

Modernization of Male & Female Higher Secondary School Students - A Comparative Study

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Abstract: Modernization is understood as a process which indicates the adoption of modern ways of life and values. It is a process which changed the society from primarily agricultural to industrial economy. It is an attempt on the part of people particularly those who are custom - bound, to adopt themselves to the present time conditions, styles and ways in general. It indicates a change in people's preferences, ideas, values, speaking styles etc. The present study examined the modernization of male and female higher secondary school students. The sample of the study consisted 60 higher secondary school students i.e. 30 male and 30 female students. Modernization of students was measured using R.S Singh's Modernization Scale (RSSMS). Results indicated that male higher secondary school students have significantly higher mean scores in terms of modernization. Males have more freedom in marriage, politics and employment than females.

[Najmah Peerzada. **Modernization of Male & Female Higher Secondary School Students - A Comparative Study.** *Academ Arena* 2013;5(2):29-33] (ISSN 1553-992X). <http://www.sciencepub.net/academia>.
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Keywords: Socio religious, Marriage, Position of woman, Education

Introduction

In the last decades there have been sweeping changes due to modernization that has affected every country in the world. Modernization is a 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. Modernization is a comprehensive concept aimed at capturing, describing and evaluating profound qualitative and quantitative change in society. It describes the transition of a society from medieval to modern culture. It stands for progress beyond tradition. It is a process of movement from traditional and quasi-traditional to certain desired type of technology and the resultant changes in the social structure, value orientations, motivations, achievements and aspirations. It means a value change, significant institutional modifications and improvement of standards of performance and

achievement. It involves the substitution of old images and forms with new ones.

Modernization is not a synonym of westernization, which loosely may mean uncritical imitation of the social ways and values prevailing in a western country. Modernization is for discriminate selection between what is worthy and what is unsuitable in a particular situation. Modernization can be described as the process of development in almost every aspect of human life i.e. scientific, technological, economic, environmental, educational and social fields.

Modernization has two major aspects, firstly there is a system of thought and values with reference to which an individual directs or orients his activities and secondly, a system of institutions through which he carries out his activities. Both the aspects influence the behavior of an individual with respect to his self- esteem and social system.

Need and Importance

It is a well known fact that we are in the era of modernization. The process of modernization has a great impact on individual and society. Modernization includes reason and rationalism, secularism, high aspiration and achievement orientation, over-all transformation of attitudes, norms and values, an open society and mobile person. Modernization is the building of an “open society” in which individual talent, enterprise and training can find places in the society appropriate to their achievement. The process of modernization involves appropriate change in the social system to meet the rising expectation of the people. Modernization entails social change which leads to progress in many fields.

Due to modernization old social and psychological elements are transformed and new values of human conduct are setup. With the acceleration in the speed of social change the status of individuals and families undergo change.

Realizing the great importance of modernization in the society and the role which the young generation is supposed to play in strengthening social order the present study was undertaken.

Objectives of the Study

The following objectives have been formulated for the present study.

- 1) To study modernization of male and female higher secondary school students.
- 2) To compare male and female higher secondary school students on ‘socio – religious’ dimension of modernization.
- 3) To compare male and female higher secondary school students on ‘marriage’ dimension of modernization.
- 4) To compare male and female higher secondary school students on ‘position of woman’ dimension of modernization.
- 5) To compare male and female higher secondary school students on ‘education’ dimension of modernization.

- 6) To compare male and female higher secondary school students on ‘over-all’ dimensions of modernization.

Hypothesis

The following hypothesis have been formulated:-

- 1) There is a significant difference between male and female higher secondary school students on ‘socio- religious’ dimension of modernization.
- 2) There is a significant difference between male and female higher secondary school students on ‘marriage’ dimension of modernization.
- 3) There is a significant difference between male and female higher secondary school students on ‘position of woman’ dimension of modernization.
- 4) There is a significant difference between male and female higher secondary school students on ‘education’ dimension of modernization.
- 5) There is a significant difference between male and female higher secondary school students on ‘over-all’ dimension of modernization.

Method and Procedure

Sample

30 male and 30 female higher secondary school students were taken as sample for the present study. The sample was taken from 11th and 12th class students of district Kupwara (J&K). In order to select the sample of students from various higher secondary schools random sampling technique was adopted.

