



## Attitude of Adolescents towards Modernization in Relation to Certain Variables

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### Abstract:

*"There is nothing more permanent than change" Modernization is not westernization purely. The modernized society believes in co-existence, co-operation and compromise rather than in competition and conflict. Modernization can be achieved only by improving and extending education. Again education both, the formal and informal is a mean of communication.....The transmissible of meaning.....Has an important function, such as socialization, surveillance, consensus building, raising expectations, focusing attention, broadening mental horizons, creating new attitudes, and values arousing interest in innovation, teaching skills, and encouraging experimentation. Each of these functions has relevance for programmes of modernization. Hence, the formal education if imaginatively and purposefully employed can be a powerful instrument of Modernization. The education today is linked with development. Education is the main agency for the development of attitudes, interests and values and the teacher is its main agent. The class consists of different types of students and they differ in their interest, IQ, attitude, achievement etc. Some students change with the changing time, some don't. There are certain causes behind this kind of difference in attitude. The present study attempts to find out the causes which influence their attitude and creates obstacles in the process of modernizing. There are certain variables which affect their attitude towards modernization. Hence the present study investigates how the SES, academic achievement, area etc. affect the adolescent's attitude towards modernization.*

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**Keywords:** Adolescents, Attitude, Modernization

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### 1. Introduction

From the beginning of life till now life has been changing. Change is the law of nature, and changes in Society are always taking place. At times there changes are slow. Sometime they are so slow that people do not even perceive them. However, there are times when they are also rapid and drastic. All spheres of living things are changing. The word modernization is derived from Latin word 'moud' means modern. Modernization as a form of cultural response attributes which are basically universalistic and evolutionary. Modernization is generally regarded as a process of change-change of traditional Society into a Society based on Science and technology. Modernization can best be defined as the process of transforming the old traditional society and nations to the modernity in the fields of social, economic, industrial, technological, political, cultural and educational advancement.

Heraclitus has beautifully laid down that it is impossible for a man to step into the same river twice. It is so because in the interval of time between the first and the second stopping both the river and the man have changed their position. He therefore summed up by saying,

## 2. Objectives

1. To construct and standardize Modernization Attitude Scale for Adolescents in Gujarati.
2. To study the effect of Area (urban/rural) on the attitude of adolescents towards Modernization.
3. To study the effect of Gender differences (male/female) on the attitude of Adolescents towards Modernization.
4. To study the effect of faculty (Arts/Commerce/Science) on the attitude of Adolescents towards Modernization.
5. To study the effect of Academic achievement (high/low) on the attitude of Adolescents towards Modernization.
6. To study the effect of SES (high/middle/low) on the attitude of Adolescents towards
7. Modernization.
8. To study the interactive effect of variables on the attitude of Adolescents towards Modernization of urban / rural area.

## 3. Hypotheses of the Study

Hypotheses are the tentative conclusions intended for verification. The following main null hypotheses were formulated for testing in the present study.

- H<sub>01</sub>** There is no significant mean difference in the score of attitude towards Modernization between Adolescents of Urban and Rural area.
- H<sub>02</sub>** There is no significant mean difference in the score of attitude towards Modernization between Male Adolescents of Urban and Rural area.
- H<sub>03</sub>** There is no significant mean difference in the score of attitude towards Modernization between Female Adolescents of Urban and Rural area.
- H<sub>04</sub>** There is no significant mean difference in the score of attitude towards Modernization between/among Adolescents of high/middle/low SES.
- H<sub>05</sub>** There is no significant mean difference in the score of attitude towards Modernization between Adolescents of high and low academic achievement.
- H<sub>06</sub>** There is no significant mean difference in the score of attitude towards Modernization between/among Adolescent of Arts, commerce and science faculty.
- H<sub>07</sub>** There is no significant mean difference in the score of interactive effect of variables on the attitude of Adolescents towards Modernization of urban / rural area.

## 4. Key Terms

In the above title certain key words have been used which need explanation. They are given here below.

### 4.1 Attitude

This word is derived from the Latin word "Aptus". It has on one hand the significance of fitness or connotes a subject or mental state of preparation for action. According to Allport, "An attitude is a mental or neural set of readiness exerting directive dynamic influence upon the individual's response to all objects and situations with which it is related". In the present study, 'attitude' is predisposition or a mental state of readiness to respond in a predetermined manner usually positively or negatively in reference to Modernization.

### 4.2 Adolescence

Adolescence is very important stage in the process of development. The word adolescence has been originated from Latin word 'adolescere' that means 'to grow to maturity.' Thus it is a period of transition from childhood to maturity. Now the maturity may be physical, emotional,

mental, social or economical. In the present study, Adolescent means the male or female experiencing physical, mental, emotional and social changes of the age above 16 and below 19 years of higher secondary school students.

