

Effect of Modernity on Secondary School Students in Relation to their Socio-Economic Status with Reference to District Jabalpur M.P.



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Abstract

The study was undertaken to find out the effect of modernity on secondary school students in relation to their socio-economic status. The sample of the study comprises of 600 secondary school students of district Jabalpur in which 320 were boys and 280 were girl students. In the present study descriptive survey method of research was used. The data was collected by using comprehensive modernization inventory (CMI-AK) by Dr. S.P Ahluwalia & Dr A.K Kalia, and Upadhyay Sexsena socio-economic status scale (USSESS) by Sunil Kumar Upadhyay and Ulka Saxsena. The statistical techniques viz, Mean, S.D, 't'-test and Pearson's product movement correlation method were used to interpret the data. The findings of the study show that modernity has a profound effect on the socio-economic status of secondary school students.

Keywords: Modernity, Socio-Economic Status.

Introduction

From the beginning of life till now life has been changing. Change is an ever present phenomenon everywhere. Change is the law of nature. The nature is never at rest. It is changeful. Similarly, society is not at all a static phenomenon, but it is a dynamic entity. It is an ongoing process. Society is subject to constant changes. Every society & culture, no matter how traditional & conservative, is constantly undergoing change. Society changes in ceaseless flux & flow. Society is influenced by many forces & factors that irresistibly cause changes. Education has been accepted as one of the major source for change. Education has brought about phenomenal changes in every aspect of man's life.

The use of education for spreading the values of modernization came to be emphasized from the 1960's & 1970's onwards. Modernization is understood as a process which indicates the adoption of modern ways of life & values. It is a process which changed the society from primarily agricultural to industrial economy. It is an attempt on the part of peoples particularly those who are custom bond, to adopt themselves to the present time conditions, styles, & ways in general. It indicates the changes in people's preferences, ideas, and values, speaking styles etc. The process of modernization has also changed the entire system of education as a whole making use of new techniques, equipments, & new innovations to make teaching learning more effective. During the process of change in each & every field of society, socio-economic status of an individual has also changed from time to time. Modernization has played an important role in improving the socio-economic status of an individual, as the study conducted by Shashi Kala Singh (2011) finds that modernization is most importantly influenced by the educational difference of the parents. Nahida Naseem (2011) in her study concluded that male higher secondary school students differ significantly from female higher secondary school students on the total scores of modernization. She observes that female higher secondary school students have higher level of modernization than male students. Hetal, T.Patel (2013) founds that urban area adolescents have higher modernized attitude than that of rural area adolescents. He further observed that high socio economic status adolescents have modernized attitude and academic achievement than that of adolescents of middle and low socio economic status. From the above discussion it can be said that modernity has a great impact on all other aspects of life including socio economic status especially during the adolescent period of life.

Need of the Study

It is a well known fact that we are in the era of modernization. The process of modernization has a great impact on individual and society. Modernization includes reason and rationalism, secularism, high aspiration and achievement orientation, overall transformation of attitudes, norms and values, an open society in which individual talent, enterprise and training can find places in the society appropriate change in the social system to meet the rising expectation of the people. Modernization entails social change which leads to progress in many fields. With the acceleration in the speed of social change, the socio economic status of individuals and families undergo change. Parent's socio economic status is an important fact in shaping the Childs attitude towards encouragement or neglect the education of the children.

Realizing the great importance of modernization in society and the role which the young generation is supposed to play in strengthening social order, the present investigation therefore is planned to fulfill this need and aimed at to explore the relationship of modernity with socio economic status. The above discussion also led the researcher to explore the effect of modernity on socio economic status which appears to be an emerging and latest territory in the area of research and have great significance for the researchers.

Statement of the Problem

Effect of the modernity on secondary school students in relation to their socio economic status with special reference to district Jabalpur MP.

Objectives of the Study

1. To identify modernity among secondary school students.
2. To find out the effect of modernity on secondary school students in relation to their socio economic status.
3. To find out the effect of modernity on socio economic status of rural and urban secondary school students.
4. To study the correlation in modernity and socio economic status of secondary school students.

Hypothesis

1. There exists significant difference in the modernity level of secondary school students.
2. There exists no significant difference in the socio economic status of secondary school students having high and low level of modernity.
3. There exists no significant difference in the socio economic status of secondary school students having high & average level of modernity.
4. There exists no significant difference in the socio economic status of secondary school students having average & low level of modernity.
5. There exists no significant difference in the socio economic status of rural and urban secondary school students.
6. There exists no significant correlation in the modernity and socio economic status of secondary school students.

Research Design of the Study

The present study has the following research design.

Method of the Study

The present study has been completed through descriptive survey method of research. This method has been the most popular and widely used method of research in social science as well as in education.

Sample of the Study

The researcher selected the sample of 600 adolescents from different secondary schools of district Jabalpur in which 320 were male students and 280 were female students.

Research Tools Used

The following standardized tools were used to collect the data.

1. Comprehensive modernization inventory (CMI-AK) by Dr. S.P Ahluwalia & Dr. A.K Kalia.
2. Upadhyay-Saxena socio economic status scale (USSESS) by Sunil Kumar Upadhyay & Alka Saxena.

Statistical Techniques

The statistical techniques viz; Mean, S.D , 't' – test & Pearson's correlation method were used to interpret the data in the present study.

