

## A STUDY ON THE DISPARITY IN ATTITUDE OF HIGHER SECONDARY STUDENTS TOWARDS MODERNIZATION WITH RESPECT TO GENDER AND MEDIUM OF INSTRUCTION

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### Abstract

*The main objective of the study was to examine and compare the attitude of higher secondary male and female students towards modernization with respect to seven dimensions. Apart from this their attitude was compared with respect to medium of instruction too. The sample consisted of 712 students, of which 339 were female and 373 were male students studying in XI std. The samples were drawn from 15 higher secondary schools from Pune city. A standardized questionnaire—Comprehensive Modernization Inventory (CMI-AK) developed by Dr.S.P.Ahluwalia and Dr.A.K.Kalia was used for the purpose of studying the attitude of adolescents towards modernization. The findings revealed that, majority of respondents had an extremely modernized attitude towards politics and status of women. However, significant differences were noticed in modernization on the four dimensions with respect to gender and five dimensions with respect to the medium of instruction classified for the study. Further, the study revealed that there is a positive and significant difference found between male and female with regard to education, politics and marriage aspects. Whereas, positive and significant differences were noticed in education, parent-child relation and status of women aspects of modernization with respect to their medium of instruction.*

**Keywords:** Higher Secondary Students; Modernization; Gender; Medium of instruction.



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## **Introduction**

The terms 'modern, modernity and modernization' have numerous significations. The three terms are distinct from each other yet connected to each other. Modernity is the final state not a process. Both outcome and process are analytically different concepts. The resulting quality of being modern is denoted by modernity, whereas the process of being modern is denoted by modernization. Since modernization involves an all-round development and change in social order, it is quite natural that the diverse social science disciplines would look upon this from their own special perspective. Thus, the economist sees modernization primarily in terms of man's application of technology and the consequent economic growth. Sociologists are concerned with the process of differentiation that characterizes modern society and study also disruptive features of modernization such as rising tensions, mental illness, violence, conflicts etc.

## **Meaning and Definition**

In a much more common manner S.C Dube has defined modernization as “essentially a process, a movement from traditional or quasi traditional to certain desired type of technology and associated form of social structure, value orientation, motivation and norms”. Researchers have focused on the modern man as the individual analogue of modern society. Their emphasis has been to identify certain motives, attitudes and value orientations as the characteristics of modern man that have developed as a result of his interaction with the environment in the course of transformation of the social order (Lerner, 1958; McClelland,1961; Inkless, 1974; Omshree & Roopa, 2018; Tyagi, 2018). The modernization process brings about distinctive psychological changes in attitude, values and behaviour patterns on the part of individuals exposed to it (Chawla & Kang, 2012)

Thus modernization is a multivariate phenomenon and while a complex of factors contribute to the transformation of man to modernity, factors like urbanization, industrialization education, mass-media and income have significant influence on the individual modernity. Societies and individuals which are under the influence of these factors have a higher degree of modernity and that there is positive correlation between modernity and these factors. Educational and industrial experiences are found to be very

effective agents of modernization (Inkeles and Smith, 1974). Modernity is futuristic and very desirable as it leads to spontaneous development of personality qualities making for quick adaptation to the changing environment. Thus modernity has emerged not only as a valid but an important psychological explanation of development especially because it links individual growth with social development. It is multidimensional in nature and consists of a set of psychological qualities which are empirically conducive to individual growth, development, adjustment, progress and well-being. It is thus a pre-requisite for all social and individual development (Singh, 1984). Although modernization implies a break from the past, but not a complete rejection of everything that has come down to people or society in the course of its evolution to the present. Therefore modernization means the all round development – social, economic, political and educational of a society. In the light of the above discussion an attempt was made to study the attitude of adolescents towards modernization.

