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A study on the attitude towards regionalism of high school students

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Abstract

The study was intended to find out the attitude towards regionalism of high school students in Kanyakumari district. Random Sampling Technique was used to compose a sample of 400 high school students. Mean, Standard Deviation and t value were calculated for the analysis of data. The result revealed that gender, community and type of school management had no significant difference in attitude towards regionalism of high school students. But, locality and religion exhibited significant difference in attitude towards regionalism of high school students.

Keywords: Attitude, regionalism, random sampling, high school student

Introduction

Regionalism in India can be traced back to Dravidan Movement started in Tamil Nadu during the dawn of the 20th century. The movement initially focused on empowering Dalits, non-Brahmins, and poor people. Later it turned against imposition of Hindi as sole official language on non-Hindi speaking areas. Finally, the movement, for some times, focused on succeeding from India to carve out their own Dravidastan or Dravida Nadu. The movement slowly declined and today they have become prominent regional parties after many splits and factionalism.

Regionalism is a phenomenon that has the capacity to deliberately shape patterns of human mobility, including people associated with both the teaching and research sides of the higher education world. And when nation states join together and seek to be more (versus less) deliberate and strategic about shaping flows of people and information, then it is important to take into account the how, with what effect, and why aspects of the phenomenon. Regionalism has the capacity to shape patterns of human activities, such as trading and movement of people, including students and scholars. Many higher education regions are being constructed around the world. Let's hope they are about advancing scholarship, connecting cultures and individuals, and about building a different future instead of reshuffling old ideas, pandering to economic concerns.

Review of Related Literature

Beeson. M. (2009) ^[1] has conducted "A study on new regionalism in India." The Analysis agreed that the development of the new regionalism is propelled by three factors: 1) market-driven economic integration, 2) negotiated trade liberalization initiatives, and 3) the regional financial cooperation initiatives following the Asian financial crisis. Stubbs. R. (2010) ^[2] has undertaken "A study on regionalism and democracy in Asia". The study has revealed that the pupils developed sense of patriotism. So they are emotionally binded with their neighbourhood, with their culture, language and with their mode of life etc. Their qualities will be of greater significance as far as the national integration is concerned. Indeed, in the era of globalisation, these human values make them a best 'global citizen' rather than 'regional citizen'.

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Need and Importance

High school students' beliefs regarding origins are very important. Many high school students claim to believe in a supernatural theistic Creator. Many also report a born-again experience and would thus hold to having a personal relationship with the Creator. Such a relationship should impact all aspects of one's personal life and worldview. Caste system and religion in Indian society play only a marginal roll in causing regionalism. Only when caste is combined with linguistic preponderance or religion it may cause regional feeling. In the like manner religion is not so significant except when it is combined with linguistic homogeneity or based on dogmatism and orthodoxy or linked with economic deprivation. However, regionalism is usually a secular phenomenon in a relative sense and it can cross-cut the caste affiliation or religious loyalties. In this study highlights high school students' attitude towards regionalism

Statement of the Problem

The research problem is entitled as "A Study on The Attitude towards Regionalism of High School Students"

Objectives

- To find the significant difference, if any, in the mean scores of attitude towards regionalism of high school students with regard to i) Gender, ii) Locality of institution, iii) Religion, iv) Community v) Type of school management,

Hypotheses

- There exists no significant difference in the mean scores of attitude towards regionalism of male and female high school students.

- There exists no significant difference in the mean scores of attitude towards regionalism of rural and urban high school students.
- There exists no significant difference in the mean scores of attitude towards regionalism of high school students with respect to the various religions.
- There exists no significant difference in the mean scores of attitude towards regionalism of high school students with respect to the various community.
- There exists no significant difference in the mean scores of attitude towards regionalism of aided and private high school students.

Method of Study

Normative survey method was used for this study.

Sample

The study was conducted on a sample of 400 high School students in Kanyakumari District.

Tools

Attitude towards regionalism scale constructed and validated by Investigator.

