



Attitude towards Modernization: A Survey among B.Ed. College Students

Mohua Sannigrahi¹ Dr.Subhadeep Mazumder²

1. Research Scholar, Swmi Vivekananda University, Barrackpur. Kolkata, Mohua23@gmail.com
2. Assistant Professor & Head Department of Education, Swmi Vivekananda University, Barrackpur.

Abstract: *The study has been carried out to examine the attitude of B.Ed. students towards Modernization and to find out the difference of attitude towards modernization between Science and Arts students. It also aims to find out the difference of attitude towards modernization between Male and Female students. The sample consisted of 150 B.Ed. students including 72 males and 78 females. The subjects were selected by using simple random sampling technique from different colleges, affiliated to BSAEU, Kolkata, and West Bengal. Comprehensive Modernization Inventory (Ahluwallia & Kalia, 2010)-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. Findings of the study indicate that Female students of arts stream scored higher than their counterparts of same stream thus it can be concluded that female B.Ed students have more favorable attitude towards modernization than their counterparts. Female students scored higher on the attitude towards modernization than their male counterparts of same stream thus they have more favorable attitude towards modernization than their male counterparts.*

Keywords: *Attitude, Development, Modern Society, Communities.*

Introduction: The process of modernizing a social structure, an organization, or a group of individuals involves making changes to their circumstances so that their privileges are in line with current knowledge or technological advancements. Because of its connection to the idea of "development," there are variations in emphasis over what modernization means. Either a positive focus on providing the socio-cultural environment required for progress, or a largely negative emphasis on eliminating institutional barriers to development, may be applied to the shift from traditional to modern society. Development is the economic facet of modernization, according to Lerner, which is a social process. One kind of societal transformation is referred to as development or modernization. (Ahluwalia, & Kalia, 2010)

Modernization in the social sciences refers to an evolutionary paradigm of a society's shift from "pre-modern" or "traditional" to modern. More precisely, modernization is the deeper shift in man's attitude towards life's problems, society, and the world, as well as his style of thinking and feeling. From a sociological perspective, modernization means leaving behind a traditional, rural, agricultural civilization. It is widely acknowledged that this represents both the reorientation of certain already-existing social institutions and a departure from the conventional establishment of new ones. Without a doubt, a large number of these institutional reforms are driven more by ideological reasons than by practical ones. In this process of societal revolution, changing things at the individual level is not receiving the same priority as it should. Three qualities characterize modernization: First of all, the demise of traditional communities heralds

the advent of modernity and industry, which drastically reduces the significance of connections between the main groups and fosters the rise of secondary groups like classmates at educational institutions. Second, as modernization grows, official organizations affect interaction and society is increasingly bureaucratized. As a result, the customary bonds of family and community weaken, and people in the community start to feel insecure and powerless. Thirdly, religious organizations start to wane. People started creating new religious communities and groupings in response to feeling that they had lost control of their own lives as life started to become more modernized. (Tyagi, 2018).

Review of Literature:

According to Kosak et al. (2004), faculty members' attitudes about online learning have an impact on how eager they are to teach online. Research by Krishankumar and Rajesh (2011) the study's findings indicated that higher education teachers had a positive attitude towards online learning. Instructors who were comfortable with computers and other technology used e-learning differently than instructors who were not as tech-savvy.

Menon (2012) discovered a strong influence of modernity on undergraduate students but no discernible positive association between modernization and values.

Gupta, Samee's (2017) research on graduate students' attitudes towards modernity in Delhi revealed no discernible differences between male and female graduate students in single-family and combined-family settings. The statement "There is nothing more permanent than change" was made by T. Patel in 2012. Modernization is not the same as full westernization. Rather than strife and competition, the contemporary civilization values coexistence, cooperation, and compromise. Adults from middle-class socioeconomic backgrounds in Ludhiana City were asked to rate their views towards modernization according to gender.

Asha Chawla and T. K. Kang (2011) made this effort. Usrh (2010) discusses how modernization and transformation in organizations include the use of new tools, technology, and values as well as the acceptance of new practices. Manminder and Jaspreet Kaur looked at the connection between teenagers' modernism and mean aggressiveness scores.

Significance of the Study: The teacher is considered as nation builders. The development of the students depends upon the competencies, maturity level, attitude and abilities of teachers. In this era of globalizations and modernization this is very much necessary for teachers to change their stubborn and conservative thinking for age old beliefs about the education, status of woman, marriage, faith in God. Socio cultural factors so that attitude of coming generations about the new norms of life has to be made receptive. Attitude towards modernization among teacher trainees depends upon their abilities, competencies, capabilities and other internal as well as external factors in their environment. Thus present study is a humble attempt to study the attitude of B.Ed. students towards modernization.

Objectives: The study has been carried out to find out the following-

- To examine the attitude of B.Ed. students towards Modernization.
- To find out the difference of attitude towards modernization between Science and Arts students.
- To find out the difference of attitude towards modernization between Male and Female students.

Hypothesis:

The attitudes of B.Ed. students in the scientific and arts streams regarding modernization are essentially the same.

The attitudes of male and female B.Ed. students in the arts stream towards modernity are not significantly different.

The attitudes of male and female B.Ed students in the scientific stream towards modernization are not significantly different.

Method: There were 72 male and 78 female B.Ed. students in the sample of 150. The subjects were chosen from several institutions connected to BSAEU in Kolkata, West Bengal, using a straightforward random sample approach. List of Comprehensive Modernizations (Ahluwallia & Kali (2010)-The Comprehensive Modernization Inventory (CMI-AK), a standardised questionnaire created by Drs. S. P. Ahluwalia and A. K. Kalia, was used to investigate adolescents' attitudes towards modernization in relation to seven dimensions: education, parent-child relationships, politics, women's status, marriage, religion, and sociocultural factors. Education, Parent-Child Relationships, Politics, Women's Status, Marriage, Religion, and Socio-Culture. The collected data were examined using SPSS version 20's mean and standard deviation.