### **Methodology**

#### **Objectives of the Study**

1. To investigate the attitude of higher secondary school students towards modernization.
2. To assess and compare the attitude of male and female towards modernization with respect to 7 dimensions viz., education, parent-child relationship, politics, status of women, marriage, religion and socio-cultural factors.
2. To examine and compare the attitude of higher secondary school students towards modernization in 7 dimensions viz., education, parent-child relationship, politics, status of women, marriage, religion and socio-cultural with respect to the medium of instruction.

#### **Statement of Hypotheses**

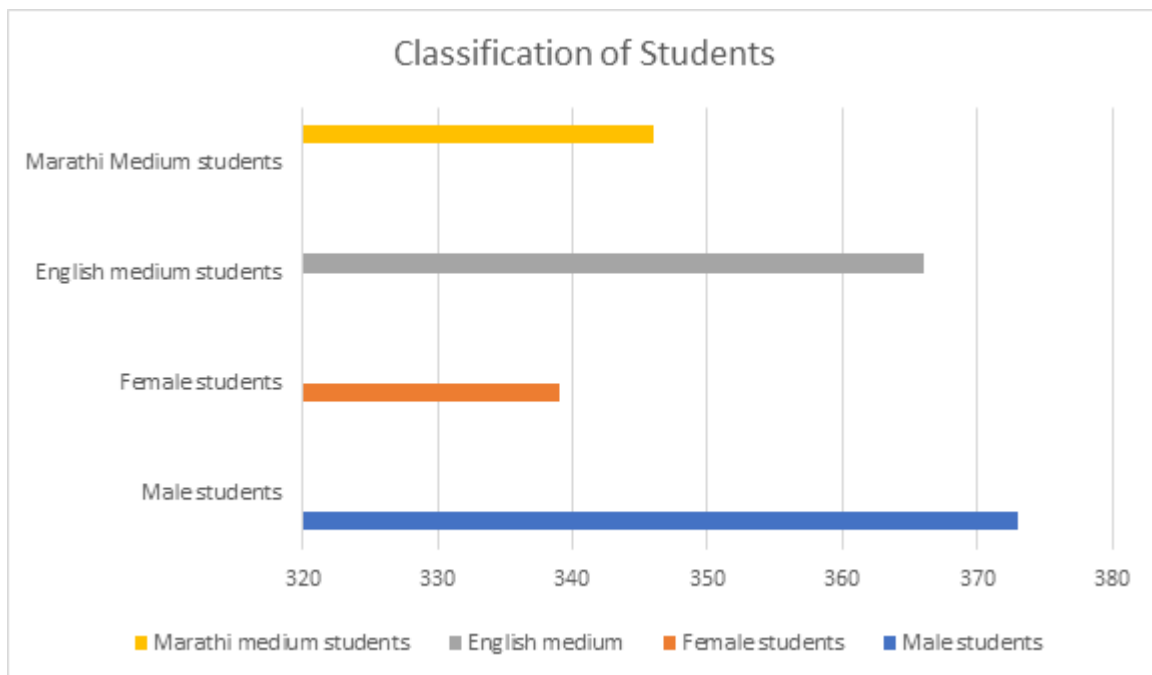
1. There is no significant difference in attitude towards modernization of higher secondary school students with respect to Medium of instruction in 7 dimensions viz., education, parent-child relationship, politics, status of women, marriage, religion and socio-cultural factors.

- There is no significant difference in attitude towards modernization of male and female students with respect to 7 dimensions viz., education, parent–child relationship, politics, status of women, marriage, religion and socio–cultural factors.

### Sample and Sampling Techniques

#### ii) Sample

15 schools were selected randomly for the present study, among which 8 were English medium and 7 were Marathi medium schools. The present study focused on XI standard students. Within the 15 selected schools, students from XI standard of a section were selected from each school. The sample size of the students was 712. It may be noted that only one section from every school was considered for the study. All the students of a given section were considered as a sample for the study. Hence, the selection of a section was incidental. The distribution of students, according to medium of instruction, gender, religion, type of school and caste is presented in the following chart..