#### **4.3 Modernization**

The word modernization refers to a process and not a position or a static phenomenon. It involves the concept of becoming modern not just being so. It's comprehensive as well as complex. It has different aspects and features in modernity we consider a longer period not just one or two decades. It is a term in socially is used to denote complex process of social change from traditional way of living and thinking. Webster's Encyclopedic Unabridged Dictionary of the English language (1989) regard, 'Modern' as pertaining to present and recent time and 'modernization' as to become modern, adopt modern ways, views, etc. In the present study, Modernization is a dynamic and progressive

Change which creates drive in one's Independent thinking that leads to adopt new trends come in each sphere of life. In the present study the investigator decided to consider Eight Components of Modernization i.e. Life - Style, Entertainment, Social - relationship, Beliefs, Self - Concept (Self - awareness), Personality, Education, Technology.

#### **5. Area of the Study**

According to the fifth survey of educational Research 37 major research areas have been classified, according to the topics selected. Among these areas, the area of the present study was related to sociology of education, Social processes and psychology of education.

#### **6. Type of Research**

The type of Research for the present study is Applied Research.

#### **7. Method of Research**

The method employed for present study is Descriptive-survey Method.

#### **8. Population of the Study**

All the students of 11th and 12th Std. of higher secondary school of Gujarati medium of the year 2008-2009 affiliated to Gujarat secondary and higher secondary board of Gujarat state form the population of the present study.

#### **9. Sample of the Study**

For the present investigation the procedure adopted for the selection of sample was the Multistage sampling procedure. Mainly four steps were adopted by the investigator for the selection of sample. The total sample was 3357 students.

#### **10. Construction of the Modernization Attitude Scale**

Likert method of constructing attitude scale and its steps were followed to prepare the Modernization Attitude Scale. The following steps were followed.

- Step 1: Operational definition of modernization and its eight components (Life-style, Entertainment, Social-Relationship, Education, Beliefs, Personality, Self-Concept (Self awareness), and Technology) were formed.
- Step 2: Design and construction of the scale was done in this step positive and negative statements relating to eight components of modernization were constructed and primary form of modernization attitude scale was prepared. The material of these statements was collected by going through books, test and other relevant literature and with the help of school teachers and B.Ed. lecturers. Primary form of the scale consisted 109

statements. • Step 3: Primary try out was done in this step. For this, prepared modernization attitude scale was administered to very small group which represented the sample of the population to remove linguistic errors / the conceptual understanding of the modernization, which was given to only 60 students. • Step 4: After editing the modernization attitude scale, the copies of prepared modernization attitude scale was sent to the experts. Returned copies with the suggestions of the experts were collected and necessary changes were done in the modernization Attitude scale and secondary form of the scale was constructed. In secondary form of the scale 96 statements were remained. • Step 5: Secondary try out was done in this step. For this prepared secondary form of the modernization attitude scale was administered to 480 students which was selected randomly from the representative sample of the population for whom the final scale was to be administered and necessary instruction were given regarding filling up of the Primary information and how to respond to the statements of the scale. • Step 6: Scoring was done with the help of answering scale which was given in the scale for modernization attitude scale 5, 4, 3, 2, 1 marks were given fully agree, agree, undecided, disagree and fully disagree for positive statements and for negative statements 1, 2, 3, 4, 5 marks were given to fully agree, agree, undecided, disagree, Full disagree. In this way score for each statement of every respondent was given. Apart from this, sum of obtained score for all the statements of each respondent was calculated which was considered as total score. • Step 7: After the scale had been administered on the basis of the scores obtained, an analysis of Item was carried out. The top 27% and bottom 27% were selected for item analysis. The t-test was applied to find out the item discriminating value. The item having significant t-values i.e. more than 2.58 and r-value (co-efficient of correlation) i.e. more than 0.20 were selected and have been presented in the final scale whereas others were rejected. • Step 8: Hence, 50 items were taken into consideration in which 41 positive and 9 negative items were selected for the final modernization attitude scale and selected 50 items were presented randomly rotated sequence in the final form of the modernization attitude scale. • Step 9: Reliability and validity of the modernization attitude scale was found out by going through Test-retest, split-half (Spearman Brown, Rulone and Flanagan formula), Methods for reliability of the scale and Face Validity, Content validity, Concurrent validity and Factorial validity (construct validity) were found out and norms were established for the prepared modernization attitude scale. • Step 10: After going through from the whole procedure of construction and standardisation of modernization attitude scale by Likert method, the final prepared modernization attitude scale was administered to the selected target sample of the population and scoring was done according to the answering scale which was given in the scale for modernization attitude scale 5, 4, 3, 2, 1 marks were given fully agree, agree, undecided, disagree and Fully disagree for positive statements and for negative statements 1, 2, 3, 4, 5 marks were given to fully agree, agree, undecided, disagree, fully disagree. Then sum of total score of all the statement were calculated which was considered as total score of the respondent. • Step 11: Norms were established for gender, faculty and area. • Step 12: Manual was prepared for modernization attitude scale.

### **11. Procedure adopted in Data Collection**

The schools were randomly selected in accordance with the DEO'S office list of higher secondary schools of Urban and Rural Area of four districts, i.e. Ahmedabad, Patan, Mehsana and Gandhinagar of Gujarat state affiliated to G.S. & H. S. E. Board, Gandhinagar, Gujarat. Data had been collected from the selected schools. Descriptive survey method has been followed for the collection of data. In this present study following Tools were used to study the various variables.

