

## Role of Attitude towards Modernization in the Scholastic Achievement of High School Girl Students

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### Abstract

The present study has been designed to investigate the relationship and contribution of attitude towards modernization in the scholastic achievement of high school girl students. The study was conducted on a sample of 300 girls studying in XI<sup>th</sup> class in six different schools of Moradabad division. The result of the study showed significantly positive relationship between attitude towards Modernization and scholastic achievement.

**Key Words:-**Attitude, Modernization, Scholastic Achievement.

Modernization is the cry and need of the hour. The term 'Modernization' does not denote, any philosophy or movement, but only symbolizes a 'process of change'. In fact modernization is understood as a process which indicates the adoption of modern ways of life and values. Modernization is a comprehensive concept aimed at capturing and describing the transition of a society from medieval to modern culture. Education is the only way available for the society to transmit its valuable possessions from one generation to the other. Education must contribute to this process. The problem of failures at high school level is a burning problem and a large number of students have committed suicides when they were not successful at this level. The personality traits are perhaps the important factors for their academic success. Thus the problem of predicting high school success has drawn more attention of psychologists and educational researchers than any other problem in the field of education. Kumar, Rishi conducted a study on a sample of 200 students of Punjab University Patiala. The results of the study revealed significant gender difference in the area of education, politics, status of women, religion and socio-cultural factors where female university scored significantly higher than their male counterparts. This means that women, religion and socio-cultural status.

Chaudhari, R. explored significant difference in the attitude of male and female B.Ed. students. Learners belonging to urban area were significant higher in their attitude towards

modernization than their counterparts living in rural areas. S.P. Goyal, Monika Gupta (2009) made an attempt to investigate the influence of modernization on aggression level of adolescents. Very low positive relationship was found between attitude towards modernization and aggression level of adolescents. The study concluded that there exists no significant difference in the attitude of boys and girls towards modernization. Sandhu P.K. and Kaur K.(2005) investigated attitude of adolescent towards modernization in relation to their sex. He found that the achievement motivation of male students had no significant impact on their attitude towards modernization, Intelligence achievement motivation and socio economic status have joint effect on attitude towards modernization than those with low achievement motivation. In a study on attitude towards modernization in relation to sex and socio economic status it was found that there was no significant difference between the male and female undergraduate students attitude towards modernization. The author considers this issue quite important and hence has tried to relate attitude towards modernization to girl student's scholastic achievement. The reason for confining to girl students is paucity of research in this area. Research on girl students has not received due attention from the researchers in the past. There few considerations led this researcher to undertake the present research which is titled as follows:

Statement of the Problem: The problem is stated as

Role of Attitude towards Modernization in The Scholastic Achievement of High School Girl Students.

The main objective of the study to study cause effect relationship between attitude towards modernization and girls scholastic achievement. For achieving this objective two hypotheses were formulated as follows-

1. There is no significant correlation between attitude towards modernization and scholastic achievement of high school girl students.
2. There is no significant difference between attitude towards modernization of high school girl students of rural and urban institutions.

**Method and Procedure:**

This study aimed at finding out how attitude towards modernization influence girl students academic achievement. For measuring attitude towards modernization researcher constructed its own tool.

**Population:**

Population for in purpose of this study was defined as all the girl students of class XI<sup>th</sup> of Moradabad Region.

**Sample:**

The numbers of students being very large a representative smaller sample consisting of 300 girls was selected using systematic sampling technique. For this a list of all the girls of intermediate college was obtained. This list consisted of 119 college, out of which six colleges were picked up using systematic sample technique. From each of their institutions only one section of students appearing in the board examination of 2009 was included in the sample. In this way double stage sampling techniques was used.

The data were obtained on five personality factors and scholastic achievement. Scholastic achievement was measured in terms of U.P. Board examination of 2009.

**Variables Involved:**

The present study involved two kinds of variables namely

**(a) Dependent Variable:** The dependent variable in this study was scholastic achievement.

**(b) Independent Variable:** Attitude towards modernization had been measured as independent variable.

**Measurement**

For measuring scholastic achievement the school marks obtained by girl students in their final board examination were taken. For measuring attitude towards modernization researcher has constructed her own tool. In order to test the problem and find out its results, a scale was prepared to test the attitude of girl students towards modernization. All the eighty statements were put in eight broad categories such as educational sphere, social mobility, science and rationality, interstate migration, position of women, free choice of mate, family planning, inter caste marriage.