**FIGURE 1: Distribution of Students as per Medium of instruction, and Gender.**

### Instrumentation

To investigate the attitude of students towards modernization, a standardized tool named, **Comprehensive Modernization Inventory** (Ahluwalia & Kalia, 2010) was utilized. It measures the change in attitudes of students in seven areas - education, parent-child relations, politics, status of women, marriage, religion, and socio culture. After obtaining the raw scores of students in 7 areas, the area wise scores of students are converted into Z scores for analysis with the help of a table that is provided in the manual. For interpretation of Z score, norms are provided that indicates the modernization of an individual which is shown in the table below.

**TABLE- 1: Norms for interpretation of Modernization Level**

S. No	Raw Score Range	Z-Score Range	Category	Modernization Status Level
1.	152 and more	+2.01 and above	A	Extremely Modernized
2.	143-151	+1.26 to +2.00	B	Highly Modernized
3.	135-142	+0.51 to +1.25	C	Above Average Modernized
4.	123-134	-0.50 to +0.50	D	Average Modernized
5.	115-122	-0.51 to -1.25	E	Below Average Modernized
6.	106-114	-1.26 to -2.00	F	Highly Conventional
7,	105 and less	-2.01 and below	G	Extremely Conventional

Reliability of this tool was done by test-retest method for this tool, the face, content and construct validity were established and found to be high and promising.

**Data collection Procedures**

The tool was administered to the whole class in the regular classroom atmosphere after the class teacher introduced the researcher to students in the class and explained the purpose of the research study. It was ensured that students did not discuss with each other and responded to all the items provided in the questionnaires.

**Data Analysis Techniques**

After completing the data collection, the collected data was coded using the tool manual and the derived values were obtained for analysis. The SPSS computer statistical package was used to analyze the research data, in accordance with the research

objectives. The analysis techniques involved both descriptive and inferential statistics. To obtain the existing value pattern among students, teachers, and parents percentage and frequency was adopted. As required, graphical representation of the data was also prepared for better interpretation of data. To test the formulated hypotheses in the present study, ‘t’ test was used to determine if, there was any significant difference in attitude of modernization of students with respect to medium of instruction and gender.

