

ATTITUDINAL MODERNITY OF POST GRADUATE STUDENTS IN RELATION TO THEIR LEVEL OF ACHIEVEMENT AND GENDER

Dr. Sukanta Kumar Pradhan*

ABSTRACT

The present study has been conducted on 200 Post Graduate students of Ravenshaw University, Cuttack, Odisha. The objective of the study was to study the attitudinal modernity of the Post Graduate boys and girls from different streams and with varying level of achievement. Besides, the purpose of the study was to study the relationship between attitudinal modernity and academic achievement of post graduate students. For collection of data, Sharma's Attitudinal Modernity scale was used. It was found that gender and academic achievement positively influence the attitudinal modernity of post-graduate students and there exists a positive relationship between attitudinal modernity and academic achievement.

INTRODUCTION

Speed is undoubtedly the criterion of process. Time and the world do not stand still. Change is the unchanging law of nature. Man is primarily a social animal. Society is a complex network of patterned relationships in which all the members participate in varying degrees. These relationships change and at the same time behaviour also changes. Thus, change has universally been accepted as an essential feature of the modern society. Speed is the agent of change; promise is the way of change. Everything changes but the means of change is different. Social change has taken place in every spheres of life of the contemporary world and those who look only to the past or to the present are certain to miss their future.

Therefore, in order to survive in this globally competitive world, one has to keep himself in tune with progressive changes and dynamic structure of the world. The twin slogans of "modernization" and "development" can be heard echoing in every nook and corner of the world. Modernization is a complex social process which, in long run influences all aspects of human life. Dube (1967) rightly defined modernization process as a movement from traditional or quasi traditional order to certain desired types of technology and associated forms of social structure, value orientations,

motivations and norms. The central characteristics of modernization are the growing linkage between the technology of modern economic life and the discoveries and invention of science. This refers not only the technology of manufacture, but also to that of agriculture, commerce, transport, communication and organization of services.

Modernization is a dynamic concept which involves the process of change and adaptation to the spirit of the modern period. It represents (i) man's application of technology to the control of natural resources, (ii) the process of differentiation that characterizes modern societies, (iii) process of a nation- building and administrative developments, and (iv) the application of new knowledge to human affairs and behaviour. Modernization calls for a greater capacity for discrimination and judgments whereby one can make one's own choice between conflicting practices, ideas, norms and values. Just mere acquisition of knowledge is not sufficient rather the development of the ability to think, to assess facts and phenomena and to arrive at one's own conclusion is of utmost importance.

Etymologically the word modernization has been derived from the Latin root "Modo" which means "just now". In chronological sense it means "the latest". According to the Oxford

*Assistant Professor in Education, Donyi Polo Government College, Kamki, Aalo, West Siang District, Arunachal Pradesh

dictionary the word "Modern" refers to "the present and recent times, new fashions not concerned with classics". As the 21st century is characterized by rapid competition, increasing aspiration for material well-being, explosion of knowledge, advancement of science and information technology, ability and academic achievement occupy an Olympian perch on the social ladder. Achievement of any person characterizes his personality, fits him for the best job suiting to his needs and abilities, makes him capable of being adaptive to the changes that take place radically in this fast changing world.

Generally, academic achievement comprises learning outcomes in the cognitive and non-cognitive domain. The cognitive learning outcomes include knowledge, comprehension, application, analysis, synthesis and evaluation. The non-cognitive learning outcomes consist of flexibility in thinking, balanced judgment, critical perception, educability, selectivity, synthesizing ability and cultural awareness. Academic achievement is significantly influenced by certain forces and factors such as the heredity, environment, motivation, creativity, personal honesty, institution, degree of social consciousness etc. Achievement tests both standardized and teacher made are used extensively to measure sample of students' performance on particular learning tasks useful in assessing educational process.

Many research studies have been conducted taking attitudinal modernity with a number of variables such as self-concept, alienation, schooling, socio-economic status, religion etc. No study has been conducted yet to find out the impact of attitudinal modernity on the level of achievement of the students from both the gender. Realizing this grim realities, the investigator has taken up the present study.

STATEMENT OF THE PROBLEM

The present study has the following objectives:-

- 1) To compare the attitudinal modernity of post-graduate boys and girls.
- 2) To study the difference in the level of

attitudinal modernity of post graduate Science and Arts students.

- 3) To study the difference in the level of attitudinal modernity of post-graduate boys and girls with varying level of academic achievement.
- 4) To find out the relationship between attitudinal modernity and academic achievement of post-graduate students.

