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## IMPACT OF SOME DEMOGRAPHIC VARIABLES ON MODERNIZATION AND ATTITUDE OF HIGHER SECONDARY STUDENTS

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### Abstract

**Introduction and Method**The present investigation attempted to study the impact of type of educational institute and gender on modernization trends and attitude towards different domains of life among higher secondary students. The main purpose was to compare the modernization trend and attitude of students studying in Madrasahs, run by religious body, and the Government schools. This sample of the study comprised of 400 female and 400 male subjects belonging to the age range of 14 to 18 years and all of them were from Bengali medium schools. Two standardized tools were used to assess modernization trends and attitude.

**Results** Statistical analysis one by computing mean, standard deviation and correlations indicated that there were significant differences in modernization trends as well as attitude between the government school and madrasa students. Gender effect was also observed in case of modernization trends. Further significant correlations were observed between modernization trends and attitude towards different aspects of life.

**Conclusion**The findings highlight that student of government schools are more modernized and have more favourable attitude towards discipline, life and humanity than the madrasa students. The madrasa students, on the other hand, have more positive attitude towards parents, teachers and religion. Thus, the study implies that further researches in this area are necessary to determine the role of educational institutes in bringing social changes required for well-being of the society.

**Keywords:** Modernization, Attitude, Religious Attitude, Educational Institute.

### Introduction

Modernization refers to a model of a progressive transition from a 'pre-modern' or 'traditional' to a 'modern' society. Historians link modernization to the processes of urbanization and industrialization and the spread of education. As Kendall (2007) notes, "Urbanization accompanied modernization and the rapid process of industrialization".<sup>[1]</sup> In sociological critical theory, modernization is linked to an overarching process of rationalization. When modernization increases within a society, the individual becomes increasingly important, eventually replacing the family or community as the fundamental unit of society.<sup>[2]</sup> According to Chaudhary (2015) modernization is a process by which modern scientific knowledge covering all aspects of human life is introduced at varying degree by different methods with the ultimate purpose of achieving a better and satisfactory life in the broadest sense of the term, as accepted by the society concerned.<sup>[3]</sup>

Modernization is a revolutionary change leading to the transformation of a traditional society into a technical and civilized society. Modernisation promotes better living, better house, and better life style. Education acts as a powerful force of modernization by developing national outlook and international understanding. In other words, modernization means being aware of the latest developments in social, economic, technological, scientific and cultural domains of human life. It is rightly acknowledged that education accelerates the pace of modernisation. Modernisation breaks the status of traditional thinking, habits, attitudes and values.

Attitude is an idea charged with emotion which predisposes on action in particular social situation (Antonak, 1988).<sup>[4]</sup> Attitude can be simply defined as an established way of thinking or feeling or behaving about something or someone. Attitude may also be defined as positive or negative evaluation of anything of one's surroundings or evaluation of anything of one's surroundings or environment. Attitude comes from our beliefs, intension and action (Fishbein and Aizen, 1975).<sup>[5]</sup> With the help of attitude one can judge the behavior pattern of an individual. So, attitude is positive or negative feeling that an individual holds about objects, persons or ideas and is also a predisposition to action.

In India different studies have been carried out to examine the attitude towards modernization among students. Chawla and Kang (2011) have reported that gender differences exist in attitudes towards modernization among adults belonging to middle socio-economic status in Ludhiana city.<sup>[6]</sup> Malik, Gupta and Jan (2013) have also assessed the attitude of under graduate students towards modernization and found that choice of stream has no impact while gender affects their attitude towards modernization.<sup>[7]</sup> Kumar (2011) has concluded that attitude towards modernization is affected by sex.<sup>[8]</sup>



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Given this perspective the present study has been undertaken to compare the modernization trend and attitude of students studying in Madrasahs and Government schools. Further the nature of association between modernization trend and attitude has been assessed.

**Objectives**

1. To find out if there any difference between students of Madrasah and Government schools in their modernization trend with respect to education, relation between parents and children, politics, status of women, social cultural factors.
2. To find out if there is any difference between students of Madrasah and Government schools in their attitude towards teachers, parents, discipline, life and humanity, country and religion.
3. To find out the effect of gender on modernization tendency and attitude of these students.
4. To find out the nature of association between modernization tendency and attitude of these students.

**Method**

**Study area**

For the present study Akra station area located in South 24 Parganas district of West Bengal was selected because Muslim population is high and it is surrounded by many Madrasahs.

