



RESEARCH ARTICLE

A STUDY OF MODERNIZATION OF MALE AND FEMALE SECONDARY STUDENTS

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ABSTRACT

The present study is aimed at making a comparative analysis of modernization of male and female students of secondary schools. This comparison was done in seven areas of modernization. The study was conducted on a sample of 80 secondary students including 40 male and 40 female students of secondary school affiliated to U. P. board of Meerut city. Multistage random sampling technique was used to collect data. "Comprehensive Modernization Inventory" developed by Dr. A.K. Kalia, Dr. S.P. Ahluwalia & Dr. H.S. Gaur was used to obtain data. The results indicated that there was no significant difference in overall modernization of male and female secondary school students. But female students were found to have more modern attitude towards politics and status of women. On marriage dimension of the measuring tool male students were found to have more modern attitude than that of female students.

INTRODUCTION

The present age is the age of globalization. With the expansion of knowledge & information the entire world has become one. The undeveloped & developing countries have come into contact with the developed countries. Each & every country has its own pattern of life, culture & value. As a result of this contact the specific pattern of a country has been affected by the other. When we talk about western developed countries, they are characterized by their material advancement, individual liberties, humanitarian & egalitarian ideologies & some associated forms of technology & institutional complex which maximize the happiness in society. So the western countries with their specific characteristics have brought a lot of changes in the character of non-western societies & these non-western societies have started to incorporate the elements of western culture rapidly. This rapid incorporation has affected all the areas of life either it is academic or social, even sphere of ethics or values is not untouched. Not only this such rapid change has also created an element of social stress in many countries & India is one of them. The present restless social picture of India is the result of such stress. For progress harmonious incorporation is needed. There should be balance & a process of gradual change must be followed. It can be said surely that India is on the path of modernization but we are not definite whether our direction is right or not. So realizing the importance of the problem the researcher decided to know the actual state of modernization in India through the youth studying at secondary level.

Concept of Modernization

The word modernization is derived from the Latin term 'MODO' which means 'just now' or 'the latest'. The Oxford English dictionary defines the term 'modern' as something of recent times or something new or latest, not concerned with classic. Thus lateral meaning of the term refers to anything which is new or latest in life style, dress, art or anything. But as an ideology modernization refers to follow a new approach, a new outlook, a new attitude for the objects, situations, ideology and people in life (Chawla & Kang, 2012). It is the adaptiveness to challenges & willingness of the members of a particular society to change its old traditions & beliefs if they desire so. It is a process of rationalization with a scientific temper that brings about deeper change in man's way of thinking and feeling, a change in his whole attitude to life problems, the society and the universe. It is a complex phenomenon involving the development of rational outlook and acceptance of realities and facts in context of scientific value (Maheshwari, 2016). Singh (1994) also supports this view defining modernization as a rational attitude towards issues and their evaluation from universalistic not particularistic point of view. To him modernization involves diffusing scientific and technological know-how. Having a conceptual understanding of modernization Inkeles and Smith (1974) enlist some characteristics of a modern man. According to them a modern man is ready for new experiences and open to innovation and change. He has capacity to form or hold opinions over large number of problems and issues that arise not only in immediate environment but also outside of it. He is more aware of the diversity of attitude and opinion around him rather than closing himself off in the belief that everyone thinks alike, indeed just like him.

Thus he is democratic by nature. A modern man is oriented to the present or the future rather than to past and believes that he can learn in substantial degree to dominate his environment in order to advance his own purpose and goals rather than being dominated entirely by the environment. Thus modernization is process by which scientific knowledge is extended and utilized in society with the ultimate purpose of achieving a satisfactory and qualitative life (Altas, 1972). To achieve this process of modernization & to bring about a change in the mind & character of men, education is expected as an important agent of change. As a dynamic force of change, education breaks the status quo of the traditional thinking, doing, habits, attitudes and values, It broadens the mental horizon, arouses interest in innovation and experimentation, helps individuals to be broad minded, and stimulates their thinking to accept new things and objects without compromise with the old thinking and ideas (Bawa, n.d.). Therefore, it is vitally necessary for educational institutions to consider their special role in developing modern attitude among students regarding the changing perspective of global scenario.

