



## ATTITUDE TOWARDS MODERNIZATION: A STUDY ON FEMALE STUDENTS OF BILASPUR DISTRICT

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### Abstract

Today is the era of modernization and every society has recognized the role of higher education in accelerating the changes in a society. Higher education is critical for developing a modern society by equipping young people with positive attitude and skills relevant for the labour market and the opportunity for social mobility. It prepares all students to be responsible citizens who value a democratic and pluralistic society. Indeed, higher education is the principal site at which our national goals, developmental priorities and civic values can be examined and refined. It can bring attitudinal changes and can prove successful in modernizing the thought process of members of a society. The present study was conducted to assess the attitude of under-graduate and post-graduate female students towards modernization. A sample of 100 female university students i.e. 50 under-graduate and 50 post-graduate were selected by using simple random sampling technique. The students were selected from different departments of Guru Ghasidas Vishwavidyalaya, Bilaspur. Attitude towards modernization was assessed by using the Modernization Scale developed by R.S. Singh, A. N. Tripathi and R. Lal. The data was analyzed by applying "t" test for testing the difference between U.G and P.G female university students attitude towards modernization. The findings of the study revealed that choice of stream at the under-graduate level makes a difference in attitude towards modernization but at post-graduate level the choice of stream does not have any difference in the attitude of female students towards modernization that may be due to their increased maturity level.

**Keywords:** Attitude, Modernization



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### Background:

Change is a universal feature of every society. Closer looks at the members of a society reveal regularity, stability and persistence in their values, beliefs, attitudes and behaviors. It also demonstrates changes in these aspects of social life. Every society is always passing through dynamic processes of change. Modernization is an all-encompassing and global process of cultural and socio-economic changes whereby developing countries seek to acquire some of the characteristics common to industrially advanced countries. Rath (1973) writes: 'whatever may be the socio-cultural factor of social change, on the psychological plane, it involves a great conflict between the old and new, the traditions and modernity, the aged and the youth' From the point of view of the individual, modernity is the attitude to

adjust from ones inner beings to the rapidly changing conditions of the socio- cultural and economic milieu. This attitude ‘implies a scientific and rational world view and inculcates universalistic secular values, it is a break up from traditional mode of life which is no more adjustable to the changing conditions. The goals of higher standard of life, freedom, security, social justice are more of the accepted goals of modernism’(Srivastava et al, 1976). Modernization gets affected by education. Education makes women aware about social, economic and political situations. It gives women the knowledge to understand that they have the potential that they are entitled to basic rights and demand. Education helps women to acquire knowledge and information. Women get exposure with their increasing physical mobility which is also perceived through education. For women to be self-reliant, primarily she should understands the need for education and if she is educated enough to understand the consequences of her actions

(Kale, 2006) Among various levels of education higher education has a great effect on the modernization of women. It helps in capacity building and development of their skill and women start contributing in economic activities. Women's power over decision making increase with the rising level of education and better modernization results due to more and more education. That women need education does not only mean that she is entitled to basic education; it means she is entitled to education of the highest degree which will help her value her own potential and achieve her dreams. Further, from the human development point of view, it transpires that it is mostly through higher education that one develops knowledge about health care and in turn improves his or her life span through decent standard of living. Education alone can transport desirable changes and modernize individuals of a society. It can change society by providing opportunities and experiences through which the individuals of a society can cultivate such qualities in themselves which will help them for adjustment with the emerging needs and philosophy of the changing society. Indian Education Commission (1964-66) observed that realization of country’s aspirations involves changes in the knowledge, skill, interest and values of the people as a whole. This is basic to every programme of social and economic betterment of which India stands in need. All this can be achieved only through education. It imparts in-depth knowledge and understanding.

Modernization does not denote any philosophy or movement, but only represents a process of change. In fact modernization is understood as a process which indicates the adoption of modern ways of life and values. It refers to a model of an evolutionary traditional to a modern

society. Modernity represents substantial break with traditional society. It refers to a cluster of new social, economical, political, religious and intellectual system which is totally different from the traditional system. It is a comprehensive concept aimed at capturing and describing the transition of a society from medieval to modern culture. Rustow and Ward (1964) viewed modernization as a comprehensive process that involves a marked increase in geographical and social mobility, spread of secular, scientific and technical education, a transition from a scribed to achieved status increased in material standards of living and many related subsidiary phenomena. Advancement and development of a society depends upon the attitude of its people towards the acceptance of technology and willingness to change the style of life. It stands for progress beyond tradition. Though modernization has completely overdrawn the society and the lifestyles of people, yet a hypocritical attitude still prevails in their mind. Certain dogmatic problems such as caste system, religion, education of women, marriage, etc. still exists. All this can be tackled only with the help of education. Because, it also makes societies open and free in their structures and does not crush mental as well as physical activities. This freedom of thinking and action is also reflected in the educational system. The variety and number of choices which are available today were beyond our imagination in the past (Banco, 2008). A number of researchers who support the above statement are presented below.