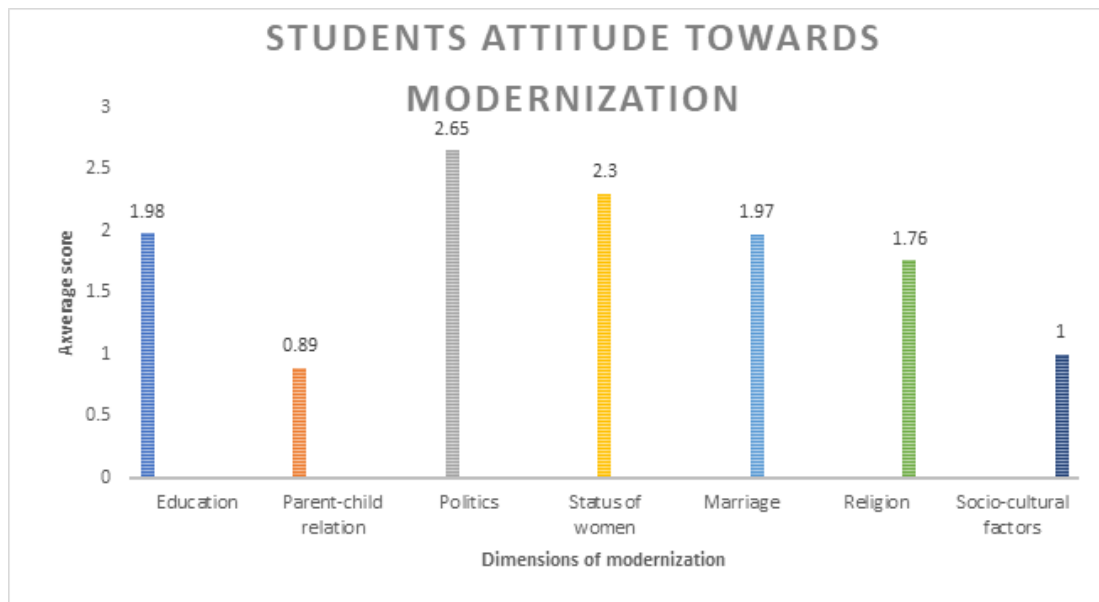
**Results and discussion**

**Student’s Attitude towards Modernization**

Attitude of students towards modernization was measured using Comprehensive Modernization Inventory (CMI). This tool measures modernization in seven dimensions; education, parent-child relation, politics, status of women, marriage, religion, and socio-cultural factors.

**a) Total Students**

The Figure 2, displays the opinion of the total sample of students towards modernization in specified seven dimensions. The average score distribution of the students in each of the dimensions are categorized under extremely high, very high, high, average, low, and very low categories.



**FIGURE 2: Attitude of total students towards modernization**

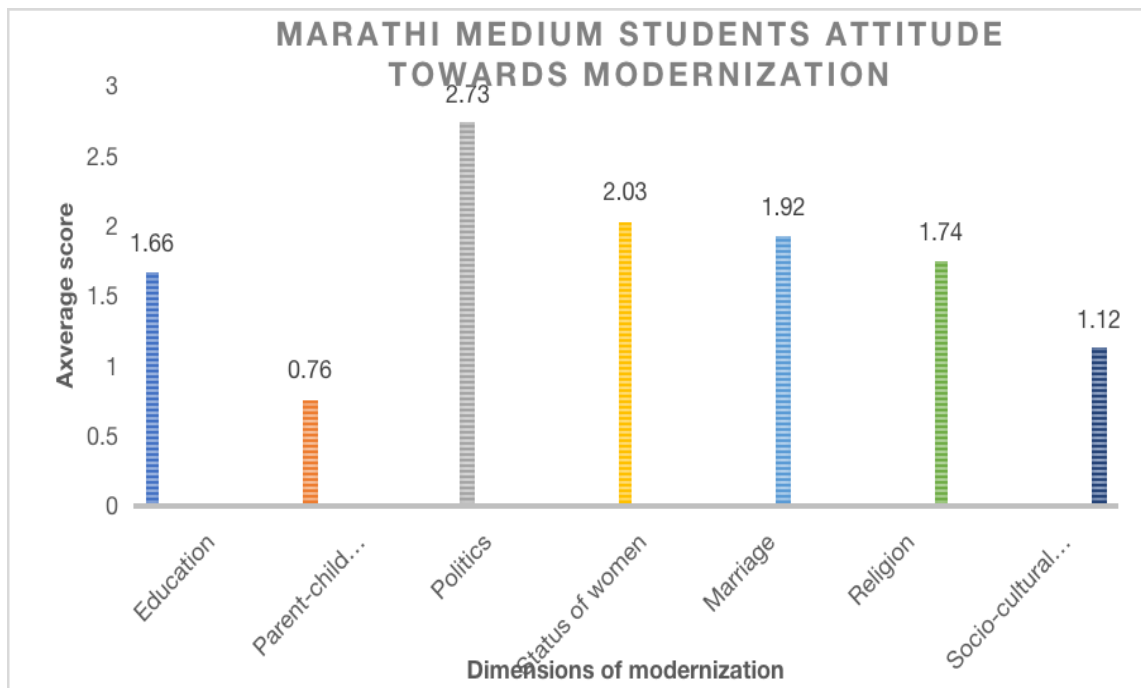
From Figure 2, it is seen that all the students have ‘extremely high’ opinion towards Politics and status of women dimension of modernization whereas they have shown ‘high’ opinion towards education, marriage and religion dimension of modernization. As far as Parent-Child relation and socio-cultural factors dimensions of modernization are concerned, students have shown ‘above average’ opinion

**b) English and Marathi Medium Students**

Average scores were also calculated separately for Marathi and English medium students.

