



## TO STUDY ATTITUDE TOWARDS MODERNIZATION IN RELATION TO EMOTIONAL COMPETENCE OF SECONDARY SCHOOL STUDENTS OF FERROZEPUR

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### ABSTRACT

The present study entitled "To Study Attitude Towards Modernization in Relation to Emotional Competence of Secondary School Students of Ferozpur District." was conducted with a view to investigate the relation in attitude towards modernization and emotional competence. The sample consisted of 150 Secondary School Students from Ferozpur District. Scale of Emotional Competence by H.C. Sharma and R. Bharadwaj and Comprehensive Modernization Inventory (CMI) by Ahluwalia and Kalia was used. The statistical techniques like Mean, Standard Deviation, Pearson's product moment correlation and t-ratio were used. The results show that there is significant relationship between Attitude Towards Modernization and Emotional Competence.

**KEYWORDS** : Modernization, Emotional Competence.

### INTRODUCTION

Education plays a significant role in the development of a nation. A sound and effective system of education results in enfoldment of learner's potentialities, enlargement of their competencies, interest, attitude and values. The whole system of education revolves around the teacher and students. The teacher is one of the fundamental aspects of education and its special function is to impart understanding skills. The teacher leads the student from darkness of ignorance to the light of knowledge and understanding and helps to keep the lamp of civilization burning.

### MODERNIZATION

There were times in India, when love marriages and nuclear families were discouraged due to conservative outlook of Indian culture and people of India. The head of family was generally entrusted with the function of decision used to be binding on all the members of the concerned family. But in modern times, a lot of advancement is being observed in all the sphere of life. Generally outlook towards tradition is fast changing. Modernization is a process of change when a society changes from its traditional gradual to fundamental change in their outlook for the world.

In the social sciences, modernization refers to an evolutionary transition from a "pre-modern" or "traditional" to modern society. Modernization, to be precise, refers to the deeper change in man's way of thinking and feeling, a change in his whole attitude to life's problem, the society and universe. Sociologically, modernization implies the transformation from a traditional, rural, agrarian society. It has been generally accepted as the transition from a traditional development of new social institutions changes of more ideologically motivated than guided by pragmatic considerations. In this process of social transformation no corresponding emphasis is being given to making changes at the level of the individual.

Modernization is a process of interaction between many variables, the source of the some of them lies in society at large and the source of rest to the individual. Thus modernization can be studied on societal or on the personality level. The last one refers to the individual behavior.

- In popular meaning, "to modernize" mean "to render something old fashioned up to date or to suits the requirements of modern times." (Chodak, 1973)
- According to Moore (1977) – "Modernization means revolutionary changes leading to transformation of traditions or pre-modern society into an relatively political society."
- According to Black Bellah (1991) – "Modernization means the increase in capacity of social system to process information from within and without it and respond appropriately."
- According to Werners – "Modernization is a disquieting positive spirit which has been spreading in comprehensive groups, public institutions as well as individual aspirations."

### EMOTIONAL COMPETENCE

Emotional competence refers to one's ability to express or release one's inner feelings or emotional. It implies an ease around others and determines one's ability to effectively and successfully lead and express. It is described as the essential social skill to recognize, interpret and respond constructively to emotions in yourself and others.

The concept of emotional competence is rooted in understanding emotion as normal, useful aspect of human being. Anger is a reaction to aggression and gives a person the strength to repel the aggression. Emotional competence can lead to improved health through avoiding stress that would otherwise result from suppressing emotions. It can also lead to improved relationship since appropriate emotions are less likely to be expressed and appropriate behavior is not avoided through fear of triggering some emotion.

A sense of humor and the ability to both give and receive love are related to the sphere of emotions that are not provided as gifts but are to be developed by the individuals as their own characteristic pattern of emotional reactivity which may be contribute to or detract from mental and physical health and effectiveness of the individual.

**According to Allport (1961)** – "To achieve and maintain a feeling of adequacy, the individual has to acquire a few workable assumption about the world, where need for competence emerges as most of the fundamental motives of life, because we survive through competence grow through competence and actualize ourselves through competence."

**According to Coleman (1970), Maslow (1970)** – "A verities of factors such as intellectual, emotional and physical competencies play a part, to acquire skill and knowledge and the individual begins to develop to important virtues methods and competencies in the congenial growth of personality."

### REVIEW OF RELATED LITERATURE

**Ritu (1993)** the level of competence and its competencies differ significantly among both the handicapped and the non-handicapped children.

**Jain (1993)** Anxiety also affects the emotional competence as well as its competencies. In comparison to late adolescents having moderate anxiety, the late adolescents having high anxiety have greater ability to cope with problem emotions, ability to function with emotions, encouragement of positive emotions and emotional competence in general.

**Sharma (1994)** Emotional Competence effects different psychogenic needs of both the handicapped and the non-handicapped children.

**Deselty, Rammanmma and Aggarwal, Mayuri (2004)** concluded that at the college going girls were assessed to have positive attitude toward overall modernization and their levels were related to be very good and good.

**STATEMENT OF THE PROBLEM**

**Attitude Towards Modernization in Relation to Emotional Competence of Secondary School Students.**

**OBJECTIVE OF THE STUDY**

- To study the relationship between Attitude Towards Modernization and Emotional Competence of Secondary School Students.
- To study the difference in attitude towards Modernization of Secondary School Students on the basis of gender.
- To study the difference in Emotional Competence of Secondary School Students on the basis of gender.

