



TO STUDY THE RELATIONSHIP BETWEEN MODERNIZATION AND ACADEMIC ACHIEVEMENT OF STUDENTS AT INTERMEDIATE LEVEL

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ABSTRACT

The present study was done to find out the relationship between modernization and academic achievement. To obtain the data, Sample was selected using random sampling method. Stream wise 100 boys and 100 girls students at intermediate level were randomly chosen. To measure the attitude of modernization, the Modernization Scale constructed by Raghvendra S. Singh was used. There is positive relationship between modernization and academic achievement. Results indicate that boys and girls who are high achiever have high sense of modernization.

Keywords: student, modernization and academic achievement, intermediate level, Stream wise

Introduction

Technological, social and economic advancement is rapidly transforming our life. If a nation wants to keep pace with rapidly transforming society, it becomes need of the time to prepare people to think for themselves, adapt to new opportunities, technologies, challenges and changes.

Social change is a common phenomenon observed in all societies, regardless of their size, location, or cultural background. The coexistence of stability and change creates a dynamic equilibrium, where society maintains its overall structure while adapting to new circumstances and evolving over time. "Society whether viewed structurally or functionally, whether talker, as multitude of socio-cultural and socio-economic forces, whether perceived as a matrix of psycho-social interactional processes, is always passing through dynamic processes of change." (Rath, 1973). The traditional ways of life, often rooted in agrarian practices and caste-based hierarchies, are gradually being replaced by modern values and lifestyles. This transition is evident in various aspects of Indian society. Describing the nature of this social change, Rath (1973) writes : "Whatever may be the socio-cultural factors of social change, on the psychological plane, it involves a great conflict between the old and new, the traditions and modernity, the aged and youth, the

conservatism and radicalism.” In essence, modernity is a process of personal transformation that enables individuals to navigate the complexities of the modern world and build fulfilling lives. This attitude reflects a scientific and rational worldview that promotes universal values. It marks a departure from traditional ways of life that struggle to adapt to changing circumstances. Goals such as a higher standard of living, freedom, security, and social justice have emerged as widely accepted objectives of modernism. In contrast traditionalism is the endorsement of current behaviors based on established prescriptive norms. Thus, it is clear that modernism is characterized by flexibility in attitudes, while traditionalism tends to be more rigid.

Traditionally, education has often prioritized the development of specialized behavior through the acquisition of knowledge and the cultivation of analytical and critical thinking skills. This emphasis on academic performance has been a cornerstone of educational systems worldwide. The rapid pace of technological and social change indeed necessitates a broader understanding of what constitutes high-quality education. Quality education plays a crucial role in enabling individuals and societies to adapt to new challenges. In this sense, there is a need to acquire knowledge with the philosophy that this knowledge is not stationary, but will evolve, be restructured into new ideas. Thus quality education in the current as well as in future must foster flexibility in knowledge acquisition.

The present study, therefore, is an effort to understand the relationship between modernization and academic achievement.

OBJECTIVES

1. To study the effect of gender on academic achievement of students at Intermediate level.
2. To study the effect of gender on modernization of students at Intermediate level.
3. To study the effect of stream (arts and science) on modernization at Intermediate level.

HYPOTHESIS

1. When it comes to intermediate level academic achievement scores, there is no discernible difference between males and girls.
2. There is no correlation between the modernization (socio-religious, marriage, women's status, and education) scores at the Intermediate level of boys and girls.
3. There is no correlation between the boys and girls in the arts group in terms of their Intermediate level modernization scores (socio-religious, marriage, women's status, and education).
4. There is no difference in the modernization (socio-religious, marriage, women's status, and education) scores at the Intermediate level between the boys and girls in the science group.

DELIMITATION OF THE STUDY

1. The area of study was confined to Rampur city (UP) only.
2. The study is limited with The students gender (male and female) and streams (science and arts) only
3. The study has been focused only on Modernization and achievement.

METHOD OF THE STUDY

For the study, a descriptive survey research design was employed.

POPULATION

Boys and girls from Rampur, Uttar Pradesh's science and arts streams make up the study's population.

SAMPLE

Sample was selected randomly of stream wise 200 students (100 boys and 100 girls) at Intermediate level.

