

## Attitude towards modernization : A gender study

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The term 'Modern' refers to follow a new approach, a new outlook, a new attitude for the objects, situations, ideology and people in life. A modern person of present era is oriented more towards his/her present and future than the past, who is more regular, systematic, efficient, lawful, capable to tackle the challenging situations intelligently, uses the knowledge of science and technology as a powerful tool for achieving mastery over his/her environment. Thus, the concept of modernization is described with broader perspective in modern times (Moorjani *et al* 2007). According to Inkeles and Smith (1974) the outstanding marks of the modern man are: his readiness for new experience and his openness to innovation and change. Secondly, his capability of forming or holding opinions over large number of problems and issues that arise not only in immediate environment but also outside of it. Thirdly, he shows more awareness of the diversity of attitude and opinion around him rather than closing himself off in the belief that everyone thinks alike, indeed, just like him. In other words modern man is democratic by nature rather than dogmatic. Fourthly, he is oriented to the present or the future, rather than to the past. Lastly he believes that a man can learn in substantial degree to dominate his environment in order to advance his own purposes and goals, rather than being dominated entirely by the environment. Atlas (1972) viewed modernization as a process by which scientific knowledge is extended and utilized in society with the ultimate

purpose of achieving a satisfactory and qualitative life.

Modernization is the process of transformation of a society from its backward framework to a forward looking, progressive build up. It is usually understood as a process of long range social and cultural change, often regarded as leading to progressive development and evolution of society.

Modernization also involves structural and functional changes in the society and these changes in social structure are related to the changes in the behaviour, beliefs and attitudes of the people of the concerned society. These attitudes form a firm foundation of the personality of the individual. In this changing social environment, various environmental factors have been influencing the attitudes. The concept of attitude has been used to denote the sum total of a man's inclinations and feelings, ideas and thoughts at any specified situation. Environment consists of various types of forces such as, physical, social, political, intellectual, emotional etc, which affect the life, nature and growth, development and behaviours of the individual, resulting in a modernized society (Srivastava and Bhatia, 2004).

Education is the most essential pre-requisite for modernization and only with the help of education, people become aware of their roles in modernizing process of the society. Bhadauria (2003) stated that education has a positive impact upon modernization process among women. The educated youth, urban adolescents (Jindal, 1984; Jayaswal,

1980; Sharma, 1979, Kumar, 2009) and non -scheduled caste adolescents (Saxena and Upadhyaya, 2007) were found to be more modern than their illiterate, rural and scheduled caste counterparts, respectively.

Students from science stream (Lalrinkimi, 1989; Sharma, 1979) and those coming from convent and public school (Lalrinkimi, 1989; Upadhyaya, 1988) showed higher mean modernization score in comparison to the humanities and social science students and government aided school students. Boys and girls differed significantly in their attitude towards modernization (Gupta, 1989).

Studies also revealed that higher the level of academic achievement, intelligence and socio-economic status, the higher is the attitude level of modernization (Singh, 1988) but they do not interact with each other to effect the attitude towards modernization (Chahal *et al* 2002). Modernization has also affected the socio-cultural position of women and has decreased with duties and responsibilities (Chauhan, 1994; Kang, 2009).

Thus, so many studies have been conducted on modernization and its associate variables. This study is an attempt to find out the gender differences in attitude toward modernization among adults belonging to middle socio-economic status.

#### Sample :

The present study was conducted in Ludhiana city. The sample consisted of 60 adults (30 males and 30 females) within

the age range of 35 to 45 years belonging to middle socio-economic status families. The respondents were married and minimum level of education was graduation.

#### Tools :

The Comprehensive Modernization Inventory (CMI) developed by Dr. S.P. Ahluwalia and Dr. A.K. Kalia (1981) and socio-economic status scale by Dr. R.L. Bhardwaj (2001) were used to collect the data from the sample. The CMI consisted of 49 items to be rated on 5-point likert scale, representing seven areas of modernization namely, education, parent-child relationship, politics, status of women, marriage, religion and socio-cultural factors.

#### Procedure :

The inventories were administered on the subjects individually and scoring was done according to the method described in the manual.

#### Statistical techniques :

t-test was used to analyse the attitude of males and females towards modernization.

From the results presented in Table 1, it is clear that male were more inclined towards modernization in comparison to females. They possessed more modern attitude towards politics, status of women, marriage, religion and socio-culture factors while females were more inclined towards education. Both the groups did not differ in their attitude towards parent-

**Table 1: Mean difference and t-ratio of males and females in different areas of modernization**

Sr. No.	Area	Gender	No	Mean	SD	t-ratio
1.	Education	Male	30	8.97	0.72	3.717*
		Female	30	9.93	1.23	
2.	Parent-child relationship	Male	30	16.63	2.54	0.01
		Female	30	16.63	1.83	
3.	Politics	Male	30	19.83	0.87	3.12*
		Female	30	18.63	1.92	
4.	Status of women	Male	30	17.50	1.53	3.196*
		Female	30	16.47	0.90	
5.	Marriage	Male	30	19.80	1.10	4.339*
		Female	30	18.27	1.60	
6.	Religion	Male	30	19.50	0.51	0.72
		Female	30	19.33	1.15	
7.	Socio-culture factor	Male	30	18.00	1.02	1.867
		Female	30	17.30	1.78	

\*indicate significance of value at  $p=0.05$ , respectively

child relationship.

The present findings are in line with the studies of Toshniwal (1991), Singh (1988), Jayaswal (1980), Sharma (1979) and Saxena and Upadhyaya (2007) that males and females differ significantly in their attitude towards modernization.

### Conclusion :

The above analysed results have led to the following conclusions:

- 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.
- Males and females did not differ significantly in their attitude towards parent-child relationship, religion and socio-culture factor.

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