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A STUDY OF VALUES AND ATTITUDE OF FEMALE STUDENT-TEACHER TOWARDS MODERNIZATION

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Abstract

A society can neither been lightened, nor it progress materialistically or spiritually unless its females are educated and enlightened. Now we are observing a marked change among the females from the traditional pattern to the modern one. This change and modification in the status and role of the females have been latent and have manifest dimensions due to industrialization, changing socio-economic conditions and educational advancement i.e. modernization.

Ravindranath Tagore had a vision for such an education, "Education must aim at the development of moral, spiritual and ethical values and we should seek them in our own heritage as well as in other cultures and civilization."

Knowledge does not mean bookish knowledge moreover one's studied with noble feelings and values of life, such as power and virtue. The concept and process of education facilitates the physical, mental, social, emotional and spiritual development of a person. Whatever is acquired in human life is the result of formal and informal education.

Introduction

Education is a powerful and pervasive agent for all round development, individual and social transformation. This alone can sustain culture and civilization. The time has come to introspect the very meaning of quality education, whether in schools or in colleges or in Universities.

The ways of a society are influenced by the standard of education that is prevalent in it. Education plays an important role in building up the views of persons in a society. In this way educational institutions are of great importance in a society.

Females play the leading role in the formation of nation. The females form a significant part of the community and they have to deal with the new generation that comprises the youths. Children identify their mothers as an ideal for their life. If females are modern in their outlook, values etiquettes, beliefs and ways of interaction, the children will also imitate them as mother are nearest references model for their socialization. Hence, it is more significant to study the attitude of females towards modernization and their values.

The greatest challenges the world is facing today are the crisis of confidence and character, mental and moral decay and breakdown of traditional discipline. Females have a great responsibility in moulding the shape of the children, indirectly the shape the nation. It is the female, who influence the attitude, values, interests, morals, ideals, conduct and behaviours of the children. The role of the females in democratic system of education is more crucial. They have to act as friends, philosophers and guides of the students and help them to march forward to establish a new social structure.

Having in view about the importance of females in building a new modern society the researcher was motivated to conduct the research on values and attitude towards modernization of undergraduate females. Thus it was the purpose of the present investigation to study the values and attitude of female student teacher towards Modernization.

Need of the Study

Female's role in a society is one of the tremendous responsibility and importance. Enlightened, emancipated educated & empowered females leads communities and nation in their march towards better and higher quality of life. The females play a vital role in shaping the nation. There is no denial regarding the importance of females in the development of any society. A well-educated female teach the importance of character, integrity, discipline and values to her children.

Kothari Commission (1964-66) highlights the urgent need for values education in view of the growing erosion of essential values and increasing cynicism in society. With a well-designed system of curriculum, it is possible to make education a forceful tool for the cultivation of desirable ethical, spiritual and social values. Education should foster universal and eternal values. Value education should help to eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. Education which inculcates universal and eternal values like compassion, coverage, honesty, tolerance and truthfulness, etc. will help in developing balanced individuals and in creating a human society.

Statement of the Problem

Statement of the problem of present study as follows:

“A Study of Values and Attitude of Female Student-Teacher towards Modernization.”

Objectives of the Study

1. To study the values and attitude of the female student-teacher towards modernization.
2. To find out differences among female student-teacher of science and arts on the basis of different values.

Hypotheses

The main hypotheses based on the objectives of the study are as follows :

1. There is no difference among female student-teachers towards modernization.
2. There is no significant difference among female student-teacher towards science and arts the basis of different values.

Delimitation of the Study

Present study is delimited student-teacher of B.Ed. institutions affiliated to Dr. B.R. Ambedkar University, Agra.

Research Method

In present study researcher used the descriptive survey method in order to collect the related data.

Population

The population for the purpose of the study has been defined as all the science and arts female students of B.Ed. colleges affiliated to Dr. B.R. Ambedkar University, Agra.

Sample

As the total population of students in each faculty was very large, it was decided to draw a representative sample. A list of all the colleges was prepared. Out of which only eight colleges was selected as sample by using systematic sampling design. For the sake of convenience the sampling was done randomly from all B.Ed. colleges having science & arts streams.

The sample was taken for the study is about 750 females student-teacher of B.Ed. colleges of Dr. B.R. Ambedkar, University.

