



**STUDY OF THE ATTITUDE OF DISTRICT JAMMU COLLEGE STUDENTS
TOWARDS MODERNIZATION IN TERMS OF SOCIO RELIGIOUS, POSITION OF
WOMEN, MARRIAGE AND EDUCATION AS AREA**

Satish Kumar Kalhotra, Ph. D.

Associate Professor, Department of Education, Rajiv Gandhi University, Itanagar.

E-mail : drsatishkumarkalhotra@gmail.com

Abstract

The present study was carried out to find out the overall attitude of college students on modernization in relation to following components such as Socio religious, Position of women, Marriage and Education. 100 (one hundred students) students were taken as sample for the present study. Investigator selected the Attitude scale prepared by Sinha, Tripathi and RamjiLal (1985). Percentage as a statistical technique was used to know attitude towards various components of modernization. The findings reveal that The district Jammu college students shows more favourable attitude towards modernization on dimension related to marriage, socio-economic status and education.

Keywords : *Modernisation, Modernity and Attitude*



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Introduction

Transformation of a society is possible by the application of modern science and technology. This can be done by bringing changes in the social structure, norms and values. “Modernization is essentially a process a movement from traditional or quasi-traditional order to certain desired types of technology and associated form of social structure, value orientation and norms”. The term modernization is of a recent origin and describes the process of rapid change in human affairs since the scientific revolution. But the term “modern” is an old one. Previously, modernity was widely used to describe the characteristics common to countries that were most advanced in technological political, economic and social development and “modernization” was described as a process by which these characteristics were acquired. In fact the concept of modernization rests on the belief that the change brought in a particular society is desirable.

C.E. Black describes modernization “as the process by which historically evolved institutions are adapted to the rapidly changing functions that reflect the unprecedented

increase in man's knowledge, permitting control over his environment that accompanied the scientific revolution". This process of adaptation had its origins in the Western Europe but the nineteenth and twentieth centuries these changes began to spread to all other societies.

Modernization is a process by which all traditional institutions, viz political, social economic and religious are adapted to modern functions. The functional approach must be quite desirable and appreciable, because modernization means change for better.

Societies are constantly changing. It is the characteristic of the modern era that the change has been more rapid than in any other part of the history. Modernization must not be considered as a transition from tradition to modernity, but as a part of a continuous process from the earliest times to the

indefinite future. It is a series of changes brought by knowledge which effect the human actions and human affairs. "The impact of modern functions on traditional institutions lies at the heart of the process of modernization.

It does not involve imitation, though imitation has a large part to play in some aspects of it. There should be an effect to retain a distinctive identity and not to become a carbon copy. Developing countries want to have economic and material comforts which advanced societies enjoy. This cannot be done by building a new generation "trained appropriately and motivated to operate a modern society".

Modernization is sometimes referred to as westernization and industrialization, but that does not mean that we have to introduce Western elements in every culture of whatever nature they might be. The meaning of modernization cannot be found by copying the West only.

Modernization no longer means the direction towards which the West is moving". Modernization is no longer a goal but a process, no longer something to adopt but something to participate".

To be modern means to live in an environment which a society has chosen deliberately or accepted consciously. To **Smith**, everything is available because of science. It offers the powers and the knowledge to be effectual, to determine results and to control change.

India is not to be modernized on the Western lines. She has to preserve her own identity and develop a model of her own. But not at the cost of her uniqueness and distinct identity.

Indian society is unique in the sense that it is the product of a numberless series of historical events occurring in a particular part of world. All societies have indeed their own moral and religious beliefs and it is to be agreed that Indian moral and religious ideas are different to those of other countries.

Modernization may mean different things to different people pending upon the area of their emphasis. Political and economic modernization may involve different areas of interest. However the attributes involved in the process of modernization in different areas are of somewhat similar nature.

Characteristics of Modernity. Drawing from the work of these authors and telescoping their hypotheses, the following list of characteristic attributes of modernity can be drawn:

(i) Empathy, (ii) Mobility, (iii) High participation, (iv) Interest articulation, (v) Interest aggregation, (vi) Institutionalized political competition (vii) Achievement orientation, (viii) Rational ends means calculations, (ix) New attitudes to wealth, work. Savings and risk-taking. (x) Faith in the desirability and possibility of change, (xi) Social economic and political discipline, and (xii) Capacity to put off immediate and short-run satisfaction for higher satisfactions in the longer run.

The Lerner Model. The first three of these attributes are the essential components of the Lerner Model.