**Participants**

A list of Madrasahs was procured from the department of Madrasah service commission. From the list two Madrasahs were selected randomly to represent the Muslim sample in Akra area (Akra high Madrasah and Akra Girls High Madrasah). Further two Government Bengali medium schools (Akra Krishnagar high School and Akra Krishnagar Balika Vidyalaya) in same area were chosen to draw the sample. A list of students belonging to the age group 14 – 18 years from class nine to eleven was prepared separately. From each of the four school’s 200 students were selected. Thus, a total of 800 adolescents constituted the sample for the present investigation. Stratified random sampling technique was used for sample selection. Stratification was done according to gender and type of school. The sample comprised of 400 girls and 400 boys studying in Government school and Madrasah. The medium of instruction followed in all the schools was Bengali. Majority of the students in the Government schools were Hindus and majority of the students in the Madrasahs were Muslims.

**Description of tools**

Two standardized tools were administered on the participants.

1. Attitude scale by T S Sodhi (2007)

This scale consists of 71 items. It measured student’s attitude towards teachers and parents (P1), discipline (P2), life and humanity (P3), country (P4) and religion (P5). For each area only the value of ‘yes’ has been given as + or -, against each item. If the value shown for the item is positive and

- i) The student has marked ‘yes’ in his response, score of +1 is given.
- ii) If he has marked ‘no’ score of -1 is given.
- iii) If he has marked sign of? 0 is given.
- iv) Reverse scoring is done if the value shown for an item on the scoring key is negative.

Thus, each individual gets five separate scores on the five scales.

2. Comprehensive modernization inventory by S P Ahluwalia and A. K. Kalia (2010)

This inventory consists of 49 items. It measures the change in attitude of adolescents in seven areas i.e., education (Edu), parent child relationship (PCR), politics (Pol), status of women (SOW), marriage (Mar), religion (Rel), socio cultural (SCF) factor. This included both positive as well as negative items and scored as extremely agree, undecided, disagree, strongly disagree. The maximum score for positive items is awarded as 5 and least is 1. In case of negative items, the scoring procedure is to be reversed.

**Procedure**

After selecting the topic and carrying out review of literature the objectives were framed. Then contact was made with the selected government schools and Madrasah for their permission to conduct data collection. Data were collected from groups of about 20 subjects each using the standardized scales. Initially rapport was established with the subjects to gain their confidence. It was clearly stated to them that their responses would remain strictly confidential. They were asked not to consult with each other while responding to the scales. Instructions were given to the subjects before each scale was administered on them. It was checked from time to time so that the subjects did not face any problem in taking tests. After completion of each test, the answer sheet / booklet was taken back and the subjects were thanked and allowed to leave. The responses in each data sheet were scored according to the norms. Finally, the scores were tabulated and entered in excel sheet and analyzed by using SPSS-20.



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## Results

The researcher has analyzed the data of modernization trends with respect to education, parent child relationship, politics, status of women, marriage, religion and social cultural factors of government school and madrasah school students. It is observed in table 1 that total no of samples is 800 and it is equally distributed in government schools and madrasahs i.e., 400 in each type of institution. The school students have higher mean values than the madrasah students in education, politics, status of women, marriage and socio-cultural factors of modernization trends. On the otherhand, madrasah students have higher mean scores than the school students in parent child relationship and religion aspects of modernization trends.

Table 2 shows the t-values representing significant differences in most of the aspects of modernization between government school and madrasah students. From the descriptive analysis, it has been noted that school students have scored higher value than the madrasah students based on modernization trends. So, from both descriptive and inferential statistics, it can be interpreted that government school students are more modernized than madrasah students.

Table 3 depicts the descriptive statistics of attitudes of both government school and madrasah students. It has been found that madrasah students have more positive attitude than school students in respect of the mean values of total scores. But when the mean scores are considered separately, it is observed that madrasah students have more positive attitudes than school students in attitude towards teachers and parents and attitude towards religion. On the otherhand, the school students have more positive attitude than madrasah students in case of attitude towards discipline, attitude towards life and humanity and attitude towards country.