Peerzada (2013) conducted a study on modernization of male and female higher secondary school students. In her study she found that male higher secondary students have significantly higher mean scores in terms of modernization than female students. Males have more freedom in marriage, politics and employment than females.

Ganie and Mudasir (2013) studied the modernization of higher secondary school students with respect to science and social science background. However, the study revealed that Science higher secondary school students differ significantly from their social science counterparts on modernization level, where the science students were found to be higher on the level of modernization and other components.

Malik, Gupta and Jain (2013) in their study on attitude towards modernization of undergraduate students. The findings of the study have reported that choice of stream has no impact on modernization while gender affect the attitude of under-graduate students towards modernization.

Kalliath, (1988) in his study investigated individual modernity and its relation to the educational background and home environment. His findings suggest significant difference in the individual modernity of under-graduate and post graduate students and later students were higher on individual modernity. Science and arts students were higher on individual modernity as compared to the commerce students and there was a significant difference in the home environment of different levels and types of students. Amongst Post-graduate students, those belonging to science and arts stream were better off in this regard than under-graduate students.

Singh (1979) investigated the relationship of modernization with the academic achievement, intelligence and socio-economic status of under-graduate students. Findings of the study suggested that the higher level of academic achievement, intelligence, and SES, the higher is the attitudinal level of modernization. The attitude of female under-graduates was far nearer to modernization as compared to their male counterparts. Under-graduates belonging to the upper castes and schedule castes differ widely in their attitudes towards modernization. Hindu under-graduates have a much more modernized outlook than their Muslim counterparts.

Chaudhari (2012) explored significant difference in the attitude of male and female B.Ed. students. Learners belonging to urban areas were significantly higher in their attitude towards modernization than their counterparts living in rural areas

Kumar (2011) conducted a study on a sample of 200 students of Punjab University Patiala. The results of the study revealed significant gender difference in the area of education, politics, and status of women, religion and socio-cultural factors where female university students scored significantly higher than their male counterparts. . This means that university female students have more favorable attitude towards modernization in the areas of education, politics, status of woman, religion and socio-cultural status. However, after reviewing the related literature, the investigator found that there are few studies on Education and modernization considering different dimensions related to modernization. Most of studies have investigated the relationship of modernization with socio-economic status while a few investigators studied the concept in relation to variables like age, education, living place etc. but, still there is a dearth of studies which highlights the changing attitude of women towards modernization due to Education. Therefore, the present study is a humble attempt to find out and compare the attitude of under-graduate and post graduate students belonging to science

and arts streams towards modernization. To carry out the study, the following objectives were formulated:

### **Objectives of the Study**

The following objectives have been formulated for the present study:

1. To compare the attitude of under-graduate female students belonging to arts and science streams towards modernization.
2. To compare the attitude of arts and science stream postgraduate female students towards modernization.
3. To compare the attitude of under-graduate and post-graduate female science stream students towards modernization.
4. To compare the attitude of under-graduate and post-graduate female arts streams students towards modernization

**Hypotheses:** For the statistical analysis, the hypotheses of this study were formulated in null form which are as follows:

1. There is no significant difference between the attitude of under-graduate female students belonging to arts and science streams towards modernization.
2. There is no significant difference between the attitude of post-graduate female students belonging to arts and science stream towards modernization
3. There is no significant difference between the attitude of undergraduate and post-graduate female students belonging to science stream towards modernization.
4. There is no significant difference between the attitude of under-graduate and post-graduate female students belonging to arts streams towards modernization

### **Procedure**

#### **Sample**

25 U.G female, 25 P.G female students of arts streams and 25 female U.G,25 female P.G students of science stream from the different departments of university were taken as sample for the present study. The total sample of 100 students was taken from Guru Ghasidas Vishwavidyala, Bilaspur (C.G). In order to select the sample from various departments of university, stratified random sampling technique was adopted.

The data was collected with the help of R.S Singh's Modernization Scale (RSSMS). The scale was administered on the sample subjects in the respective departments of university.

The investigator visited all the departments in order to collect data for the present study. The scoring was strictly done as per the manual of the test.