It was used to assess status of positiveness of attitude towards modernization. Hence consideration of various dimensions was not taken into account and a single whole score representing the status of positiveness was taken for each individual.

The reliability of this tool was also worked out on a sample of hundred high school students which was very close to the original coefficient of the questionnaire.

This was considered satisfactory for the purpose of this study. The validity of the questionnaire could not be worked out because no valid criterion was available. This was how ever verified on the basis of content validity of each item.

**Analysis of Data and Findings:**

For the purpose of analysis of data two group of students as High achiever and low achiever were the identify on the basis of their scores of scholastic achievement. Those students who obtained first division were identified as high achievers and those who obtained third division were identified as low achievers. These two groups were then compared on attitude towards modernization. Their mean difference on attitude towards modernization was tested for significance by applying t-test of significance. All the hypotheses mentioned earlier were tested in this way. Following tables present the statistical computations Hypothesis wise:

Hypothesis (i)

This Hypothesis was stated as That There Is Significant Relationship between Attitude

towards Modernization and Scholastic Achievement of Girl Students.

Table (i) Significant Difference on Attitude Towards Modernization of High and Low Achievers

	Mean	N	Diff.	SE <sub>D</sub>	t-value
High Achievers	134.66	125	28.732	2.09	13.74
Low Achievers	105.92	175			

\*significant at .001 level for 298 d.f.

It is seen from the above table that the difference between the means (28.732) is highly significant at 0.001 level for 298 d.f.. Hence it is concluded that the attitude towards modernization is significantly related to scholastic achievement. It may also be concluded that the high achievers have more positive attitude towards modernization, as their mean is greater than that of the low achievers.

Hypothesis (ii) this hypothesis was stated as That There Is Significant Casual Relationship Between Attitude Towards Modernization Of High And Low Achiever Girls Of Urban Institutions:

Table (ii) Significant Difference on Attitude Towards Modernization of High and Low Achievers

	Mean	N	Diff.	SE <sub>D</sub>	t-value
High Achievers	140.4	100	34.07	2.35	14.49
Low Achievers	106.33	120			

\*significant at .001 level for 218 d.f.

The forgoing table shows that the difference between the mean scores of high and low achievers on a attitude towards modernization is significant. Since the mean of high achiever is higher to that the lower achiever, it is concluded that the high achievers have more positive attitude towards modernization in urban institutions.

Hypothesis (iii) this hypothesis was stated as That There Is Significant Casual Relationship on Attitude Towards Modernization of High And Low Achiever Girls of Rural Institutions:

Table (iii) Significant Difference on Attitude Towards Modernization of High and Low Achievers

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	Mean	N	Diff	SE <sub>D</sub>	t-value
High Achievers	116.38	25	3.43	0.64	5.34
Low Achievers	112.95	55			

\*significant at .001 level for 78 d.f.

It is seen from the above table that the difference between the means 3.43 is highly significant at .001 level for 78 d.f.. Hence it is concluded that the high achiever have more positive attitude towards modernization compared to low achievers in rural areas.

**Concluding Research:**

The present study tries to find out the effect of attitude towards modernization on scholastic achievement. There is causal relationship between attitude towards modernization and scholastic achievement and found that high achievers have more positive attitude towards modernization in urban and rural institutions. This conclusion also support by Singh found that the higher the academic achievement, the greater is the level of modernization. Intelligence plays an important role in keeping pace with the attitude towards modernization. The higher the socioeconomic status, the greater is the level of modernization. Female undergraduate had more modernized outlook than male undergraduates. High achiever girls had more modernized outlook than low achiever girls. High achiever girls yielded significantly higher mean values as compared to low achiever girls on the variables of emotional adjustments, expectations for social responsibilities, outdoor work, home management, modern attitudes towards religion, education, family planning women's status, women's freedom, marriage and caste. On the whole found that high achievers have more positive attitude towards modernization in urban and rural institutions.

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