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Quality Education, An Important Lesson For Challenging The Growth Of Society On The Perspective Of Christianity In Rongmei Community

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Abstract

Quality Education is an important factor in each and every human society where they are found. Education has most often been regarded as the spine of development. It is a challenging task for the growth of society. This work is mentioned from the contributions of Christianity and Rongmei in schooling in Rongmei tribe of Manipur. The paper analyses the quality of education on self - questionnaire as there is no reliable source. The data was analyse using Hinton (2004) cronbach's alpha value (.5). If the number is greater or crosses the cut alpha of Hinton, quality education maintain among the Rongmei. Descriptive statistics, item scale and ANOVA were determined to find the result of quality education. Moreover, the data was positively significant as there is a Christianity follower, quality educations also maintain. Therefore, it is large in learn about for a perception into the function and responsibilities of religion towards education. In the case of Rongmei community, like other tribes, they have an effect on of faith on (formal) education has immensely ensured the development of individual lives, communities and traditional institutions in all the levels.

Keywords: ANOVA, cronbach's alpha, quality, Rongmei, descriptive

Introduction

The paper focuses on the Christian believer among the Rongmei students whether imparting quality education in the light Christianity. Rongmei tribe is one of the indigenous tribe in Manipur. Quality education is seen among the Rongmei community. Most of the Rongmei community follow Christian religion by faith. Here, it analyse the quality of education through the Hinton cut off value of alpha. $.5 \leq \alpha < .7$ is the acceptable or moderate . as analysing the data, the number in standard deviation is found to on acceptable value of cronbach' alpha label. These maintain quality education within the Rongmei community of the present research. ANOVA compare means among treatment groups, without assuming any parametric relationships. ANOVA is used in these studies for testing and detecting the difference in group means whether there is parametric dependent variable. Cronbach's alpha determined the internal consistency and acceptable point within the respondent on the label of question. The paper is taken because till now there is no research paper focussing on quality education on the perspective of Christianity.

Methodology

224 individuals from different religion within the Christian brethren of Rongmei community were collected. The study explore that, 224 individual were collected. Out of these, 134 were male student and 90 were female student. In the age group, 111 individual were in the group of 15 to 20 and constitute 2.01% whereas, 113 individuals from age group of 21 to 25 and constitute 1.9%. In religion wise, 91 individual from Baptist and comprises of 2.4%, 67 individual from catholic and comprise of 3.3%, 66 individual from seventh day Adventist and constitute 3.3%. In class wise category, 111 individual were in 10 to 12 group and comprise of 2.01% and 113 from graduate to master and comprise of 1.98%.

It is purely original work with distributing questionnaire to Rongmei Christian and literate. The question contains 25. It is measured on four point likert scale to explore the quality education through Christianity perspective. Further, the data was analyse using SPSS software to obtain accurate and reliable result.

The following Questionnaire was used in the study.

1. Asked questions in class or contributed to class discussions a, very often. b. often . c. sometimes . d. never.
2. Made a class presentation
a, very often. b. often . c. sometimes . d. never.
3. Prepared two or more drafts on paper or assignment before turning in it
a, very often. b. often . c. sometimes . d. never.
4. Worked on a paper or project that required integrating ideas or information from various sources a, very often. b. often . c. sometimes . d. never.
5. Came to class without completing reading or assignments
a, very often. b. often . c. sometimes . d. never.
6. Worked with other students on projects during class
a, very often. b. often . c. sometimes . d. never.
7. Work with classmates outside of class to prepare class assignments
a, very often. b. often . c. sometimes . d. never.
8. Tutored or taught other students (paid or voluntarily)
a, very often. b. often . c. sometimes . d. never.
9. Participated in a community based project as part of a regular course
a, very often. b. often . c. sometimes . d. never.
10. Used an electronic medium to discuss or complete an assignment
a, very often. b. often . c. sometimes . d. never.
11. Used e-mail to communicate with an instructor
a, very often. b. often . c. sometimes . d. never.
12. Discussed grands or assignments with an instructor
a, very often. b. often . c. sometimes . d. never.
13. Talked about career plans with a faculty member or advisor a, very often. b. often . c. sometimes . d. never.
14. Discussed ideas from your reading or classes with faculty members outside of class
a, very often. b. often . c. sometimes . d. never.
15. Received prompt feedback from faculty on your academic performance