**Marathi Medium Students**

The following Figure 3, presents the attitude of Marathi medium students towards modernization.

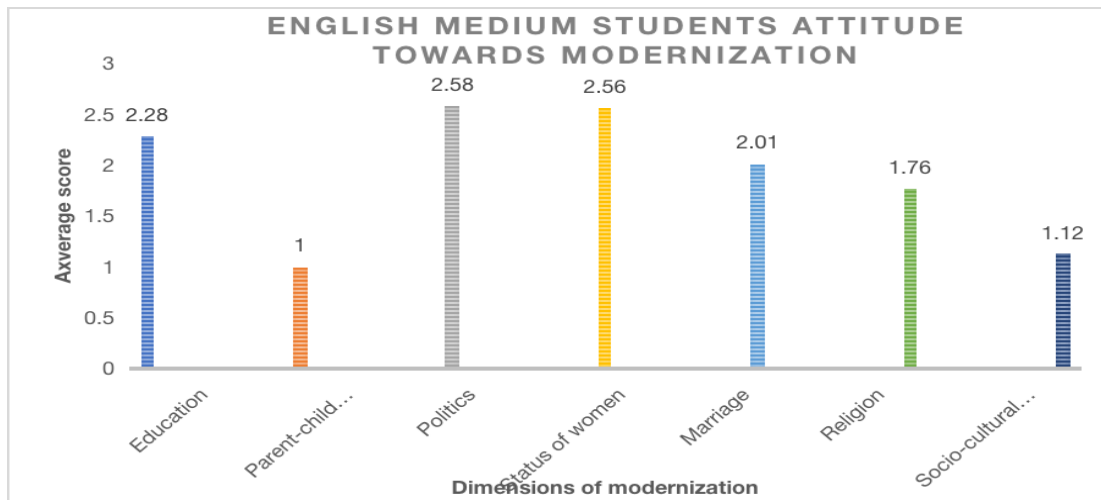


**FIGURE 3: Attitude of Marathi medium students towards modernization**

From Figure 3, it is evident that Marathi medium students have ‘extremely high’ attitude towards politics and status of women, ‘high’ attitude towards marriage, religion and education and ‘above average’ attitude towards parent-child relation and socio-cultural factors.

**English Medium Students**

The Figure 4, displays the attitude of English medium students towards modernization.

