

A COMPARATIVE STUDY OF MODERNITY BEHAVIOUR OF GOVERNMENT AND PUBLIC SECONDARY SCHOOL STUDENTS OF AMRITSAR DISTRICT (PUNJAB)

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ABSTRACT

The present study aims to find out the modernity behaviour of government and public school students of Amritsar district, Punjab. The change is a universal feature of every society. Every human being undergoes changes in his behavior from birth to death. There are lots of changes not in the way of our thinking but also in our way of living. This requires an extensive probe to explore the influence of area/locality, type of school on the secondary students, modernity behaviour. To study the modernity behaviour of 200 secondary students, 100 government school students {50 Rural (25 boys + 25 girls) + 50 Urban (25 boys + 25 girls)} and 100 public school students {50 Rural (25 boys + 25 girls) + 50 Urban (25 boys + 25 girls)} were taken using stratified random sampling. The data was obtained through Attitudinal modernity scale by S.L. Sharma. Results indicated that urban boys and girls have significantly higher mean scores in terms of modernity behaviour. Also public school showed a higher inclination towards modernity.

INTRODUCTION

Society has changed worldwide with the maximum acceleration in the present century. The advent of rapid westernization, computer age and age of reason with the 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 system known as modernity.

Social change is a universal feature of every society and modernity is a part of social change. It is a transformation from the traditional way of life to relatively newer, in fact western ways of life. Modernity can denote a certain type of attitude. Modernity is the attitude to adjust one's inner being to the rapidly changing conditions of socio-cultural and economic milieu. It is breakup from traditional mode of life, which is no more adjusted to changing conditions. The relationship of education with modernity has attracted considerable attention of researchers, especially in the past 50 years. Mainly, two contrasting themes have emerged as dominating social science literature on the role of education in modernity. One emphasizes positive function

of education that is education promotes modernity, the other emphasizes on its unwholesome consequences asserting that education retards development. Apparently the former theme signifies functionalist stance while the latter theme represents the radical perspective. Within the functionalist camp again, there are two different approaches economic and sociological. Drawing upon the role of education in skill formation the economic approach views education as a input for development. Stressing the role of education in value transmittances, the sociological approach views it as an agency of value socialization for modernity. To begin with the economic function approach viewed education as only indirectly relevant to economic development. Education is seen as promoting economic development in several ways. First, in so far as knowledge is necessary for effective manipulation of natural environment, education helps a developing country to find a new economy resources and better tools. The sociological functional approach to the role of education in development focuses on the psycho-social potential of education for modernization.

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MODERNITY

Modernity is a process of socio-cultural transformation . It is a thorough going process of change involving values, norms, institutions and structures. Political dimensions of modernity involves creation of a modern nation state and the development of key institutions political parties, bureaucratic structures, legislative bodies and a system of elections based on universal franchise and secret ballot. Cultural modernity involves adherence to nationalistic ideology, belief in equality, freedom and humanism, a rational and scientific out look. Economic modernity involves industrialization accompanied with monetization of economy, increasing division of labour, use of management techniques and improved technology and the expansion of service sector. Social modernity involves universalistic values, achievement motivation, increasing mobility both social and geographical increasing literacy and urbanization and the decline of traditional authority. The secular and scientific education act as an important means of modernity. It helps in the diffusion of modern values of equality, freedom and humanism.Modernity is generally regarded as a process of change of traditional society into a society based on science and technology.

BEHAVIOUR

The term behaviour includes all the motor or cognitive activities like walking, swimming, dancing etc; cognitive activities, e.g. thinking, reasoning, imaging etc. and affective activities of the human mind but also the subconscious and unconscious and hence cover not only the overt but also the covert behavior involving all inner experience and mental process. Therefore when we study the behavior in psychology, we mean the study of behavior of all living organisms. The term behavior refers to the entire life activities and experiences of all living organisms.

Behaviour refers to the actions and reactions of an organism, usually in relation to the environment. Behaviour can be both conscious and subconscious, overt or covert, and voluntary

or involuntary. Human evaluate the acceptability of behavior by using social norms and regulate behavior by means of social control .In sociology, behavior is considered as the most basic human action.

MODERNITY BEHAVIOUR

Modernity behavior related with the human behavior in terms of attitude towards major manifestations of modern society.

.Attitude is the amount or degree of positive and negative feeling towards the object, idea or person. It includes likes and dislikes which means favorable or unfavorable inclinations towards certain issues or situations. In the present study it refers to modernity behavior in terms of secular orientation, universalistic orientation, independent orientation, achievement orientation and civic orientation.