Need of the Study

The present society is rapidly changing. To cope with the changing perspective & to face the challenges that life presents, a child must be open-minded adaptable & flexible enough to accept other's feelings, ideas & thought, should have positive attitude even in most adverse circumstances. He should also have faith in the desirability & possibility of change. All these characteristics makes the child modern, therefore in a nutshell it can be stated that to survive satisfactorily in today's society modernization is needed. In the present 21st century with the explosion of knowledge & cross border cultural exchanges the country is undergoing a rapid transition from a punitive agricultural society to a modern globalized society. The citizens of India are a part of the global village. But is India really a modern society or is it striving hard to achieve an exclusive dream. Modernization as a concept is only a term which India claims to achieve but in reality it is still a land of Khap Phanchayts where male dominator overrule any move on the part of female to break free from the shackles of age old traditions & customs. So in the present paper the researcher attempted to study the extent of modernization with the aim of bringing about a possible change in the society by analyzing the attitude of secondary school students towards various dimensions of life situations.

Operational Definitions of Variables

Modernization: Modernization refers to the deeper positive change in man's way of thinking & feeling, a change in his whole attitude to life's problems, the society & the universe.

Secondary Students: In the present study students studying in 9th and 10th class are termed as secondary students.

Male: Students with biological characteristics of masculine gender are termed as male students in the study.

Female: Students with biological characteristics of feminine gender are termed as female students in the study.

Objectives of the Study

The study was conducted with the following major objectives:

- To compare the attitude of secondary school male and female students regarding the education dimension of modernization.
- To compare the attitude of secondary school male and female students regarding the parents-children relations dimension of modernization.
- To compare the attitude of secondary school male and female students regarding the politics dimension of modernization.
- To compare the attitude of secondary school male and female students regarding the status of woman dimension of modernization.
- To compare the attitude of secondary school male and female students regarding the marriage dimensions of modernization.
- To compare the attitude of secondary school male and female students regarding the religions dimension of modernization.
- To compare the attitude of secondary school male and female students regarding the socio-cultural dimension of modernization.
- To compare the attitude of secondary school male and female students towards modernization.

Hypothesis

- There is no significant difference between the attitude of secondary school male and female students of U.P. Board with respect to education dimension of modernization.
- There is no significant difference between the attitude of secondary school male and female students of U.P. Board with respect to parent-children relations dimension of modernization.
- There is no significant difference between the attitude of secondary school male and female students of U.P. Board with respect to politics dimension of modernization.
- There is no significant difference between the attitude of secondary school male and female students of U.P. Board with respect to status of women dimension of modernization.
- There is no significant difference between the attitude of secondary school male and female students of U.P. Board with respect to marriage dimension of modernization.
- There is no significant difference between the attitude of secondary school male and female students of U.P. Board with respect to religion dimension of modernization.
- There is no significant difference between the attitude of secondary school male and female students of U.P. Board with respect to socio-cultural dimension of modernization.
- There is no significant difference between the attitude of secondary school male and female students towards modernization.

METHODOLOGY

As the present study intended to study the present status of modernization among male and female secondary school students, survey method was thought as the most appropriate method for the study.

Population of the Study

The population of the present study was defined as the X class male and female students of U.P Board co-ed schools of Meerut city.

Sample

The study was conducted on a sample of 80 secondary students including 40 male and 40 female students of secondary school affiliated to U. P. board of Meerut city. Multistage random sampling technique was used to collect data.

Variables

Modernization
Gender: Male and Female

Tool

"Comprehensive Modernization Inventory" developed by Dr. A.K. Kalia & Dr. S.P. Ahluwalia & Dr. H.S. Gaur was used to obtain data on modernization of secondary level students in seven areas in Indian conditions.

Statistical Technique Used

't' was used to analyze the obtained data . The value of 't' was computed by the following formula:

$$t = \frac{\text{Differnecebetween the means}}{\text{Standarderrorof differnce}}$$

Hypothesis – 1

"There is no significant difference between the attitude of secondary school boys & girls of U.P. board in relation to education dimension of modernization".