- Modernization Attitude Scale prepared by Investigator.
- Socio-Economic Status scale by Dr. Pallaviben Patel.

- Students std. 10th scores have been taken as their Academic Achievement score.
- Necessary Instructions were given to fill up the scale.
- 30 minutes had been given to fill up the Modernization Attitude Scale and 15 minutes for SES scale.

## 12. Statistical Techniques used in Data Analysis

For the analysis of data following calculations have been done and statistical techniques have been applied for collected data. Mean, Median, Mode and SD, P10, P90, Skewness, error of Sk, C.R. of Sk, Kurtosis, error of Ku and C.R. of Ku have been found out for the total group and for individual group. Reliability and Validity of the scale has been found out and tested by various methods for the modernization attitude scale.

- Parametric-tests were used to test the hypotheses.
- t-test, F-test have been applied, Factorial analysis has been done.
- Norms has been established in the form of Percentile Rank, T-scores and stanine number for gender, area and faculty.

## 13. Findings of the Study

1. From the analysis and interpretations of the collected data following findings can be drawn.
2. There are different tools for the measurement of modernization attitude, etc. This is a Modernization Attitude Scale constructed and standardized by the investigator following steps of Likert Scale. The present modernization attitude scale is a reliable and valid tool for the measurement of modernization attitude of the students of higher secondary arts, commerce and science faculty of Gujarat state.
3. The result reveals that the urban area adolescents have high modernization attitude score than that of rural area.
4. The male adolescents of urban area have high modernization attitude score than that of rural area.
5. The result reveals that female adolescents of urban area have high modernization attitude score than that of rural area.
6. The female adolescents of urban area have high modernization attitude score than that of male adolescents.
7. The result reveals that high SES adolescents have high modernization attitude score than that of adolescents of middle and low SES.
8. High SES male adolescents of urban area have high modernization attitude score than that of middle SES male.
9. Middle SES male adolescents of urban area have high modernization attitude score than that of low SES male.
10. The male adolescents of high SES have high modernization attitude score than that of low SES adolescents.
11. The female adolescents of high SES of urban area have high modernization attitude score than that of female adolescents of middle SES.
12. The female adolescents of high SES of urban area have high modernization attitude score than that of female adolescents of low SES.
13. The male adolescents of middle SES of rural area have high modernization attitude score than that of male adolescents of low SES.
14. The female adolescents of high SES of rural area have high modernization attitude score than that of female adolescents of middle SES.
15. The female adolescents of high SES of rural area have high modernization attitude score than that of female adolescents of low SES.

16. Adolescents of high academic achievement have high modernization attitude score than that of adolescents of low academic achievement.
17. The male adolescents of high academic achievement of rural area have high modernization attitude score than that of male adolescents of low academic achievement.
18. The male adolescents of high academic achievement of urban area have high modernization attitude score than that of male adolescents of high academic achievement of rural area.
19. The female adolescents of high academic achievement of urban area have high modernization attitude score than that of female adolescents high academic achievement of rural area.
20. The science faculty adolescents have high modernization attitude score than that of commerce and arts faculty adolescents.
21. The commerce faculty adolescents have high modernization attitude score than that of arts faculty adolescents.
22. The science faculty adolescents have high modernization attitude score than that of commerce faculty adolescents.
23. The science faculty adolescents have high modernization attitude score than that of arts faculty adolescents.
24. Adolescents of arts faculty of urban area have high modernization attitude score than that of rural area.
25. Adolescents of commerce faculty of urban area have high modernization attitude score than that of rural area.
26. Adolescents of science faculty of urban area have high modernization attitude score than that of rural area.
27. The female adolescents of arts faculty of urban area have high modernization attitude score than that of male adolescents.
28. There is significant mean difference in the score of interactive effect of variables on the attitude of adolescents towards modernization of urban/rural area.
29. The effect of area has been seen on the attitude of adolescents towards modernization.
30. The effect of urban area has been seen more than of rural area.
31. The effect of high and middle SES has been seen on the attitude of adolescents towards modernization.
32. The effect of faculty has been seen on the attitude of adolescents towards modernization.
33. The effect of science and commerce faculty has been seen only.
34. The effect of high and low academic achievement has been seen on the attitude of adolescents towards modernization.
35. The interactive effect of gender and area has been seen on the attitude of adolescents towards modernization; however the interactive effect of gender has been seen more than area on the attitude of adolescents towards modernization.
36. The interactive effect between gender and academic achievement has been seen.
37. The reliability and validity of the Modernization Attitude Scale has been found out.
38. The statistical value of reliability coefficient has been found out to be 0.91 by test-retest method, 0.79 by split-half method and 0.88 by Spearman Brown's Formula, by Rulon Formula and by Flanagan Formula and validity of the Modernization Attitude Scale ranges from 0.79 to 0.89. Hence, the Modernization Attitude Scale is reliable and valid for the measurement of attitude towards Modernization of the higher secondary school students of Gujarati medium of Gujarat state.

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