or female 39(79.6%).

Chi-Square Tests

Integrated Style	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.556	3	0.465
Likelihood Ratio	2.764	3	0.430
Linear-by-Linear Association	0.003	1	0.955
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 (2.556) is lower than the table value (7.815) at 0.05 level of significance for 3 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 due to variation in their gender.

Table 4.4.1(d): Undifferentiated Cognitive Style

Gender	Level of Modernization				Total
	Low	Moderate	High	Very high	
Female	Count			4	4
	% within Gender			100.0%	100.0%
	% within Level_Mod			100.0%	100.0%
	% of Total			100.0%	100.0%
Total	Count			4	4
	% within Gender			100.0%	100.0%
	% within Level_Mod			100.0%	100.0%
	% of Total			100.0%	100.0%

Table 4.4.1(d) shows the gender-wise distribution of respondents who are in undifferentiated cognitive style on the basis of their level of modernization. Among 4 respondents who are in undifferentiated cognitive style 4 (100.0%) respondents are female and they are under high level of modernization.

Table 4.4.1(e): Split Cognitive Style

Gender	Level of Modernization				Total
	Low	Moderate	High	Very high	
Male	Count	0	4	11	15
	% within Gender	0.0%	26.7%	73.3%	100.0%
	% within Level_Mod	0.0%	40.0%	50.0%	45.5%
	% of Total	0.0%	12.1%	33.3%	45.5%
Female	Count	1	6	11	18
	% within Gender	5.6%	33.3%	61.1%	100.0%
	% within Level_Mod	100.0%	60.0%	50.0%	54.5%

	% of Total	3.0%	18.2%	33.3%		54.5%
Total	Count	1	10	22		33
	% within Gender	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 4.4.1(e) shows the gender-wise distribution of respondents who are in split cognitive style on the basis of their level of modernization. Among 33 respondents who are in split cognitive style, 18 (54.5%) female and 15 (45.5%) are male. Out of 18 female respondents, majority 11 (61.1%) of them fall under high level of modernization, 6 (33.3%) of them are under moderate level, 1 (5.6%) of them are in low level of modernization. Similarly, out of 15 male respondents, majority 11(73.3%) of them fall under high level of modernization, 4 (26.7%) of them are under moderate level. On the whole, majority 22 (66.7%) of them are in high level of modernization, 10 (30.3%) are in moderate, 1 (3.0%) are in low level of modernization. Therefore, it is found from the study that majority 22 (66.7%) of them are in high level of modernization either male 11(73.3%) or female 11(61.1%) in split cognitive style.

Chi-Square Tests

Split Style	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.137	2	0.566
Likelihood Ratio	1.516	2	0.469
Linear-by-Linear Association	0.859	1	0.354
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 (1.137) 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 due to variation in their gender.

4.4.2 Cognitive style vs. Level of Modernization vs. Age

Table 4.4.2(a): Systematic Style

Age		Level of Modernization				Total
		Low	Moderate	High	Very high	
25-34 yrs	Count	1	7	40	0	48

	% within Age	2.1%	14.6%	83.3%	0.0%	100.0%
	% within Level_Mod	33.3%	50.0%	44.4%	0.0%	44.4%
	% of Total	0.9%	6.5%	37.0%	0.0%	44.4%
35-44 yrs	Count	1	5	45	1	52
	% within Age	1.9%	9.6%	86.5%	1.9%	100.0%
	% within Level_Mod	33.3%	35.7%	50.0%	100.0%	48.1%
	% of Total	0.9%	4.6%	41.7%	0.9%	48.1%
45-54 yrs	Count	1	2	5	0	8
	% within Age	12.5%	25.0%	62.5%	0.0%	100.0%
	% within Level_Mod	33.3%	14.3%	5.6%	0.0%	7.4%
	% of Total	0.9%	1.9%	4.6%	0.0%	7.4%
Total	Count	3	14	90	1	108
	% within Age	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 4.4.2(a) shows the age-wise distribution of respondents who are in systematic cognitive style on the basis of their level of modernization. Among 108 respondents who are in systematic cognitive style, 52 (48.1%) are in the age group of 35-44 years, 48 (44.4%) are in the age group of 25-34 years and 8 (7.4%) are in the age group of 45-54 years. Out of 52 respondents who are in the age group of 35-44 years, majority 45 (86.5%) of them fall under high level of modernization, 5 (9.6%) of them are under moderate level, 1 (5.6%) of them, in each, are in low and very high level of modernization. Similarly, out of 48 respondents who are in the age group of 25-34 years, majority 40(83.3%) of them fall under high level of modernization, 7 (14.6%) of them are under moderate level, 1 (2.1%) of them is in low level of modernization. In the same way, out of 8 respondents who are in the age group of 45-54 years, majority 5 (62.5%) of them fall under high level of modernization, 2 (25.0%) of them are under moderate level, 1 (12.5%) is in low level of modernization. On the whole, out of 108 respondents, majority 90(83.3%) of them fall under high level of modernization, 14 (13.0%) of them are under moderate level, 3 (2.8%) of them are in low level of modernization and 1 (12.5%) is in low level of modernization. Therefore, it is found from the study that majority 90 (83.3%) of them are in high level of modernization either any age group i.e., 35-44 years age group 45(86.5%) or 25-34 years age group 40 (83.3%) or 45-54 years age group 5 (62.5%) in systematic cognitive style.

