

Impact Of Modernization Among College Students In Prayagraj District, Uttar Pradesh

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ABSTRACT

The present study was to assess the impact of modernization among the college students across gender, socio cultural settings and socio economic groups among adolescent boys and girls in the age group of 17 to 21 year. Exploratory research design was adopted for the present study and survey method was used to collect the data from college students. A sample of 300 respondents from which 150 urban students and 150 rural students, wherein 75 boys (25 each from lower, middle and upper socio economic groups) and 75 girls (25 each from lower, middle and upper socio economic groups) were selected through stratified random sampling technique. The socio economic status (SES) of the sample was ascertained using **Kuppuswamy (1962)** revised version of 2014 and comprehensive modernization inventory (**Ahluwalia and Kalia 1985**). The result revealed that all the respondents were having better attitude towards modernization in which girls had higher level of modernization as compared to boys. The study also revealed a significant difference among gender, socio cultural settings as well as socio economic group, in which respondents from upper socio economic group were having higher level of modernization as compared to their counterparts from middle and lower socio economic groups.

Keywords: *Modernization, Boys, Girls, Socio economic status, Socio cultural settings*

INTRODUCTION

People are not born modern but are made so by their life experiences. The term modernization does not denote any philosophy or man oeuvre, but only emphasizes a process of change. In fact modernization is understood as a procedure which indicates the adoption of modern ways of life and values. Modernization is similar to any other social occurrence

because it too has its effect and side effects. Modernization is a framework of our development and human achievement from where we started.

In the present scenario, as the community is influenced by modernization and westernization, the path from adolescence to adulthood is endowed with stress. This is true, especially in the case of adolescents in the middle socio economic group families as they have to face greater stress in the form of parental expectations and highly competitive academic and job environments (**Watode et al. 2016**). Modernization is the evolution of a total society from a relatively rural way of life based on, limited technology, animate power, parochial and traditional outlook, relatively undifferentiated institutions and values, towards a preponderantly urban way of life based on inanimate source of power, highly differentiated institutions matched and highly developed scientific technology by segmented individual roles, and a cosmopolitan outlook which highlights efficiency and progress (**Cowgill, 1974**). Modernity is the perspective to adjust from one's inner being to the rapidly changing condition of socio-cultural and economic background. This outlook implies a scientific and rational world view and inculcates universalistic secular values and importance. The goals of security, freedom, social justice, higher standard of life, and more of the accepted goals of modernism.

Modernization leads to many problems such as stress, anxiety, crime and break up of family groups. The onset of modernization has caused a significant amount of burgeoning rise in anxiety and stress among people. Thus the present study carried out with the following objectives-

Objectives-

- To assess the impact of modernization among the college students

MATERIAL AND METHODS

The sample comprised of 300 college going students belonging to rural as well as urban cultural setting from which 75 college going boys (25 each from lower, middle and upper socio economic groups) and 75 college going girls (25 each from lower, middle and upper socio economic groups) in the age group of 17 to 21 year were selected through stratified random sampling technique. The socio economic status (SES) of the sample was ascertained using **Kuppuswamy (1962)** revised version of 2014 and comprehensive modernization inventory (**Ahluwalia and Kalia 1985**). Data was coded, tabulated and analyzed using various statistical tests such as Mean, Standard Deviation, t-test, p-value and ANOVA.

RESULT AND DISCUSSION**Table 1 Comparison of boys and girls belonging to different socio economic groups based on their attitude towards modernization**

Socio Economic Status	Boys		Girls		t-tab	p-value
	Mean	SD	Mean	SD		
Upper SES (n=50)	167.40	8.07	176.22	18.23	3.12**	0.002
Middle SES (n=50)	150.34	8.58	166.82	18.75	5.65**	0.000
Lower SES (n=50)	130.88	11.87	158.38	19.08	8.65**	0.000

