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Attitude towards Women Reservation among Tribal and Non Tribal People of North Gujarat.

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Abstract

What is Modernization?

The modernization is the national goal of china in the 21st century. But up to now, there is not an unique definition of the modernization. We believe that the modernization was a part of the civilization progress. Please take a look at Yangtze River of China. At the upper of the river, there are some traces of primitive society, such as the matrilineal family of the Mosuo people in the cross area of Yunnan province and Sichuan province. At the middle of the river, you can find the countryside is still in the agriculture society with small household economy. At the lower of the river, there are the characters of industrial society in the south of Jiangshu province. At the mouth of the river, Shanghai is on the way of new economy, and the knowledge economy and knowledge society has emerged. From the upper to the lower and mouth of the river, we can identify the characters of primitive, agriculture, industrial and knowledge society orderly, just like the civilization flows from the upper to mouth of the river. Can we get some inspiration from this Yangtze River Model of the civilization process? Sure.

There are a lot of definitions of the modernization since 18th century. For example, Black (1966) defined modernization as the third great revolutionary transformation in human affairs and the process of rapid change since the scientific revolution. The process of this change is of the same great as that from prehuman to human and from primitive to civilized society. This was the one point of the classical modernization theory. Besides the classical modernization theory, other theories such as the post-modernization theory (Inglehart 1997) and reflexive modernization theory (Beck 1994), also describe the meaning of the modernization.

Modernization and Society

Modernization originally referred to the contrast and transition between a 'traditional' agrarian society and the kind of 'modern' society that is based on trade and industry. For example traditional and modern would describe the difference between medieval England and late-Victorian Britain. A traditional society is 'vertically' organized by hierarchical division by class or caste — a specialization of prestige. But a modern society is 'horizontally' organized by function, such that the major functions are performed by modular social systems. These major social systems include the political system, the public administration (civil service), the armed forces, the legal system, the economy, religion, education, the health service and the mass media. So, while a traditional society is like a pyramid of top-

down authority, a modern society is more like a mosaic held together by the cement of mutual inter-dependence. A further contrast is that traditional societies consist of a single, unified system with a single centre of power; while a modern society is composed of a plurality of autonomous systems which interact with each other, influence each other, but do not absorb each other. Modern societies are fundamentally heterogeneous with multiple centers of power; and this is no accident but intrinsic to their nature. Indeed, the continued process of modernization tends to break down any remaining vestiges of hierarchy and centralized domination of social functions.

Modern and traditional societies differ according to their complexity of organization and their rate of growth in complexity. Modern societies are much more complex than traditional societies and are growing ever-more complex. Traditional societies are simpler and have a static structure (or one that increases its complexity so slowly or erratically those they perceive themselves as static). Complexity is favored by selection processes, which are more powerful in modernizing societies, because specialization of function enables greater efficiency (for instance when division of labor, or increased trade and communications enables greater efficiency). Increasing efficiency then frees resources and drives further growth.

Objectives of the Studies:

1. To identify and compare the impact of tribal and non-tribal people on modernization.
2. To identify and compare the impact of male and female on modernization.
3. To identify and compare the impact of below graduate and above graduate on modernization.
4. To identify and compare the impact of tribal and non-tribal males and females on modernization.
5. To identify and compare the impact of tribal and non-tribal below graduate and above graduate on modernization.
6. To identify and compare the impact of below graduate and above graduate males and females on modernization.
7. To identify and compare the impact of tribal and non-tribal below graduate and above graduate males and females on modernization.

Hypotheses of the Study

The following hypotheses were tested to fulfill the objectives of the study:

1. There is no significant difference between tribal and non-tribal on modernization.
2. There is no significant difference between male and female on modernization.
3. There is no significant difference between below graduation and above graduation on modernization.
4. There is no significant difference among tribal and non-tribal male and female on modernization.

5. There is no significant difference among tribal and non-tribal below graduate and above graduate on of modernization.
6. There is no significant difference among below graduate and above graduate males and females on modernization.
7. There is no significant difference among tribal and non-tribal below graduate and above graduate males and females on modernization.

