

# Effect of modernity on rural and urban secondary school students in relation to their socio-economic status and academic achievement, with reference to district Jabalpur

Imtiyaz Ahmad Ahangar<sup>1</sup>, Sharafat Ali Khan<sup>2</sup>

<sup>1</sup>Research Scholar, Department of Education, Rani Durgawati Vishwavidyalaya, Jabalpur (India)

<sup>2</sup>Assistant Professor in Education, G.D.C Tangdhar (India)

## ABSTRACT

*This study investigated the effect of modernity on socio-economic status and academic achievement of rural and urban secondary school students of district Jabalpur. For this purpose descriptive survey method of research was used. The initial sample comprised of 600 subjects selected randomly from different higher secondary schools of district Jabalpur. Comprehensive Modernization Inventory (CMI-AK) by Dr. S.P Ahluwalia and Dr. A.K Kalia was used to identify the high, average, and low modernized students. The final sample comprised of high modernized students (N=209), and low modernized students (N=135). Upadhyay-Saxena Socio-economic Status Scale by Sunil Kumar Upadhyay and Alka Saxena was used to collect the data. The board result of students from school record for assessing their academic performance was used. Mean, S.D, 't'-test, co-efficient of correlation and ANOVA has been used by the researcher to interpret the data. The result of the study reveals that there is a statistical difference between socio-economic status of high and low modernity groups of rural and urban secondary school students. It was found that high modernity groups are better in socio-economic status than low modernity groups, and academic achievement was influenced by the socio-economic status and those who belong to low socio-economic status showed significant difference in their performance.*

**Key Words:** *Modernity, Socio-Economic Status, Academic Achievement, Locale and Gender.*

## INTRODUCTION:

At the time of lively appraisal and assessment of educational development when many changes are being witnessed in social system, organization, curricula, and teaching technique. It is pertinent to seek systematic and up-to-date information about the factors which are associated with academic achievement. Besides other factors modernity and socio-economic status are one of the most researched and debated factors among educational professionals that contribute towards the academic performance of the students.

The use of education for spreading the values of modernization can be emphasized from the 1960's and 1970's onwards. Modernization is generally regarded as a process of change, change of traditional society into a society based on science and technology. It can be defined as the process of transforming the old traditional society and nations to the modern in the field of social, economic, political, industrial, cultural, and educational attainment.

It

describes the transition of a society from the medieval to modern culture. It stands for progress beyond traditions. The process of modernization has also changed the entire system of education as a whole making use of new techniques, equipments, and new innovations to make teaching learning more effective. The process of modernity has played an important role in improving the socio-economic status and academic achievement of an individual, as the study conducted by Nahida Naseem (2011), concluded that female higher secondary school students had higher level of modernization than their male counterparts. Shashikala Singh (2011), found that modernization most importantly was influenced by educational differences of the parents. Hetal T. Patel (2013), in his study found that urban area adolescents have high modernized attitude than that of rural areas. He further observed that high socio-economic status adolescents have high modernized attitude and academic achievement than that of adolescents of middle and low socio-economic status.

In the present study modernity level was identified by the information provided by a questionnaire about the participant's education, parent-child relations, politics, marriage, and religion. They are classified into two groups. The first group includes students with high modernity level and socio-economic status, and the second group includes students with low modernity level and socio-economic status. It is generally believed that students with high modernity level and socio-economic status are better exposed to learning environment at home because of provisions and availability of extra learning facilities. This idea is supported by Becker and Tomes (1979), when they assert that it has become well recognized that highly modernized and well educated parents ensure their children's future earning by providing them a favourable learning environment, better education, and good jobs. In contrast to this belief, children from low socio-economic status parents do not have access to extra learning facilities, hence the opportunity to get to the top of their educational ladder may not be very easy.