Empathy. The capacity to see oneself in others' situations is an essential characteristic of man for modernization of his society. It opens up his mind, and equips him for rational situational and structural choices.

it contributes substantially to the emergence of a mobile personality—a personality that is not inalienably bound to a particular segment of territory to a particular group of Kin, or to a particular set of ascribed roles. Freed the inhibitions and injunctions of tradition, the individual escapes from the constricted sphere of participation to the wider arena of high participation in a variety of divergent roles.

Almond-Coleman Model. The next three attributes are adopted from the Almond-Coleman model. They recognize the vital role that power relations play in modernization is essential for the general modernization of a society.

Norms of the Systems. The norms and structures of traditional political systems are particularistic, ascriptive, and functionally specific norms and structures. Midway between these polar types are the transitional system with a duality of norms and structures. In these systems differentiated governmental and political structures operate along with traditional and intermitted ones. The latter continues to function inside modern-type political structures. Their autonomy and legitimacy is not in doubt; their performance is left unregulated, and they are neither penetrated by nor fused to the differentiated and specialized structures.

The Transition. The traditional and modernizing systems can evolve into modern systems by high interest articulation, interest aggregation, and institutionalized political competition.

Four main types of structures are involved in the tasks of articulating interests, claims, and demands for political action. They are: (i) institutional interest groups (such as, legislatures, political executives, armies, bureaucracies, churches, etc.) (ii) non-associational interest groups of ethnic, regional, religions, status, and class groups informally and intermittently articulating interests), (such as, lineage and Kinship groups of intermittently articulating interests), (iii) anomic interest groups like riots and demonstrations), (iv) associational interest groups (such as, trade unions, organizations of businessmen and industrialists, ethnic associations, organized civic groups and the like).

Attitude is a degree of positive or negative effect associated with some psychological object. However in the present study attitude towards modernization connotes the mental makeup of individual towards modernization in relation to four dimensions such as socio-religious, marriage, position of women and education’.

Rationale of the study

Modernization emerged as the response of the western social sciences to many challenges faced by the third world .with the process of the political decolonization following the Second World War, the new nations were hurry to launch massive programmes of economic development and technical change. The need for developing new paradigms to shape and order their development was strongly felt. According to scholars the process of modernization sums up the changes that combine to convert an agricultural or under developed society with a weak state into an industrialized society with a relatively efficient and active government. The modernization process embraces changes that leads up to industrialization and urbanization. The origin of modernization can be traced back to 15th and 16th century in Europe. Modernization refers to the desirability for a deeper change man’’s way of thinking and feeling, a change in his attitude towards problems of life, society and universe and the inculcation of changed outlook.

In spite of the great importance of modernization and only few studies have been conducted at state and regional level on undergraduate students. Realizing the importance of modernization in the society and the role which the younger generation is supposed to play I strengthening the social order, the investigator felt interested in undertaking an analytic study of modernization among district jammu level students in relation to education, marriage and socio-economic status. The study shall help in understanding the extent to which education helps in achieving the higher levels of modernization. On the basis of the above discussion of literature, it was felt that no such study has been done on college of district Jammu hence

keeping this in view, it was thought worthwhile to undertake this piece of research work for finding & measure attitude towards modernization of educated adults of district Jammu.

Objectives of the study

1. To study the overall attitude of college students on modernization in relation to following components: -

(a) Socio-religion (b) Position of women

(c) Marriage (d) Education

2. To study the attitude of male college students towards modernization in relation to different components of modernization under study.

3. To study the attitude of male college students towards modernization in relation to different components of modernization under study.

4. To study the attitude of arts college students towards modernization in relation to different components of modernization under study.

5. To study the attitude of science college students towards modernization in relation to different components of modern

6. To study the attitude of teacher trainee studying in district Jammu on modernization in relation to different components of modernization under study.

7. To study the attitude of engineering students of district Jammu on modernization in relation to different components of modernization under study.

8. to study the significant difference in mean scores of male and female college students on attitude towards modernization in relation to four component follows:

(a) Socio-religion (b) Position of women

(c) Marriage (d) Education

9. to study the significant difference in mean scores of art and science college students on attitude towards modernization in relation to four components under study.

10. to study the significant difference in mean score of teacher trainees and engineering students of districts Jammu on attitude towards modernization in relation to various components under study.