HYPOTHESES OF THE STUDY

Ho 1: There is no significant difference in the attitudinal modernity of post-graduate boys and girls,

Ho 2: There is no significant difference in the attitudinal modernity of post-graduate Science and Arts students.

Ho 3: There is no significant difference in the attitudinal modernity of post-graduate students with high and low levels of academic achievement.

Ho 4: There is no significant relationship between attitudinal modernity and academic achievement of post-graduate students.

METHODOLOGY

The investigator has used the correlational method of study under the descriptive research, since the study intends to find out the relationship between attitudinal modernity and academic achievement of the students.

SAMPLE

The sample of the present study was limited to 200 post-graduate students from science and arts faculties and from both gender from Ravenshaw University, Cuttack, Odisha, selected on the basis of simple random sampling procedure.

TOOLS AND TECHNIQUES USED

The investigator has used the standardized Likert type of attitude scale of Dr. Sharma (1997) on attitudinal modernity which consists of 30 items on secular, scientific, Universalistic, achievement and civic orientation dimensions.

COLLECTION OF DATA

Data was collected from 200 post- graduate students of Ravenshaw University, Cuttack, Odisha by administering the “ Attitudinal modernity scale” of Dr. Sharma (1997) . The investigator met personally the students, clarified the directions of responding and established proper rapport for collection of pertinent data. Further, academic achievement scores of the post graduate students were collected by taking their obtained marks or scores in the preceding semester examination.

ANALYSIS OF DATA

The collected data was analyzed by using both descriptive and inferential statistics. Mean, standard deviation, standard error of the difference between two independent means and 't' test were used for data analysis.

**Table No:-1
Difference between post -graduate students on attitudinal modernity with respect to (A) Gender (B) faculty (C) levels of achievement.**

Variables	N	Mean	SD	't' Value	* significance
*Male	100	119.58	21.62	2.4	significant 0.05 level
Female	100	109.62	19.91		
Science	100	111.19	13.12	.767	Not Significant
Arts	100	109.21	12.19		
High achievers	92	166.06	24.26	2.34	Significant at 0.05 level
Low achievers	52	118.58	13.96		

*Significant level at 0.05 level is 1.96.

**Tables No:-2
Estimates of co-efficient of correlation between attitudinal modernity and academic achievement.**

SL.No.	Variable	N	Mean	Correlation Coefficient	Remarks
1.	Attitudinal Modernity	200	114.60	.69	*High Correlation
2.	Academic Achievement	200	515.98		

*High correlation ranges from (.60-.99)

MAJOR FINDINGS OF THE STUDY

After analysis of the tabulated data the investigator found out the following major findings:-

1. There exists significant difference in the attitudinal modernity of post graduate boys and girls. Gender is a primitive factor in creating the magnitude of variation among the post graduates on attitudinal modernity.
2. Science and Arts post graduate students do not differ in their level of attitudinal modernity.
3. Post-graduate students with high and low levels of academic achievement differ significantly in their attitudinal modernity. Level of academic achievement is a crucial factor that influences the attitudinal modernity of post-graduate students.
4. There exists a positive relationship between attitudinal modernity and academic achievement of post-graduate students.

CONCLUSION

It is concluded from the study undertaken that there exists a close relationship between attitudinal modernity and academic achievement. Therefore, the teachers should have to provide academic facilities to culminate in the students positive attitudinal modernity so that that they can achieve better adaptation to their environment, get clarity of vision , tenacity of purpose, strength of will and conviction in fanning the flame of their personality throwing the pitfalls of life into oblivion.

REFERENCES

Aggarwal.M.(1980), A study of the impact of education on social and culture modernization of Hindu and Muslim women” Third survey of research in education, New Delhi; NCERT.

Dube.S.C.(1988), Modernization and its adaptation demands in India society, New Delhi; criterion publications.

Garett.H.E. (1991), Statistics in psychology and Education, Bombay; Vakils, Feffer and Simons Ltd.

Kochhar, S.K. (1996), Pivotal issues in Indian Education, New Delhi;Sterling publishers Pvt.Ltd.

- Mathur.S.S. (1997), A Sociological approach to Indian education, Agra; Vinod pustak Mandir.
- Nayak.B.k.(1999), Education in the emerging Indian society, Brahmapur, Taratarini Pustaklaya.
- Singh.S. (2000), Educational modernity of adolescent boys and girls in relation to their self-concept; Cuttack, Ravenshaw University.
- Shipman. M.D. (1971), Education and Modernization London: Faper and Faper company Pvt. Ltd.