



## ATTITUDE TOWARDS MODERNIZATION OF MALE AND FEMALE TEACHERS – A COMPARATIVE ANALYSIS

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**ABSTRACT** Present study was carried out through descriptive survey method within ex-post-facto research design. To collect the data “Comprehensive Modernization Inventory (CMI-AK)” were administered on a random sample of 202 male and 101 female teachers. In Comprehensive Modernization Inventory (CMI) there are seven facets of modernization. From the result it was observed that female teachers had more positive attitude towards education, politics, and status of women facets of modernization and also in modernization (in totality) than their male counterpart. But in other facets i.e., Parent-Child Relationship, Marriage, Religion, and Socio-Cultural Factors the two groups did not differ.

**KEYWORDS :** CMI, Socio-cultural Factor, Politics, Marriage, Religion

### 1. MODERNIZATION

Modernization theorists are partly correct when they hold that with the rise of industrial societies there is a cultural shift away of traditional values and with the rise of post industrial societies there is a shift away from absolute norms and values towards a higher tolerance, trust and self-expression. But at the same time, values seem to be way dependent, the history of Protestant, Catholic, Orthodox, Islamic or Confucian traditions has created cultural areas with distinctive value systems that are enduring and pervasive. Economic development tends to boost societies in the same direction, but rather than a convergence it seems to be a movement in parallel trajectories shaped by their cultural heritages. Hence, modernization will not necessarily produce a homogenized world culture in the foreseeable future. According to **Haviland (2002)** modernization is defined as an all-encompassing universal process of cultural and socio-economic changes, whereby the developing societies seek to acquire some of the characteristics common to industrial societies. In the course of modernization, traditional knowledge and techniques give way to the application of scientific knowledge borrowed mainly from the West. Due to modern technology, modernization creates the change in traditions and values. People are going to accept this because progress is both necessary and beneficial to society and the individual (**Arnold & Hurn 1966**). Modernization includes the emergence of a new behavioural system with certain distinctive characteristics. It refers to the deeper change in man's way of thinking and feeling a change in his whole attitude to life's problems, the society and the universe.

#### 1.1 Objective of the Study

The main objective of the study was to compare the attitude towards *modernization* of the male teachers and female teachers.

#### 2. Methods

The present study was carried out through descriptive survey method within ex-post-facto research design. The details regarding sample, tool, procedure of data collection and statistical technique are reported hereunder.

#### 2.1 Sample

A stratified random sample comprising of 202 male and 101 female teachers selected from 30 Government / Government aided Secondary / Higher Secondary Schools from 6 districts of South Bengal and 3 district of North Bengal, West Bengal, India, were the source of sample.

#### 2.2 Tool of Research

The following research tool was used in the present study for data collection. The tool was selected by applying yardsticks of relevance,

appropriateness, reliability, validity and suitability. Brief description of the tool is given hereunder.

#### 2.2.1 Comprehensive Modernization Inventory (Ahluwallia & Kalia, 2010)

It measures the change in attitude of the subjects in seven areas of modernization. These are – (a) Education, (b) Parent-Child Relationship, (c) Politics, (d) Status of Women, (e) Marriage, (f) Religion and (g) Socio-Cultural Factors. There are seven items each area and with each item a 5-point Likert type scale ranging from 1 to 5 is attached.

#### 2.3 Procedure for Data Collection

The heads of the institutes were contracted for his/her permission to allow collecting the data. The relevant data on different constructs were collected by administering the above-mentioned tool on the subjects under study in accordance with the directions provided in the manual of the tool.

#### 2.4 Statistical Techniques

The descriptive as well as inferential statistics and underlying relationship were found out by computing appropriate statistics with the help of SPSS-10.01 software.

### 3. RESULTS

The results of the comparative analysis in comprehensive modernization are presented in tabular forms.

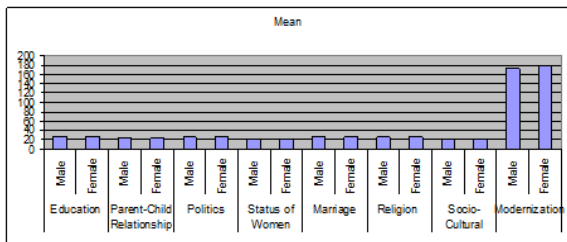
**Table-3.1: Group Statistics of Comprehensive Modernization Inventory Score of Male and Female Teachers**

Comprehensive Modernization	Gender	N	Mean	Std. Deviation
Education	Male	202	27.57	3.586
	Female	101	28.50	2.900
Parent-Child Relationship	Male	202	24.70	2.872
	Female	101	24.97	2.032
Politics	Male	202	25.37	3.645
	Female	101	26.80	3.481
Status of Women	Male	202	21.70	2.592
	Female	101	22.45	2.381
Marriage	Male	202	25.23	3.325
	Female	101	25.16	2.827
Religion	Male	202	25.61	4.725
	Female	101	26.31	3.602
Socio-Cultural Factors	Male	202	22.81	3.130
	Female	101	22.82	2.886