**Analysis and Interpretation of Data:-**

The data collected through the administration of R.S Singh’s Modernization Scale (RSSMS) was statistically analyzed by applying ‘t’ test. The analysis and interpretation of data have been arranged in a tabular form in the following manner

**Table 1: To compare the attitude of under-graduate female students belonging to arts and science streams towards modernization**

Group	Number	Mean	S.D	t ratio	Level of significance
<i>B.A Arts group</i>	25	147.667	14.75	1.91	Significant at 0.05 level
<i>B.Sc Science group</i>	25	139.8	19.7		

Table1: shows that the mean scores of undergraduate students belonging to arts and science streams on attitude towards modernization are 147.667 & 139.8 respectively. Their ‘t’ value is 1.91, which is significant at 0.05 level. The mean score of under-graduate students of arts stream is higher than their counterparts of science stream, which implies that the attitude of under-graduate students of arts stream is higher towards modernization than their counterparts of science stream and ‘t’ value also shows that choice of stream has impact on attitude towards modernization of under-graduate students belonging to science and arts streams. Thus, the null hypothesis that ‘There is no significant difference between the attitude of under-graduate students belonging to arts and science stream towards modernization’ is rejected

**Table 2: To compare the attitude of post-graduate female students belonging to arts and science stream towards modernization.**

Group	Number	Mean	S.D	t ratio	Level of significance
<i>M.A Arts group</i>	25	147.77	14.63	0.56	Not Significant at 0.05 level
<i>M.Sc Science group</i>	25	149.68	13.81		

Table 2: shows that the mean scores of M.A Arts group & M.SC Science group which are 147.77 & 149.68 respectively. The calculated 't' value is 0.56, which is not significant at the 0.05 level. It shows that stream has no significant impact on the attitude of post-graduate students towards modernization in relation to arts stream and science stream at post-graduate level. Thus, the hypothesis 'There is no significant difference between the attitude of post-graduate female students belonging to arts and science stream towards modernization' is accepted.

**Table 3: To compare the attitude of under-graduate and post-graduate female students belonging to science stream towards modernization**

Group	Number	Mean	S.D	t ratio	Level of significance
<i>B.SC Science group</i>	25	139.8	19.7	0.64	Not significant at 0.05 level
<i>M.SC Science group</i>	25	149.68	13.81		

Table 3: shows that the mean scores of female under-graduate and post-graduate students belonging to science stream are 139.8. & 149.68 respectively. Their 't' value is 0.64 which is not significant. It shows that level of education has no impact on the attitude of under-graduate and post-graduate science students towards modernization. Thus the hypothesis 'There is no significant difference between the attitude of undergraduate and post-graduate female students belonging to science stream towards modernization' is accepted.

**Table 4: To compare the attitude of under-graduate and post-graduate female students belonging to arts streams towards modernization**

Group	Number	Mean	S.D	t ratio	Level of significance
<i>B.A Arts Group</i>	25	147.67	14.75	0.02	Not significant at 0.05 level
<i>M.A Arts Group</i>	25	147.77	14.63		

Table 4: shows that the mean scores of female under-graduate and post-graduate students belonging to arts stream are 147.67 & 147.77 respectively. Their 't' value is 0.02 which is not significant. It shows that level of education has no impact on the attitude of under-graduate

and post-graduate arts students towards modernization. Thus the hypothesis 'There is no significant difference between the attitude of undergraduate and post-graduate female students belonging to arts stream towards modernization' is accepted

### **Conclusions**

On the basis of statistical analysis and also in the light of empirical evidence, the following findings have been drawn.

- The arts under-graduate female students differ significantly from their science counterparts on modernization level, the arts students being higher on the level of modernization implies that the attitude of under-graduate students of arts stream is higher towards modernization than their counterparts of science stream.
- The arts post-graduate female students do not differ significantly from the post-graduate female science students on the scores obtained on modernization level. Their "t" value also shows that choice of stream at post-graduate level has no difference on attitude towards modernization of post-graduate female students belonging to science and arts streams. Therefore, it can be concluded that choice of stream contributes a little as far as the attitude of female post-graduates is concerned which may be contributed due to their higher level of maturity which has equalized their attitude in spite of different streams.
- The science under-graduate female students do not differ significantly from the post-graduate female science students on the scores obtained on modernization level. Their 't' value also shows that level of education has no impact on the attitude of under-graduate and post-graduate science students towards modernization. Therefore, it can be safely concluded that level of education contributes a little as far as the attitude of female science under-graduates & post-graduate is concerned
- The arts under-graduate female students do not differ significantly from the post-graduate female arts students on the scores obtained on modernization level. Their 't' value also shows that level of education has no impact on the attitude of under-graduate and post-graduate arts students towards modernization. Therefore, it can be concluded that level of education contributes a little as far as the attitude of female arts under-graduates & post-graduate is concerned.



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