



A Study of Attitudes Towards Modernization of Teacher Trainees in the Context of Selected Variables

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1. Introduction

All over the world, the society has undergone several changes, and in the recent times, these changes have been more rapid. Man is an integral part of society and in this situation, social change is an ordinary phenomenon. Due to widespread of media like radio, television, newspaper and internet, a phenomenon that occurs in one corner of the world is communicated to the rest of the world in no time. As a result, various societies have adopted the life styles, traditions, social beliefs, and food habits etc. of other societies. Due to such inter-societal changes, the modernization has come into existence. No society in this world had remained unaffected with the process of modernization. India has also gone through this process of modernization. The modernization indicates ancient and traditional versus new and contemporary changes. It also indicates industrialization, urbanization and education. With the modernization of education what kind of the attitudes evolved by the modernization of society will be? When there will be future social change through education, what will be the level of the attitudes of the trainees? The researcher has tried to know this from those who are involved with teacher training. The researcher is a teacher educator and has done her doctoral work in this area. Here in this paper, she has tried to focus some of the silent features of the study. This paper will throw light on the attitudes of teacher trainees towards modernization and what changes can be brought in the field of teacher education to strengthen modernization.

2. Statement of the Research Problem

Knowing the attitude of future teachers towards modernization, we can predict about the future of our country. Therefore, the researcher has taken up this study and the topic of this study was decided as follows:

“The study of attitudes of teacher trainees towards modernization in the context of selected variables.”

3. Definition of the key terms

The definition of the key terms of the study is as under:

3.1 Modernization

It includes industrialization, urbanization, high level of literacy, socio-geographical changes, secularism etc. It brings changes in behavior, values and attitudes of individuals.

3.2 Attitude

Attitude creates influence on behavior of an individual by attracting him towards certain things and issues.

According to Travers (1973), “attitude is a readiness of a reaction to show behavior towards particular direction.”

In this study, the scores obtained by the teacher trainees on the scale for attitudes towards modernization were considered.

3.3 Teacher trainees

It means the students who undergo training of one year course for being a teacher in secondary school.

4. Objectives of the study

This paper had been taken up keeping in mind the following objectives.

- 1.To construct an attitude scale for measurement of attitudes towards modernization for the trainees and to standardize the attitude scale.
- 2.To determine the level of attitudes of trainees towards modernization.
- 3.To find out the effect of sex and discipline (arts, commerce and science) on attitudes of trainees towards modernization.

5. Variables

The variables selected for the study are mentioned below.

5.1 Dependent variable

1. Attitude towards modernization

5.2 Independent variables

1. Sex: Male and Female
2. Discipline: Arts, Commerce and Science

6. Delimitations of research

The limitations of this study were as under.

- 1.This study is confined to the training institutes having Gujarati language as the medium of instruction.
- 2.This study is confined to the trainees of the secondary education training institutes.

7. Research method

This study has been conducted with survey method, which includes collection of data of present situation, its analysis and inferences. This study includes the quantitative measurement of attitudes of trainees of teacher training institutes of Gujarat State towards modernization.

8. Population and sample

The population of this study was area of Gujarat state and from which seven universities have been selected for the study. The trainees of grant in aid and self-finance institutions affiliated to Gujarat Uni., Guj. Vidyapith, Saurashtra Uni., Bhavnagar Uni., Sardar Patel Uni. had been selected for the study. Stratified Random Sampling technique was used for sampling. Total no. of teacher trainees was 1731, among females were 1006 and males were 0725. The classification of number of trainees as per Discipline was of Arts 1339, of Commerce 0192 and of science it was 200.

9. The construction of the attitude scale

The primary form of attitude scale having 176 items was prepared. This attitude scale consisted of seven dimensions of modernization which included educational orientation, secular orientation, scientific orientation, universal orientation, citizen orientation, equality orientation and independent orientation. After preparing primary form of the scale, a five-point scale for measurement of responses like completely agree, agree, neutral, disagree and completely disagree was prepared on the basis of likert type of scale, and its calculations were also determined. The final form of the scale having 42 statements was constructed for final trial which consisted of positive and negative statements. For final administration of the attitude scale, 1731 trainees from seven universities of Gujarat were selected and they were administered this scale.

10. Data Collection

The permissions were taken from the principals of these colleges. The scales were sent to the colleges and the data collected was analyzed. The scores obtained from the scale were calculated. The frequency distribution of the scores of every trainee was prepared and proportion of percentages was obtained. For standardization of the scale Reliability and Validity were calculated. In order to check the validity of the scale, other standard scales were used and norms were established and for that percentile rank and t- value were found. The scale about the study of attitudes toward modernization designed by Shri Mayabhai Bhammar was used. The scores obtained from both the scales were calculated and their correlation was found. Norms were established to determine the level of attitude towards modernization. Those with 180 to 190 scores were considered at very high level; those with 160 to 179 scores were considered at medium level whereas those with 120 to 139 scores and those with 90 to 119 scores were considered at low level and very low level respectively.