Chi-Square Tests

Systematic Style	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.941	6	0.430
Likelihood Ratio	4.968	6	0.548
Linear-by-Linear Association	0.456	1	0.500
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 (5.941) 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 systematic cognitive style and level of modernization among the school teachers belonging to tribal community due to variation in their age.

Table 4.4.2(b): Intuitive Style

Age		Level of Modernization				Total
		Low	Moderate	High	Very high	
35-44 yrs	Count		1	3		4
	% within Age		25.0%	75.0%		100.0%
	% within Level_Mod		100.0%	100.0%		100.0%
	% of Total		25.0%	75.0%		100.0%
Total	Count		1	3		4
	% within Age		25.0%	75.0%		100.0%
	% within Level_Mod		100.0%	100.0%		100.0%
	% of Total		25.0%	75.0%		100.0%

Table 4.4.2(b) shows the age-wise distribution of respondents who are in intuitive cognitive style on the basis of their level of modernization. Among 4 respondents who are in intuitive cognitive style all of the 4 (i.e., 100.0%) respondents are in the age group of 35-44 years only. Out of which 3 (75.0%) are in high level and 1 (25.0%) are in moderate level of modernization.

Table 4.4.2(c): Integrated Style

Age		Level of Modernization				Total
		Low	Moderate	High	Very high	
25-34 yrs	Count	1	11	55	3	70
	% within Age	1.4%	15.7%	78.6%	4.3%	100.0%
	% within Level_Mod	50.0%	33.3%	46.6%	37.5%	43.5%
	% of Total	0.6%	6.8%	34.2%	1.9%	43.5%
35-44 yrs	Count	1	17	60	5	83
	% within Age	1.2%	20.5%	72.3%	6.0%	100.0%
	% within Level_Mod	50.0%	51.5%	50.8%	62.5%	51.6%
	% of Total	0.6%	10.6%	37.3%	3.1%	51.6%
45-54 yrs	Count	0	5	3	0	8
	% within Age	0.0%	62.5%	37.5%	0.0%	100.0%
	% within Level_Mod	0.0%	15.2%	2.5%	0.0%	5.0%
	% of Total	0.0%	3.1%	1.9%	0.0%	5.0%
Total	Count	2	33	118	8	161
	% within Age	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 4.4.2(c) shows the age-wise distribution of respondents who are in integrated cognitive style on the basis of their level of modernization. Among 161 respondents who are in integrated cognitive style, 83 (51.6%) are in the age group of 35-44 years, 70 (43.5%) are in the age group of 25-34 years and 8 (5.0%) are in the age group of 45-54 years. Out of 83 respondents who are in the age group of 35-44 years, majority 60 (72.3%) of them fall under high level of modernization, 17 (20.5%) of them are under moderate level, 5 (6.0%) of them are in very high and 1 (1.2%) are in low level of modernization. Similarly, out of 70 respondents who are in the age group of 25-34 years, majority 55(78.6%) of them fall under high level of modernization, 11 (15.7%) of them are under moderate level, 3 (4.3%) of them are under very high level, 1 (1.4%) of them is in low level of modernization. In the same way, out of 8 respondents who are in the age group of 45-54 years, majority 5(62.5%) of them fall under moderate level of modernization, 3 (37.5%) of them are under high level of modernization. On the whole, out of 161 respondents, majority 118(73.3%) of them fall under high level of modernization, 33 (20.5%) of them are under moderate level, 8 (5.0%) of them

are in very high level of modernization and 2 (1.2%) are in low level of modernization. Therefore, it is found from the study that majority 118 (73.3%) of them are in high level of modernization either in the age group of 35-44 years 60(72.3%) or 25-34 years 55(78.6%) whereas with regard to 45-54 years age group 5(62.5%) they fall under moderate level of modernization in integrated cognitive style.

Chi-Square Tests

Integrated Style	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.112	6	0.120
Likelihood Ratio	8.513	6	0.203
Linear-by-Linear Association	2.569	1	0.109
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 (10.112) 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 integrated cognitive style and level of modernization among the school teachers belonging to tribal community due to variation in their age.

