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AN ATTITUDE TOWARDS MODERNIZATION AMONG COLLEGE STUDENTS

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ABSTRACT :

Modernization is an important part of today's society. It brings changes in the lifestyle, education, thoughts, beliefs, and behaviour of people. College students are greatly influenced by modernization through technology, social media, modern culture, and changing social values. The present study aims to understand the attitude of college students towards modernization and examine their views on modern lifestyles and social changes. It also helps to identify whether students have a positive or negative attitude towards modernization. This study provides an understanding of the influence of modernization on college students.

Keywords: Modernization, Attitude, College Students, Lifestyle, Technology, Social Change, Modern Culture.

INTRODUCTION

Education is an important process in man's life. It begins from birth and continues till death, and thus it is never ending process. It is through education that child develops his thinking and reasoning, problem solving and creativity, intelligence and aptitude, positive sentiment and skills, good values and attitudes. Education helps the child in making adjustment with his own self and other members of society. Education brings about national integration. It promotes national life discipline which is essential from the point of view of successful national life.

Attitude

An attitude is often defined as a tendency to react favourably or unfavourably toward a designated class of stimuli, such as a national or racial group, a custom or an institution. Thus defined, attitudes cannot be directly observed but must be inferred from over behavior, both verbal and non-verbal. An attitude is enduring system that includes a cognitive component of a feeling component and an action tendency. Attitudes involve an emotional component.

We have attitude towards individuals and groups. We have attitudes towards products like Hindustani or Karnatak music or motor cars and aero planes etc. There are response consistencies. These attitudes give some consistency to our thinking about social objects as well as our feelings towards them. People also tend to act consistently as a result of these consistent beliefs and feelings.

Modernization

In the social sciences, Modernization refers to a model of an evolutionary transition from a 'pre-modern' or 'traditional' to a 'modern' society. The teleology of modernization is described in social evolutionism theories, existing as a template that has been generally followed by societies that have achieved modernity. While it may theoretically be possible for some societies to make the transition in entirely different ways, there have been no counter examples provided by reliable sources. the act of rendering modern in style; the act or process of causing to conform to modern of thinking or acting.

Modernization and Traditional Society

Modernization theorists often saw traditions as obstacles to economic growth. Furthermore, while modernization might deliver violent, radical change for traditional societies it was thought worth the price. Critics insist that traditional societies were often destroyed without ever gaining promised advantages if, among other things, the economic gap between advanced societies and such societies actually increased. The net effect of modernization for some societies was therefore the replacement of traditional poverty by a more modern form of misery, according to these critics.!!! Others point to improvements in living standards, physical infrastructure, education and economic opportunity to refute such criticisms.

NEED AND IMPORTANCE OF THE STUDY

The strength of our nation depends on the teacher's ability to rear well-educated, responsible, well-adjusted youth who will step forward when the adult generation passes on to retirement. Modernization is one of the important components of progress of on individual as well as the nation. Attitude towards modernization is one of the vital factors should be consider because new technology simplifies the workload of the human being. The strength of our nation depends on the teacher's ability to rear well-educated, responsible, well-adjusted youth who will step forward when the adult generation passes on to better living. So, the present study has high need and importance of the hour.

OBJECTIVES OF THE STUDY

The investigator of the present study framed the following objectives:

1. To find out the attitude towards modernization among college students in Erode district.
2. To find out whether there is significant difference between the following sub samples with respect to attitude towards modernization.

   a. Gender [Male/Female]
   b. Locality [Rural/Urban]
   c. Management [Govt./Private]

   d. Medium [Tamil / English]
   e. Qualification [UG/PG]

   f. Marital status [Married / Unmarried] g Computer Knowledge

   [Yes/No]

   h. Subject [Language/Science/Others]

HYPOTHESES OF THE STUDY

The investigator of the present study framed the following hypotheses based on the objectives framed earlier:

1. There is no significant difference among male and female students with respect to attitude towards modernization.
2. There is no significant difference among rural and urban area students with respect to attitude towards modernization.
3. There is no significant difference among government and private students with respect to attitude towards modernization.
4. There is no significant difference among Tamil and English medium students with respect to attitude towards modernization.
5. There is no significant difference among UG and PG students with respect to attitude towards modernization.
6. There is no significant difference among married and unmarried students with respect to attitude towards modernization.
7. There is no significant difference among the students having and not having computer knowledge with respect to attitude towards modernization.
8. There is no significant difference among language and science students with respect to attitude towards modernization.
9. There is no significant difference among language and others students with respect to attitude towards modernization.
10. There is no significant difference among science and others students with respect to attitude towards modernization.

METHODOLOGY

Method used

In the present study, the investigator applied normative survey as a method. The normative survey method studies, describes and interprets what exists at present.