TOOL

1. To measure the attitude of modernization, Modernization Scale constructed by Raghvendra S. Singh was used by the investigator. The scale is standardized having reliability $r=.78$ and validity is 0.61 to 0.97.
2. To measure the academic achievement, investigator used the marks sheet of the students chosen for sample.

ANALYSIS OF THE DATA

TABLE -1
COMPARISON BETWEEN BOYS AND GIRLS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT SCORES

SL NO	NAME OF GROUP	N	MEAN	S.D.	d.f.	't'
1.	Boys Academic Achievement Scores	100	54.38	13.90	98	2.91**
2.	Girls Academic Achievement Scores	100	62.54	14.17		

****Significant at 0.01 Level**

TABLE-2

CORRELATION BETWEEN BOYS AND GIRLS WITH RESPECT THEIR MODERNIZATION (SOCIO-RELIGIOUS, MARRIAGE, POSITION OF WOMEN AND EDUCATION) SCORES AT INTERMEDIATE LEVEL

NAME OF GROUP	N	r	Level of Significance	Remarks
Boys at Intermediate Level	200	0.10	<u>.05</u> <u>.01</u>	Not Significant
Girls at Intermediate Level			.273 .354	

TABLE-3

CORRELATION BETWEEN BOYS OF ARTS GROUP AND GIRLS OF ARTS GROUP WITH RESPECT TO THEIR MODERNIZATION (SOCIO-RELIGIOUS, MARRIAGE, POSITION OF WOMEN AND EDUCATION) SCORES AT INTERMEDIATE LEVEL

NAME OF GROUP	N	r	Level of Significance	Remarks
Boys of arts group	200	0.23	<u>.05</u> <u>.01</u>	Not Significant
Girls of arts group			.273 .354	

TABLE-4

CORRELATION BETWEEN BOYS OF SCIENCE GROUP AND GIRLS OF SCIENCE GROUP WITH RESPECT THEIR MODERNIZATION (SOCIO-RELIGIOUS) SCORES AT INTERMEDIATE LEVEL

NAME OF GROUP	N	r	Level of Significance	Remarks
Boys of science group	200	0.13	<u>.05</u> <u>.01</u>	Not Significant
Girls of science group			.273 .354	

1. The null hypothesis –“There is no significant difference between boys and girls with respect to their academic achievement scores at Intermediate level”, has been rejected. It demonstrates that there is a notable disparity in the academic achievement ratings of boys and girls.
2. The difference is negligible. "There is no relationship between boys and girls with respect to their modernisation (socio-religious, marriage, position of women, and education) scores at Intermediate level," reads the null hypothesis. has been acknowledged, and it can be concluded that there is no discernible difference between boys and girls at the Intermediate Level in terms of modernisation (socio-religious, marriage, women's status, and education) scores.
3. Difference is not significant. Hence the null hypothesis – “There is no relationship between boys of arts of women and education) scores at Intermediate level.” has been accepted and it can group and girls of arts group with respect to their modernization (socio-religious, marriage, position be said boys of arts group and girls of arts group of Secondary Level do not differ significantly on modernization (socio-religious, marriage, position of women and education) scores.
4. Difference is not significant. Hence the null hypothesis – “There is no relationship between boys of science group and girls of science group with respect to their modernization (socio-religious, marriage,

position of women and education) scores at Intermediate level.” has been accepted and it can be said boys of science group and girls of science group of Senior Secondary Level do not differ significantly on modernization (socio-religious, marriage, position of women and education) scores.

CONCLUSIONS OF THE STUDY

1. When it comes to their academic accomplishment results, girls outperform boys.
2. There is no correlation between Intermediate Level boys and girls and modernisation (socio-religious, marriage, women's status, and education).
3. There is no correlation between boys and girls in the Intermediate Level arts group and modernisation (socio-religious, marriage, women's status, and education).
4. There is no correlation between the boys in the scientific group and the females in the Intermediate Level science group when it comes to modernisation (socio-religious, marriage, women's status, and education).

EDUCATION IMPLICATIONS OF THE STUDY

1. According to the researcher, educators will gain from the study's conclusions since they will become more conscious of and knowledgeable about how modernisation attitudes impact students' academic achievement.
2. Students can be made aware of the ways in which modernisation impacts their academic achievement in the classroom. The study's findings will increase their awareness of modernisation.
3. Policymakers and school administrators will find the study's findings helpful in raising kids' awareness of modernisation and helping them to succeed better academically.

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