Table 4.1. Comparison of class X U.P. board male and female students on education dimension of modernization

Name of group	N	Mean	S.D.	t-value
Male	40	26.88	4.32	
Female	40	25.75	3.79	1.24*

*Not Significant

Table value with df (78) at .05 and .01 is 1.99 and 2.64 respectively.
Calculated 't' value for male and female = 1.24 < 1.99and 2.64

Discussion

Table shows that 't' value for the two groups of male and female on modernization. This 't' value came out to be 1.24. The degree of freedom is 78. The table value for df. 78 at .05 level is 1.99 & at .01 level is 2.64. The obtained 't' value is less than the table value.

Results

It means that two groups namely male and female students of X grade, U.P. board do not differ significantly on the education dimension of modernization. They have equally modern attitude towards education.

Hypothesis 2

"There is no significant difference between the attitude of secondary school male and female students of U.P. board in relation to parents-children relations dimension of modernization".

Table 4.2. Comparison of class X U.P. board male and female students on parents-children relations dimension of modernization

Name of group	N	Mean	S.D.	t-value
Male	40	26.25	3.49	0.32*
Female	40	26.00	3.40	

* Not Significant

Table value with df (78) at .05 and .01 is 1.99 and 2.64 respectively.
Calculated 't' value for male and female = 0.32 < 1.99and 2.64

Discussion

Table shows that 't' value for the two groups of male and female on modernization. This 't' value came out to be 0.32. The degree of freedom is 78. The table value for df. 78 at .05 level is 1.99 & at .01 level is 2.64. The obtained 't' value is less than the table value.

Results

It means that two groups namely male and female students of X grade, U.P. board do not differ significantly on the parents-children relations dimension of modernization. Both groups have equal modern attitude towards parents-children relations.

Hypothesis 3

"There is no significant difference between the attitude of secondary school male and female students of U.P. board in relation to politics dimension of modernization".

Table 4.3. Comparison of class X U.P. board male and female students on politics dimension of modernization

Name of group	N	Mean	S.D.	t-value
Male	40	25.25	4.01	
Female	40	28.38	6.21	2.68**

**Significant

Table value with df (78) at .05 and .01 is 1.99 and 2.64 respectively.
Calculated 't' value for male and female = 2.68 > 1.99and 2.64

Discussion

Table shows that 't' value for the two groups of male and female on modernization. This 't' value came out to be 2.68. The degree of freedom is 78. The table value for df. 78 at .05 level is 1.99 & at .01 level is 2.64. The obtained 't' value is greater than the table value.

Results

It means that two groups namely male and female students of X grade, U.P. board differ significantly on politics dimension of modernization. They do not have equal modern attitude

towards politics. On the basis of mean it can be said that female students were more modern in their views about politics.

Hypothesis 4

"There is no significant difference between the attitude of secondary school male and female students of U.P. board in relation to status of woman dimension of modernization".

Table 4.4. Comparison of class X U.P. board male and female students on status of woman dimension of modernization

Name of group	N	Mean	S.D.	t-value
Male	40	24.86	2.83	
Female	40	27.00	3.39	3.06**

**Significant

Table value with df (78) at .05 and .01 is 1.99 and 2.64 respectively. Calculated 't' value for male and female = 3.06 > 1.99 and 2.64

Discussion

Table shows that 't' value for the two groups of male and female on modernization. This 't' value came out to be 3.06. The degree of freedom is 78. The table value for df. 78 at .05 level is 1.99 & at .01 level is 2.64. The obtained 't' value is greater than the table value.

Results

It means that two groups namely male and female students of X grade, U.P. board differ significantly on status of woman dimension of modernization. They are not equal in their attitude towards the status of woman in society. Female students show more open mindedness in this respect as the mean of female students is greater than that of male students.

Hypothesis 5

"There is no significant difference between the attitude of secondary school male and female students of U.P. board in relation to marriage dimension of modernization".

Table 4.5. Comparison of class X U.P. board male and female students on marriage dimension of modernization

Name of group	N	Mean	S.D.	t-value
Male	40	25.00	3.00	2.36**
Female	40	23.38	3.14	

**Significant

Table value with df (78) at .05 and .01 is 1.99 and 2.64 respectively. Calculated 't' value for male and female = 2.36 > 1.99

Discussion

Table shows that 't' value for the two groups of male and female on modernization. This 't' value came out to be 2.36. The degree of freedom is 78. The table value for df. 78 at .05 level is 1.99 & at .01 level is 2.64. The obtained 't' value at .05 level is greater than the table value but not at .01 level.