Table 4 depicts the independent samples t-test of different aspects of attitudes between government school and madrasah students. It has been found that there is a statistically significant difference between school and madrasah students in respect to attitude towards teachers and parents, discipline, country and religion aspects of attitudes at  $p < 0.05$  level. But no statistically significant difference ( $p > 0.05$ ) between school and madrasah students in respect to attitude towards life and humanity aspect of attitude has been noted. In case of total scores of attitudes, there is a statistically significant difference ( $p < 0.05$ ) between school and madrasah students. So, from both descriptive and inferential statistics, it can be interpreted that madrasah students have more favourable attitude than school students towards teachers and parents, and religion. The government school students have more positive attitude towards discipline and country than the madrasah students.

The tables 5, 6 and 7 show descriptive statistics according to gender. The tables indicate that the attitude scores are more or less similar for both males and females. But in case of modernization trends there are gender differences. The t- values clearly bring out that though there is no significant gender difference in attitude, there is a significant difference ( $p < .01$ ) in the modernization trend between male and female students. The mean of total scores suggests that girls tend to be more modernized than boys.

Table 8 denotes the correlation between different aspects of attitude and different areas of modernization trends. It is found that attitude towards teachers and parents is significantly but negatively correlated with Edu and SCF at the 0.01 level but the overall correlation is low and in a negative direction but significant at  $p < 0.05$ . Attitude towards discipline is significantly and positively correlated with PCR, Pol, SOW and Rel. The total correlation is also significant and in a positive direction ( $p < 0.01$ ). Attitude towards life and humanity is significantly and positively correlated with Politics, SOW and the total of modernization trend significant at  $p < 0.01$ .

The result also shows that attitude towards life and humanity is correlated with marriage at the level of  $p < 0.05$ . Attitude towards country is significantly and positively correlated with Education, Politics, SOW and the overall modernization trends ( $p < 0.01$ ). Attitude towards religion is significantly and positively correlated with religion but negatively correlated with Education and Marriage at  $p < 0.01$  level and the overall correlation is low but statistically significant at  $p < 0.05$  level. The total score in attitude is significantly and positively correlated with Politics, SOW, Religion and total score in modernization at  $p < 0.05$ . But it is negatively correlated with Education ( $p < 0.01$ ) and SCF at  $p < 0.05$  level. Therefore, it can be interpreted that there is a high correlation between attitude and modernization trends among government school and madrasah students.

## Discussion

Traditionally, religion has played an important role in the shaping of the people's lives, behaviour and interactions. But since 18<sup>th</sup> century with the advent of modernization, science and technology has started influencing the society. At present, modernization, globalization and social change are creating very drastic changes in every sphere of life. The status of religion and its associated value orientations have also been affected by the modernisation process (Ester et al. 1993).<sup>[9]</sup>

According to Gensicke (2001) in most of the European countries, modernisation caused a great shift of guiding values to the direction of an improvement of human existence in the present world rather than in the beyond world.<sup>[10]</sup> We find support to this fact in



Inglehart’s argument (1997) that the main goal of modernisation has been the maximisation of personal well-being through economic growth within society.<sup>[11]</sup> Of course, such goals cannot be achieved without the disregard of other societal tasks at the same time. In parts, as stated by Gensicke, religious values and beliefs have to give way to a new worldview arising out of the progress of modernisation.

The religious value strongly differs from the general idea of increasing prosperity and economic security, which actually has been a major outcome of the modernisation process (Ester et al. 1993). Hence, the decline of religiosity caused by the rise of modernisation can be affirmed. The sociologist Max Weber claims that the magical, mystical view and practices had to give way to scientific explanations and interpretations, becoming the core element involved in the modernisation process. Weber also refers to the fact that technology and science were ruling the world, instead of the previous magic and mystic.

Though with the spread of modernization, importance of religion has declined, we have to remember that religion and education have a close relationship. Social scientists have emphasized about this relationship and about how the two influences each other. Apart from their roles in creating educational infrastructure, religious groups have been foundational in fostering societal attitudes toward education. So, it is of great interest to find out the interrelationship between modernization and attitude towards different domains of life and the impact of type of educational institute on this relationship.<sup>[12]</sup>

The present study has been undertaken to assess the modernization trends and attitude towards different spheres of life in the higher secondary students studying in two different types of educational institutions, one that is the **schools** run by the government and the other the **madrassahs** run by religious body (Islamic faith). The main objective is to find out the impact of the type of educational institute on the above-mentioned variables. The effect of gender has also been studied.

The first two tables indicate that government school students achieved higher score than the madrasha students in modernization trends, suggesting that school students tend to be significantly more modernized than madrasha students.