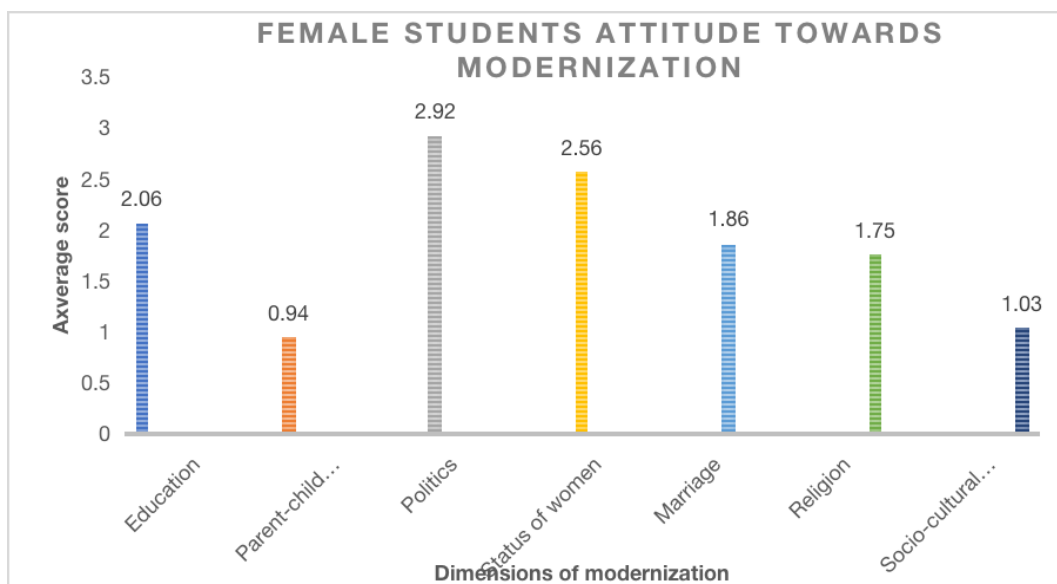


**FIGURE 4: Attitude of English Medium students towards modernization**

From the above figure it can be seen that English medium students have ‘extremely high’ opinion towards education, politics, status of women and marriage. These students showed ‘high’ opinion towards religion dimension and ‘above average’ towards socio-cultural factors and parent-child relation.

### c) Female and Male students

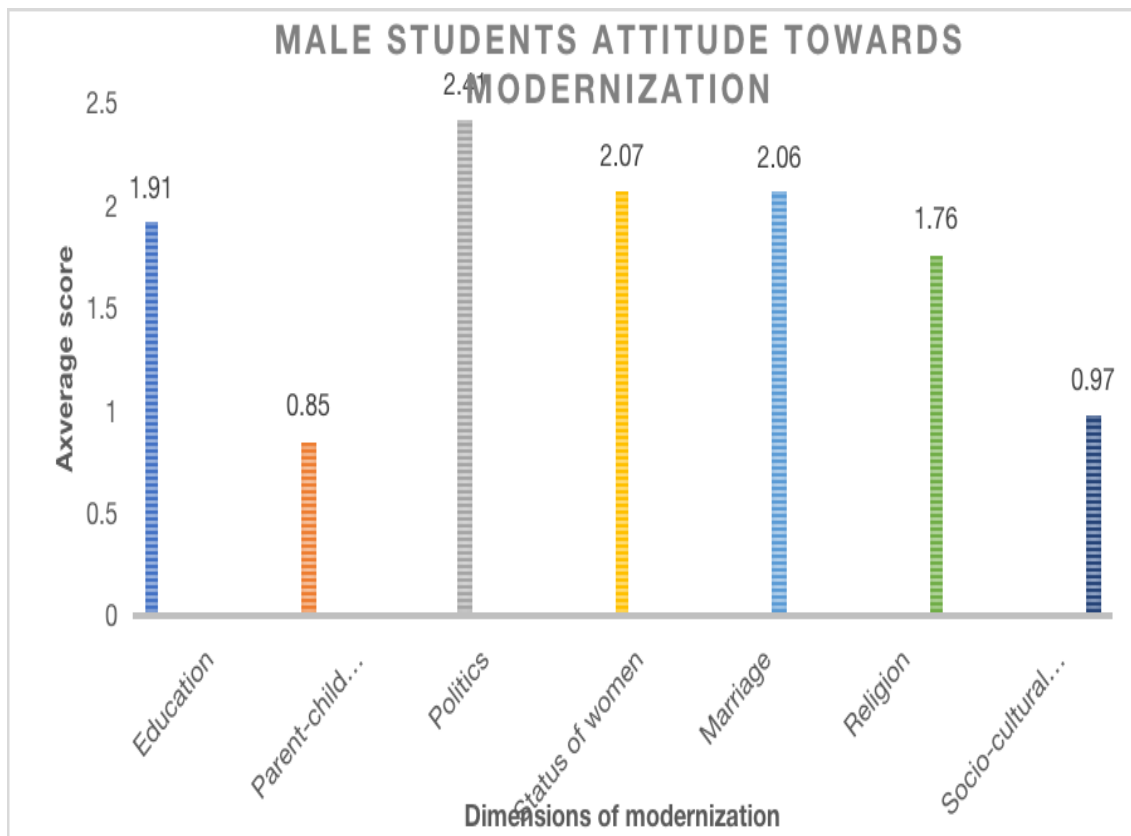
Average scores were evaluated for male and female students separately for all the seven dimensions of the modernization. Figure 5 and 6 displays the opinion of female and male students towards modernization respectively.