Modernization	Male	202	173.00	12.836
	Female	101	177.01	8.836

Table-3.1 shows statistics of “Comprehensive Modernization Inventory” scores of female and male teachers. In case of **Education** the mean of male and female teachers were 27.57 and 28.50 respectively; again the standard deviations were 3.586 and 2.900 respectively. Next, in case of **Parent-Child Relationship** the mean of male and female teachers were 24.70 and 24.97 respectively; again the standard deviations were 2.872 and 2.032 respectively. Then in **Politics** the mean of male and female teachers were 25.37 and 26.80 respectively; again the standard deviations were 3.645 and 3.481 respectively. Then in **Status of Women** the mean of male and female teachers were 21.70 and 22.45 respectively; again the standard deviations were 2.592 and 2.381 respectively. Then in **Marriage** the mean of male and female teachers were 25.23 and 25.16 respectively; again the standard deviations were 3.325 and 2.827 respectively. Then in **Religion** the mean of male and female teachers were 25.61 and 26.31 respectively; again the standard deviations were 4.725 and 3.602 respectively. Then in **Socio-Cultural Factors** the mean of male and female teachers were 22.81 and 22.82 respectively; again the standard deviations were 3.130 and 2.886 respectively. Finally, in **Modernization** the mean of male and female teachers were 173.00 and 177.01 respectively; again the standard deviations were 12.836 and 8.836 respectively.

Figure-3.1 shows the bar diagram of Comprehensive Modernization Inventory scores of male and female teachers separately.



**Figure-3.1: Bar Diagram of Means of Comprehensive Modernization Inventory Score of Female and Male Teachers**

**Table-3.2: Results of Independent Samples Test of Gender Wise Comparison of Means of Comprehensive Modernization Inventory Score of Teachers**

Comprehensive Modernization		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	df	Sig. (2-tailed)
Education	Equal variances assumed	4.540	0.034	-2.263	301	0.024
	Equal variances not assumed			-2.428	241.208	0.016
Parent-Child Relationship	Equal variances assumed	15.594	0.000	-0.836	301	0.404
	Equal variances not assumed			-0.935	267.016	0.351
Politics	Equal variances assumed	0.000	0.985	-3.269	301	0.001
	Equal variances not assumed			-3.319	208.520	0.001
Status of Women	Equal variances assumed	1.432	0.232	-2.430	301	0.016
	Equal variances not assumed			-2.500	215.911	0.013
Marriage	Equal variances assumed	3.394	0.066	0.180	301	0.858
	Equal variances not assumed			0.189	231.093	0.850
Religion	Equal variances assumed	8.657	0.004	-1.297	301	0.196
	Equal variances not assumed			-1.418	252.950	0.158
Socio-Cultural Factors	Equal variances assumed	1.603	0.206	-0.040	301	0.968
	Equal variances not assumed			-0.041	215.210	0.967

Modernization	Equal variances assumed	11.502	0.001	-2.825	301	0.005
	Equal variances not assumed			-3.185	271.814	0.002

From table-3.2 it is transparent that the two groups (female and male) differed (statistically) significantly in Education, Politics, and Status of Women facets of Comprehensive Modernization Inventory and also in composite scores of Comprehensive Modernization Inventory. In other facets i.e., Parent-Child Relationship, Marriage, Religion, and Socio-Cultural Factors the two groups did not differ (statistically) significantly. In Education, Politics, and Status of Women facets of Comprehensive Modernization Inventory the female teachers on an average recorded their (statistically) significantly higher positive attitude towards modernity.

**4. DISCUSSION**

From the result of the table-3.1 the statistics of “Comprehensive Modernization Inventory” scores of female and male teachers can be conceptualized. In Education the mean of male and female teachers were 27.57 and 28.50 respectively; in Parent-Child Relationship the mean of male and female teachers were 24.70 and 24.97 respectively; in Politics the mean of male and female teachers were 25.37 and 26.80 respectively; Status of Women the mean of male and female teachers were 21.70 and 22.45 respectively; in Marriage the mean of male and female teachers were 25.23 and 25.16 respectively; in Religion the mean of male and female teachers were 25.61 and 26.31 respectively; in Socio-Cultural Factors the mean of male and female teachers were 22.81 and 22.82 respectively; and finally, in Modernization (in totality) the mean of male and female teachers were 173.00 and 177.01 respectively; again the standard deviations were 12.836 and 8.836 respectively.

From table-3.2 it is transparent that the two groups of teachers (female and male) differed (statistically) significantly in Education, Politics, and Status of Women facets of Comprehensive Modernization Inventory and also in composite scores of Comprehensive Modernization Inventory. In other facets i.e., Parent-Child Relationship, Marriage, Religion, and Socio-Cultural Factors the two groups did not differ (statistically) significantly. In Education, Politics, and Status of Women facets of Comprehensive Modernization Inventory the female teachers on an average recorded their (statistically) significantly higher positive attitude towards modernity.

**5. CONCLUSION**

Form the above discussion it was observed that female teachers had more positive attitude towards education, politics, and status of women facets of modernization and also in modernization (in totality) than their male counterpart. But in other facets i.e., Parent-Child Relationship, Marriage, Religion, and Socio-Cultural Factors the two groups did not differ.

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