Hypotheses of the study

1. District Jammu students will not show favorable attitude towards modernization on different components as under:-

(a) Socio-religion (b) Position of women

(c) Marriage (d) Education

2. The male college students of district Jammu will not show favourable attitude towards modernization on different modernization on different components as under:

- (a) Socio-religion (b) Position of women
(c) Marriage (d) Education

3. The female college students of district Jammu will not show favourable attitude towards modernization on different modernization on different components as under:

- (a) Socio-religion (b) Position of women
(c) Marriage (d) Education

4. The arts college students of district Jammu will not show favourable attitude towards modernization on different modernization on different components as under:

- (a) Socio-religion (b) Position of women
(c) Marriage (d) Education

5. The science college students of district Jammu will not show favourable attitude towards modernization on different modernization on different components as under:

- (a) Socio-religion (b) Position of women
(c) Marriage (d) Education

6. The teacher trainee's college students of district Jammu will not show favourable attitude towards modernization on different modernization on different components as under:

- (a) Socio-religion (b) Position of women
(c) Marriage (d) Education

7. The engineering college students of district Jammu will not show favourable attitude towards modernization on different modernization on different components as under:

- (a) Socio-religion (b) Position of women
(c) Marriage (d) Education

8. There will be no significant difference in the means scores of male and females college students on attitude towards modernization in relation to components under study :-

- (a) Socio-religion (b) Position of women
(c) Marriage (d) Education

9. There will be no significant difference in the means scores of arts and science college students on attitude towards modernization in relation to components under study :-

- (a) Socio-religion (b) Position of women
(c) Marriage (d) Education

10. There will be no significant difference in the means scores of teacher trainee and engineering students of district Jammu on modernization in relation different components under study.

Methodology

The investigator adopted descriptive survey method to conduct the study keeping in view the objectives of the study. Out of different types of descriptive method, the investigator selected survey method which was most appropriate for the project under investigation.

Sample of the study

Total sample of 100 teachers were selected (both male and female) separately for the research work. Schools and teachers were selected on the basis of convenient sampling.

Tool Used

In the present study the investigator selected the Attitude scale prepared by Sinha, Tripathi and RamjiLal (1985)

Analysis and Interpretation of the Data

Attitude of students towards Moderation in Term of Socio Religious Dimensions

Table – 1 Frequency Distribution of attitude Scores of District Jammu College Students towards Modernization in Terms of Socio Religious Dimension

<i>Sr. no.</i>	<i>Attitude Scores</i>	<i>Frequency of Students</i>	<i>% of the Students</i>
1	40 and above	66	66%
2	30-39	32	32%
3	20-29	2	2%
4	19 and above	0	0

From the **table -1** It is observed that about 66% students scored between 40 and above, about 32% students scored between 30 – 39 and 2% students scored between 20-29. As is cleared from the table 5.3 that all the students have scored above 20, (more than 50%) hence all the students seem to possess more favourable attitude towards modernization in relation to socio-religious dimension.

Attitude of students towards Moderation in Term of Position of Women Dimensions

Table – 2 Frequency Distribution of attitude Scores of District Jammu College Students towards Modernization in Terms of Position of Women Dimension

<i>Sr. no.</i>	<i>Attitude Scores</i>	<i>Frequency of Students</i>	<i>% of the Students</i>
1	40 and above	67	63%
2	30-39	33	37%
3	20-29	0	0%
4	19 and above	0	0%

From the **table -2** It is observed that about 66% students scored between 40 and above, about 32% students scored between 30 – 39 and 2% students scored between 20-29. As is cleared from the table - 2 that all the students have scored above 20, (more than 50%) hence all the students seem to possess more favourable attitude towards modernization in relation to Position of Women dimension.

Attitude of Students Towards Modernization in terms of Marriage Dimension

Table – 3 Frequency Distribution of attitude Scores of District Jammu College Students towards Modernization in terms of Marriage Dimension

<i>Sr. no.</i>	<i>Attitude Scores</i>	<i>Frequency of Students</i>	<i>% of the Students</i>
1	120 and above	69	69%
2	100-119	21	21%
3	80-89	10	10%
4	19 and above	0	0

From the **table - 3** , It is observed that about 63% students scored between 40 and above, about 37% students scored between 30-39. As per instruction, if students scored higher of above 20 (more than 50%). Thus, we can say that all the students showed highly favourable attitude modernization in terms of a marriage dimension

Attitude of Students towards Modernization in terms of Education Dimension

Table – 4 Frequency Distribution of Attitude Scores of District Jammu College Students towards Modernization in terms of Education

<i>Sr. no.</i>	<i>Attitude Scores</i>	<i>Frequency of Students</i>	<i>% of the Students</i>
1	40 and above	69	69%
2	30-39	21	21%
3	20-29	10	10%
4	19 and above	0	0

From the **Table - 4** It is found that about 69% students scored between 40 and above, about 21% students scored between 30-39. 10% students scored between 20-29. As is evident from the table – 3 that all the students have scored above 20. (More than 50%) hence all the students seem to possess more favourable attitude towards modernization on the dimension related to education.