## II. JUSTIFICATION OF THE STUDY

Despite India's impressive overall performance in the last few decades in each and every aspect viz, political, social, economic, cultural, and educational sector, still Indians has been slow and uneven. Large inequities in terms of infrastructure and access to services continue to persist and have even widened across states between rural and urban areas and within communities. Despite progress through the medium of scientific and technological development, accessibility and affordability of services for the poor are still the major issues among the states. Inequities by socio-economic status, geography, and gender continue to persist in the affordability and accessibility. This is mainly due to numerous barriers that hamper the process of access to the needed communities.

Realizing the great importance of change through the process of modernization in society and the role which the young generation is supposed to play in strengthening the social order, the present investigation therefore was planned to fulfill this need and aimed at to explore the relationship of modernity with socio-economic status and academic achievement. The above discussion also led the researcher to explore the effect of modernity on socio-economic status and academic achievement which appears to be an emerging and latest territory in the area of research and have great significance for researchers.

### III.OBJECTIVES OF THE STUDY

1. To study the effect of modernity on socio-economic status of rural boys/girls/students (boys+ girls).
2. To study the effect of modernity on socio-economic status of urban boys/girls/students (boys+ girls).
3. To study the effect of modernity on academic achievement of rural boys/girls/students (boys+ girls).
4. To study the effect of modernity on academic achievement of urban boys/girls/students (boys+ girls).
5. To study the correlation between modernity and socio-economic status of boys/girls/students (boys+ girls).
6. To study the correlation between modernity and academic achievement of boys/girls/students (boys+ girls).

### IV.HYPOTHESIS OF THE STUDY

1. There is no significant effect of modernity on socio-economic status of rural boys/girls/students (boys+girls).
2. There is no significant effect of modernity on socio-economic status of urban boys/girls/students (boys+girls).
3. There is no significant effect of modernity on academic achievement of rural boys/girls/students (boys+girls).
4. There is no significant effect of modernity on academic achievement of urban boys/girls/students (boys+girls).
5. There is no significant correlation between modernity and socio-economic status of boys/girls/students (boys+girls).
6. There is no significant correlation between modernity and academic achievement of boys/girls/students (boys+girls).

#### **Research design of the study:**

The present study has the following research design.

#### **Method of the study:**

In the present study descriptive survey method of research was employed which is most popular and widely used method of research in social science as well as in education.

#### **Sample of the study:**

##### **Initial sample:**

In the present research work both rural and urban secondary school students were initially selected for the collection of sample. The researcher selected the sample of 600 adolescent students (320 boys and 280 girls) from different private higher secondary schools of district Jabalpur.

##### **Final sample:**

Comprehensive Modernization Inventory (CMI-AK) was administered to all the 600 sample subjects. After scoring the final sample of rural and urban students, the high modernized and low modernized students has been selected for the final sample. Therefore the final sample comprised of the (N=209) highly modernized students and (N=135) low modernized students.

#### **Research tools used:**

1. Comprehensive Modernization Inventory (CMI-AK) by Dr. S.P Ahluwalia and Dr. A.K Kalia.
2. Upadhyay-Saxena Socio-economic status Scale (USSESS) by Suinil Kumar Upadhyay and Alka Saxena.

**Statistical techniques used:**

Mean, S.D, 't'-test, Pearson's coefficient of correlation, and ANOVA has been used by the researcher to interpret the data.

**Analysis and interpretation of data:**

In the present study data collected has been tabulated and analyzed as under.

For objective -1 Hypothesis (1) There is no significant effect of modernity on socio-economic status of rural boys/girls/students (boys+girls).

**Table-1**

**Comparative results of effect of modernity on socio-economic status of rural boys, girls, and students  
(boys + girls)**

Group	Modernity	N	M	S.D	't'/C.R Value	'P' Value
Boys	High	20	65.85	11.02	8.41	< 0.01
	Low	21	43.00	5.66		
Girls	High	14	61.14	9.06	8.12	< 0.01
	Low	24	41.75	5.70		
Students (boys+girls)	High	34	63.91	10.38	10.95	< 0.01
	Low	45	42.33	5.65		

