

A Study of the Modernization and the Academic Oriented Lifestyle of B.Ed. Girl Students

Dipty Shrivastava¹, Nisha Shrivastava², Pushpalata Sharma³

¹Assistant Professor, ²Professor, ³Associate Professor,

^{1,2}Ghanshyam Singh Arya Kanya Mahavidyalaya, Durg, Chhattisgarh, India

³Kalyan PG College, Bhilai, Durg, Chhattisgarh, India

ABSTRACT

Indian society is deeply affected by globalization and modernization. It has been gradually transforming from a traditional society into a modern technological one. The awareness and ambitions of the youth have increased. Their modified lifestyles is reflected in the changed attitudes, views, values, pattern of social relations, consumption, entertainment, dressing style and habits. The complex process of modernization has also instilled varied degrees of rational belief and scientific outlook in them. Their general level of tolerance of views of others and their attitude towards participation in social and political activities seems to have changed. This study explores the relationship between modernization level and lifestyle of B.Ed. girl students using a Comprehensive Modernization Inventory (CMI) and a Lifestyle Inventory (LI). Since education is the main dynamic force that steers modernization by changing one's traditional thinking, acting, habits, attitude and values, we first explore the relationship between the lifestyle as captured by the multi-dimensional lifestyle scale and overall modernization level. Then we specifically choose the Academic Oriented Lifestyle sub-scale for further analysis to check if it separately shows any significant correlation with modernization. The aim is to investigate the relationship between overall modernization level and the academic orientation of the students.

KEYWORDS: Modernization, Lifestyle, B.Ed

INTRODUCTION

The absence of a universal definition in the early studies of modernization was a major challenge in developing an empirically verifiable model for a quantitative analysis. Most of the researches on modernization focused primarily on the social structures and their historical aspects. Only after Levy (1966) defined it as the process of transformation towards increasing the ratio of inanimate to animate sources of power, the quantitative approaches to modernization seemed possible and a "modern man" could be converted from a theoretically derived abstraction to an empirically verifiable entity. Many social scientists started exploring the way inanimate technologies were impacting our ways of solving human and societal problems. The spectrum of their observations widened from politics, economics and demographics to individuals, their personalities and the transforming citizenry. While the economists

started looking afresh into it in terms of the technology driven attempts towards growth, the sociologists became more concerned with the emerging social structures or the changes in the functioning of the old structures. The political scientists started looking at modernization as the transformation in governance and nation building through modified power sharing in society. The changing patterns of settlements, urbanization, population concentration became interesting for the demographers in the new light of empirical verifiability. Even though the theoretical studies did not provide a coherent picture of modernization, the approaches to it turned more rigorous, empirical and comparative.

Another breakthrough came from the change in position on modernization. Instead of treating it as a

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characteristics of the society, researchers started looking at it as a set of cross-cultural characteristics of individuals. Inkeles (1974) pointed out that modernity is a mode of individual functioning and the focus should be on the clusters of personality traits. This helped in identifying an array of social and psychological attributes like the attitudes, values, trust, risk taking, the patterns of participation in the political and economic system, secularism, futurism that could serve as a measure to estimate the modernization level of an individual. It became possible for researchers to develop scales around the themes that helped in identifying a modern individual from a traditional one. One such scale constructed by Ahluwalia and Kalia (1998) tries to measure modernization from multiple dimensions spanning education, politics, status of women, marriage and religion. Since the study of the measurable - modernization is now likely to center more around individuals, looking at the personality traits of individuals and at their lifestyles might provide further insight into the theoretical understanding of the relationship between lifestyle and modernization. In this regard, it will be interesting to include a lifestyle scale also along with the modernization scale. It would be natural to expect that individuals with high scores on the modernization scale might have high academic oriented lifestyles.

On the one hand the researchers were working on the quantitative models of modernization, on the other hand Kahl (1974) and Inkeles (1974) were finding empirical evidences of the correlation between formal education and individual modernity. Their convincing results made Holsinger (1987) realize the role of formal school education in shaping modern values and in producing socially significant personality traits. He hypothesized that the structural arrangements of schools and the behavior patterns of teachers act like a “hidden curriculum”, which unintentionally creates conditions for students that are conducive to the acquisition of modern values. Formal education is indeed significantly linked with modernization (Jha 2016, Bhatia 2021). It appears to be a strong force in guiding and shaping the lifestyles and modernization of youth. This interplay between modernity, lifestyle and formal education, motivated us to study of the correlation between modernization and lifestyle, especially the academic oriented lifestyle. Since Tyagi (2018) and Wani (2014) did not find any significant difference between boy and girl students in their attitudes towards modernization, we decided to ignore the gender dependency and focus on girl B.Ed. students only. Our anticipation was that the students who aspire to become teachers are more likely to have an academic oriented lifestyle.