Attitude of Male Students of District Jammu College Towards Modernization

Table – 5 Frequency Distribution of Attitude Scores of District Jammu College Students towards Modernization in terms of Education

<i>Sr. no.</i>	<i>Attitude Scores</i>	<i>Frequency of Students</i>	<i>% of the Students</i>
1	120 and above	32	32%
2	100-119	14	14%
3	80-89	4	4%

From the **Table – 5** It is observed that about 32% students scored between 120 and above, about 14 % students scored between 100-119. 4% students score between 80-89. As is clear from the table -5 that all the students have scored above 80, (more than 50%) hence all the male students seem to posses more favourable attitudes modernization.

Attitude of Female Students of District Jammu College towards Modernization

Table – 6 Frequency Distribution of Attitude Scores of District Jammu College students towards Modernization

<i>Sr. no.</i>	<i>Attitude Scores</i>	<i>Frequency of Students</i>	<i>% of the Students</i>
1	120 and above	36	36%
2	100-119	14	14%
3	80-89	0	0%

From the **Table – 6** It is observed that about 36% students scored between 120 and above, about 14% students scored between 100-119. 0% students score between 100-119. As is clear from the table -6 that all the students have scored above 80%, (more than 50%) hence all the Female students seem to posses more favourable attitudes modernization

Study the Attitude of Arts of Students of District Jammu College Towards Mode

Frequency Distribution of Attitude Scores of District Jammu College Students towards Modernization in terms of Education

Table -7

<i>Sr. no.</i>	<i>Attitude Scores</i>	<i>Frequency of Students</i>	<i>% of the Students</i>
1	120 and above	8	8%
2	100-119	20	20%
3	80-89	2	2%

From the **Table – 7** It is observed that about 32% students scored between 120 and above, about 14 students scored between 100-119. 4% students score between 80-89. As is clear from the table -6 that all the students have scored above 80%, (more than 50%) hence all the male students seem to posses more favourable attitudes mod

Frequency Distribution of Attitude Scores of District Jammu College Students towards Modernization in terms of Education

Table - 8

<i>Sr. no.</i>	<i>Attitude Scores</i>	<i>Frequency of Students</i>	<i>% of the Students</i>
1	120 and above	12	12%
2	100-119	38	38%
3	80-89	0	0%

From the **Table – 7** It is observed that about 32% students scored between 120 and above, about 14 students scored between 100-119. 4% students score between 80-89. As is clear from the table -6 that all the students have scored above 80%, (more than 50%) hence all the male students seem to posses more favourable attitudes modernization

Table – 9 Frequency Distribution of Attitude Scores of District Jammu College Students towards Modernization in terms of Education

<i>Sr. no.</i>	<i>Attitude Scores</i>	<i>Frequency of Students</i>	<i>% of the Students</i>
1	120 and above	19	19%
2	100-119	1	1%
3	80-89	0	0%

From the **Table – 8** It is observed that about 32% students scored between 120 and above, about 14 students scored between 100-119. 4% students score between 80-89. As is clear from the table - 8 that all the students have scored above 80%, (more than 50%) hence all the male students seem to posses more favourable attitudes modernization

Table – 10 Frequency Distribution of Attitude Scores of District Jammu College Students towards Modernization in terms of Education

<i>Sr. no.</i>	<i>Attitude Scores</i>	<i>Frequency of Students</i>	<i>% of the Students</i>
1	120 and above	6	6%
2	100-119	14	14%
3	80-89	0	0%

From the **Table – 10** It is observed that about 32% students scored between 120 and above, about 14 students scored between 100-119. 4% students score between 80-89. As is clear from the table -10 that all the students have scored above 80%, (more than 50%) hence all the male students seem to posses more favourable attitudes modernization

Conclusions

1. The district Jammu college students shows favourable attitude towards modernization in totally.
2. The district Jammu college students shows more favourable attitude towards modernization in relation to socio-religious dimension.
3. The district Jammu college students shows favourable attitude towards modernization on the dimension related to women.

4. The district Jammu college students shows more favourable attitude towards modernization on dimension related to marriage.

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