Table 4.4.2(d): Undifferentiated Cognitive Style

Age		Level of Modernization				Total
		Low	Moderate	High	Very high	
25-34 yrs	Count			4		4
	% within Age			100.0%		100.0%
	% within Level_Mod			100.0%		100.0%
	% of Total			100.0%		100.0%
Total	Count			4		4
	% within Age			100.0%		100.0%
	% within Level_Mod			100.0%		100.0%
	% of Total			100.0%		100.0%

Table 4.4.2(d) shows the gender-wise distribution of respondents who are in undifferentiated cognitive style on the basis of their level of modernization. Among 4 respondents who are in undifferentiated cognitive style 4 (100.0%) respondents are in the age group of 25-34 years and all of them are under high level of modernization.

Table 4.4.2(e): Split Cognitive Style

Age		Level of Modernization				Total
		Low	Moderate	High	Very high	
25-34 yrs	Count	1	6	11		18
	% within Age	5.6%	33.3%	61.1%		100.0%
	% within Level_Mod	100.0%	60.0%	50.0%		54.5%
	% of Total	3.0%	18.2%	33.3%		54.5%
35-44 yrs	Count	0	4	11		15
	% within Age	0.0%	26.7%	73.3%		100.0%
	% within Level_Mod	0.0%	40.0%	50.0%		45.5%
	% of Total	0.0%	12.1%	33.3%		45.5%
Total	Count	1	10	22		33
	% within Age	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 4.4.2(e) shows the age-wise distribution of respondents who are in split cognitive style on the basis of their level of modernization. Among 33 respondents who are in split cognitive style, 18 (54.5%) are in the age group of 25-34 years and 15 (45.5%) are in the age group of 35-44 years. Out of 18 respondents who are in the age group of 25-34 years, majority (11, 61.1%) of them fall under high level of modernization, 6 (33.3%) of them are under moderate level and 1 (5.6%) of them are in low level of modernization. Similarly, out of 15 respondents who are in the age group of 35-44 years, majority 11(73.3%) of them fall under high level of modernization, 4 (26.7%) of them are under moderate level of modernization. On the whole, out of 33 respondents, majority 22(66.7%) of them fall under high level of modernization, 10 (30.3%) of them are under moderate level, 1 (3.0%) of them are in low level of modernization. Therefore, it is found from the study that majority 22(66.7%) of them are in high level of modernization either in the age group of 25-34 years 11(61.1%) or 35-44 years 11(73.3%) fall under high level of modernization in split cognitive style.

Chi-Square Tests

Split Style	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.137	2	0.566
Likelihood Ratio	1.516	2	0.469
Linear-by-Linear Association	0.859	1	0.354
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 (1.137) 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 due to variation in their age.

FINDINGS OF THE STUDY

Cognitive styles vs. Level of Modernization vs. Gender

(a) Systematic Style: It is found that majority 90, (83.3%) of them are in high level of modernization either male 66, (83.5%) or female 24, (82.8%). Further, there is no significant difference between systematic cognitive style and level of modernization among the school teachers belonging to tribal community due to variation in their gender.

(b) Intuitive Style: It is found from the study that majority 3, (75.0%) of the teachers fall under high level of modernization in intuitive style. Further, there is no significant difference between intuitive cognitive style and level of modernization among the school teachers belonging to tribal community due to variation in their gender.

(c) Integrated Style: It is found from the study that majority 118, (73.3%) of them are in high level of modernization either male 79, (70.5%) or female 39, (79.6%). Further, there is no significant difference between integrated cognitive style and level of modernization among the school teachers belonging to tribal community due to variation in their gender.

(d) Undifferentiated Cognitive Style: It is found that among 4 respondents who are in undifferentiated cognitive style 4 (100.0%) respondents are female and they are under high level of modernization.

(e) Split Cognitive Style: It is found from the study that majority 22, (66.7%) of them are in high level of modernization either male 11, (73.3%) or female 11, (61.1%) in split cognitive style. Further, there is no significant difference between split cognitive style and level of modernization among the school teachers belonging to tribal community due to variation in their gender.

Cognitive styles vs. Level of Modernization vs. Age

(a) Systematic Style: It is found from the study that majority 90, (83.3%) of them are in high level of modernization either any age group i.e., 35-44 years age group 45, (86.5%) or 25-34 years age group 40, (83.3%) or 45-54 years age group 5, (62.5%) in systematic cognitive style. Further there is no significant difference between systematic cognitive style and level of modernization among the school teachers belonging to tribal community due to variation in their age.