**FIGURE 5: Attitude of Female students towards modernization**



Figure 5 indicates that female students have ‘extremely high’ attitude towards education, politics, and status of women while ‘high’ attitude towards marriage and religion and ‘above average’ attitude towards socio-cultural factors and parent-child relation.



**FIGURE 6: Attitude of Male students towards modernization**

It is noticed from Figure 6, that male students have ‘extremely high’ attitude towards politics, marriage and status of women while ‘high’ attitude towards education and religion and ‘above average’ attitude towards socio-cultural factors and parent-child relation.

### **Differences with respect to Medium of instruction and Gender**

Apart from examining the attitude of students towards modernization, differences were also evaluated with respect to gender and medium of instruction. The ‘t’ test was adopted to know this difference statistically.

### **Marathi and English Medium students**

**TABLE 2: Difference between Attitude towards Modernization for English and Marathi medium School Students**

Areas of Modernization	of	Medium	N	M	SD	t
Education		English		2.281	0.8709	<b>10.</b>
		ii	3	1.664	0.7474	
			4			
Parent-Child Relation		English		1.007	0.6087	<b>5.2</b>
		ii	3	0.768	0.5950	
			4			
Politics		English		2.584	0.8925	-
		ii	3	2.729	0.8773	
			4			
Status of Women		English		2.563	0.7916	
		ii	3	2.026	0.9031	
			4			
Marriage		English		2.015	0.7553	1.7
		ii	3	1.915	0.7720	
			4			
Religion		English		1.768	0.9650	0.3
		ii	3	1.741	0.8965	
			4			
Socio culture		English		0.892	0.6793	-
		ii	3	1.107	0.8299	
			4			

*df = 700 \*Significant at .05 level, 't'- tabled value = 1.96*

From Table 2, it is revealed that there is a significant difference between English and Marathi medium student in the education, parent-child relation, politics, status of women dimension of modernization whereas no differences were noticed in the marriage and religion dimension of modernization.

**TABLE 3: Difference in Attitude towards Modernization with respect to gender**

Areas of Modernization	Gender	N	M	SD	t
Education	Male		1.913	0.8343	-
	Female	339	2.056	0.9012	
Parent Child Relation	Male		0.850	0.5902	-
	Female	339	0.935	0.6359	
Politics	Male		2.409	0.9340	-
	Female	339	2.924	0.7466	
Status of Women	Male		2.065	0.8930	-
	Female	339	2.566	0.8076	
Marriage	Male		2.062	0.8089	<b>3.5</b>
	Female	339	1.861	0.6988	
Religion	Male		1.759	1.0020	0.1
	Female	339	1.751	0.8493	
Socio culture	Male		0.967	0.7896	-
	Female	339	1.028	0.7331	

*df = 700 \*Significant at .05 level, 't'- tabled value = 1.96*

From Table 3, it is revealed that there is a significant difference in the education, politics, status of women and marriage dimension of modernization whereas no differences were noticed in the parent-child relation, religion and socio-culture dimension of modernization between male and female students.

## Discussion

The higher secondary students in Pune city, irrespective of their social and school factors have shown inclination towards theoretic, social, political and economic values. This would imply that they have tendency to gain more knowledge, preference for career that provide economic gains, enhance power status but at the same time would like to hold social responsibility. Even though the students have shown less inclination towards aesthetic value, they have shown sensitivity towards social issues and problems, women and politics. This has also been reconfirmed through their attitude towards modernization wherein high inclinations towards politics, status of women and education was noticed. However, the concern is that, the students are less likely to be less aesthetic which imply inclination towards art, culture and environment are not areas of interests among them. The cause for this less inclination towards aesthetic and religious values is associated to modernization which was shown in the present study. This would imply that as we progress with modernization, the demand for career related to science and technology is increased while those related to arts, humanities and social sciences have decreased. This has significant relevance for higher education, job market as well as well being of youth, since imbalances created in choice of disciplines leads to severe competition for science and technology subjects.

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