SUMMARY OF THE STUDY

Background

The present study has aimed at an investigation into the educational level and its influence on modernization and social awareness of women teachers of Sonitpur district. Though the process of modernization and social change is universal yet the quality pattern and direction differs from culture to culture. Modernization implies a rational attitude towards various aspects of society. It symbolises 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 viewpoint of science on contemporary problems is more important than the volume of technological development. The other variable of the study is Social Awareness. Social awareness is a conscious process of seeking information about what is happening in the society around us. Better the awareness about the social norms and problems better the understanding which leads to effective solution of the problem. It combines a series of factors and fundamental knowledge about social issues including political, economical, technological, medical, environmental and scientific issues. A socially aware individual gives importance to rights of the people and acknowledges the necessity of harmonious social interaction for the developmental progress of human beings.
The present age has made our lives more and more complex, the adjustment in which requires one to be modernized in his/her material as well as non-material aspects. The state of modernization has evolved new issues like rights, empowerment, justice, rationality in our society and awareness about these issues are very important for individual to survive smoothly and efficiently which in turn helps in the development of a nation. Education is one of the important determinants of modernization and awareness as it transmits irrational traditionalism and attitude of ignorance towards modernization and to the sense of awareness. So, it is necessary to study whether education is really helpful in forming the required attitudes of people towards various social issues or not, especially of the women folk. It is a general fact that, though women play an important role in development of the nation as a whole, most of them are still dominated in the patriarchal system of society. So, it was felt necessary to study how educational level of the women, especially the women teachers has an influencing effect on modernization and awareness regarding various issues as they are on one hand holds an important place and plays a role in creating awareness among the people, and on the other hand most of them are still dominated in the male subjugated society.

An attempt has been made to review the empirical studies related to the present study and it was observed that there is a gap in studying the educational level and its influence on modernization and social awareness. Considering the paucity and necessity in this direction, the present study is planned and as such it has been stated as “Educational Level and its Influence on Modernization and Social Awareness of Women in Teaching Profession: A Study in Sonitpur District.”

Objectives
The present study has been designed keeping the following objectives in view.

(1) To study the dimensions of Modernization of Women in Teaching Profession.

(2) To find out the influence of educational level on dimensions of Modernization of Women in Teaching Profession.
   (a) To find out the influence of Educational Level on dimensions of Modernization of Women in Teaching Profession of Rural area.
   (b) To find out the influence of Educational Level on dimensions of Modernization of Women in Teaching Profession of Urban area.

(3) To study the Social Awareness Level of Women in Teaching Profession.

(4) To find out the influence of Educational Level on Social Awareness of Women in Teaching Profession.
   (a) To find out the influence of Educational Level on Social Awareness of Women in Teaching Profession of Rural area.
   (b) To find out the influence of Educational Level on Social Awareness of Women in Teaching Profession of Urban area.

Null Hypotheses

The following null hypotheses are formulated in order to meet the objectives.

H_{01}: There is no significant influence of Educational Level on dimensions Modernization of Women in Teaching Profession.
Ho₁ (a) There is no significant influence of Educational Level on dimensions of Modernization of Women in Teaching Profession of Rural area.

Ho₁ (b) There is no significant influence of Educational Level on dimensions of Modernization of Women in Teaching Profession of Urban area.

Ho₂: There is no significant influence of Educational Level on Social Awareness of Women in Teaching Profession.

Ho₂ (a) There is no significant influence of Educational Level on Social Awareness of Women in Teaching Profession of Rural area.

Ho₂ (b) There is no significant influence of Educational Level on Social Awareness of Women in Teaching Profession of Urban area.

Methodology

The present study has been conducted under the descriptive method. This method is the most appropriate method of investigation of educational problems. It is that method of investigation which attempts to describe and interpret what exists at present in the form of conditions, practices, social units, trends, attitudes, beliefs, some behaviour etc.
Identification of Population

Identification of the population is the first and foremost task while thinking about any research method. A population is any group of individuals or events or objects or phenomena that has one or more characteristics in common and that are of interest to the researcher. It is difficult to adopt proper sampling procedure and select representative sample if the population is not well identified. The present study aimed at an investigation into the educational level and its influence on modernization and social awareness of women in teaching profession in provincialized secondary and higher secondary schools of Sonitpur district. The study has been delimited to seven Community Development Blocks of Sonitpur District. These are Biswanath, Balipara, Dhekiajuli, Sootea, Naduar, Chaiduar and Gabharu. Again, with regard to educational level the study is delimited to graduate and postgraduate level. There are a total 84 provincialised secondary and higher secondary schools in these seven Community Development Blocks where a total of 490 women teachers are working during the research period 2011-13, whose educational level is graduate and postgraduate.

As such, the study includes all those 490 women teachers, whose educational level is graduate or postgraduate, working irrespective of locality in all the 84 provincialised secondary and higher secondary schools of these seven Community Development Blocks of Sonitpur district during the period 2011-13 as its population.

Sampling Design

Stratified Random Sampling method has been employed in drawing the samples in the present study. As the study involves Level of Education (Graduate and
Post-Graduate) and Locality (Rural and Urban) as variables, a 2x2 factorial design is prepared and the whole population is stratified into four strata. These are Rural Graduate, Rural Postgraduate, Urban Graduate, and Urban Postgraduate.