Variables

- (a) Dependent Variables - Female student-teacher (B.Ed.).
- (b) Independent Variables – Values and attitude towards Modernization.

Tools

The following tools have been used which are described as follows-

Personal Value Questionnaire (P.V.Q.)

As our study has been designed to ascertain values of females student-teacher in relation to their attitude towards modernization. So study of values test by Dr. (Mrs.) G.P. Sherry and Prof. R.P. Verma was administrated.

Statistics used

Mean, standard deviation & t-test.

Analysis and Interpretation of Data

Hypothesis 1

“There is no difference among female student-teacher on their values and attitude towards modernization.”

In order to test this hypothesis difference between means of different groups were calculated. The researcher calculated mean and S.D. of different values and different modernization scales of student-teacher. The following table presents the computation of the means and S.D.

Table 1: On the basis of different values, Mean and S.D. of total female student-teacher (N=750)

S.No.	Values	Mean (M)	Standard Deviation (SD)
1.	Religious	11.85	3.739
2.	Social	13.89	2.587
3.	Democratic	13.64	3.037
4.	Aesthetic	11.28	2.465
5.	Economic	10.82	2.864
6.	Knowledge	14.60	3.070
7.	Hedonistic	10.76	2.820
8.	Power	9.48	3.106
9.	Family Prestige	12.02	3.181
10.	Health	11.36	2.795

The forgoing table 1 shows that the means of knowledge value (14.60) and then social value (13.89) is higher to that of other values. It is clear that total females have more knowledge and social value. Females have more charity, kindness, love and sympathy for the people. They have

more love of knowledge of theoretical principles and love of discovery of truth, females are now more seeker of knowledge, for them knowledge is virtue. It is observed from table 1 that total females have lower power value (9.48) and Hedonistic value (10.76). It is clear that total female have lowest attitude towards power and hedonistic values. Mostly females have pressure by their families. They have not permitted to leading others. They not got the permission for making their future their own way.

Table 2: On the basis of 7 areas of modernization Mean & S.D. of total female student-teacher (N=750)

S. No.	Modernization Areas	Mean (M)	Standard Deviation (SD)
1	Education	26.85	3.663
2	Parent-Child Relation	24.09	2.527
3	Politics	27.73	4.576
4	Status of Women	20.88	2.734
5	Marriage	23.72	3.347
6	Religion	27.21	4.488
7	Socio-Culture Factors	23.69	4.149

The forgoing table 2 shows that the mean of politics (27.73) and religion (27.21) is higher to that of other modernization scales. It is observed that modernized females now more bent toward politics and they are more religious too. Now females take interest in politics, the percentage of politician ladies is increasing. Females have much involvement in religious work, they believe in God very much.

It is also shows that the mean of status of women (20.88) and socioculture factors (23.69) is lower to that of other modernization scales. It may be said that the status of women and socio-culture factors are not in very good condition in modernizing state. Mostly persons opinion are that the real place of women is in house, if mother is engaged in some vocation, it is harmful to the development of child. Some persons do not accept modern technologies; they think that technical progress is leading the life away from simplicity and increasing the tension. It may also be said that the thinking of parents and society about the females is that, the real place of women is in the house and life of a women without marriage is incomplete. It is observed that the thinking of society is not very modernizing till now, technical progress is being but women status is not changing.

On the above tables 1 and 2 it was clear that our hypothesis was rejected and our first objective is achieved.

Hypothesis 2

There is no Significance of difference on different Values Between Science And Arts Female student-teacher.

In order to test this hypothesis 't' test of significance of difference between means was applied.

The following table presents the computation of the 't' value.

Table 3: On the basis of different values, Differences among female student-teacher of science and arts group

S.No.	Values	Science (N=250)		Arts (N=250)		SED	CR
		M	SD	M	SD		
1.	Religious	11.08	2.958	11.96	3.072	0.270	3.263*
2.	Social	14.28	2.380	13.72	2.939	0.239	2.341*
3.	Democratic	14.08	3.539	13.56	2.504	0.274	1.897
4.	Aesthetic	11.68	2.562	11.00	2.354	0.220	3.090*
5.	Economic	10.4	2.918	11.60	2.762	0.254	4.722*
6.	Knowledge	13.72	3.019	14.08	2.790	0.260	1.385
7.	Hedonistic	12.28	2.897	9.76	2.342	0.236	10.69*
8.	Power	8.48	2.750	9.84	2.830	0.250	5.449*
9.	F a m i l y Prestige.	11.92	2.833	12.88	2.664	0.246	3.903*
10.	Health	11.72	2.755	11.36	2.832	0.250	1.440

* significant at .01 level

The above table shows that the 't' value is significant at 0.01 level.