Analysis and Interpretation:

Table 1- Mean. Sd and t value of the attitude towards modernization among Arts and Science group students

Group	Number	Mean	s.d.	S.E. M	t	Level of significance
Arts group	90	133.64	16.42	1.73	2.24	0.5
Science Group	60	140.26	19.46	2.51		

According to Table 1, the attitude towards modernity of B.Ed. students in the scientific and arts streams had mean scores of 140.26 and 133.64, respectively. and the "t" value, 2.24, is not statistically significant. While the mean scores of science stream students are higher than those of arts stream students, suggesting that science stream students have a more positive attitude towards modernization than do arts stream students, the "t" value indicates that undergrad students in both the science and arts streams have the same attitude towards modernization regardless of which stream they choose. Since there is no discernible difference in the attitude of B.Ed. students from the scientific and arts streams towards modernization, the null hypothesis is rejected.

Table 2- Mean. Sd and t value of the attitude towards modernization among Male and Female Arts group students

Group	N	Mean	s.d.	S.E.	t	Level of significance
Male B.Ed. students of arts stream	38	129.90	14.92	2.42	2.53	05
Female B.Ed. students of arts stream	52	138.54	16.71	2.31		

Table 2 makes it evident that the mean scores of the male and female students in the arts stream are, respectively, 129.90 and 138.54. The determined "t" value is 2.53, meeting the necessary degree of significance. It demonstrates that gender significantly influences students' attitudes towards modernity in connection to the arts stream and that there is a reason why male and female students' attitudes towards modernization vary from one another. Therefore, it can be concluded that there is no substantial difference in the attitudes of male and female B.Ed. students in the arts stream towards modernity. After a closer look at

the mean scores, it can be determined that female B.Ed. students had a more positive attitude towards modernity than their counterparts in the arts stream, since they scored higher than their peers in the same stream.

Table 3- Mean, Sd and t value of the attitude towards modernization among Male and Female Science group students.

Group	N	Mean	S.d.	S.E.	t	Level of significance
Male students of science stream	32	132.82	21.33	3.77	3.43	.05
Female students of science stream	28	148.80	13.04	2.46		

Table 3 makes it evident that the mean scores of the scientific stream's male and female students are, respectively, 132.82 & 148.80. The t-value is 3.43, indicating significance. It demonstrates that gender significantly influences B.Ed. students' attitudes towards modernization in regard to the scientific stream, and the attitudes of male and female students vary, on purpose. The hypothesis that states that there is no discernible difference in the attitudes of male and female B.Ed. students in the scientific stream towards modernization is therefore rejected. The table indicates that female students had a more positive attitude towards modernity than their male counterparts in the same stream, as seen by the fact that they scored higher on the attitude towards modernization than their male counterparts.

Findings:

- Female B.Ed. students had a more positive attitude towards modernity than their colleagues, as seen by the fact that arts stream female students scored better than their counterparts in the same stream.
- When it comes to their attitudes towards modernization, female students in the same stream performed better than their male counterparts, indicating that they have a more positive outlook on the subject.

Conclusion: The study's overall findings showed that the choice of stream had no discernible impact on B.Ed. students' attitudes towards modernity. But gender has a big influence on it. Theoretically, studies of modernization and modernity have greatly expanded and intensified the substantive and theoretical concerns of sociology and other social sciences; modernization studies also led to an expansion of social consciousness in social science. In the poor countries where the majority of this research was conducted, it either directly or indirectly aided in the development of self-awareness. Since education is both the source and the recipient of social change, it plays a significant part in the channeled modernization of the populace. There are theoretical and practical ramifications for the current investigation. Practically speaking, its findings are important for educational establishments.

References:

Ahluwalia, S.P., & Kalia, A.K. (2010). *Comprehensive Modernization Inventory (CMI)*. Agra: National Psychological Corporation.

Chawla, A., & Kang, T.K. (2012). Attitude towards modernization: A gender study, *Asian Journal of Home Science*, 7(1), 220-222.

Gupta, A. (2003) Occupational Stress and Basic Values: A Motivational Approach. *Recent Researches in Education and Psychology*, 8 (111), 62.

- Kisanga, D.H. and Ireson, G. (2016). Test of e-Learning Related Attitudes (TeLRA) scale: Development, reliability and validity study. *International Journal of Education and Development using Information and Communication Technology*,12(1), 20-36.
- Menon, A. (2012). Impact of Modernization on Values of Undergraduate Students. *International Journal of Research in Education Methodology*, 1(2), 1–7. <https://doi.org/10.24297/ijrem.v1i2.4126>.
- Murthy, T. L. and Srishylam, P. (2016). Attitude towards e-education among the Teacher educators, *International Journal of Innovative Research in Advanced Engineering*, 12(3), 45-49.
- Nachimuthu, K. (2020). Student teacher’s attitude towards online learning during covid19. *International Journal of Advanced Science and Technology*, 29(6), 8745-8749.
- Tyagi, C. (2018). A study of Modernization of Male and Female Students. *International Journal of Recent Advances in Multidisciplinary Research*, 5(5), 3853-3857.

Citation: Sannigrahi.M,(2024) Attitude towards Modernization: A Survey among B.Ed. College Students, “*Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*”, Vol-2, Issue-1, Feb-2024.