



# ATTITUDE OF PROSPECTIVE TEACHERS TOWARDS YOUTH MODERNITY

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## Abstract

*Modernization refers to complex set of changes that take place as a traditional society undergoes progressive changes. Modernization has given people in many countries improved health, increased longevity, more leisure time and affluence etc. at the same time it affect their psychological status. The pace of modernization process will be determined by the attitude of stakeholders. In India, there are around 51,000 higher education institutions such as universities, institutes, colleges, and diploma institutions. Around 15 lakhs schools caters the needs of the children and approximately 1.1 crore teachers are educating around 35 crore school students in various levels. Youth modernity attitude score shows that 10.66% prospective teachers fall in the high level of youth modernity attitudes category. A majority of 79% prospective teachers fall under average attitude level. Prospective teachers belonging to General, OBC, SC and ST category differ significantly on the modernity attitude.*

**Keywords:** Modernity, Prospective teachers, Category, Attitude, Streams, Education, Youth.

## Introduction

Man is a social animal and the education plays an important role throughout his life. No civilized society is believed possible for an individual to be fit for adult life if he does not have some degree of formal education. It has universally been accepted that prosperity of a nation is also reflected in its educational system. Quality of a nation depends upon quality of its people and economic growth but both depend upon

quality of education, the fact remains same that the most important factor in the education process is the teacher. The teacher is the key of any educational reconstruction and prospective teachers are the future nation builders.

Modernization is a process in which the traditional practices were transformed into modern one and it is not only dealt with technological aspects it includes cultural, behavioural, physical, mental, social, economic changes of an individual towards positive direction. The pace of modernization process will be determined by the attitude of the stakeholders. If the people possess positive attitude towards youth modernity, the change will be rapid and productive in nature else the change will be stagnant or very slow. Modernization refers to complex set of changes that take place as a traditional society undergoes progressive changes. Modernization has given people in many countries improved health, increased longevity, more leisure time and affluence etc. at the same time it affect their psychological status. Modernization forces the individual to learn new skills very quickly and those who fail struggle a lot.

The modernity attitude is the true perspective can free all from prejudices, helping them to embrace challenges of life and prepare the people of all strata of society, from all walks of life whether of urban or rural area to become active partners. With faith in oneself and knowledge acquired through continuous process of learning, one is able to comprehend the root cause of his regression which ultimately can arouse his feelings and enthuse him to face any situation with new acquired zeal and confidence. Modernity is not given by the western world, but by moral values and codes of behaviour and the life-styles.

In education setting without the help of modernization principles, India like countries could not achieve the mass education. A healthy society should be well aware of what is good and what is bad that will help them to succeed in their life course. So, education is the first and important tool for modernization without right education it is very difficult to lead a life in competitive world. Prospective teachers are the future nation builders and the one responsible for improving the quality education and if they possess favourable attitude towards modernity will really make positive change on the minds of the learners.

### **Need and importance of the study**

Change without change in education is null education; change is mandatory for the progressive growth of the individual, society and world. These changes could be possible only when the people change their attitude. The modernization process will help the people to change this life style, behavior, vision etc. A good teacher is the one should equip themselves to adopt modern trends to lead the quality education. In India, there are around 51,000 higher education institutions such as universities, institutes, colleges, and diploma institutions. Around 15 lakhs schools caters the needs of the children and approximately 1.1 crore teachers are educating around 35 crore school students in various levels. To develop a positive attitude among prospective teachers towards youth modernity will automatically influence on the minds of children. By studying the attitude of prospective teachers toward youth modernity will help the researchers and policy makers to frame strategies to inculcate the modernization principles in the curriculum and the mindset of the teachers. The prospective teachers who are not in favour of modernization will not

introduce modern concepts in the classroom and they will impose the traditional practices in the classroom, which may not be suitable for the learning of the children. But the prospective teachers who adapt technological innovations will lead the children in positive direction. Modernity not only encourages changes in life style it enhances the quality of life in various stakeholders. So, the attitude of prospective teachers towards youth modernity should be positive if not there will be no change and progress in the society. A flat tyre cannot move like a bad attitude towards modernization also create environment, which will not progress further. The finding of the present study will help the researchers, policy makers to understand the impact of youth modernity on the minds of the learners. So, the study has need and importance.