**HYPOTHESES OF THE STUDY**

1. There exists significant relationship between attitude Towards Modernization and Emotional Competence of Secondary School Students.
2. There exists no significant difference in the attitude Towards Modernization between male and female of secondary school students.
3. There exists no significant difference in the emotional competence of male and female of secondary school students.

**SAMPLE OF THE STUDY**

The sample of the study consisted of randomly selected sample of 150 secondary school students. These students were taken from different schools of Ferozepur District.

**TOOLS USED**

Following tools used for present investigation:

1. Comprehensive Modernization Inventory (CMI) by Ahluwalia and Kalia. (1985)
2. Scale of Emotional competencies by H.C. Sharma R.BHaradwaj. (1995)

**STATISTICAL TECHNIQUES USED**

To investigate the present problems following tools were used:-

1. K-S test was used to check the normality of data.
2. Pearson's Product Moment Correlation was used to calculate the relationship between variables.
3. t-ratio was computed to see significant difference between the variables.

**ANALYSIS AND INTERPRETATION**

**HYPOTHESIS 1**

**“There exists significant relationship between attitude towards Modernization and Emotional Competence of Secondary School Students.”**

**Table 1** Co-efficient of Correlation between Modernization and Emotional Competence of Secondary School Students.

Sr. no.	Variables	N	R	Level of Significance
1	Modernization	150	0.38	Significant at 0.5 level
2	Emotional Competence	150		Significant at 0.1 level

The table shows the correlation between modernization and emotional competence scores of secondary school students is 0.38. The r in order to be significant at 0.05 and 0.01 level should be 0.1485 and 0.1945 respectively. Since obtained r is greater than this, therefore it is significant. The obtained results hold **the opinion that the modernization of secondary school students and emotional competence co-relates significantly with each other.**

Hence the hypothesis, **“There exists significantly relationship between attitude towards Modernization and Emotional**

**Competence of Secondary School Students.” Stands accepted.**

**HYPOTHESES 2**

**“There exists no significant difference in the attitude towards modernization between male and female Secondary School Students.”**

**Table 2** t-ratio for Modernization of Male and Female Secondary School Students.

Sr. no.	Variables	N	Mean	S.D.	S.ED	t-ratio	Level of Significance
1	Male	75	144.04	17.3	2.96	1.58	Significant at 0.5 level
2	Female	75	139.37	18.9			Significant at 0.1 level

The table shows that “t” value between the mean score of modernization of male and female Secondary School Students is 1.58. The t value to be significant at 0.5 level and 0.1 level should be 1.975 and 2.606 respectively. Since obtained t-ratio is **lesser than this, therefore it is not significant.**

Hence the hypothesis, **“There exists no significant difference in the attitude towards modernization between male and female Secondary School Students.” Stands accepted.**

**HYPOTHESES 3**

**“There exists no significant difference in the emotional Competence of Male and Female Secondary School Students.”**

**Table 3** t-ratio for Emotional Competence of Male and Female Secondary School Students.

Sr. No.	Variables	N	Mean	S.ED	t-ratio	Level of Significance
1	Male	75	92.83	3.24	1.60	Significant at 0.5 level
2	Female	75	87.63			Significant at 0.1 level

The table shows that “t” value between the mean score of emotional competence of male and female Secondary School Students is 1.60. The t value to be significant at 0.5 level and 0.1 level should be 1.975 and 2.606 respectively. Since obtained t-ratio is lesser than this, therefore it is not significant.

Hence the hypothesis, **“There exists no significant difference in the attitude towards emotional Competence between Male and Female Secondary School Students.” Stands accepted.**

**MAJOR FINDINGS**

On the basis of analysis of data the conclusion of the study are as follows:-

1. It is inferred from the results that there exists significant relationship between attitude towards modernization and emotional competence of Secondary School Students. So, hypothesis-1 “There exists significant relationship between attitude towards modernization and emotional competence of Secondary School Students,” cannot be rejected. Hence it is accepted.
2. It is inferred from the results that there exists no significant difference in attitude towards modernization between male and female Secondary School Students. So, Hypothesis-2 “There exists no significant difference in the attitude towards modernization between male and female Secondary School Students.” cannot be rejected. Hence it is accepted.
3. It is inferred from the results that there exists no significant difference in the emotional competence of male and female Secondary School Students. So, hypothesis-2 “There exists no significant difference in the emotional competence of male and female Secondary School Students.” Cannot be rejected. Hence it is accepted.

**EDUCATIONAL IMPLICATIONS**

The results of this study can be used to know the attitude towards modernization in relation to emotional competence of Secondary School Students. If there is found any discrepancies, various

methods and techniques can be adopted to improve this level. This study can help us to relate the modernization with high and low emotional competence.

#### **SUGGESTIONS FOR FURTHER RESEARCH**

1. The attitude towards modernization can be linked with socio-economic status, adjustment, personality, interest, study habits, achievements etc.
2. A study may be taken up large samples selected from different geographical areas.
3. A study may be taken up considering various stages of education.
4. The present study may be repeated on a large sample.
5. For the present study the sample was drawn from the Secondary School Students of Ferozepur District. It is suggested a similar study may be carried out at state and national level.

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