DEFINITIONS

Modernization- In the context of our work, the term modernization is being limited to the modernity of an individual, rather than that of the society. Modernization of a person is the process of rationality driven reorientation of her/his viewpoint, outlook and convictions. For an individual, it can have one possible measurable representation in terms of socially significant concepts like the attitude towards education, views on parent-child relationship, politics, gender issues, marriage and religion.

Lifestyle- Lifestyle of a person is the pattern of living that gets expressed in her/his activities, preferences, interests and world views. It is a reflection of the person’s attitude, values and social and cultural identity. As a measurable entity, it captures the magnitude of person’s inclination towards education, career, health, family and current trends.

B.Ed.- Bachelor of Education. It a 2 year professional course done after graduation to become eligible for working as a teacher.

THE STATEMENT OF THE PROBLEM

To check whether the modernization levels and the academic oriented lifestyle levels of B.Ed. girl students measured using standardized modernization and lifestyle scales show any significant correlation.

HYPOTHESES

The following Null hypotheses were formulated for our correlational study-

H01: There is no significant correlation between the modernization and the academic oriented lifestyles of the students.

H02: There is no significant correlation between the overall modernization and the overall lifestyles of students.

METHODOLOGY

Design: This quick exploratory study is cross-sectional in nature and is limited to the study of correlation between two variable namely, modernization and academic oriented lifestyle.

Population: Graduate girls students of Durg pursuing 2 year B.Ed. course to get into teaching profession.

Sample: Simple Random Sample of 120 girls students from different semesters of the B.Ed. course.

Variables:

1. Modernization: a multi-item scale constructed from 49 Likert items each having 5 levels.
2. Lifestyle: a multi-item scale constructed from 60 Likert-items each having 5 level.

Since the objective is to explore the association between these two variables, and not on finding out a

causal relationship between them, both the variables are taken as independent variables.

Moreover, while the item-level Likert scores can only be treated as an ordinal data, the summed multi-item overall Likert scores can be treated as interval data and can be used for parametric statistics. The developers of these scales have tested the reliability using Cronbach’s alpha.

Tools:

1. Comprehensive Modernization Inventory (Ahluwalia, 1998)- A standardized tool consisting of 49 survey questions divided into 7 dimensions namely, education, parent-child relationship, politics, status of women, marriage and religion and socio-cultural factors. The developers have established its validity and reliability.

Scoring: Each question is a Likert item with 5 levels ranging from Strongly Agree to Strongly Disagree. The Likert items are of two types- Positive and Negative. The Positive items are scored from 4 to 0, whereas the Negative items are scored from 0 to 4.

2. Lifestyle Inventory (Bawa, 2012)- A standardized tool consisting of 60 survey questions divided

Results and Discussion:

The sample size was reasonably large and it was safe to assume normality. The kurtosis and skewness were well within the acceptable ranges for a normal data.

into 6 dimensions namely, Health Conscious Life Style, Academic Oriented Life Style, Career Oriented Life Style, Socially Oriented Life Style, Trend Seeking Life Style and Family Oriented Life Style.

Scoring: Each question is a Likert item with 5 levels ranging from Strongly Agree to Strongly Disagree. The Likert items are of two types- Positive and Negative. The Positive items are scored from 5 to 1, whereas the Negative items are scored from 1 to 5.

Data collection:

Online Google forms were created for both the tools. First 120 submissions from those participants were used who submitted both the forms.

Statistical Techniques Used:

For the descriptive statistics part, we used central summary statistics like Mean, Median, Mode, SD, Kurtosis, Skewness. From the sample data, we also plotted the shape of the distribution for the visual verification of its normality.

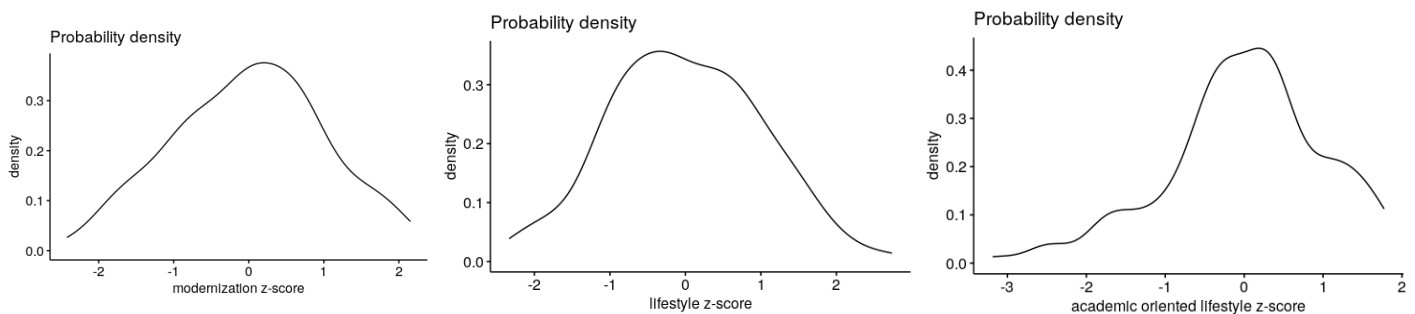
Before testing the Null hypothesis about correlation, we looked at the scatter plots and then computed Pearson’s correlation coefficients.