From table 3 it is observed that religious value (3.263), social value (2.341), aesthetic value (3.09), economic values (4.722), hedonistic value (10.696), power values (5.449) and family-prestige value (3.903) have significantly differ at 0.01 level between science and arts group female student-teacher.

Since the 't' value of democratic value (1.897), knowledge value (1.385) and health value (1.440) did not differ significantly at .01 level between science and arts female student-teacher.

It is concluded that the science and arts group females differ with regard to their religious value. Since the mean of arts females (11.96) is significantly higher to that of science students (11.08). It may also be said that females of arts are more religious minded as compare to the females of science.

It is concluded that the science and arts group students differ with regard to their social value. Since the mean of science females (14.28) is significantly higher to that of arts females (13.72). It may also be said that students of science are more socialize as compare to the students of arts.

It is concluded that the science and arts group females differ with regard to their aesthetic value. Since the mean of science females (11.68) is significantly higher to that of arts females (11.00). It may also be said that student of science have more aesthetic value as compare to arts females.

Science students are characterized by appreciation of beauty, form proportion and harmony.

It is concluded that the science and arts group females differ with regard to their economic value. Since the mean of arts females (11.60) is significantly higher to that of science females

(10.04). It may also be said that students of arts are more economic as compare to science females. Arts students with high economic value are guided by consideration of money and material gain in the choice of their job.

It is concluded that the science and arts group females differ with regard to their hedonistic value. Since the mean of science females (12.28) is significantly higher to that of arts females (9.76). It may also be said that students of science are more hedonistic. Hedonistic value is the conception of the desirability of loving pleasure and avoiding pain. For a hedonist the present is more important than the future.

It is concluded that the science and arts group females differ with regard to their power value. Since the mean of arts females (9.84) is significantly higher to that of science females (8.48). Power value is defined as the conception of desirability of ruling over others and also of leading others. Arts students characterized of high power value, as they prefers a job where they gets authority to ruling over others.

It is concluded that the science and arts group females differ with regard to their family-prestige value. Since the mean of arts females (12.88) is significantly higher to that of science females (11.92). It may also be said that females of arts give more importance to family-prestige value as compare to the science females.

On the above table 3 it was clear that our hypothesis was rejected and our second objective is achieved.

Conclusion

- (1) The total females have been found significantly higher in terms of their mean scores on knowledge value, social value & democratic value with regard to different values.
- (2) The total females have been found significantly higher in terms of mean scores on politics, religion and education with regard to modernization.
- (3) The science females have been found significantly higher in terms of mean scores on social value, democratic value and knowledge value with regard to values.
- (4) The science females have been found significantly higher in terms of mean scores on politics, education, and religion with regard to modernization.
- (5) The arts females have been found significantly higher in terms of mean scores on knowledge value, social value and democratic value with regard to different values.
- (6) The arts females have been found significantly higher in terms of mean scores on religion, politics and education with regard to modernization.
- (7) The commerce females have been found significantly higher in terms of mean scores on knowledge value, social value and democratic value with regard to different values.

- (8) The commerce females have been found significantly higher in terms of mean scores on politics, education and religion with regard to modernization.

Suggestions

The present study is helpful to find out the different aspects of values and attitude towards modernization arts and science females student teacher.

It reveals that although major and relevant changes have taken place over the years in the different pattern of the life styles of the females, their structural values like the consent of elders in choosing their life partners, respect for the elders and women have not undergone major changes. Modernizing the society may be a popular goal. But the content of a change the modernization would inflect on the value system may not be easy to forecast. Definitely many of the changes would not bad or harmful. The result of this study appears to be hopeful and positive.

The findings of the present investigation may be helpful to the administrators and policy makers.. The administrators may provide such situation in college through which all females got the proper education and they have positive attitude towards modernization.

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