11. Analysis of the Data

The data analysis will throw the light on three major objectives.

- Reliability and Validity
- The effect of sex and discipline and on attitude towards modernization of teacher trainees and
- The level of attitude towards modernization

12. Reliability and Validity

- The R-value of test-retest method was found to be 0.64.
- The R-value of split-half test was found to be 0.65.
- The full-test was found to be 0.79. Thus, the reliability of the attitude scale was found to be higher.
- The R-value for validity was 0.63.

To study the effect of sex and discipline on attitude towards modernization of teacher trainees, hypotheses mentioned below were formulated and its analysis is also followed after it.

There will be no significant difference between the means of the scores of attitudes of male and female trainees towards modernization. The hypothesis is rejected because the t-value is 5.15 which is significant at 0.01 level, which means that the attitudes of female trainees towards modernization are superior than those of the male trainees.

1. There will be no significant between the means of scores of attitudes of Arts and Commerce faculty trainees towards modernization. This hypothesis is not rejected as its t-value was found 1.56, which is not significant. Therefore, it can be said that the attitudes of Arts and Commerce faculty trainees towards modernization do not differ significantly.
2. There will be no significant difference in the means of the scores of attitudes of Commerce and Science faculty trainees towards modernization. This hypothesis is not rejected, as the t-value was 0.48 which was not significant. Therefore, the attitudes of Commerce and Science faculty trainees towards modernization do not differ significantly.
3. There will be no significant difference between the means of the scores of attitudes of Arts and Science faculty trainees towards modernization. The hypothesis was rejected, because the t-value was 2.23 which is significant at 0.05 level, which means that there is a difference in the attitudes of Arts and Science faculty trainees. Therefore, the attitudes of science faculty trainees towards modernization are found to be superior.

The level of attitude towards modernization:

To find out the attitude toward modernization the scores of whole samples were calculated and their levels were determined. Looking at the attitudes of the whole sample towards modernization, following results were found.

- 1.44% trainees were in very high level.

- 11.55% trainees were in high level.
- 44.48% trainees were in medium level.
- 36.39% trainees were in low level and
- 13% trainees in very low level were only.

So, it can be said that the number of trainees were found to be more in the medium level.

13. Conclusions

The researcher has examined the attitudes of the trainees of Teacher Training Institutes of Gujarat State towards modernization whose inferences are as shown under.

- Reliability and Validity were found higher so the scale can be used to measure attitude towards modernization for further studies.
- Sex has effective role on attitude towards modernization and females found more modern than males.
- Arts and Science discipline differ with each other. The trainees of Science faculty were more modern than Arts trainees.
- More trainees were of medium level of attitudes towards modernization.

14. Recommendations

It can be seen from this study that the number of trainees having very high level and high level of attitudes is only 1 to 2%. In the medium level, 50% trainees showed attitudes toward modernization which means that the attitude towards modernization was found to be low among the trainees. Therefore, it is necessary to develop positive attitude towards modernization in them and so the understated. Following recommendations have been made.

1. Recommendations are made to the B.Ed. curriculum formation committee that required changes should be made in curriculum. The co curricular activities should be improved and increased. Proper time should be allotted for such activities. So that the trainees can develop positive attitude towards modernization.
2. Recommendations to Teacher that work method of curriculum should be improved. Co-curricular activities should include prayers, meetings, intellectual competitions, sports, celebration of various special days and festivals etc. The trainees should be encouraged to participate in such activities. So that positive attitude towards modernization can be developed among them.

The paper makes us understand that education is a powerful instrument for modernization. It aims to increase knowledge and develop skills in the students. These two aims are essential to carry forward the goals of modernization. Education has brought overall changes in the values and attitudes of the people.

This study has been conducted keeping in mind the requirement to know the attitudes of future teachers towards modernization. Under the effect of various variables, the attitudes have been known. The causes of the attitudes towards modernization can be known and people can be made to move towards modernization. For that firstly, the attitudes of teachers are required to be positive. Necessary changes should be made in teacher training and the trainees should be prepared to face challenges of the future, so that they can develop positive attitude towards modernization. Curriculum should be improved and educational activities should be enriched and enhanced. Technology should be used during training and teaching method should be changed so as to develop positive attitude towards modernization among the trainees. If the teachers are modern the society will become modern.

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