### **Objectives**

1. To study the attitude of prospective teachers towards youth modernity
2. To study the attitude of prospective teachers towards youth modernity with respect to gender, religion, residential area and locality of the college
3. To study the attitude of prospective teachers towards youth modernity with respect to level of education, stream of education and caste category

### **Hypotheses**

The investigators of the present study framed the following hypotheses based on the objectives stated earlier

1. There will be no significant difference between the mean score of youth modernity attitude of male and female prospective teachers.
2. There will be no significant difference between the mean score of youth modernity attitude of Hindu and Non-Hindu prospective teachers.
3. There will be no significant difference between the mean score of youth modernity attitude of prospective teachers belonging to rural and urban area.
4. There will be no significant difference between the mean score of youth modernity attitude of prospective teachers of colleges located in rural and urban areas.
5. There will be no significant difference between the mean score of youth modernity attitude of prospective teachers having post graduate and under graduate degree.
6. There will be no significant difference between the mean score of youth modernity attitude of prospective teachers of arts and commerce streams.
7. There will be no significant difference between the mean score of youth modernity attitude of prospective teachers of arts and science streams.
8. There will be no significant difference between the mean score of youth modernity attitude of prospective teachers of commerce and science streams.
9. There will be no significant difference between the mean score of youth modernity attitude of prospective teachers belonging to General and OBC category.

10. There will be no significant difference between the mean score of youth modernity attitude of prospective teachers belonging to General and SC category.
11. There will be no significant difference between the mean score of youth modernity attitude of prospective teachers belonging to General and ST category.
12. There will be no significant difference between the mean score of youth modernity attitude of prospective teachers belonging to OBC and SC category.
13. There will be no significant difference between the mean score of youth modernity attitude of prospective teachers belonging to OBC and ST category.
14. There will be no significant difference between the mean score of youth modernity attitude of prospective teachers belonging to SC and ST category.

### **Method of Study**

The researcher found survey method is suitable for the present study because it gives answer to the question what is going on at present. So, researcher adopted survey method.

### **Variables**

Variables of the study enable the researcher to meet the proposed objectives of the study. The researcher took 'attitude towards youth modernity' as the main variable and the following demographic variables as sub variables, they are; Gender (Male/Female), Religion (Hindu and Non-Hindu), Area of Residence (Urban and Rural), Locality of College (Urban and Rural), Levels of education (PG and UG), Streams (Faculty) of education (Arts, Commerce and Science), Category (General/OBC/ST/SC).

### **Sample**

The study consists of 300 prospective teachers studying in various B.Ed. colleges in Kachchh University. The sample was chosen by using simple random sampling technique.

### **Description of Youth Modernity Attitude Scale**

The Comprehensive Youth Modernity Attitude scale was constructed and planned with the objective of measuring the attitudes of prospective teachers in eight areas in Indian conditions. The eight areas covered namely are; Education, Socio-cultural belief, Achievement, Independence, Universalistic, Scientific & Technical, Civic and Status of women. Modernity scale includes both positive as well as negative items. The maximum score for a positive item is to be awarded 5 and least is 1. In case of negative items the scoring procedure is to be reversed. Sum of the total score on eight dimensions gives the total youth modernity attitude score. The scale consists of 55 items and the maximum score for this scale is 225 and the minimum score is 55. An average time required for completing the scale is around 45 minutes. Each item in this scale set against five alternative responses they are; 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly Disagree'. Scoring was done according to the scoring procedure mentioned by the researcher of the tool in manual. Reliability is one of the highly required characters of a good research instrument. So, to ensure the reliability of the tool the investigators has done reliability analysis such as Split-half reliability (Odd-even method) was calculated and after Spearman- Brown's correction was

found to be  $r = 0.89$  for the total scale, which is significant at 0.01 level of significance. To ensure the validity of the attitude scale, the investigator was given the instrument to the experts in order to find out its content validity. The experts agreed that the items in the scale provided adequate coverage of the youth modernity concept. While validity of youth modernity attitude scale was found out through operational validity, face validity and content validity.

### Statistical Techniques Used

For data analysis, the following statistical techniques have been used.

- a. Descriptive analysis (Mean & S.D) and
- b. Differential analysis ('t' test)

### Administration of the Tool

To collect data for the study, the researcher administered the tools of the study individually with prior permission from the heads of the B.Ed. colleges of Kachchh University. The researcher provided adequate instruction to fill the data in the questionnaire and collected all data from the sample.