- a, very often. b. often . c. sometimes . d. never.
16. *Worked harder than you thought you could to meet an instructors standards or expectations*
a, very often. b. often . c. sometimes . d. never.
17. *Worked with faculty members on activities other than coursework*
a, very often. b. often . c. sometimes . d. never.
18. *Discussed ideas from your reading or classes with others outside of class more on students*
a, very often. b. often . c. sometimes . d. never.
19. *Had serious conversations with students of a different race or ethnicity than your own.*
a, very often. b. often . c. sometimes . d. never.
20. *Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions or personal values.*
a, very often. b. often . c. sometimes . d. never.
21. *Memorizing facts, ideas, or methods from your courses and reading so you can repeat them in pretty much the same from*
a. very much.
b. Quit a bit
c. Some
d. Little
22. *Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its component*
a. very much.
b. Quit a bit
c. Some
d. Little
23. *Synthesizing and organizing ideas, information, or experiences into new , more complex interpretations and relationships*
a. very much.
b. Quit a bit
c. Some
d. Little
24. *Making judgements about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the sound*
a. very much.
b. Quit a bit
c. Some
d. Little
25. *Applying theories or concepts to practical problems or in new situations*
a. very much.
b. Quit a bit
c. Some
d. Little

Result and Discussion

Table 1: Cronbach’s alpha acceptable points for reliability

Indicator	Hinton et al (2004)
Very high/excellent	$\alpha \geq .9$
High/ Good	$.7 \leq \alpha < .9$
Moderate/acceptable	$.5 \leq \alpha < .7$
Poor/low	$\alpha < .5$

Table 2: case processing summary

Case Processing Summary

	N	%
Valid	224	89.6
Cases Excluded ^a	26	10.4
Total	250	100.0

Here the valid is 224 at 89.6% and exclude 26 at 10.4%.

Table 3: Reliabilty statistics

Reliability Statistics

Cronbach's Alpha ^a	Cronbach's Alpha Based on Standardized Items	N of Items
.573	.6	224

Reliability statistics was measure on .6 which means moderate or acceptable of cronbach’s alpha cut off label ($.5 \leq \alpha < .7$). it is assumed to positively significant of the respondent on quality education.

Table 4: scale statistics

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
7.7500	1.695	1.30195	224

Scale statistics was found to be acceptable point. In mean it is 7.7500, variance is 1.695, std.deviation is 1.30195. Here, the value is cross the cut off cronbach’ alpha label.

Table5 (a): Descriptive statistics of the variable**Descriptive Statistics**

	N	Minimum	Maximum	Std. Deviation
Q1. asked questions in class or contributed to class discussions	224	1.00	1.00	.6
Q2. made a class presentation	224	1.00	1.00	.5
Q3. prepared two or more drafts oa paper or assignment before turning in it	224	3.00	3.00	.8
Q4. worked on a paper or project that required integrating ideas or information from various sources	224	3.00	3.00	.7
Q5. came to class without completing reading or assignments	224	4.00	4.00	.6
Q6. worked with other students on projects during class	224	3.00	3.00	.5
Q7. work with classmates outside of class to prepare class assignments	224	4.00	4.00	.8
Q8. tutored or taught other students (paid or voluntarily)	224	3.00	3.00	.6
Q9. participated in a community based project as part of a regular course	224	2.00	2.00	.5
Q10. used an electronic medium to discuss or complete an assignment	224	3.00	3.00	.8
Q11. talked about career plans with a faculty member or advisor	224	2.00	2.00	.7
Q12. discussed ideas from your reading or classes with faculty members outside of class	224	3.00	3.00	.6

The above table explore on descriptive statistics of the variable. It explores from question or label 1 to 12. Here the cut off alpha value is determined by standard deviation. Looking to the value in standard deviation, it is between .5 and .8 that acceptable or

moderate ($.5 \leq \alpha < .7$) and high/good ($.7 \leq \alpha < .9$). This indicates the Rongmei tribe of the study population maintain quality education through Christianity perspective.

