



**ATTITUDE OF DISTRICT JAMMU COLLEGE STUDENTS TOWARDS  
MODERNIZATION IN RELATION TO GENDER AND STREAM -- A  
COMPARATIVE STUDY**

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**Abstract**

*The present study was carried out to know the attitude of students towards modernization in relation to gender and stream. 100 (one hundred) students were taken as sample for the present study. T-Test as statistical technique was used to know the attitude of students towards modernization in relation to gender and stream. The findings reveal that There is significant difference in the mean scores of teacher trainees and engineering students of district Jammu college so they differ in their attitude towards modernization and shows almost same kind of attitude.*

**Keywords:** *Modernization, Modernity, Attitude, Interest Articulation*



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**Introduction.** Techno-economic changes necessarily produce some changes in the socio-political order, and what is more important, without some socio-political infrastructures the extent and speed of techno-economic changes are severely limited. Thus, to facilitate and hasten the rate and dimensions of techno-economic change a series of critical changes in the socio-political sphere must be introduced deliberately. A total transformation is not a matter of choice by free will; it is dictated by compulsions of the development situation. To have a richer and fuller life, in material terms, the technology, and to have more land more of these, they must have more and more of modern science and technology, and to have more and more of these, they must be prepared to bring necessary changes in the associated social structure, norms, and values. The history of the developed nations of Western Europe and North America, and more recently of the U.S.S.R. and Japan also, illustrates this.

Modernization is essentially a process—a movement from traditional or quasi-traditional order to certain desired types of technology and associated forms of social structure, value orientations and motivations, and norms. This process is by no means new, it started a long

time ago in the colonial or quasi-colonial phase of the history of these countries with the advent of independence, in the post World war-II period, and it has received a new impetus and has considerably been intensified.

1. Modernization is regarded as a process in which a society moves from a lower state to a higher state of development”.
2. Modernization is necessary process a movement from traditional to certain type of technology land associate from of a social structure, value orientations motivational norms.
3. Modernization is the movement of person or group along a cultural dimension from what is defined by the cultural norms as traditional toward what is defined in the culture as modern.
4. Almond and Coleman, Meculladm, Lachine resole pool land wofo, more etc authors and telescoping their hypothesis.
5. These attributes are essential components of learner model personality “characterized by empathy, modility and high participation is further ratified with complex of desire attitudes and values” Le Pool, W.F. Moore and the next three attributes are adopted from the Almond and Colman model. They recognized the vital rule that power relations play in the modernization: Political modernization is essential for the general modernization of a society. The case for the seventh attributes achievement orientation has been persuasively and convincingly argued by Mc Clelland.
6. Modernization refers to a model of an ablutionary transition from a ‘pre-modern’ or ‘traditional’ to ‘modern society. Historians link modernization to the processes of urbanization and industrialization; as well as the spread of reduction

#### **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 from 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 systems with a duality of norms and structures. In these systems differentiated governmental and political structures operate along with traditional and intermingled 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, religious, status, and class groups informally and intermittently articulating interests), (such as, lineage and Kinship groups of intermittently articulating interests), (iii) anomalous 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).

### **Interest Articulation**

Although all these structures, in some measure, continue to perform interest articulation function, in modern systems differentiated and functionally specific associational interest groups play an increasingly important part. There is evidence also that institutional interest groups can play an important part in the process though some of their limitations are obvious. Aggregation denotes inclusive levels of the combinatory process.

### **Party Systems**

This is best done by a party system. Dominant authoritarian and authoritarian party systems in a few instances have produced some results, but their record of fiasco is no less impressive. Competitive two-party and multiparty systems may also blunder, but they have the advantage of built in self corrective. Net-works of political communication and institutionalized political competition help both interest articulation and interest aggregation.

### **Achievement Orientation**

The case for the seventh attribute achievement orientation has been persuasively and convincingly argued by McClelland. Concerned with the “inner concerns” that motivate and sustain economic growth he demonstrates how achievement—the need for achievement—plays a crucial role in this process.