Sample of the study

The present study consists of 300 students studying in Arts and Science colleges situated in Erode district of Tamilnadu. The samples were selected by using simple random sampling technique.

Tool used

The investigator of the present study selected and used the Attitude towards modernization scale constructed and standardized by Raveena (2006) and used for data collection.

Statistical Techniques used

For the analysis of the data, the following statistical techniques have been used.
Descriptive analysis (Mean & S.D) and Differential analysis ('t' test) are used.

ANALYSIS OF THE DATA

Table 4.1

SHOWING THE MEAN, S.D. AND CRITICAL RATIO VALUES OF MALE AND FEMALE STUDENTS IN ATTITUDE TOWARDS MODERNIZATION

Gender	N	Mean	S.D	CR Value	Level of Significance
Male	80	84.27	8.97	3.14	Significant at 0.05
Female	220	80.55	9.29		

In order to find out the significant difference between male and female students in attitude towards modernization score, the investigator calculated 't' value. It is given in the Table 4.1, it is found to be 3.14, which is significant at 0.05 level. Hence, the framed null hypothesis (1) is rejected. It is inferred that male and female students differ significantly in their attitude towards modernization.

Table 4.2

SHOWING THE MEAN, S.D. AND CRITICAL RATIO VALUES OF RURAL AND URBAN AREA STUDENTS IN ATTITUDE TOWARDS MODERNIZATION

Locality	N	Mean	S.D	CR Value	Level of Significance
Rural	237	80.94	8.93	1.99	Significant at 0.05
Urban	63	83.82	10.52		

In order to find out the significant difference between rural and urban area students in attitude towards modernization score, the investigator calculated 't' value. this given in the Table 4.2, it is found to be 1.99, which is significant at 0.05 level. Hence, the framed null hypothesis (2) is rejected. It is inferred that rural and urban area students differ significantly in their attitude towards modernization.

Table 4.3

SHOWING THE MEAN, S.D. AND CRITICAL RATIO VALUES OF GOVERNMENT AND PRIVATE STUDENTS IN ATTITUDE TOWARDS MODERNIZATION

Management	N	Mean	S.D	CR Value	Level of Significance
Government	101	84.65	9.77	4.06	Significant at 0.05
Private	199	79.96	8.72		

In order to find out the significant difference among Government and private students in attitude towards modernization score, the investigator calculated 't' value his given in the Table 4.3, it is found to be 4.06, which is significant at 0.05 level. Hince, the framed null hypothesis (3) is rejected. It is inferred that Government and private students differ significantly in their attitude towards modernization.

Table 4.4

SHOWING THE MEAN, S.D. AND CRITICAL RATIO VALUES OF TAMIL AND ENGLISH MEDIUM STUDENTS IN ATTITUDE TOWARDS MODERNIZATION

Medium	N	Mean	S.D	CR Value	Level of Significance
Tamil	193	82.94	9.00	3.50	Significant at 0.05
English	107	79.01	9.45		

In order to find out the significant difference among Tamil and English medium students in attitude towards modernization score, the investigator calculated 't' value. It is given in the Table 4.4, it is found to be 3.50, which is significant at 0.05 level. Hence, the framed null hypothesis (4) is rejected. It is inferred that Tamil and English medium students differ significantly in their attitude towards modernization.

Table 4.5

SHOWING THE MEAN, S.D. AND CRITICAL RATIO VALUES OF UG AND PG STUDENTS IN ATTITUDE TOWARDS MODERNIZATION

Qualifications	N	Mean	S.D	CR Value	Level of Significance
UG	235	81.43	9.41	0.40	Not Significant at 0.05
PG	65	81.95	9.14		

In order to find out the significant difference among UG and PG students in attitude towards modernization score, the investigator calculated 't' value. It is given in the Table 4.5, it is found to be 0.40, which is not significant at 0.05 level. Hence, the framed null hypothesis (5) is accepted. It is inferred that UG and PG students do not differ significantly in their attitude towards modernization.

Table 4.6

SHOWING THE MEAN, S.D. AND CRITICAL RATIO VALUES OF MARRIED AND UNMARRIED STUDENTS IN ATTITUDE TOWARDS MODERNIZATION

Marital Status	N	Mean	S.D	CR Value	Level of Significance
Married	43	80.95	9.82	0.43	Not Significant at 0.05
Unmarried	257	81.64	9.27		

In order to find out the significant difference among married and unmarried students in attitude towards modernization score, the investigator calculated 't' value. It is given in the Table 4.6, it is found to be 0.43, which is not significant at 0.05 level. Hence, the framed null hypothesis (6) is accepted. It is inferred that married and unmarried students do not differ significantly in their attitude towards modernization.