Analysis and Interpretation of Data

In order to achieve the objectives formulated in the present study data collected has been tabulated and analyzed as under.

**Table1
Modernity Level Among Secondary School Students**

N	High Modernized Students	Average Modernized Students	Low Modernized Students
600	180	300	120

**Table 2
Modernity and Socio Economic Status of High And Low Modernized Students.**

Students	N	Mean	S.D	't'	Level of Significance
High Modernized Students	180	65.13	7.09	33.41	Significant
Low modernized Students	120	42.41	4.98		

**Table 3
Modernity and Socio Economic Status of High And Average Modernized Students**

Students	N	Mean	S.D	't'	Level of Significance
High Modernized Students	180	65.13	7.09	21.60	Significant
Average modernized Students	300	51.95	5.84		

Table 4.

Modernity and Socio Economic Status of Average And Low Modernized Students

Students	N	Mean	S.D	't'	Level of Significance
Average Modernized Students	300	51.95	5.84	17.34	Significant
Low modernized Students	120	42.41	4.98		

Table 5

Socio-Economic Status of Rural & Urban Students

Students	N	Mean	S.D	't'	Level of Significance
Rural Students	140	51.22	8.07	4.15	Significant
Urban Students	180	55.91	12.19		

Table 6

Modernity and Socio-Economic Status of Secondary School Students

Variables	
X-Modernity	Y- Socio-economic status
r= .853	Level of significance
	Significant

Major Findings

1. The Perusal of the table no 1 represents the level of modernity among secondary school students. Finding of the table 1 shows that after the administration of the test to a sample of 600 school students of different higher secondary schools of district Jablapur, it was found that 30% of the students were highly modernized, 50% of the students were found as average modernized and 20% of the students were those who rate below the average level of modernity scale are known as low modernized.
2. The findings of the table 2 represent the socio economic status of secondary school students having high and low modernity level. The calculated value of 't' in table 2 is 33.41 which exceeds the table value of 't' at both 0.05 & at 0.01 level. This means that there is significant difference in the socio- economic status of secondary school students having high and low level of modernity. The analysis of the data reveals that high modernized students are from highly socio economic background, they are rich and possess all the facilities as compare to the students whose socio economic status is low.
3. Findings of the table 3 represent the socio economic status of secondary school students having high and average modernity level. As the calculated value of 't' in table 3 is 21.60 which exceeds the table value of 't' at both 0.05 & at 0.01 level. This shows that there is significant difference in the socio economic status of secondary school students having high and average modernity level. Result reveals that average modernized students differ in various areas and parameters from the highly

modernized students especially in socio economic status. They do not possess same resources or facilities as compare to highly modernized students.

4. The examination of the table 4 represents the socio economic status of secondary school students having average and low modernity level. As the calculated value of 't' in table 4 is 17.34, which is greater than the table value of 't' at 0.05 & 0.01 level. This shows that there is significant difference in socio economic status of secondary school students having average and low modernity level. It is found that average modernized students have better socio economic status than that of low modernized students. Average modernized students are superior with regard to their socio economic status as compare to low modernized students.
5. The Perusal of the table 5 shows that socio economic status of rural and urban secondary school students. As the calculated value of 't' in the table 5 is 4.15 which exceeds the table value of 't' at both 0.05 and at 0.01 levels. This shows that there is significant difference in the socio economic status of rural and urban secondary school students. Result of the table reveals that socio economic status of urban secondary school students is better than that of rural secondary school students. They are almost from higher socio economic status background than that of rural secondary school students.
6. The examination of the table 6 represents the correlation in modernity and socio economic status of secondary school students. The calculated value of 'r' in table 6 is .853 which is greater than the table value of 'r' at both 0.05 and at 0.01 levels. This means that modernity and socio economic status of secondary school students is significantly correlated. The result of the table reveals that, higher the socio economic status of students, higher is the modernity level and lower the socio economic status of students and lower is the modernity level.

Conclusion

The research in the field of modernity has made the researcher believe that adolescent students having high and low, high and average as well as average and low modernity level differ significantly in their socio economic status. The findings of the study reveals that adolescent students with higher socio economic status background were more likely to be proficient in various areas like studies and other related activities than adolescent students with lower socio economic status background. It was also found that on overall scores of modernization female students are ahead than male secondary school students. The study also reveals that adolescent students from low socio economic status groups learn less than the adolescents from higher socio economic status groups and perception of family economic stress and personal financial constraints affected the modernity level of the adolescent students. To conclude it can be said that modernity influences the

socio economic status of adolescents to a great extent.

Educational Implications

Few suggestions regarding modernity among secondary school students may be laid down for educational implications.

1. Teachers can promote cultural and scientific aspect of educational environment to enhance the modernistic level of students.
2. Keeping in mind the level of modernity, teachers can direct the students to the proper channel for modernity behaviour reflected in social life.
3. Secondary education should be more stressed to contribute more significantly to productivity and development, making society a modern one in the era of science and technology.
4. There is need to strengthen the movement of modernity for developing modern and civilized behaviour, especially in youth.

At the end it may be suggested that along with enhancing modernity behaviour, students should be encouraged to be more activist so that they can contribute to society in a more meaningful manner both in economic and non economic aspect.

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