

ROLE OF MODERNIZATION AMONG EDUCATED YOUTH OF DISTRICT PATIALA

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Abstract

The purpose of the present study was to study Modernisation among educated youth of district Patiala. The sample comprised of 160 students from Patiala district which were selected randomly. The sample consists of both male and female students from rural areas as well as from urban areas. Data was collected by using the Modernization Scale by Singh, (1987). Descriptive survey method was used to explain modernization level of educated youth of district Patiala. The mean, median, SD, SED, t-ratios were used. The findings show that there exists no significant difference in the mean scores of modernization among rural and urban educated youth of district Patiala and also there exists no significant difference in the mean scores of modernization among male and female educated youth of district Patiala.

Key Words : Modernization, Educated Youth

Education is considered to be an important factor in modernization of society. Education has a central role in promoting 'social processes' in a society bringing desirable changes in human behaviour. Education is an important factor in changing individuals' attitude and beliefs that lead to evolving a secular, democratic and civil society. It opens new vistas, creates new aspirations and makes people more confident, innovative and knowledgeable. It frees the individuals' mind from non-scientific and narrow thinking to a divergent, rational and scientific thinking. Thus, Education not only imparts general life skills, such as literacy and specific vocational education but also enables different groups and individuals to identify various cultural, social and political symbols and values necessary for the growth of social and political democracy (Eisentadt, 1966). Society has changed worldwide with the maximum acceleration in the present century. The advent of rapid westernization, computer age and age of reason with an emphasis on rationality and scientific thinking has brought remarkable changes in the structure of society. These changes in the life style and thinking of people are due to the birth of a new process popularly termed as modernization.

In educational researches, many studies revealed positive effects of education on student modernity. Fieldman (1975) conducted a study in Kenya on attitude of students employing traditionalism and modernism measures. He found that female students expressed more modern attitude than male students. Singh (1987) studied the relationship of modernization with the academic achievement, intelligence and socio-economic status of

undergraduate students. The findings revealed that the attitude towards modernization did not differ among students with urban and rural background and also the attitude of female undergraduates was far nearer modernization as compared to their male counterparts. Mookerjee (1977) investigated on the attitude of boys and girls towards modernization with respect to their values. In his study of 300 students (male and female) he concluded that most of the undergraduates irrespective of their sex wanted to do away with those traditional ways and values which come into their way of being progressive and also reported that boys think social change takes place fast, whereas girls think that society was changing slowly. Jindal (1984) in his research on schooling and modernity revealed that the students of urban schools were significantly more modern than rural students and out of the urban schools, the students of the high ranking school scored significantly higher on the modernity scale. Boys were found to be more modern than girls. The level of education when considered independently of intervening variables such as sex, age, domicile, socio-economic status, urban experience and mass-media exposure was positively related to student modernity irrespective of the rural or urban setting. So, as to remove this inconsistency the investigator undertake the following objectives.

Objectives

- To study the modernization among educated youth of district Patiala with respect to locale.
- To study the modernization among educated youth of district Patiala with respect to gender.

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METHOD

Sample

In the present study 160 students from institutions of Patiala district were randomly selected. Out of selected students, 80 were males and 80 were females. Out of selected males and females 40 each were taken from rural area and 40 from urban area.

Procedure

On selected sample, in order to assess the Modernity

level of the students, the modernization tool was distributed to the students by the investigator and the collected data was analyzed with the help of Modernization scale. The collected data were analyzed with the help of descriptive and inferential statistics.

Measures

In this study the Modernization Scale by Singh (1987) was used.

Results and Discussions

Table : 1 Scores of modernization among Rural and Urban educated youth of district Patiala.

N	Group	M	S.D	S.ED	t-ratio	Result
80	Rural	135	20	2.55	1.78	N.S
80	Urban	139	11			

N.S-Not Significant

Table : 1

shows the scores of modernization of rural and urban educated youth of district Patiala. The mean scores of rural and urban educated youth are 135 and 139 respectively,

S.D is 20 and 11 respectively and t-value is 1.78 which is not significant. Therefore, there exists no significant difference in the mean scores of modernization among rural and urban educated youth of district Patiala.

N	Group	M	S.D	S.ED	t-ratio	Result
80	Male	139	17.5	2.54	1.57	N.S
80	Female	135	14.5			

N.S-Not Significant

Table : 2 shows the scores of modernization of male and female educated youth of district Patiala. The mean scores of male and female educated youth are 139 and 135 respectively, S.D is 17.5 and 14.5 respectively and t-value is 1.57 which is not significant at both levels of confidence, i.e. 0.05 and 0.01. Therefore, there exists no significant difference in the mean scores of modernization among male and female educated youth of district Patiala.

Conclusions

We are living in an age of modernization, an age of change. Individual is now facing a world of increased complexity and modernity. There are lots of changes not only in the way of our thinking but also in our way of living, putting complex conditions to decide whether it is advisable to be modern and achievement oriented. That is why; the present study is conducted to check the attitude of students towards modernization with respect to locale and gender. It was concluded that there exists no significant difference in modernization of rural and urban background youth. Therefore, there should be similar curriculum, educational policies, time table, co-curricular activities etc. On the other hand no significant difference has been found between modernization of male and female educated youth. Thus

there should be no discrimination on the basis of gender. Thus the findings of the investigation provide help to the teachers, educators, college lecturers, and school teachers and parents to help their wards to adopt positive attitudes and channelize their energy in useful and productive areas. This study will help the students to know about the level of modernity and have unlimited success in future and brings laurels to themselves, their parents and the society.

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