Table 4.7

SHOWING THE MEAN. S.D. AND CRITICAL RATIO VALUES OF THE STUDENTS HAVING AND NOT HAVING COMPUTER KNOWLEDGE IN

ATTITUDE TOWARDS MODERNIZATION

Computer Knowledge	N	Mean	S.D	CR Value	Level of Significance
Yes	233	81.33	8.98	0.67	Not Significant at 0.05
No	67	82.28	10.54		

In order to find out the significant difference among the students who are having and not having computer knowledge in attitude towards modernization score, the investigator calculated 't' value. It is given in the Table 4.7, it is found to be 0.67, which is not significant at level. Hence, the framed null hypothesis (7) is accepted. It is inferred that the students who are having and not having computer knowledge do not differ significantly in their attitude towards modernization.

Table 4.8

SHOWING THE MEAN. S.D. AND CRITICAL RATIO VALUES OF LANGUAGE AND SCIENCE STUDENTS IN ATTITUDE TOWARDS MODERNIZATION

Subject	N	Mean	S.D	CR Value	Level of Significance
Language	130	79.32	9.42	3.75	Significant at 0.05
Science	144	83.52	9.02		

In order to find out the significant difference among language and science students in attitude towards modernization score, the investigator calculated 't' value. It is given in the Table 4.8, it is found to be 3.75, which is significant at 0.05 level. Hence, the framed null hypothesis (8) is rejected. It is inferred that language and science students differ significantly in their attitude towards modernization.

Table 4.9

SHOWING THE MEAN, S.D. AND CRITICAL RATIO VALUES OF LANGUAGE AND OTHER STUDENTS IN ATTITUDE TOWARDS MODERNIZATION

Subject	N	Mean	S.D	CR Value	Level of Significance
Language	130	79.32	9.42	1.29	Not Significant at 0.05
Others	26	81.73	8.42		

In order to find out the significant difference among language and other students in attitude towards modernization score, the investigator calculated 't' value. It is given in the Table 4.9, it is found to be 1.29, which is not significant at 0.05 level. Hence, the framed null hypothesis (9) is accepted. It is inferred that language and other students do not differ significantly in their attitude towards modernization.

Table 4.10

SHOWING THE MEAN, S.D. AND CRITICAL RATIO VALUES OF SCIENCE AND OTHER STUDENTS IN ATTITUDE TOWARDS MODERNIZATION

Subject	N	Mean	S.D	CR Value	Level of Significance
Science	144	83.52	9.02	0.98	Not Significant at 0.05
Others	26	81.73	8.42		

In order to find out the significant difference among science and other students in attitude towards modernization score, the investigator calculated 't' value. It is given in the Table 4.10, it is found to be 0.98, which is not significant at 0.05 level. Hence, the framed null hypothesis (10) is accepted. It is inferred that science and other students do not differ significantly in their attitude towards modernization.

FINDINGS OF THE STUDY

The hypotheses formulated at the beginning of the study have been examined in the light of the data gathered. The following are the main findings of the present investigation.

1. Male and female students differ significantly in their attitude towards modernization scores.
2. Rural and urban area students differ significantly in their attitude towards modernization scores.
3. Government and private college students differ significantly in their attitude towards modernization scores.
4. Tamil and English medium students differ significantly in their attitude towards modernization scores.
5. UG and PG students do not differ significantly in their attitude towards modernization scores.
6. Married and unmarried students do not differ significantly in their attitude towards modernization scores.
7. The students who are having and not having computer knowledge do not differ significantly in their attitude towards modernization scores.
8. Language and science students differ significantly in their attitude towards modernization scores.
9. Language and other students do not differ significantly in their attitude towards modernization scores.

10. Science and other students do not differ significantly in their attitude towards modernization scores.

RECOMMENDATIONS

The present study gives a clear-cut view about the attitude towards modernization among students in Erode district. Based on the important findings stated earlier the following recommendations were made.

1. The college students are having favourable attitude towards modernization and irrespective of sub samples the college students are having favourable attitude towards modernization. So, the teachers, parents and counselors should maintain the up-to-date information to the students.
2. The attitude towards modernization of male students is better than their counter part. So, the parents and teachers of female students should encourage and provide suitable practice and training on new technological innovations.
3. The sub samples of gender, locality, management and medium differ significantly in their attitude towards modernization. So, the curriculum frame workers should consider above findings while constructing content for college students.
4. In addition to the above recommendation the curriculum frame workers should consider the latest technology oriented subject matters are included in the syllabus, it will help the pre-service teachers to promote their attitude in modernization.

CONCLUSION

The college students are having favourable attitude towards modernization and irrespective of sub samples the college students are having favourable attitude towards modernization. So, the teachers, parents and counselors should maintain the up-to-date information to the students. The attitude towards modernization of male students is better than their counter part. So, the parents and teachers of female students should encourage and provide suitable practice and training on new technological innovations.

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