Table 5(b): Descriptive statistics of the variable

Descriptive Statistics

	N	Minimum	Maximum	Std. Deviation
Q13. received prompt feedback from faculty on your academic performance	224	2.00	2.00	.6
Q14. worked harder than you thought you could to meet an instructors standards or expectations	224	2.00	2.00	.5
Q15. worked with faculty members on activities other than coursework	224	3.00	3.00	.5
Q16. discussed ideas from your reading or classes with others outside of class more on students	224	3.00	3.00	.7
Q17. had serious conversations with students of a different race or ethnicity than your own	224	3.00	3.00	.6
Q18. had serious conversations with students who differ from you in terms of their religious beliefs, political opinions or personal values	224	3.00	3.00	.5
Q19. memorizing facts, ideas, or methods from your courses and reading so you can repeat them in pretty much the same from	224	1.00	1.00	.8

The above table explore on descriptive statistics of the variable. It explores from question or label 13 to 19. Here the cut off alpha value is determined by standard deviation. Looking to the value in standard deviation, it is between .5 and .8 that acceptable or moderate ($.5 \leq \alpha < .7$) and high/good ($.7 \leq \alpha < .9$). This indicates the Rongmei tribe of the study population maintain quality education through Christianity perspective.

Table 5(c): Descriptive statistics of the variable**Descriptive Statistics**

	N	Minimum	Maximum	Std. Deviation
Q20. analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components	224	1.00	3.00	.6
Q21. synthesizing and organizing ideas, information, or experiences into new , more complex interpretations and relationships	224	2.00	3.00	.5
Q22. making judgements about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of the conclusions	224	1.00	3.00	.8
Q23. applying theories or concepts to practical problems or in new situations	224	1.00	3.00	.7
Q24. used e-mail to communicate with an instructor	224	3.00	3.00	.8
Q25. discussed grands or assignments with an instructor	224	3.00	3.00	.8
Valid N (listwise)	224			

The above table explore on descriptive statistics of the variable. It explores from question or label 20 to 25. Here the cut off alpha value is determined by standard deviation. Looking to the value in standard deviation, it is between .5 and .8 that acceptable or moderate ($.5 \leq \alpha < .7$) and high/good ($.7 \leq \alpha < .9$). This indicates the Rongmei tribe of the study population maintain quality education through Christianity perspective.

Table 6: Frequency and percentage of the respondent on label of question

Q. No	Label	Weightage	Freq	Percent	Valid percent	Cumulative percent
1	asked questions in class or contributed to class discussions	very often	224	89.6	100.0	100.0

2	made a class presentation	very often	224	89.6	100.0	100.0
3	prepared two or more drafts on paper or assignment before turning in it	sometimes	224	89.6	100.0	100.0
4	worked on a paper or project that required integrating ideas or information from various sources	sometimes	224	89.6	100.0	100.0
5	came to class without completing reading or assignments	never	224	89.6	100.0	100.0
6	worked with other students on projects during class	sometimes	224	89.6	100.0	100.0
7	work with classmates outside of class to prepare class assignments	Never	224	89.6	100.0	100.0
8	tutored or taught other students (paid or voluntarily)	sometimes	224	89.6	100.0	100.0
9	participated in a community based project as part of a regular course	Often	224	89.6	100.0	100.0
10	used an electronic medium to discuss or complete an assignment	sometimes	224	89.6	100.0	100.0
11	used e-mail to communicate with an instructor	sometimes	224	89.6	100.0	100.0
12	discussed grades or assignments with an instructor	sometimes	224	89.6	100.0	100.0
13	talked about career plans with a faculty member or advisor	Often	224	89.6	100.0	100.0
14	discussed ideas from your reading or classes with faculty members outside of class	sometimes	224	89.6	100.0	100.0
15	received prompt feedback from faculty on your academic performance	Often	224	89.6	100.0	100.0
16	worked harder than you	Often	224	89.6	100.0	100.0