Procedure

The data was collected with the help of R.S Singh’s Modernization Scale (RSSMS). The scale was administered to the sample subjects in the respective institutions. The investigator visited various higher secondary institutions in order to collect the data for the present study. The scoring was strictly done as per the manual of the test.

Statistical Treatment

The data was analyzed by applying “t” test for testing the difference between male and female higher secondary school students on various dimension of modernization.

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 1.0: Mean comparison of male and female higher secondary school students on socio-religious dimension of modernization. (No = 30 in each group)

Group	Mean	SD	‘t’ value	Level of significance
Male	24.40	4.49	0.27	Insignificant
Female	23.40	3.61		

Table 1.0 shows the mean comparison of male and female higher secondary school students on socio-religious dimension of modernization. The table reveals that male and female higher secondary school students do not differ significantly on socio-religious dimension of modernization. The table further reveals that

both the groups are similar on socio-religious dimension of modernization. Therefore, hypothesis numbers one, which read as “Male and female higher secondary school students differ significantly on socio religious dimension of modernization” stands rejected.

Table 2.0: Mean comparison of male and female higher secondary school students on ‘Marriage’ dimension of modernization. (N=30in each group)

Group	Mean	SD	‘t’ value	Level of significance
Male	24.80	1.16	2.80	Significant at 0.01 level
Female	23.40	2.60		

Table 2.0 indicates the mean comparison of male and female higher secondary school students on ‘Marriage’ dimension of modernization. The table reveals that male and female higher secondary school students differ significantly at 0.01 level on ‘Marriage’ dimension of modernization. The

table further reveals that male higher secondary school students have better freedom in marriage than female higher secondary school students. Therefore, hypothesis number two, which reads as “Male and female higher secondary school students differ significantly on ‘Marriage’ dimension of modernization” stands accepted.

Table 3.0: Mean comparison of male and female higher secondary school students on ‘Position of Women’ dimension of modernization. (N = 30 in each Group)

Group	Mean	SD	‘t’ Value	Level of Significance
Male	32.80	2.92	10.57	Significant at 0.01 level
Female	25.40	2.57		

Table 3.0 mentions the mean comparison of male and female higher secondary school students on ‘Position of

women’ of dimension of modernization. The table reveals that male and female higher secondary school students differ significantly at

0.01 level on position of woman dimension of modernization .It is evident from the table that the female higher secondary students are not given equal freedom in status and employment as are given to male higher secondary school

students. Therefore, hypothesis number three, which reads as “Male and female higher secondary school students differ significantly on position of women dimension of modernization” stands accepted.

Table 4.0: Mean comparison of male and female higher secondary school students on ‘Education’ dimension of modernization. (N=30 in each group)

Group	Mean	SD	‘t’ Value	Level of Significance
Male	25.60	4.22	0.76	Insignificant
Female	26.40	3.92		

Table 4.0 depicts the mean comparison of male and female higher secondary school students on ‘Education’ dimension of modernization. The table reveals that male and female higher secondary school students do not differ significantly on the scores obtained on ‘Education’ dimension of modernization. The

table further indicates that both the groups have freedom in terms of imparting education. Therefore, hypothesis number four, which reads as “Male and female higher secondary school students differ significantly on ‘Education’ dimension of modernization” stands rejected.

Table 5.0: Mean comparison of male and female higher secondary school students on “over–all” scores of modernization. (N=30 in each group)

Group	Mean	SD	‘t’ Value	Level of Significance
Male	107.60	3.55	2.83	significant at 0.01 level
Female	103.20	5.84		

Table 5.0 mentions the mean comparison of male and female higher secondary school students on ‘over–all’ dimension of modernization. The table reveals that male and female higher secondary school students differ significantly at 0.01 level on the over-all scores of modernization. The table further indicates that male higher secondary school students have better freedom in socio-religious and marriage dimension of modernization than female higher secondary school student. Therefore, hypothesis number five, which reads as “Male and female higher secondary school students differ significantly on “over-all” dimension of modernization” stands accepted.

Conclusions

On the basis of statistical analysis and interpretation of data the following conclusions have been drawn.

1. The male and female higher secondary students have similar socio-religious freedom.
2. The male have more freedom in marriage than female.
3. The females are not given equal status in politics and employment as are given to males.
4. The male and female have equal freedom in imparting education.
5. On the basis of over-all scores of modernization male higher secondary school students have better freedom than female higher secondary school students.

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12/26/2012