### Data Analysis and Interpretation

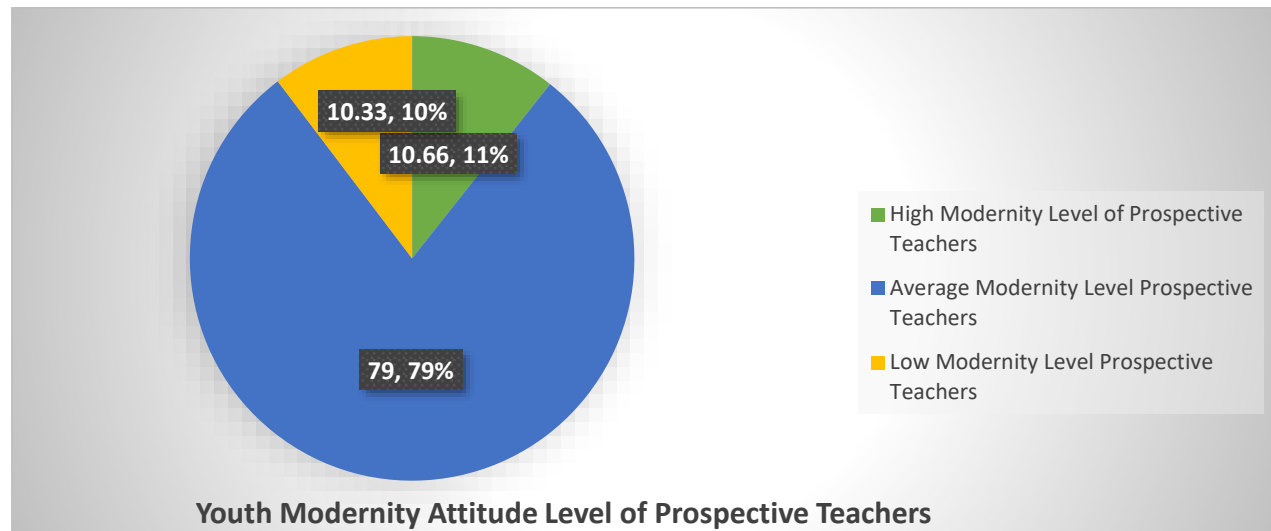
One of the important objectives of the study is to study the attitude of prospective teachers towards youth modernity. For this, the researcher analyzed the data collected from the sample and presented it in the Table 1.

**Table- 1 Youth Modernity Attitude Level of Prospective Teachers**

	High	Average	Poor	Total
Group	247-275	203-246	55-202	
Number	32	237	31	300
Percentage	10.66	79	10.33	100

The youth modernity attitude scores shows that 10.66 percentages of prospective teachers lies in the high level of modernity attitude category and a majority 79 percentage comes under average modernity attitude group. It is seen that only 10.33 percentages of prospective teachers in Kutch University are in poor category in their youth modernity attitude. Hence, it is inferred that irrespective of sub samples the prospective teachers are having unfavourable attitude towards youth modernity.

## Graph 1 Youth Modernity Attitude Levels of Prospective Teachers



**TABLE – 2 THE MEAN, STANDARD DEVIATION AND ‘t’ RATIO VALUES OF PROSPECTIVE TEACHERS IN ATTITUDE TOWARDS YOUTH MODERNITY**

Sr. No.	Variable	Sample	N	Mean	SD	‘t’ Ratio Value	LS
1	Gender	Male	70	224.73	20.46	0.21	Not Significant
		Female	230	227.17	16.50		
2	Religion	Hindu	269	224.58	17.41	0.84	Not Significant
		Non-Hindu	31	221.81	17.47		
3	Area of Residence	Urban	183	223.55	18.23	0.96	Not Significant
		Rural	117	225.47	16.06		
4	Area of College	Urban	250	224.60	17.62	0.78	Not Significant
		Rural	50	222.76	14.68		
5	Level of Education	PG	162	225.43	17.64	1.22	Not Significant
		UG	138	222.97	17.11		
6	Streams	Arts	96	222.42	15.35	3.02	Significant
		Commerce	101	224.32	16.66		
		Science	103	226.03	19.69		
7	Caste Category	General	166	224.04	19.08	2.63	Significant
		OBC	85	222.92	15.08		
		SC	43	229.74	13.40		
		ST	6	211.83	14.99		
	Entire Sample		300	224.30	17.44		

