A COMPARATIVE STUDY OF MODERNIZATION IN RELATION TO VALUES AMONG SECONDARY SCHOOL TEACHERS

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Abstract

This study was carried out to find a relationship between modernization and values among secondary school teachers. A sample of 100 teachers was drawn randomly from seven secondary schools of Nangal city of Punjab. The Modernization Scale constructed and standardized Singh and Tripathi,(1971) Ramjee Lal and Value scale constructed and standardized by Ojha (1992) were used for the purpose of data collection. The findings revealed modernization of secondary school teachers cannot predicted on the basis of sex differences. No significant difference between the six values of life e.g theoretical, economic, aesthetic, social, political and religious of male and female secondary school teachers was found.

Keywords: *Modernization, values*

Modernization is a description and explanation of the process of transformation from traditional or under-developed societies to modern societies. Modernization is men's application of new technologies to acquire dominance over nature and to bring about a marked increase in the gross national product per capita. Education can make a meaningful contribution to the attainment of modernization. Education has to be value oriented with teachers to play major role, as there is hardly any time with parents to impart values to their children. A teacher has to set before them a high standard of character, discipline and values. Gill (1998) observed that female students were modern than male students irrespective to the faculty to which they belong. Menon (2012)The study revealed that there is significant positive correlation between modernization and Values and also there is significant impact of modernization on values of undergraduate student.

Objectives:

Following are the objectives of study:-

1. To assess the views of male and female secondary school teachers regarding modernization.
2. To ascertain the views of male and female secondary school teachers regarding six values of life namely theoretical, economic, aesthetic, social, political and religious.
3. To study the relationship of modernization and values among secondary school teachers.

METHOD
Sample:

A sample of study consisted of 100 secondary school teachers from schools of Nangal city of Punjab. In this sample, investigator considered 50 males and 50 female teachers. As it was not possible to include all the schools of Nangal city, therefore, only 7 schools were selected from Nangal city. Stratified Random Sampling Technique was adopted for selection of sample.

Measures :

The Modernization Scale constructed and standardized by Singh and Tripathi (1971) published by National Psychology Corporation, Agra.

Value scale constructed and standardized by Ojha (1992) published by National Psychology Corporation, Agra.

Procedure:

Descriptive survey method has been employed in the present investigation of the problem. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and to draw valid general conclusions from the facts discovered. The present investigation was primarily to determine the modernization in relation to different values among secondary school teachers. The research was aimed to study if there exists any impact of modernization on preferring values among secondary school teachers. The data based upon Modernization Scale and Value Scale was processed statistically for its interpretation and testing the hypotheses. t-test was applied to see the difference between modernization of male and female Secondary School teachers and six values of life i.e theoretical, economic, aesthetic, social, political, religious values. The coefficients of correlation were computed to determine the relationship between modernization with six values of Secondary School teachers.

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Results and Discussion

On the basis of analysis of data and interpretation of results of the present study, obtained through t-test and co-efficient of correlation, the following conclusions were drawn:

Table: 1 : Mean Differentials in the value pattern of Male and Female Secondary School Teachers

Group	Mean	SD	N	df	t-value	Level of significance
Male	146.24	10.221	50	49	.917	Not Significant
Female	148.14	10.500	50	49		

The t-value between males and females teachers was found to be .917 which is not significant. The result implies that there is no significant difference between views of modernization on male and female secondary school teachers. Thus, it can be inferred that modernization of teachers cannot predicted on the basis of sex differences.

Table 2 : Mean Differentials in different value patterns of Male and Female Secondary School Teachers

Value Pattern	Male		Female		t-value	Level of Significance
	Mean	SD	Mean	SD		
Theoretical Values	40.34	4.134	41.42	3.671	1.381	Not Significant
Economical Values	37.30	4.358	36.50	3.872	.970	Not Significant
Aesthetic Values	39.92	4.412	39.86	3.393	.076	Not Significant
Social Values	40.36	4.119	40.72	3.801	.454	Not Significant
Political Values	37.70	3.570	37.98	3.910	.374	Not Significant
Religious Values	44.18	4.009	43.60	4.010	.723	Not Significant

There is no significant difference between the six values of life e.g theoretical, economic, aesthetic, social, political and religious of male and female secondary school teachers. Thus, it can be inferred values cannot be predicted on the basis of gender.

Table 3: Coefficients of Correlation for Modernization scores and Value patterns of Male and Female Secondary School Teachers

Variable	Male	Female	Total
Modernization and Theoretical Values	.088	.126	.117
Modernization and Economical Values	-.266**	.501**	.090
Modernization and Aesthetic Values	.219*	-.406	.100
Modernization and Social Values	-.192	.080	-.005
Modernization and Political Values	-.007	-.380**	-.200*
Modernization and Religious Values	.089	-.240*	-.084

*Significant at 0.05 level=.195 for 98 degrees of freedom
**Significant at 0.01 level=.254 for 98 degrees of freedom

The relationship between modernization and theoretical value was positive in case of male and female secondary school teachers and total sample but the relationship was insignificant. Thus, it can be inferred that theoretical value does not affect the modernization of teacher.

Economic value was found to be significantly related to modernization in case of male and female teachers. Thus, modernization can be taken as one of the determiners of economic value of male and female secondary school teachers but for total sample the relationship was not significant. Economic value was negatively related to modernization of male teachers but positively related to modernization of female teachers and total sample.

Aesthetic value was found to be positively and significantly related to modernization of male secondary school teachers. Thus, modernization can be taken as one of the determiners of aesthetic value of male teachers. The relationship between modernization and aesthetic value was negative for female teachers whereas it is positive for total sample but co-efficient of correlation is insignificant in case of both.

The relationship between modernization and social value was negative for male secondary school teachers and total sample and positive for female teachers but all the correlations were insignificant. Thus, modernization of teachers cannot be taken as predictor of social value.

Political value negatively and significantly related to modernization of female teachers and total sample but it is insignificant in case of male teachers. Thus, modernization is influenced by political value.

The relationship between modernization and religious value was negative and significant in case of female teachers. Thus, we can conclude that modernization of teachers is influenced by religious values for female teachers but not in case of male teachers and total sample.

Educational implications

A teacher being the pivot of educational system can make a meaningful contribution to the attainment of modernization. Teacher's task is to modify the personality of the students by influencing their attributes, interests, moral conduct, behavior and values of life. Teacher is to create capabilities for adaptation and organization of new techniques among students as modernization is considered the way of life as a whole. Modernization is regarded as an ideal education. Therefore, the teacher should try to

accelerate the process of modernization with respect to its way of thinking and believing.

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