Variables:

The following variables were treated as independent and dependent variable:

1. **Independent Variables:-**
   (A) Zone: subjects of both the zone were included viz.,
   1. Tribal (A_1) and 2. Non-Tribal (A_2).
   (B) Sex: subjects of both sexes were included viz.,
   1. Male (B_1) and 2. Female (B_2).
   (C) Education: two types of education viz.,
   1. Below Graduation (C_1) and 2. Above Graduation (C_2).
2. **Dependent Variables:-**

The investigator has measured modernization. The score achieved by each subject, were considered as dependent variable for data analysis.

Sample:

In the initial stage, a very huge sample of 900 tribal and non-tribal people was taken randomly. Since the study aimed at studying the three variables namely: Zone, Sex and Education. It was necessary to take a very large sample to cover all the three variables. Ultimately for the data analysis, a final sample of 600 to fit adequately various cells of design was finalized. The final sample consisted of subjects randomly selected from various tribal and non-tribal area of north Gujarat. The age range of subject was 18 to50 years of middle class people. The sample was randomly selected from various area of Sabarkantha, Banaskantha, Mehsana, Patan and Aravalli district of North Gujarat region as per the requirement of research design of this study.

Tools:

The following tools have been used for data collection.

Modernization Measurement Scale.(MMS)

Modernization was measured with the help of Modernization Measurement Scale developed by R. S. Sing, A. N. Tripathi and Ramji Lal. Social change is a multidimensional process. It involves attitudinal changes in such spheres of belief and behavior as social-religious, educational, political, economic etc. Therefore, it was decided that the scale shell be limited to the measurement of social attitude only. For these reasons following sub-areas

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were selected. (A) Socio-religious, (B) marriage, (C) Position of women and (D) Education. In this study the Gujarati version of the scale was used for collecting the data.

(a) Reliability:

The final version of the scale with the items arranged in random order was administrated to 100 college students. The mean age of the sample was 19.4. Split-half reliability (odd-even method) was calculated and after spearmen-browns correction was found to be r=0.78 or the total scale, which is significant at 0.01 level of significance.

(b) Validity:

1. **Face or content validity:**

This type of validity was demonstrated by 100% agreement among the five judges (all psychologists) regarding the relevance of the items content to the attitudes being measured by the scale.

2. **Concurrent validity:**

In order to ascertain concurrent validity the scores from each sub-scale were correlated with the score on the total scale. The correlation ranged from 0.61 to 0.97. These higher correlations demonstrate that sub-scales have high validity.

3. **Factorial validity:**

Inter sub-correlations were calculated by the Pearsons Product Moment Method. The correlation matrix was factor analyzed by the Thurstone's Centroid Method. This factor alone accounts for 46% of the total variance which indicated a functional unity among the sub-scales which in turn demonstrated high factorial validity.

Procedure for Statistical Analysis:

The data obtained from 600 subjects are arranged in a (2x2x2) factorial design were subjected to adequate technique of statistical analysis, viz., technique of Analysis of Variance (ANOVA) in order to examine the role of main variables and to study their main as well as interaction effects.

Result and Discussion

Table - 1 : Showing Analysis of Variance for Modernization in relation to Zone, Sex and Education.

Source of Variation	Sum of Squares	df	Mean Square	F Ratio	Significant
Zone (A)	0.81	1	0.81	0.01	NS
Sex (B)	12.33	1	12.33	0.21	NS
Education (C)	18704.17	1	18704.17	316.71	0.01
A x B	3810.24	1	3810.24	64.52	0.01
A x C	32.67	1	32.67	0.55	NS
B x C	608.03	1	608.03	10.30	0.01
A x B x C	91.26	1	91.26	1.55	NS
Error	34962	592	59.06	-	-
Total	7617810	600	-	-	-
Corrected Total	58221.49	599	-	-	-

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- Significant level of 'F' value
  - 0.05 level 3.85 (df= 1)
  - 0.01 level 6.66 (df= 1)

Main Effects:

As observed in Table No. 01, only education variable was found to play significant role, zone and sex were not found to be significant. The F-ratio for education was 316.71 (p>0.01), that for zone variable 0.01 (NS) and sex variable 0.21 (NS), it was not found to be significant on attitudes towards modernization. The null hypothesis regarding the zone variable can be stated in following manner.