Lifestyle							
Mean	Mode	Median	SD	Kurtosis	Skewness	Minimum	Maximum
148.03	142.00	147.50	7.32	-0.27	0.08	131.00	168.00

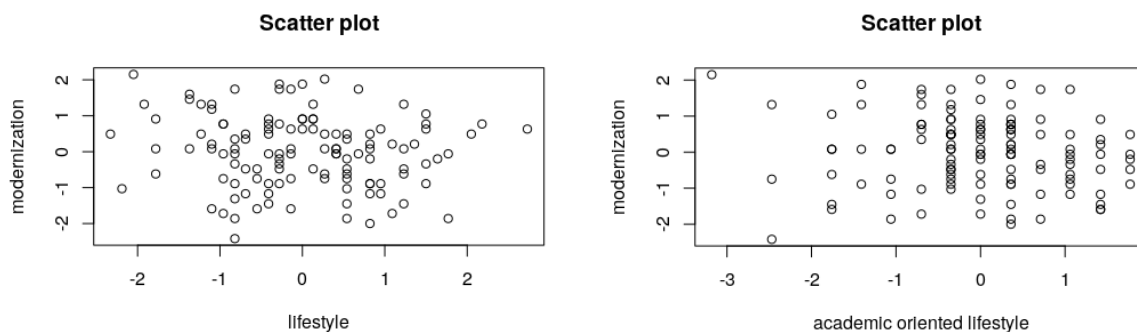
Academic Oriented Lifestyle							
Mean	Mode	Median	SD	Kurtosis	Skewness	Minimum	Maximum
20.99	22.00	21.00	2.83	0.41	-0.53	12.00	26.00

Modernization							
Mean	Mode	Median	SD	Kurtosis	Skewness	Minimum	Maximum
161.45	162.00	162.00	7.22	-0.49	-0.07	144.00	177.00

We used R to plot the density functions from the computed z-scores. These looked pretty close to the bell shape of the normal distribution.



The scatter plot of modernization and lifestyles did not give any visual hint of any correlation.



So, we calculated Pearson’s correlation coefficient r to test our Null hypotheses. Apart from r , we computed the corresponding t -statistic using to obtain the associated p -value.

$$t = r \sqrt{\frac{n-2}{1-r^2}}$$

Variables	df	Pearson’s r	t-value	p-value
Modernization Lifestyle	118	-.12	-1.27	.21

Clearly Pearson’s r from the sample data is weak and not significant ($p > .05$) at 95% significance level and the Null hypothesis H_{01} cannot be rejected.

We performed a similar computation with only the academic oriented dimension of lifestyle. The results were not different.

Variables	df	Pearson’s r	t-value	p-value
Modernization Academic Lifestyle	118	-.11	-1.20	.23

The Pearson’s r between modernization and academic oriented lifestyle was equally weak and at 95% significance level, it is not significant. So the Null hypothesis H_{02} also could not be rejected.

CONCLUSION

There is no evidence in favour of a significant correlation between modernization and lifestyle of students in our study. This is an important finding because education and modernization are generally assumed to be tightly linked. In fact, education is considered as an instrument that can improve every aspect of life. Despite being a powerful driver, education does not seem to attract B.Ed. girl students of Durg to an academic oriented lifestyle. A modern student with characteristics like rational approach and scientific world view does not seem to think that education can further strengthen the process of their modernization. At least that is what our data indicates about students who have obvious plans of taking up teaching as their career. The estimated correlations are so weak that neither the value nor the sign of Pearson’s r can be considered of any significance. The finding, however, poses a few questions about the dimensions used in measuring modernization and lifestyle. It will be relevant to check whether the increased modernization is really moving students away from education in general, due to reasons or dimensions not yet included in the theoretical

considerations gone into constructing the scales. The insignificant correlation between modernization and academic orientation of students who are clearly interested in teaching profession provides a hint that the current formal education has already completed its role as the driver of modernization.

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