### **High Achievement Category**

People in the High Achievement Category learn faster and work harder at certain tasks, motivated not by overt rewards—recognition and prestige—but by a covert feeling of personal accomplishment

Gathering an impressive array of data from diverse fields, Mc Clelland has impressively demonstrated the role and significance of achievement orientation.

### **Attitudes, Values, Motivation**

The rest of the attributes—last five in the list—concern attitudes, values and motivations. They have been articulated in different contexts and terms in the growing literature on the social and cultural implications of modernization among others, also by Ithielte Sola Pool (1963), Wilbert Moore (1963) and Dube (1965).

### **Rational Choices**

Making of rational choices in reference to ends and means is an essential attribute of modern society. At the same time work, wealth, saving and entrepreneurship have to be viewed in a new perspective. Plans for development are stalled if people in general do not have faith in the desirability and possibility of change.

### **Discipline**

Discipline-economic, social and political is a pre-requisite to the sustenance of economic growth. And finally, spot consumption of what has been earned is never conducive to continuous growth. Immediate gratification has to be put off in the interest of higher accomplishments in the long run.

### **The Calling.**

Several interacting transformation are thus called for personality must open up, values and motivations must change and institutional arrangement must be reworked. Changes at each level affect and stimulate one another. An integrated combination of these attributes leads to modernization.

### **Rationale of the study**

Change without change in education is null education; change is mandatory for the progressive growth of the individual, society and world. These changes could be possible only when the people change their attitude. The modernization process will help the people to change this life style, behavior, vision, etc., A good teacher is the one should equip themselves to adopt modern trends to lead the quality education. In India, there are huge educational institutions such as universities, institutes, colleges, and diploma institutions. Around 25lakhs schools caters the needs of the children and approximately 2.5 crore teachers are educating around 30 crore school students in various levels. To develop a positive attitude towards modernization will automatically influence on the minds of children. By studying the attitude of students toward modernization will help the teachers and policy makers to frame strategies to inculcate the modernization principles in the curriculum and the mindset of the teachers. The teachers who are not in favour of modernization will not introduce modern concepts in the classroom and they will impose the traditional practices in the classroom, which may not be suitable for the learning of the children. But the teachers should adapt technological innovations will lead the children in positive direction. Modernization not only encourages changes in life style it enhances the quality of life in various stakeholders. So, the attitude of students towards modernization should be positive if not there will be no change and progress in the society. A flat tyre cannot move like a bad attitude towards modernization also create environment, which will not progress further. The finding of the present study will help the researchers, policy makers to understand the impact of modernization on the minds of the learners. So, the study has need and importance.

### **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.

### **Distribution of sample**

<b>S.No.</b>	<b>Types of Faculty</b>	<b>Frequency of students</b>
1.	Students from the arts faculty	30
2.	Students from science faculty	30
3.	Teachers Trainees	20
4.	Engineering students	20
5.	Total	100

### **Faculty Wise – Quantative Distribution**

Gender = 100 (Male = 50 and Female = 50)

### **Diagrammatic Representation of the sample**

#### **Stream**

Arts Students = 30

Science Students = 30

Teacher Trainees = 20

Engineering Students = 20

Administration of tool

### **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**

**The attitude of male and female college students of district Jammu towards modernization.**

**Table – 1 “t” –value among Male and Female District Jammu College students towards modernization**

Group	N	Mean	SD	Df	t-value	Results
Male	50	76.02	4.288			
Female	50	83.16	7.574	98	5.801	highly significant

\*Significant at 0.05 level ( Value of 98 = 1.98)

\*\* significant at 0.01 level ( value of df 98 =2.68)

**Table – 1** reveals that the mean score of male and female students on attitude towards modernization comes out to be 76.02 and 83.16 with SD 4.288 and 7.574 respectively. The “t” value testing significance of mean difference among the two groups came ou to be 5.801, which is not significant even at 0.05 level of significance. Thus hypotheses that “ there will be no significant difference in the mean score of male and female college students on attitude towards modernization in relation to four components under study,” stands accepted also on the basis of means i.e male have mean scores of 76.02 and female have been score of 83.16. it may be interpreted that female students shows more favourable attitude towards modernization as compared to male students.