In order to draw the sample, first of all, the complete list of women teachers having graduate and postgraduate level of education, working in all the secondary and higher secondary schools in selected seven Community Development Blocks of Sonitpur district has been collected from the Office of the Rashtriya Madhyamik Siksha Abhiyan, Assam. There are a total of 84 secondary and higher secondary schools in the seven Community development Blocks, where the total number of women teachers who are graduate and postgraduate is 490. Of the 490 women teachers, 322 are in rural area (66 schools) and 168 are in urban area (18 schools). Again, of the 322 women teachers in rural area, 228 are graduate and 94 are post-graduate. On the other hand, of the 168 women teachers in urban area, 90 are graduate and 78 post-graduate. After making such stratification, sampling frame has been prepared for each of the categories separately. Thereafter, 50% of the population from each of the stratum has been selected randomly as samples of the study through applying proportionate allocation technique. Thus, the total sample for the study consists of 245 women teachers in Sonitpur district of which 161 are teachers in rural area (114 graduate and 47 post-graduate) and 84 are teachers in urban area (45 graduate and 39 post graduate).

[181]
**Tools of Data Collection**

The following tools have been employed considering the objectives of the study and feasibility of their use.

<table>
<thead>
<tr>
<th>Sl No.</th>
<th>Name of the Tool</th>
<th>Variables Investigated</th>
<th>Contents of the Tool</th>
<th>Developed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>SOCIAL AWARENESS INVENTORY</td>
<td>Social Awareness</td>
<td>Education, Health and Hygiene, Environment, Human Right and Political Issues</td>
<td>Researcher</td>
</tr>
</tbody>
</table>

**Treatment of Data**

The data gathered for the present study is of quantitative type. Hence, only quantitative approach of treating data has been used in the present study. Quantitative approach is a set of numerical observation obtained as a result of counting or measuring some characteristics. As the present study is mainly based on examining group performances and influence of one variable on the other, the statistical technique employed for the study are ‘frequency’, ‘percentage’, ‘mean’, ‘sd’ and ‘t-test’ which are explained in brief as below. The whole analysis is made through Statistical Package for Social Sciences (SPSS) software.
Major Findings

In order to have a bird eye view of the findings of the study, the analysis and discussions are made in the order of the objectives of the study. On the basis of the analysis, the following major findings are arrived at.

1. The ranking order of dimensions of modernization of women in teaching profession of Sonitpur district is Position of Women, followed by Education, Marriage and Socio-religious with mean scores of 39.32, 35.24, 35.12 and 32.05 respectively.

2. The ranking order of the dimensions of modernization of women in teaching profession having both graduate and post-graduate level of education is same, which is Position of Women, followed by Education, Marriage and Socio-religious with mean scores of 38.66, 34.83, 34.76 and 31.41 respectively for graduate group and 40.53, 36.01, 35.79 and 33.24 respectively for the post-graduate group. Thus, there is no divergence in the pattern of modernization between women in teaching profession having graduate and post-graduate level of education in Sonitpur district.

3. The women teachers having postgraduate level of education are significantly higher than the women teachers having graduate level of education with respect to three dimensions of modernization viz. Socio-religious (t=3.337), Position of women (t=3.096) and Education (t=1.987). On the other hand, there is no significant difference between the two groups with regard to the Marriage dimension.
4. 18.78 %, 68.98 % and 12.24 % women teachers are low, average and high aware respectively towards Education dimension of social awareness. With regard to the dimension Environment 19.59 %, 61.63 % and 18.78 % women teachers are low, average and high aware respectively. In case of Health & Hygiene dimension, 18.37 %, 58.78 % and 22.86 % respondents are low, average and high aware respectively. Similarly, in case of Human right dimension, 13.47 %, 65.71 % and 51 i.e. 20.82 % respondents are low, average and high aware respectively. With regard to the dimension Political Issues, 20 %, 61.22 % and 18.78% respondents are low, average and high aware respectively. Thus, the percentage of high aware women teachers is highest in the dimension Health and Hygiene (22.86 %), whereas the percentage of low aware respondents is highest in the Political issues (20 %).

5. The percentage of high aware respondents is higher among women teachers having postgraduate level of education than women teachers having graduate level of education in both rural as well as urban area in Sonitpur district with respect to all the dimensions of social awareness viz. Education, Environment, Health & Hygiene, Human Right and Political Issues.

6. The women teachers having postgraduate level of education are significantly higher than the women teachers having graduate level of education with respect to two dimensions of social awareness viz. Education (t=3.88), and Human Right (t=3.66). On the other hand, there is no significant difference between the two groups with regard to the Environment, Health & Hygiene and Political Issues dimensions.
Conclusion

Several significant and interesting conclusions emerged from the study. One of the main conclusions that appear on surface is that formal education is not the sole ingredient for the modernization and social awareness of individuals as there is no significant difference among the graduate and post graduate groups in all the dimensions. The very process of modernization and social awareness is influenced by various social institutions and the immediate community. However, the deeper analysis of the study shows that level of education has significant influence on various dimensions of modernization and social awareness. Results have shown that significant mean difference has been found between graduate and post graduate in some of the dimensions. Still it is felt that this would not be sufficient to draw a conclusion that only formal education is modernizing the attitude of the people and make them conscious about their surroundings. Though post graduate group has higher level of modernization and social awareness but in all the dimensions the level is not equal, the same is true for the variable social awareness. There is a need of revamping our school curriculum. Content analysis should be done so that those subject matters can be identified which is knowingly or unknowingly making us reluctant to accept modern values and indifferent towards our surrounding. Practical aspects should be included in the curriculum which can inculcate the scientific outlook, rationality in thinking, ability to take responsibility and accountability. Various activities like group works, visit to community centres, exhibitions should be organised which develops the attitudes of caring for others, respect for others feelings and culture and make them aware.