



A Study on modernisation of Dar ul uloom and private secondary school students of Kashmir valley

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Abstract

The process of transforming a traditional society to a modern society refers to modernisation. Cultures are forced to accept threats from outside and change their original shape by the process of modernisation. The present study was conducted in various districts of Kashmir Valley. The aim of the study was to assess modernisation of Dar ul uloom and private secondary school students. The sample for the study comprised of 600 secondary school students (300 Dar ul uloom & 300 private secondary school students). Comprehensive modernisation Inventory (Ahluwalia, S.P & Kalia, A, 1981) was used to collect the data for the study. The data was analyzed by mean, S.D and t-test. The results of the study depicted that private secondary school students are more in favour of higher education to women like men. Dar ul uloom secondary school students have more modernised views related to parent-child relationship as compared to their counterparts. Further the results showed that private secondary school students have more modernised thoughts relating to politics as they appreciated the participation and contribution of women in politics than Dar ul uloom students. Dar ul uloom secondary school students have more modernised views relating to status of women than their counterparts. Dar ul uloom secondary school students have more modernised views relating to religion. The two groups have similar level of modernisation towards marriage and socio-culture factors dimensions of modernisation.

Keywords: modernization, Dar ul uloom students, private school students

Introduction

The pace of mankind movement towards development is boosted by the means of education. The valuable possessions from one generation to the other are transmitted through education. The accumulated knowledge, skills and a composite culture which it wants to generate in future generation is completed through education. The term "Modern" refers to follow a new approach, a new outlook, a new attitude for the objects, situations, ideology and people in life. A person who is modern is more oriented towards his/her present than past, is more regular, systematic, efficient, lawful, capable to tackle the challenging situations intelligently, uses the knowledge of science and technology as a powerful tool for achieving mastery over his/her environment. Thus the concept of modernisation is described with broader perspective in modern times (Moorjani *et al*, 2007) [4]. Modernisation is generally regarded as a process of change. Modernisation can be best defined as the process of transforming the old traditional society and nations to a society based on science and technology. Rustow and Ward viewed modernisation as a comprehensive process that involves a marked increase in geographical and social mobility, spread of secular, scientific and technical education, a transition from ascribed to achieved status, increase in material standards of living and many related subsidiary phenomena. Environment consists of various types of forces such as physical, social, political, intellectual and emotional etc. Which affect life, nature, growth, development and behaviours of the individual, resulting in a modernized society (Srivastava & Bhatia, 2004) [7]. Ishfaq and Ishrat (2016) [3]

found that female college students have more modernisation as compared to male college students. Chandalia, T.A (2015) found significant difference between rural and urban adolescents on modernisation and a correlation between modernisation and social change. Chaudhary, A (2015) found that attitude towards modernisation is affected by sex. Pooja, M., Swati, G and Anita, J (2013) [5] found that the choice of stream had no impact on modernisation while gender affects the attitude of undergraduate students towards modernisation.

Objectives

1. To compare Dar ul uloom and private secondary school students on modernisation.

Hypothesis

1. There is a significant difference between Dar ul uloom and private secondary school students on modernisation.

Method and Procedure

The present study is descriptive in nature as it helps us to obtain pertinent and precise information concerning the status of the study.

Sample

The sample for the present study consisted of 600 secondary school students (300 Dar ul uloom & 300 Private Secondary School Students) and sample has been taken on the basis of simple random technique. Dar ul uloom secondary school students were those students which were enrolled in the formal secondary schools.

Tool Used

Comprehensive modernisation inventory (Ahluwalia, S.P & Kalia, A, 1981): It consists of 49 items measuring change in attitudes of adolescents in seven areas- Education, Parent-child relations, politics, status of women, marriage, and

religion and socio-culture factors.

Statistical Treatment

The data collected was analyzed by applying mean, S.D and t-test.

Table 1: Showing mean Comparison of Dar ul uloom and Private Secondary School Students on Various dimensions of Modernization

Dimensions	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Education	Darul-uloom Students	300	26.68	2.48	6.11	Significant at 0.01 level
	Private Students	300	27.76	1.82		
Parent Child Relationship	Darul-uloom Students	300	23.53	1.98	2.84	Significant at 0.01 level
	Private Students	300	23.06	2.11		
Politics	Darul-uloom Students	300	26.96	3.66	4.19	Significant at 0.01 level
	Private Students	300	28.20	3.57		
Status of Women	Darul-uloom Students	300	24.10	1.91	3.88	Significant at 0.01 level
	Private Students	300	23.47	2.01		
Marriage	Darul-uloom Students	300	23.60	1.99	0.12	Insignificant
	Private Students	300	23.62	1.98		
Religion	Darul-uloom Students	300	33.68	1.40	4.28	Significant at 0.01 level
	Private Students	300	33.08	1.97		
Socio Culture factors	Darul-uloom Students	300	26.38	2.43	0.99	Insignificant
	Private Students	300	26.17	2.62		
Modernisation	Darul-uloom Students	300	184.92	7.41	0.66	Insignificant
	Private Students	300	185.36	8.82		

The table 4.4 indicates the mean comparison of Dar ul uloom and private secondary school students on various dimensions of modernisation. It is evident from the table that on dimensions of education (t.value 6.11>0.01), parent-child relationship (t.value 2.84>0.01), politics (t.value 4.19>0.01), status of women (t.value 3.88>0.01) and religion (t.value 4.28>0.01), the two groups differ significantly whereas on the dimensions of marriage (t.value 0.12<0.01) and socio-cultural factors (t.value 0.99<0.01), the two groups do not differ significantly.

The perusal of the above table indicates that private school students are educationally modernised than Dar ul uloom students. The table further shows that private school students are found more in favour of higher education to women like men. Dar ul uloom secondary school students have more modernised views related to parent-child relationship as compared to private school students. Further the table reveals that private secondary school students have more modernised thoughts relating to politics as they appreciated the participation and contribution of women in politics than Dar ul uloom students. Dar ul uloom secondary school students have modernised views relating to status of women than their counterparts. The table further reveals that Dar ul uloom secondary school students are found modern in their views relating to religion as compared to private secondary school students. The two groups have similar modernisation level towards dimensions of marriage and socio-culture factors.

On composite score, the two groups do not differ significantly on modernisation. This clearly indicates that both the groups are equally modernised. Therefore the hypothesis which reads as, "There is a significant difference between Dar ul uloom and private secondary school students on modernisation,"

stands rejected.

Conclusion

The results revealed that private secondary school students are more in favour of higher education to women like men. Dar ul uloom secondary school students have more modernised views related to parent-child relationship as compared to their counterparts. Further the results depicted that private secondary school students have more modernised thoughts related to politics as they appreciated the participation and contribution of women in politics than Dar ul uloom students. Dar ul uloom secondary school students have modernised views relating to status of women and religion than their counterparts. Both the groups of students show similar level of modernisation towards the dimensions of marriage and socio-culture factors.

Educational Implications

- As per the findings of the study, students of both the institutions (Private and Dar ul uloom) should be involved in seminars and in order to prepare them for new changing complexities and readiness to change and accept new ideas.
- Educational programmes should be designated in such a way that it is conducive to bring desirable attitudinal change in order to bring modernisation among all the students irrespective to their social background.

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