Ho (1): There is no significant difference between tribal and non-tribal on modernization.

Table: 02

Showing Mean Scores on Modernization in relation to Zone.

Zone	n	Mean Score	F	Significant
Tribal (A1)	300	112.21	0.01	NS
Non-Tribal (A2)	300	112.28		
Grand Mean =112.25				

The zone did not see to play any significant role, both the zone area (tribal & non-tribal) groups were equally favorable to whole aspects of modernization and yet their scores were substantially higher, (tribal=112.21 & non-tribal=112.28) more than median point of 96. That means tribal and non-tribal peoples who reside in north Gujarat have equally awareness for modernization.Therefore null hypothesis No.(1) is accepted. The null hypothesis regarding the sex variable can be stated in following manner.

Ho (2): There is no significant difference between male and female on modernization.

Table: 03

Showing Mean Scores on Modernization in relation to Sex.

Sex	n	Mean Score	F	Significant
Male (B1)	300	112.10	0.21	NS
Female (B2)	300	112.39		
Grand Mean =112.25				

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The means for sex group is presented in Table No. 03 reveals that female group scored higher (M=112.39) than male group (M=112.10), though both these groups on the whole were above median score of 96. But, there was not much difference between male and females. So, there was insignificant difference (F=0.21). Consequently, null hypotheses No. (2) is accepted. The null hypothesis concerning the education variable can be stated in following manner.

Ho (3): There is no significant difference between below graduation and above graduation on modernization.

Table:04
Showing Mean Scores on Modernization in relation to Education.

Education	n	Mean Score	F	Significant
Below Graduation (C1)	300	106.66	316.71	0.01
Above Graduation (C2)	300	117.83		
Grand Mean =112.25				

As regards the education variable, the mean score on the two groups, below graduation group (M=106.66) and above graduation group (M=117.83) as given in Table No. 04. The overall difference was found significant (F=316.71 sig. at 0.01) in Table No. 01. This implies that somehow above graduate group (M=117.83) was most modern in their attitudes towards modernization than below graduate group (M=106.66). So, null hypotheses No. (3) is rejected.

Interaction Effects:

The above results on the main effects are however, to be reviewed in face of interactions discussed below. Some interactions are significantly influenced on this variable and some are insignificantly. The null hypothesis about the zone and sex variables can be stated in following manner.

Ho (4): There is no significant difference among tribal and non-tribal male and female on modernization.

Table: 05
Showing Mean Scores on Modernization in relation to Zone X Sex. (A x B)

Sex (B)	Zone (A)		F	Significant
	Tribal (A1)	Non-Tribal (A2)		
Male (B1)	109.55	114.66	64.52	0.01
Female (B2)	114.87	109.91		
Grand Mean = 112.25				

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(I) Interaction A x B (Zone x Sex):

Table No. 01 shows A x B interaction to be significant (F=64.52). The means are given in Table No. 05. In the present case of A x B interaction, tribal females (M=114.87) scored higher than tribal males (M=109.55) and other interactions, It means tribal females strongly believed in modernization. All means of this interaction are in between. And the null hypotheses No. (4) is rejected.The null hypothesis in relation to the zone and education variables can be stated in following manner.

Ho (5): There is no significant difference among tribal and non-tribal below graduate and above graduate on of modernization.