Tables 3 and 4 represent that madrasha students have more positive attitudes than government school students towards teachers and parents and towards religion variables. On the other hand, the school students have more favourable attitude than madrasha students in case of attitude towards discipline, attitude towards life and humanity and attitude towards country. Further, from t-tests, it can be interpreted that madrasha students have significantly more favourable attitude towards teachers and parents, and religion than the school students. The government school students have significantly more positive attitude towards discipline and country than the madrasha students.

Tables 5, 6 and 7 suggest that gender has significant effect only in case of modernization trend. The female students tend to be significantly more modernized than their male counterparts. This finding is consistent with the earlier studies (Singh, 1988; Kumar, 2011; Chaudhuri, 2012).

Most of the earlier studies on modernization have explored either gender differences or differences in educational stream in this area but not the type of educational institute (Chawla and Kang, 2011; Malik, Gupta and Jan, 2013; Chaudhary, 2015). The overall findings are inconclusive in establishing whether choice of stream and gender has any effect on the attitude towards modernization. However, the recent studies suggest that there are significant differences in modernization trend between urban and rural students and also between science and arts students (Patel, 2013).<sup>[14]</sup> Panahi (2015) has reported that modernization has impact on different spheres of life – education, means of communication and social relationships.<sup>[15]</sup> Andreeva and Myslyakova (2017) have demonstrated that modernization influences the attitude towards social consciousness and basic moral principles.<sup>[16]</sup> The correlation table-8 demonstrates that significant association exists between modernization trends and attitude towards different aspects of life.

The present study further shows that modernization trends are positively associated with attitude towards discipline, life and humanity, and country. Kalliath (1988) has found that individual modernity has relation with educational background. Post-graduate students, students of science and arts stream are better off in this regard than under-graduate students.<sup>[17]</sup> Chaudhari (2012) states that education plays an important role in the modernizing the people in a channelized manner as education is the both receiver and giver of social change. It enables the individual to partake fully in the development of the nation. It is therefore, the task of educational institution to spell out clear-cut aims and objectives of education and to plan the educational system in such a way that it fosters in the students to modify old value. The findings of this study corroborate with these observations and implies that government schools promote modernization and more democratic attitudes than the madrassahs.



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## Conclusion

The present study has tried to explore the present social trends of the higher secondary students against the backdrop of type of educational institute and gender. The findings highlight that student of government schools are more modernized and have more favourable attitude towards discipline, life and humanity than the madrasha students. The madrasha students on the other hand, have more positive attitude towards parents, teachers and religion. Future researches in this area are necessary to determine the role of educational institutes in bringing social changes required for well-being of the society.

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APPENDIX

Table 1: Descriptive statistics of Modernization trends according to type of school

Variables	Type of school	N	Mean	Std. Deviation	Std. Error Mean
Education	1	400	27.50	4.606	.230
	2	400	24.69	3.936	.197
PCR	1	400	23.49	4.329	.216
	2	400	24.23	4.652	.232
Politics	1	400	25.67	5.431	.272
	2	400	23.99	4.978	.249
SOW	1	400	23.64	5.456	.273
	2	400	22.12	4.722	.236
Marriage	1	400	23.04	4.041	.202
	2	400	22.55	4.072	.204
Religion	1	400	23.26	6.400	.320
	2	400	26.79	4.399	.220
SCF	1	400	25.75	4.372	.219
	2	400	24.53	4.223	.211
Total	1	400	172.45	16.951	.848
	2	400	168.95	15.590	.780

(1 – Government school, 2 – Madrasah)

Table 2: Independent samples t-test according to schools

VARIABLES		t-test for Equality of Means						
		t-value	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Education	1	9.276	798	.000	2.810	.303	2.215	3.405
	2		779.051					
P C R	1	-2.347	801	.019	-.744	.317	-1.367	-.122
	2		796.615					
Politics	1	4.547	798	.000	1.675	.368	.952	2.398
	2		792.031					
S O W	1	4.206	798	.000	1.517	.361	.809	2.226
	2		781.930					
Marriage	1	1.708	798	.088	.490	.287	-.073	1.053
	2		797.953					
Religion	1	-9.078	798	.000	-3.525	.388	-4.287	-2.763
	2		707.205					
S C F	1	4.031	798	.000	1.225	.304	.628	1.822
	2		797.049					
Total	1	3.039	798	.002	3.500	1.152	1.240	5.760
	2		792.473					