** Highly Significant, SD= Standard Deviation

Table 1 shows the comparative analysis of urban and rural boys and girls belonging to different socio economic groups on the basis of their attitude towards modernization. In case of respondents from the upper socio economic group it was evident from the table that there lies a strongly significant gender variance in stress among the boys and girls were ($t= 3.12$, $p= 0.002$). The mean values further indicated that girls in this group had slightly more better attitude towards modernization as compared to their male counterparts. A highly significant gender variance regarding stress was also evident among both boys and girls belonging to the middle socio economic group ($t= 5.65$, $p= 0.000$). The mean values further indicated that girls in lower socio economic group and middle socio economic group had better attitude towards modernization as compared to their male counterparts. From the table it is evident that there lies a highly significant difference among boys and girls belonging to lower socio economic group with regard to their attitude towards modernization as the t-value were found to be 8.65 and p-value 0.000. Better educational system, awareness about governmental schemes and programmes which empower the women in this society which uplift the status of women and develop onwards to modernization. Similar results were obtained by a study carried out by **Chawla and Kang (2012)** also found that males and females differed significantly in their attitude towards modernization. Males were more inclined towards politics, status of women and marriage while females possessed a more modern outlook

towards education. In recent decades, women are more educated, independent and empower. Scientifically they can take care of their family and easily follow the societal values and norms. They help their husband in earning money for good life and males also help in household works to women. These make them more modern in their thought, ambitions and their society. Finding of the study coincides with the study conducted by **Malik *et al.* (2013)** which revealed same study that choice of stream has no impact while gender affects the attitude of under-graduate students towards modernization because students from different localities and different socio-economic and socio-cultural background differ in the attitudes.

Table 2 Socio cultural differences among boys and girls with regard to their attitude towards modernization

Socio cultural setting	Boys n= 150		Girls n= 150		t-cal	p-value
	Mean	SD	Mean	SD		
Urban (n=150)	156.84	13.54	173.74	17.50	6.61**	0.000
Rural (n=150)	141.89	18.17	160.53	20.17	5.94**	0.000

** Highly Significant

Table 2 depicts the socio cultural differences among boys and girls with regard to their attitude towards modernization in which table indicates the mean, standard deviation, t' value and 'p' value. From the table it is evident that there lies a highly significant difference among urban and rural socio cultural settings with regard to their attitude towards modernization as the t-value were found to be 6.61 and p-value 0.000 in urban socio cultural setting whereas also found a highly significant difference in rural socio cultural setting with regard to their attitude towards modernization as the t-value were found to be 5.94 and p-value 0.000. The mean values further indicated that girls in both cultural setting had found more positive attitude towards modernization as compared to their male counterparts. Generally in adolescences age most boys like to follow their peer groups. They do not faithfully obey to their parents and hide their problems from them whereas girls most of times lives among family members so focus on their studies and follow the rules of college and family. So they

are more modern in thoughts and awareness about all other aspects. **Ninaniya *et al.* (2017)** also highlighted that significant mean differences were observed in rural and urban. This may be due to the reason that children of urban area had more exposure, better facilities of the internet and parental care with higher income.

Table 3 ANOVA of modernization among the respondents

Sources of variance	Degree of freedom	Sum of square	Mean of square	f-cal	f-tab (5%)
Due to socio cultural setting	1	14868.48	14868.48	150.21**	3.69
Due to Socio economic status	2	36250.33	18125.16	183.12**	2.84
Due to gender	1	23691.85	23691.85	239.38**	3.69
Due to error	295	10400.75	98.979		
Total	299				

**= Highly significant

The above **table 3** shows the analysis of variance for modernization among the college students. Before intervention, it is evident from the table that socio cultural setting, socio-economic status and gender have a highly significant impact on the modernization among the college going students as the calculated value of F is 150.21, 183.12 and 239.38 respectively which is more than the tabulated value of F i.e. 3.69, 2.84 and 3.69 respectively at 5 percent of significance. Modernization brings changes in gender roles and shift greater change in different socio economic status as well as in socio cultural settings. The main source of modernization was education, parents child relationship, politics, status of women, marriage, faith in God and socio cultural factor. Modernization, technology and education have played an important role to change gender roles in both socio cultural setting i.e. urban and rural same as in different socio economic status. **Hussain *et al.* (2015)** researched that today women's are more powerful than man, women's are more freedom than ever, women's have full freedom to participate in any movements and also in election, the top level management also manage by women's today, the domestic violence are also decrease.

CONCLUSION

It is concluded from the results that all the respondents were having better attitude towards modernization in which girls had positively higher level of modernization as compared to boys. The study also revealed a significant difference among gender, socio cultural settings as well as socio economic group, in which respondents from upper socio economic group were having higher level of modernization as compared to their counterparts from middle and lower socio economic groups.

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