**Study of the attitude of arts and science students of district Jammu College towards modernization**

Group	N	Mean	SD	Df	t-value	Results
Arts	30	79.53	7.080			
Science	30	79.90	8.790	58	0.178	Not significant

\*Significant at 0.05 level ( Value of 58 = 2.00)

\*\* significant at 0.01 level ( value of df 58 =2.66)

**Table – 2** reveals that the mean score of arts and science students on attitude towards modernization comes out to be 79.53 and 79.90 with SD= 7.080 and 8.790 respectively. The “t” value testing significance of mean difference among the two groups came out to be 0.178, which is not significant even at 0.05 level of significance. Thus hypotheses that “there will be no significant difference in the mean score of arts and science college students on attitude towards modernization in relation to four components under study,” stands rejected also on the basis of means i.e arts have mean scores of 79.53 and science have been score of 79.90. It may be interpreted that science students shows more favourable attitude towards modernization as compared to arts students.

**Study of the attitude of arts and science students of district Jammu college towards modernization**

**“t” –value among Male and Female District Jammu College students towards modernization**

Group	N	Mean	SD	Df	t-value	Results
Teacher		81.35	6.507			
Trainees	20			38	2.256	significant
Engineering		77.45	4.174			
Students	20					

\*Significant at 0.05 level ( Value of 38 = 2.02

\*\* significant at 0.01 level ( Value of df 58 =2.71)

**Table –3** reveals that the mean score of teacher trainees and Engineer students on attitude towards modernization comes out to be 81.35 and 77.45 with SD= 6.507 and 4.174 respectively. The “t” value testing significance of mean difference among the two groups came out to be 2.256, which is not significant even at 0.05 level of significance. Thus hypotheses that “there will be no significant difference in the mean score of teacher training and engineer students college students on attitude towards modernization in relation to four components under study,” stands rejected also on the basis of means i.e teacher training have mean scores of 81.35 and engineer students have been score of 77.45. It may be interpreted that engineer students shows more favourable attitude towards modernization as compared to training students.

**General**

1. The male students of district Jammu college shows more favourable attitude towards modernization.
2. The Female students of district Jammu college shows more favourable attitude towards modernization.
3. The arts students of district Jammu college shows more favourable attitude towards modernization. .
4. The science students of district Jammu College shows more favourable attitude towards modernization.
5. The teacher trainees students of district Jammu college shows more favourable attitude towards modernization.
- 6 . The engineer students of district Jammu college shows more favourable attitude towards modernization.



7. There is no significant difference in the mean scores of male and female students of district Jammu college so they do not differ in their attitude towards modernization and shows almost same kind of attitude.

8. There is significant difference in the mean scores of arts and science students of district Jammu college so they differ in their attitude towards modernization and shows almost same kind of attitude.

9. There is significant difference in the mean scores of teacher trainees and engineering students of district Jammu college so they differ in their attitude towards modernization and shows almost same kind of attitude.

### **Overall Conclusions**

1. Both male and female college students shows more favourable attitude towards modernization in totally.

2. Both arts and science college students shows more favourable attitude towards modernization in totally

3. Both teacher trainee and engineering college students shows more favourable attitude towards modernization.

4. There is no significant difference in the mean scores of male and female students of district Jammu college so they do not differ in their attitude towards modernization and shows almost same kind of attitude.

5. There is significant difference in the mean scores of arts and science students of district Jammu college so they differ in their attitude towards modernization and shows almost same kind of attitude.

6. There is significant difference in the mean scores of teacher trainees and engineering students of district Jammu college so they differ in their attitude towards modernization and shows almost same kind of attitude.

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