**Table 3: Descriptive Statistics of Attitude of Students according to type of schools**

	School	N	Mean	Std. Deviation	Std. Error Mean
<b>P1</b>	1	400	3.94	3.864	.193
	2	400	5.09	3.586	.179
<b>P2</b>	1	400	2.02	3.425	.171
	2	400	1.15	3.727	.186
<b>P3</b>	1	400	3.32	4.738	.237
	2	400	2.76	4.687	.234
<b>P4</b>	1	400	6.47	2.577	.129
	2	400	5.76	2.733	.137
<b>P5</b>	1	400	6.53	7.216	.361
	2	400	12.44	3.895	.195
<b>Total</b>	1	400	22.28	12.788	.639
	2	400	27.20	11.198	.560

**Table 4: Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t-value	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
P1	Equal variances assumed	2.639	.105	4.363	798	.000	1.150	.264	-1.667	-.633
	Equal variances not assumed				793.573					
P2	Equal variances assumed	3.643	.057	3.427	798	.001	.867	.253	.371	1.364
	Equal variances not assumed				792.371					
P3	Equal variances assumed	.025	.873	1.696	798	.090	.565	.333	-.089	1.219
	Equal variances not assumed				797.905					
P4	Equal variances assumed	.966	.326	3.767	798	.000	.708	.188	.339	1.076
	Equal variances not assumed				795.245					
P5	Equal variances assumed	153.138	.000	-14.402	798	.000	5.905	.410	-6.710	-5.100
	Equal variances not assumed				613.273					
Total	Equal variances assumed	2.798	.095	5.783	798	.000	4.915	.850	-6.583	-3.247
	Equal variances not assumed				784.347					



**Table 5: Descriptive Statistics of Attitude according to gender**

Gender		P1	P2	P3	P4	P5	Total
1	Mean	4.49	1.18	3.16	6.22	9.61	24.66
	N	400	400	400	400	400	400
	Std. Deviation	3.995	3.452	4.549	2.721	6.139	11.709
2	Mean	4.55	1.99	2.91	6.01	9.36	24.81
	N	400	400	400	400	400	400
	Std. Deviation	3.534	3.709	4.883	2.633	6.855	12.803
Total	Mean	4.52	1.59	3.04	6.11	9.49	24.74
	N	800	800	800	800	800	800
	Std. Deviation	3.769	3.604	4.718	2.678	6.504	12.261

**Table 6: Descriptive Statistics of Modernization according to gender**

Gender		Education	P C R	Politics	S O W	Marriage	Religion	Total
1	Mean	26.44	24.44	26.65	24.02	22.32	25.30	175.03
	N	400	400	400	400	400	400	400
	Std. Deviation	4.824	4.049	5.188	5.226	3.766	5.501	16.285
2	Mean	25.75	23.45	23.01	21.74	23.26	24.75	166.38
	N	400	400	400	400	400	400	400
	Std. Deviation	4.142	4.508	4.701	4.827	4.291	6.010	15.290
Total	Mean	26.10	23.94	24.83	22.88	22.79	25.02	170.70
	N	800	800	800	800	800	800	800
	Std. Deviation	4.507	4.310	5.273	5.155	4.062	5.764	16.369

**Table 7: Representation of t-values in Attitude and Modernization total scores according to gender**

Variable	Mean	t- value	Df	Significance
Attitude	1 – 24.67	1.73	798	.863
	2 – 24.82			
Modernization	1 – 175.03	7.49	798	.000
	2 – 166.38			

**Table 8: Correlations between different aspects of Attitude and different areas of Modernization**

Modernization Attitude	Education	PCR	Politic	SOW	Marriage	Religion	S C F	Total
<b>P1</b>	-.172**	.002	-.031	-.066	-.061	.111**	-.138**	-.090*
<b>P2</b>	.015	.106**	.164**	.112**	.052	.092**	.017	.170**
<b>P3</b>	.006	.034	.123**	.166**	.084*	.064	-.034	.137**
<b>P4</b>	.182**	-.018	.228**	.163**	.006	.054	.024	.196**
<b>P5</b>	-.161**	.051	-.015	.001	-.153**	.457**	-.062	.071*
<b>Total</b>	-.092**	.068	.128**	.113**	-.051	.340**	-.078*	.156**

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).