	thought you could to meet an instructors standards or expectations					
17	worked with faculty members on activities other than coursework	sometimes	224	89.6	100.0	100.0
18	discussed ideas from your reading or classes with others outside of class more on students	sometimes	224	89.6	100.0	100.0
19	had serious conversations with students of a different race or ethnicity than your own	sometimes	224	89.6	100.0	100.0
20	had serious conversations with students who differ from you in terms of their religious beliefs, political opinions or personal values	sometimes	224	89.6	100.0	100.0
21	memorizing facts, ideas, or methods from your courses and reading so you can repeat them in pretty much the same from	very much	224	89.6	100.0	100.0
22	analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components	very much	168	67.2	75.0	75.0
		quite a bit	28	11.2	12.5	87.5
		Some	28	11.2	12.5	100.0
23	synthesizing and organizing ideas, information, or experiences into new , more complex interpretations and relationships	quite a bit	168	67.2	75.0	75.0
		Some	56	22.4	25.0	100.0
24	making judgements about the value of information, arguments, or methods such as examining how	very much	140	56.0	62.5	62.5
		quite a bit	28	11.2	12.5	75.0
		Some	56	22.4	25.0	100.0

	others gathered and interpreted data and assessing the soundness of the conclusions					
25	applying theories or concepts to practical problems or in new situations	very much	28	11.2	12.5	12.5
		quite a bit	56	22.4	25.0	37.5
		Some	140	56.0	62.5	100.0

The above table explore on frequency and percentage of the respondent on label of question. In question no 1 and 2, valid weightage is very often and constitute 224 frequency and 89.6 per cent. In 3, 4, 6, 8, 10, 11, 12, 14, 17, 18, 19 and 20, valid weightage is sometimes constituting 224 frequency and 89.6 per cent. In question 5 and 7, valid weightage is never constituting 224 frequency and 89.6 per cent. In question 9, 13, 15 and 16, valid weightage if often and constitute 224 frequency and 89.6 per cent. In question 21, valid weightage is very much comprises of 224 frequencies and 89.6 per cent. In question 22, weightage was distributed to very much, quite a bit and some which comprises of 168, 28 and 28 frequencies and 67.2, 11.2 and 11.2 per cent. In question 23, weightage was distributed to quite a bit and some consisting of 168 and 56 frequencies and 67.2 and 22.4 per cent. In question 24, weightage was distributed to very much, quite a bit and some. These comprises of 140, 28 and 56 in frequencies and 56.0, 11.2 and 22.4 in per cent. In question 25, weightage was distributed to very much, quite a bit and some. These constitute 28, 56 and 140 in frequency label and 11.2, 22.4 and 56.0 in per cent. These represent the idea of quality education among the respondent.

Table 7 ANOVA in scale

	Sum of Squares	Df	Mean Square	F
Between People	78.807	223	.5	.9
Within People/Between Items	275.392	7	39.342	
Residual	668.233	1561	.8	

The above table explore on ANOVA in scale of the variables. In between people, sum of squares is 78.807, df is 223, mean square is .5. In within people/between items, sum of squares is 275.392, df is 3, mean square is 39.342. In residual, sum of squares is 668.233, df is 1561, mean square is .8. F is .9.

Why infer to quality education

There are some reasons why Rongmei community prefer to quality education through Christianity perspectives.

- i. Changes brought about through the transition to a know-how economic system have created a demand for awesome skill levels in most occupations in Rongmei community.
- ii. Education in Rongmei is crucial to accomplishing this because the sector educates human beings in a range of disciplines and supports in low ranges of education.
- iii. The assignment for Rongmei in precise in any strive to create this understanding quality education, is to improve the fine of its education.
- iv. In many Rongmei christian societies, education has moved from elite to mass schooling inside a very quick time and Rongmei development is now not isolated.
- v. However, the pressing mission of education quality improvement has been a biggest one for the ministry.
- vi. Rongmei societies have also these days resorted to different ways of making cash to proceed to live on and these have implications for the pleasant of training presented in the view of Christian religion.

Recommendation and Conclusion

From above research and data analysis, it is clearly indicate that there is a quality education in Rongmei tribe of Manipur through Christianity perspective. It is explore through Hinton cut off alpha value. Through standard deviation and ANOVA analysis, it seen that number value leis between moderate/acceptable ($.5 \leq \alpha < .7$) and high/excellent ($\alpha \geq .9$). Even though there is no source of reliable questionnaire, the data was collected and analyse in accurate. As the research is carried out priory within Rongmei community, it would help for the upcoming scholar for comparison. The study can find comparison between non-Christian and Christian within Rongmei community.

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