OBJECTIVES OF THE STUDY

Following are the objectives of the study:

1. To study the modernity behavior of boys and girls of government and public secondary schools.
2. To study the modernity behavior of rural boys and rural girls of government and public secondary schools.
3. To study the modernity behavior of urban boys and urban girls of government and public secondary schools.
4. To compare the modernity behavior of secondary students of government and public schools.

HYPOTHESES OF THE STUDY

On the basis of review of related literature following hypotheses are formulated for the conduct of the study:

1. There will be no significant difference in the modernity behavior of boys of government and public secondary schools.
2. There will be no significant difference in the modernity behavior of girls of government and public secondary schools.
3. There will be no significant difference in the

modernity behavior of rural boys of government and public secondary schools.

4. There will be no significant difference in the modernity behavior of rural girls of government and public secondary schools.
5. There will be no significant difference in the modernity behavior of urban boys of government and public secondary schools.
6. There will be no significant difference in the modernity behavior of urban girls of government and public secondary schools.
7. There will be no significant difference in the modernity behavior of secondary students of government and public schools.

Category	N	Mean	S.D.	t-Value
Govt. School student	50	86.5	3.61	2.91*
Public School student	50	90.08	4.81	

* 0.01 level-significant

2. There is significant difference in the modernity behaviour of girls of government and public secondary schools.

METHODOLOGY OF THE STUDY

Descriptive Survey Method of research has been used.

SAMPLE

A representative sample of 200 secondary students studying at government and public schools of Amritsar, was selected through stratified random sampling technique giving due weightage to gender, area, type of school administration.

TOOLS OF THE RESEARCH

Attitudinal Modernity Scale by S.L. Sharma(1979).

STATISTICAL TECHNIQUES

Mean, Standard Deviation, t-value and graph.

FINDINGS

1. There is significant difference in the modernity behaviour of boys of government and public secondary schools.

Table 1

Means and S.D.s of boys of government and public school students in modernity

Table 2
Means and S.D's of girls of government and public school students in modernity.

Category	N	Mean	S.D.	t-Value
Govt. School student	50	88	4.68	3.61*
Public School student	50	92.92	6.77	

* 0.01 level-significant.

3. There is significant difference in the modernity behaviour of rural boys of government and public secondary schools.

Table 3
Means and S.D's of rural boys of government and public school students in modernity.

Category	N	Mean	S.D.	t-Value
Govt. School student	25	82.5	4.25	2.89*
Public School student	25	88.17	5.30	

* 0.01 level-significant

4. There is significant difference in the modernity behaviour of rural girls of government and public secondary schools.

Table 4
Means and S.D's of rural girls of government and public school students in modernity.

Category	N	Mean	S.D.	t-Value
Govt. School student	25	90	3.62	3.13*
Public School student	25	95.17	5.44	

* 0.01 level-significant

5. There is significant difference in the modernity behaviour of urban boys of government and public secondary schools.

Table 5
Means and S.D's of urban boys of government and public school students in modernity.

Category	N	Mean	S.D.	t-Value
Govt. School student	25	85.5	3.44	3.33*
Public School student	25	92	5.11	

* 0.01 level-significant

6. There is significant difference in the modernity behaviour of urban girls of government and public secondary schools.

Table 6
Means and S.D's of urban girls of government and public school students in modernity.

Category	N	Mean	S.D.	t-Value
Govt. School student	25	86	3.12	3.02*
Public School student	25	91.66	6.15	

* 0.01 level-significant

7. There is significant difference in the modernity behaviour of secondary students of government and public schools.

Table 7
Means and S.D's of government and public school students in modernity.

Category	N	Mean	S.D.	t-Value
Govt. School student	100	87.25	4.103	3.89*
Public School student	100	91.25	6.32	

* 0.01 level-significant

CONCLUSION

- It was observed that urban boys and girls have significantly higher mean scores in terms of modernity behaviour. It can be contribute to the rapid change in their life styles and living standards. Advanced communication modes, easy connectivity because of advanced transport facilities are some factors that enhance modernity.
- Public school showed a higher inclination towards modernity. It can be attributed to the fact that these schools are more equipped in terms of resources both human as well as infrastructural. Usage of technology immensely has caused higher modernity behavior. Thus causing a significantly higher mean score in modernity.

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