Table: 06
Showing Mean Scores on Modernization in relation to Zone X Education. (A x C)

Education	Zone (A)		F	Significant
	Tribal (A1)	Non-Tribal (A2)		
Below Graduation (C1)	106.86	106.47	0.55	NS
Above Graduation (C2)	117.56	118.10		
Grand Mean = 112.25				

(I) Interaction A x C (Zone X Education):

Table No. 01 reveals A x C interaction is found to be no significant (F=0.55). The means are given in Table No. 06. As shown in Table No. 06, above graduate who reside in non-tribal area (M=118.10) are supposed to be more favorable to this aspect than all sub-groups of this interaction, while below graduate of non-tribal area (M=106.47) are less favorable than all sub-groups of this interaction to attitudes towards modernization. But, there was not much difference between the sub-groups of this interaction. By the way all mean score of this interaction are above to median point of 96. As a result the null hypotheses No. (5) is accepted. The null hypothesis in relation to the sex and education variables can be stated in following manner.

Ho (6): There is no significant difference among below graduate and above graduate males and females on modernization.

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Table: 07
Showing Mean Scores on Modernization in relation to Sex X Education. (B x C)

Education (C)	Sex (B)		F	Significant
	Male (B1)	Female (B2)		
Below Graduation (C1)	107.53	105.80	10.30	0.01
Above Graduation (C2)	116.68	118.98		
Grand Mean = 112.25				

(I) Interaction B x C (Sex X Education):

Table No. 01 reveals B x C interaction is found to be no significant (F=10.30). The means are given in Table No. 07. As shown in Table No. 07, above graduate females (M=118.98) are supposed to be more favorable to attitude towards modernization, while below graduate females (M=105.80) are less favorable. It means that females who reside in north Gujarat and getting education up to graduate are favor to modernization than other of this interaction. By the way all mean score of this interaction are above to median point of 96. As results the null hypotheses No. (6) is rejected. The null hypothesis in relation to the zone, sex and education variables can be stated in following manner.

Ho (7): There is no significant difference among tribal and non-tribal below graduate and above graduate males and females on modernization.

Table: 08
Showing Mean Scores on Modernization in relation to Zone X Sex X Education. (A x B x C)

Education (C)↓	Sex (B) →	Zone (A) ↓				F	Significant
		Tribal (A1)		Non-Tribal (A2)			
		Male (B1)	Female (B2)	Male (B1)	Female (B2)		
Below Graduation (C1)		104.81	108.91	110.24	102.69	1.55	NS
Above Graduation (C2)		114.28	120.84	119.08	117.12		
Grand Mean = 112.25							

(IV) Higher Order Interaction A x B x C (Sex x Area x education):

Table No. 08 indicate that there is no significant difference among higher order interaction A x B x C (F=1.55). In case this interacting subgroups, the group exhibited most

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favorable attitudes towards modernization is above graduate females who reside in tribal area among North Gujarat (M=120.84) and the group comparatively the least constructive is below graduate females who lives in non-tribal area among North Gujarat (M=102.69); all other subgroups held this aspect of modernization in between. And according to the F-ratio (F=1.55) there was not much difference, Therefore the null hypotheses No. (7) is accepted.

Conclusions

1. The difference between tribal and non-tribal people on modernization is found to be no significant (F=0.01). The non-tribal have scored (M=112.28) andtribal people (M= 112.21).
2. The difference between male and female on modernization is found to beno significant (F=0.21). The femalehavemore scored (M=112.39) than that of male (M= 112.10).
3. The difference between below graduate and above graduateon modernization is found to be significant at 0.01 level (F=316.71). The above graduate have high score (M=117.83) than the below graduate (M= 106.66).
4. The interactions effects regarding zone & sex on modernization are found to be significant at 0.01 level (F=64.52). Therefore, tribal female have more scored (M=114.87) and tribal male have less scored on modernization (M=109.55).
5. The interactions effects regarding zone & education on modernization are found to be no significant (F=0.55). as a result, non-tribal above graduate have high score (M=118.10) and non-tribal below graduate have less score (M=106.47).
6. The interactions effects regarding sex & education on modernization are found to be significant at 0.01 level (F=10.30). Consequently, above graduate female have more scored (M=118.98) and below graduate female have less scored on modernization (M=105.80).
7. The higher interactions effects regarding zone, sex & education on modernization are found to be no significant (F=1.55) as a result, above graduate tribal female have high score on modernization (M=120.84) and below graduate non-tribal female have less score (M=102.69).

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