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A COMPARATIVE STUDY OF THE MAGNITUDE OF MODERNIZATION AMONG GENERAL AND SOCIALLY BACKWARD ADOLESCENTS

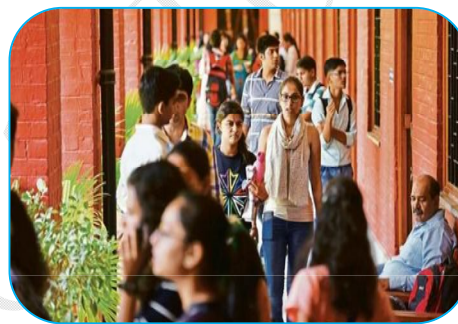
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ABSTRACT:

The present study is an attempt to compare the magnitude of Modernization among general and socially backward adolescents. It was assumed that there was no difference in the magnitude of Modernization among general and socially backward adolescents. The sample comprised of 800 adolescents of Meerut City. Critical Ratio was determined to test the hypothesis that adolescent learners of general category and socially backward category are not likely to differ significantly in respect of the magnitude of their modernization. However, contrary to the hypothesis C.R. value was found to be significant (C.R.=5.021**). Adolescents hailing from higher castes have high magnitude of modernization as compared to the adolescent hailing from socially backward families.



KEYWORDS: magnitude of Modernization , adolescent learners , general category.

INTRODUCTION

Modernization is a multifaceted dynamic concept. Different scholars have defined the term in their own contexts. Social scientists have realized this situation and have tried to clarify the situation. Prof. S.L. Sharma (1978) has classified the existing concept of modernization in three categories and labeled them as Bipolar, Focal, and Value Configuration. These labels have been used by way of convenience rather than conviction, due to want of better terms. Out of the

above three concepts of modernization, "Value Configuration" seems to be most reasonable while the other two have serious drawbacks. The focal concept of modernization can be taken as the value of rationality. Thus modernization is the process of transformation of the social, economic and political orders of a society. Technology, a new socio-economic political order is emerging. Thus, there is a need for appropriate cultural response. The value of humanness is the pivot round which the process of modernization of human society is revolving. Thus modernization is dynamic process. Keeping in view

the contemporary situation of human society the generic value of human society can only be the value of humanness. To summarise we can say that modernization is a multifaceted concept and a composite world view conducive to human welfare and dignity. A modern man is he who has the attributes of humanness, secularism, sympathy, liberalization, changeability and scientific approach. In the present study the above humanistic concept of modernization has been operationalized in terms of the following seven components of modernization:(1) Changeability,

(2) Secularism, (3) Scientific Attitude, (4) Women's Freedom, (5) Political Consciousness, (6) Democratic Value, and (7) Education. All these components constitute as a whole what we call modernization.

STATEMENT OF THE PROBLEM

Specifically stated, the study in hand has attempted to compare the magnitude of modernization among general and socially backward adolescents.

OBJECTIVE OF THE STUDY

The present study has been designed with a view to achieve the objective mentioned as under:
To compare the magnitude of modernization between general and socially backward adolescent learners.

HYPOTHESIS

The hypothesis as under was framed in the context of objective of study and related research studies:

Adolescent learners of general category and socially backward category are not likely to differ significantly in respect of the magnitude of their modernization.

DEFINITIONS OF THE TERMS USED:

Modernization:

Refers to a process through which certain specific value orientations are transmitted to those areas, individuals and groups who are hitherto not having those value orientations; thus, it has been conceived as a process of becoming modern. The state modernization at the time of study has been measured in terms of level of modernity of the respondents. Seven value orientations have been identified as indicators of modernity (i) Changeability, (2) Secularism, (3) Scientific Attitude, (4) Women's Freedom, (5) Political Consciousness, (6) Democratic Values, and (7) Education.

METHOD AND PROCEDURE

Causal comparative method was adopted for comparing the magnitude of modernization of general and socially backward adolescents. Hence this method was chosen.

TOOLS:

Self-developed Sharma modernization scale was used to measure the magnitude of modernization among the adolescents of general and socially backward categories.

SAMPLE AND SAMPLING TECHNIQUE:

Eight hundred male and female adolescents of senior secondary classes in equal number constituted the sample of the study. The selection of the sample was made with the help of stratified sampling procedure.