(b) Intuitive Style: It is found that among 4 respondents who are in intuitive cognitive style all of the 4 (i.e., 100.0%) respondents are in the age group of 35-44 years only. Out of which 3 (75.0%) are

in high level and 1 (25.0%) are in moderate level of modernization among the school teachers belonging tribal community due variation in their age.

(c) Integrated Style: It is found from the study that majority 118(73.3%) of them are in high level of modernization either in the age group of 35-44 years 60(72.3%) or 25-34 years 55(78.6%) whereas with regard to 45-54 years age group 5(62.5%) they fall under moderate level of modernization in integrated cognitive style. Further, there is no significant difference between integrated cognitive style and level of modernization among the school teachers belonging to tribal community due to variation in their age.

(d) Undifferentiated Cognitive Style: It is found that among 4 respondents who are in undifferentiated cognitive style 4 (100.0%) respondents are in the age group of 25-34 years and all of them are under high level of modernization.

(e) Split Cognitive Style: It is found from the study that majority 22(66.7%) of them are in high level of modernization either in the age group of 25-34 years 11(61.1%) or 35-44 years 11(73.3%) fall under high level of modernization in split cognitive style. Further, there is no significant difference between split cognitive style and level of modernization among the school teachers belonging to tribal community due to variation in their age.

Hypotheses Testing

Cognitive style vs. Level of Modernization vs. Gender

(a) Systematic Style: It is found that majority 90 (83.3%) of them are in high level of modernization either male 66 (83.5%) or female 24 (82.8%). Further, there is no significant difference between systematic cognitive style and level of modernization among the school teachers belonging to tribal community due to variation in their gender.

(b) Intuitive Style: It is found from the study that majority 3 (75.0%) of the teachers fall under high level of modernization in intuitive style. Further, there is no significant difference between intuitive cognitive style and level of modernization among the school teachers belonging to tribal community due to variation in their gender.

(c) Integrated Style: It is found from the study that majority 118 (73.3%) of them are in high level of modernization either male 79 (70.5%) or female 39 (79.6%). Further, there is no significant difference between integrated cognitive style and level of modernization among the school teachers belonging to tribal community due to variation in their gender.

(d) Undifferentiated Cognitive Style: It is found that among 4 respondents who are in undifferentiated cognitive style 4 (100.0%) respondents are female and they are under high level of modernization.

(e) Split Cognitive Style: It is found from the study that majority 22 (66.7%) of them are in high level of modernization either male 11 (73.3%) or female 11 (61.1%) in split cognitive style. Further, there is no significant difference between split cognitive style and level of modernization among the school teachers belonging to tribal community due to variation in their gender.

Cognitive style vs. Level of Modernization vs. Age

(a) Systematic Style: It is found from the study that majority 90 (83.3%) of them are in high level of modernization either any age group i.e., 35-44 years age group 45 (86.5%) or 25-34 years age group 40 (83.3%) or 45-54 years age group 5 (62.5%) in systematic cognitive style. Further there is no significant difference between systematic cognitive style and level of modernization among the school teachers belonging to tribal community due to variation in their age.

(b) Intuitive Style: It is found that among 4 respondents who are in intuitive cognitive style all of the 4 (100.0%) respondents are in the age group of 35-44 years only. Out of which 3 (75.0%) are in high level and 1 (25.0%) are in moderate level of modernization.

(c) **Integrated Style:** It is found from the study that majority 118 (73.3%) of them are in high level of modernization either in the age group of 35-44 years 60 (72.3%) or 25-34 years 55 (78.6%) whereas with regard to 45-54 years age group 5 (62.5%) they fall under moderate level of modernization in integrated cognitive style. Further, there is no significant difference between integrated cognitive style and level of modernization among the school teachers belonging to tribal community due to variation in their age.

(d) **Undifferentiated Cognitive Style:** It is found that among 4 respondents who are in undifferentiated cognitive style 4 (100.0%) respondents are in the age group of 25-34 years and all of them are under high level of modernization.

(e) **Split Cognitive Style:** It is found from the study that majority 22 (66.7%) of them are in high level of modernization either in the age group of 25-34 years 11 (61.1%) or 35-44 years 11 (73.3%) fall under high level of modernization in split cognitive style. Further, there is no significant difference between split cognitive style and level of modernization among the school teachers belonging to tribal community due to variation in their age.

CONCLUSIONS

- It is concluded that there is no significant difference between patterns of cognitive styles (systematic, intuitive, integrated, undifferentiated and split style) and level of modernization among school teachers belonging to tribal community on the basis of gender.
- It is concluded that there is no significant difference between patterns of cognitive styles (systematic, intuitive, integrated, undifferentiated and split style) and level of modernization among school teachers belonging to tribal community on the basis of age.

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