Statistical Techniques Used

The following statistical techniques have been used in the present study for the analysis of present Data

- Descriptive analysis
- Differential analysis

Comparison of attitude towards regionalism based on Gender

Mean and standard Deviation and t-value of attitude towards regionalism scores male and female high School students

Gender	Number	Mean	S.D	t-value	P	Level of significance
Male	122	15.61	7.63	0.471	0.638	NS
Female	278	15.99	6.96			

The calculated value of t value (t-0.471) is not significant at 5% level. It means that there is no significant difference in the mean scores of attitude towards regionalism of male and female high School students. Therefore the null hypothesis that there is no significant difference in the mean scores of attitude towards regionalism of male and female high School student is accepted. This shows that mean scores of attitude towards regionalism of high School students does not statistically differ with their gender. Thus from the mean

it is clear that of male and female high School students process more or less same level of attitude towards regionalism.

Comparison of attitude towards regionalism based on locality

Mean and standard Deviation and t-value of attitude towards regionalism scores rural and urban high School students

Locality	Number	Mean	S.D	t-value	P	Level of significance
Rural	256	16.49	7.95	2.562	0.011	S
Urban	144	14.78	5.35			

The calculated t value (t-2.562) is significant at 0.05 level. Therefore the null hypothesis "There exists no significant difference in the mean scores of attitude towards regionalism of rural and urban high school students" is rejected. i.e There exists significant difference in the attitude towards regionalism of rural and urban high school students.

Comparison of attitude towards regionalism based on religion

Mean Standard Deviation and F-value of attitude towards regionalism scores of high School students belonging to various religions

Religion	Mean	SD	Source	Sum of squares	df	Mean square	F	P	Remark
Hindu	17.03	7.61	Between Gp	434.7	2	217.34	4.307	0.014	S
Christian	15.34	6.86	Within GP	20033.8	397	50.46			
Muslim	13.58	5.95	Total	20468.5	399				

The calculated F-value (F-4.307) is significant at 0.05 level. Therefore the null hypothesis “There exists no significant difference in the mean scores of attitude towards regionalism of high school students with respect to the various religions” is rejected. This result indicates that there exists significant difference between high School students belonging to different religions in their attitude towards regionalism. So it can be concluded that religion has

influence on attitude towards regionalism of high School students.

Comparison of attitude towards regionalism based on community

Mean Standard Deviation and F-value of attitude towards regionalism scores of high School students belonging to various communities

Community	Mean	SD	Source	Sum of squares	df	Mean square	F	P	Remark
OC	15.70	6.29	Between GP	198.09	3		1.29	0.27	NS
BC	15.87	7.24	Within GP	20270.41	396	51.19			
MBC	14.48	5.35	Total	20468.50	399				
SC/ST	17.71	9.04							

The calculated value of t value (F- 1.29) is not significant at 5% level. It means that there is no significant difference in the mean scores of attitude towards regionalism of OC, BC, MBC, and SC/ST high School students. Therefore the hypothesis that “there is no significant difference in the mean scores of attitude towards regionalism of high school students based on their community” is accepted. This shows that mean scores of attitude towards regionalism of high School students does not statistically differ with their

community. Thus from the mean it is clear that OC, BC, MBC and SC/ST high School students possess more or less same level of attitude towards regionalism.

Comparison of attitude towards regionalism based on type of management

Mean and standard Deviation and t-value of attitude towards regionalism scores Aided and Private high School students

Type of management	Mean	SD	N	t	P	Remark
Aided	16.83	6.70	84	1.445	0.149	NS
Private	15.62	7.27	316			

is not significant at 5% level. It means that there is no significant difference in the mean scores of attitude towards regionalism of aided and unaided high School students. Therefore the null hypothesis that there is no significant difference in the mean scores of attitude towards regionalism of aided and unaided high School students is accepted. This shows that mean scores of attitude towards regionalism of high School students does not statistically differ with their type of management. Thus from the mean it is clear that aided and unaided high School students process more or less same level of attitude towards regionalism.

Conclusion

On the basis of the conclusions of the present study it was found that the rural high school students and Hindu students are significantly more attitude towards regionalism compared to their counterpart. So, enhance the attitude towards regionalism at high school level, increasing globalisation of competition has heightened the need for regions to enhance their competitiveness, substantive changes in educational priorities. Government could be provided enough opportunities to learn according to their interests and steps to be taken to cultivate positive attitude towards regionalism among the students.

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