The calculated critical ratio values are found to be 0.21, 0.84, 0.96, 0.78, 1.22, 3.02 and 2.63 respectively for gender, religion, area of residence, area of college, level of education, streams and caste category. The

calculated critical ratio values of streams and caste category are found to be significant and the remaining values are not significant. Hence, it is inferred that the sub samples of educational streams and caste category differ significantly in their attitude towards youth modernity but the sub samples of other variables do not differ significantly in their attitude level.

## IMPORTANT FINDINGS

The hypotheses formulated at the beginning of the study have been examined in the light of the data gathered. The following are the main findings of the study.

1. Youth modernity attitude score shows that 10.66 % teachers fall in the high level of youth modernity attitudes category, 10.33% fall in the poor level of youth modernity and a majority of 79 % prospective teachers fall under average modernity attitude level.
2. Male & Female prospective teachers do not differ significantly on the youth modernity attitude.
3. Hindu and Non-Hindu religious group of prospective teachers do not differ significantly on the youth modernity attitude.
4. Prospective teachers of urban and rural areas do not differ significantly on the youth modernity attitude.
5. Prospective teachers of colleges located in rural and urban areas do not differ significantly on the youth modernity attitude.
6. Prospective teachers having post graduate and under graduate degree do not differ significantly on the youth modernity attitude.
7. Prospective teachers of arts, commerce and science streams differ significantly on the youth modernity attitude.
8. Prospective teachers belonging to General, OBC, SC and ST category differ significantly on the youth modernity attitude.

## RECOMMENDATIONS

1. The prospective teachers are having average favorable attitude towards modernity and secularism. Without modernization nothing could be improved at now and in future in education system of India. Policy makers and educational administration should try to develop their attitude towards modernity. As well as for the development of the country, secular attitude of the person also needs to be developed.
2. Prospective teachers belonging to SC category have more youth modernity attitude and secularism attitude compare to other castes. Level of education and caste shows significant difference and the remaining variables of the study do not show any significant difference in their attitude towards modernity and secularism. So, the policy makers and experts of curriculum frame work should

consider this finding while framing the curriculum in order to develop positive attitude towards modernity and secularism among the prospective teachers.

3. The prospective teachers should be the role model for the students in future. Therefore they must accept the modern practices in teaching learning process and implementing the modern principles in education. They should develop secular attitude in their behavior. Because Secular education develops a moral outlook. Secular education helps in the development liberal attitudes. It develops wider vision. It develops democratic values and humanistic outlook. Secular education synthesis materialism and spiritualism
4. Modernization and secularism in education setting will improve the quality of education process and it reaches the mass. So, the teachers should realize the potential importance of education and adapt it in their life.

### **Social/Industrial Utility of the Study**

Social/Industrial utility of the study is pen down as below

1. Teachers' community and training colleges can use youth modernity attitude scale and secularism scale to find the level of modernity and secularism.
2. School and colleges may plan the creative activity to develop the modernity attitude.
3. This study may be used to conduct workshops, symposium and seminars on developing modernity attitude among in-service teachers at college level.
4. This study can be used as a manual to conduct research in educational areas.
5. This study can be used to find the level of youth modernity attitude among the teachers.

### **Conclusion**

This study indicated that there is no significant difference in youth modernity status of prospective teachers between different gender, religion, locale, level of education. It means locality, gender, religion and level of education do not have any influence in modernity attitude of prospective teachers rather it is more dependent on person's attitude and adaptation skill towards various modern, scientific, logical and technological oriented lessons.

The present study has resulted in a number of conclusions in relation to attitude towards modernity of prospective teachers. It has been found that choice of stream has significant effect on the attitude of prospective teachers belonging to science, commerce and arts streams towards youth modernity. Therefore, it can be concluded that choice of stream contributes a little as far as attitude of prospective teachers is concerned. Prospective teachers belonging to SC category have significantly higher youth modernity attitude than prospective teachers belonging to General, OBC & ST category. It shows the awareness towards education increases in SC category students and it is possible because of the positive effect of schemes provided by the governments.



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