Male Adolescents (XI & XII Graders)				Female Adolescents (XI & XII Graders)			
Name of Institution	No. of Adolescents			Name of Institution	No. of Adolescents		
	Gen	S.B.	Total		Gen	S.B.	Total
1.B.A.V.I/C Meerut	50	50	100	Girls I/C Meerut 1. Shanta Smark 2. Raghunath Girls I/C Meerut 3. K.K. Girls I/C Meerut 4. Ismail National Girls I/C Meerut	50	50	100
2.N.A.S.I/C Meerut	50	50	100		50	50	100
3.Ram Sahai I/C Meerut	50	50	100		50	50	100
4.S.S.D.I/C Meerut	50	50	100		50	50	100
Total	200	200	400	Total	200	200	400

Total Sample = 800 Adolescents (XI & XII Graders)

ANYALYSIS & ORGANIZATION OF THE DATA

TABLE No.-1

Comparing the magnitude of Modernization among adolescents in general and among socially backward adolescents.

Basic Data :

General Adolescents

Socially Backward Adolescents

$N = 400$

$N' = 400$

$\Sigma X = 33154$

$\Sigma X' = 31752$

$\bar{X} = 82.885$

$\bar{X}' = 79.38$

$\Sigma X^2 = 2779352$

$\Sigma X'^2 = 2567048$

$\sigma = \sqrt{\frac{\Sigma X^2}{N} - \bar{X}^2}$

$\sigma' = \sqrt{\frac{\Sigma X'^2}{N'} - \bar{X}'^2}$

$\sigma = 8.858$

$\sigma' = 10.791$

Calculations :

$\sigma_D = \sqrt{\frac{\sigma^2}{N} + \frac{\sigma'^2}{N'}}$

$\sigma_D = \sqrt{\frac{(8.858)^2}{400} + \frac{(10.791)^2}{400}}$

$\sigma_D = .698$

$C.R. = \frac{\bar{X} - \bar{X}'}{\sigma_D}$

$C.R. = \frac{82.885 - 79.38}{.698}$

$C.R. = 5.021^{**}$

RESULTS AND DISCUSSION

1. Magnitude of modernization among the adolescents of general category is significantly higher than the magnitude of modernization among adolescent learners of socially backward category. This observation is based on significant C.R value between modernization of general adolescents on one hand and modernization of socially backward adolescents (table no.1, C.R=5.021**) on the other.
2. In context of the above observation, it can be inferred that caste and the social background of adolescent learners exert significant influence on their modernization. This raises the question how caste and social background contributes to the growth of modernization among adolescent learners. Theoretically speaking modernization is a process through which certain specific value orientations are transmitted in those areas, individuals and groups who are hitherto not having those value orientations. These value orientations are: Changeability, Secularism, Scientific Attitude, Women's Freedom, Political Consciousness, Democratic values and education. Adolescent learners of general category due to their higher caste and socio-economic status are brought up in such an environment where they are more exposed to many of the above mentioned value orientations e.g. changeability, women's freedom, scientific attitude and education. Rate of literacy is much higher among the higher caste people as compared to the socially backward section of Indian society. These findings also support the view that mass media, particularly newspaper and T.V. channels play an important role in inculcating modernity among the adolescents. In fact newspaper, magazines and T.Vs. are frequently found at the homes of higher caste general adolescents.
3. As regards the adolescent of socially backward section of the society, these things are out of their reach. But it was assumed theoretically that many value orientations of modernization such as secularism, political consciousness, women's freedom, democratic value and changeability, must be equally higher among the socially backward adolescents too. That is why the hypothesis was assumed as null hypothesis that adolescent learners of general category and socially backward category are not likely to differ significantly in respect of the magnitude of their modernization the hypothesis, therefore, rejected.
4. The above hypothesis of the study was framed on the reasoning and general observation that various value orientations of modernization: changeability, political consciousness, women's freedom and democratic value must contribute equally in the process of modernization among adolescent learners of general as well as socially backward category. It was, therefore, observed that there should be no significant difference between the modernization of general and socially backward adolescent learners.
5. However, findings contrary to the hypothesis imply that the students hailing from general category i.e. higher caste families have high magnitude of modernization as compared to the students hailing from socially backward families.
6. To summarise, caste and social background exert significant influence on modernization among adolescent learners.

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