Results

It means that the groups of male and female students of X grade, U.P. board differ significantly at .05 level on their

attitudes towards marriage. So they are not equal in their open mindedness towards marriage. On the basis of mean male students could be said more modern in their views towards marriage.

Hypothesis 6

"There is no significant difference between the attitude of secondary school male and female students of U.P. board in relation to religion dimension of modernization".

Table 4.6. Comparison of class X U.P. board male and female students on religion dimension of modernization

Name of group	N	Mean	S.D.	t-value
Male	40	24.88	3.43	1.62*
Female	40	23.63	3.48	

**Significant

Table value with df (78) at .05 and .01 is 1.99 and 2.64 respectively. Calculated 't' value for male and female = 1.62 < 1.99 and 2.64

Discussion

Table shows that 't' value for the two groups of male and female on modernization. This 't' value came out 1.62. The degree of freedom is 78. The table value for df. 78 at .05 level is 1.99 & at .01 level is 2.64. The obtained 't' value is less than the table value.

Results

It means that two groups of male and female students of X grade, U.P. board do not differ significantly on religion dimension of modernization. They have equal open-mindedness towards religion.

Hypothesis 7

"There is no significant difference between the attitude of secondary school male and female students of U.P. board in relation to socio-cultural dimension of modernization".

Table 4.7. Comparison of class X U.P. board male and female students on socio-cultural dimension of modernization

Name of group	N	Mean	S.D.	t-value
Male	40	24.75	3.46	.84*
Female	40	24.125	3.16	

**Significant

Table value with df (78) at .05 and .01 is 1.99 and 2.64 respectively. Calculated 't' value for male and female = 0.84 < 1.99 and 2.64

Discussion

Table shows that 't' value for the two groups of male and female on modernization. Calculated 't' value came out to be .84. The degree of freedom is 78. The table value for df. 78 at .05 level is 1.99 & at .01 level is 2.64. The obtained 't' value is less than the table value.

Results

It means that two groups of male and female students of X grade, U.P. board do not differ significantly on socio-cultural dimension of modernization.

Hypothesis 8

"There is no significant difference between the attitude of secondary school male and female students towards modernization".

Table 4.8. Comparison of class X U.P. board male and female students in their overall modern attitude

Name of group	N	Mean	S.D.	t-value
Male	40	173.75	9.61	.50*
Female	40	174.88	10.66	

**Significant

Table value with df (78) at .05 and .01 is 1.99 and 2.64 respectively.

Calculated 't' value for male and female = 0.50 < 1.99 and 2.64

Discussion

Table shows that 't' value for the two groups of male and female on modernization. Calculated 't' value came out .50. The degree of freedom is 78. The table value for df. 78 at .05 level is 1.99 & at .01 level is 2.64. The obtained 't' value is less than the table value.

Results

It means that two groups namely boys & girls of X grade U.P. board do not differ significantly in their modern attitude. They have equal modern point of view.

Conclusion

Modernization as an important process of social change has affected all areas of life either it is academic or social, even sphere of ethics or values is not untouched. In the present 21st century with the explosion of knowledge & cross border cultural exchanges the country is undergoing a rapid transition from a punitive agricultural society to a modern globalized society. The citizens of India are a part of the global village.

The researcher attempted to find out with the study extent of modernization in India. Is India really a modern society or is it striving hard to achieve an elusive dream. Modernization as a concept is only a term which India claims to achieve but in reality it is still a land of khap panchayats where male domination overrules any move on the part of females to break free from the shackles of age old traditions & customs. The researcher attempted to study the extent of modernization with the aim of bringing about a possible change in the society. Through the study the researcher found that as India is undergoing the process of change there is a kind of clash on some dimensions of modernization. It means that groups of boys & girls do not have equal point of view on each & every dimension. This clash is a hindrance in the way of harmonious growth & development of the society. Boys do not consider girls as equal to them. They feel themselves superior to girls. This clash or a feeling of superiority may be disastrous to the country & the society in future. So it is the demand of the situation that necessary steps must be taken to remove the problem, so that there is a harmonious balance between its citizens.

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