Degree of freedom-39, 36, 77

Minimum value at 0.05 level -2.02, 2.02, 1.99

Minimum value at 0.01 level -2.71, 2.71, 2.64

From the results presented in the above table it becomes apparent that there is a statistical difference between socio-economic status of high and low modernity groups of rural boys, girls and students (boys+girls) of rural areas. The obtained 't'/C.R values are 8.41, 8.12, and 10.95 which are greater than the minimum value for significance at 0.01 level. The scores of high modernity groups are more than that of low modernity groups. This shows that high modernity groups are better in socio-economic status than low modernity groups. Thus, from the above results it may be inferred that there is effect of modernity on socio-economic status of rural boys, girls, and students (boys+girls).

For objective -2 Hypothesis (2) There is no significant effect of modernity on socio-economic status of urban boys/girls/students (boys+girls).

**Table 2**

**Comparative results of effect of modernity on socio-economic status of urban boys, girls, and students  
(boys + girls)**

Group	Modernity	N	M	S.D	C.R Value	'P' Value
Boys	High	76	67.84	6.22	21.58	< 0.01
	Low	57	43.04	4.89		

Girls	High	99	67.96	4.78	24.47	< 0.01
	Low	33	44.15	4.86		
Students (boys+girls)	High	175	67.91	5.44	37.15	< 0.01
	Low	90	43.44	4.88		

Degree of freedom-131,130,263

Minimum value at 0.05 level -1.98, 1.98, 1.97

Minimum value at 0.01 level -2.62, 2.61, 2.60

The analysis of the above table shows that there is crystal clear statistical difference between socio-economic status of high and low modernity groups of urban boys, girls, and students (boys+girls). The calculated C.R values are 21.58, 24.47, and 37.15 respectively which are greater than the minimum values for significance at 0.01 level. The scores of high modernity groups are more than that of low modernity groups. This shows that high modernity groups are better in socio-economic status than low modernity group.

Thus, from the above analysis it may be concluded that there is effect of modernity on socio-economic of urban boys, girls, and students (boys+girls).

For objective -3 Hypothesis (3) There is no significant effect of modernity on academic achievement of rural boys/girls/students (boys+girls).

**Table-3**

**Comparative results of effect of modernity on academic achievement of rural boys, girls, and students (boys+girls)**

Group	Modernity	N	M	S.D	C.R Value	'P' Value
Boys	High	20	69.00	11.28	7.29	< 0.01
	Low	21	45.90	8.14		
Girls	High	14	60.57	11.02	5.78	< 0.01
	Low	24	43.79	6.94		
Students (boys+girls)	High	34	65.53	11.78	8.98	< 0.01
	Low	45	44.78	7.51		

Degree of freedom 41,38, 77

Minimum value at 0.05 level -1.98, 1.97, 1.97

Minimum value at 0.01 level -2.61, 2.60, 2.59

The perusal of the above table shows that there is effect of modernity on academic achievement of boys, girls, and students (boys+girls). As such the obtained values of C.R for the three groups are 22.02, 23.16, and 31.89 respectively. These values are statistically significant at 0.01 level.

Hence, from the above results of the table it may be concluded that there is effect of modernity on academic achievement of boys, girls, and students (boys+girls) those with high modernity have better academic achievement and those with low modernity have low academic achievement.

For objective -4 Hypothesis (4) There is no significant effect of modernity on academic achievement of urban boys/girls/students (boys+girls).

**Table-4**

**Comparative results of effect of modernity on academic achievement of urban boys, girls, and students (boys+girls)**

Group	Modernity	N	M	S.D	C.R Value	'P' Value
Boys	High	76	72.93	8.68	21.58	< 0.01
	Low	57	44.09	6.74		
Girls	High	99	72.84	7.22	22.59	< 0.01
	Low	33	44.55	5.86		
Students (boys+girls)	High	175	72.88	7.86	31.83	< 0.01
	Low	90	44.26	6.40		

Degree of freedom-131,130,263

Minimum value at 0.05 level -1.98, 1.98, 1.97

Minimum value at 0.01 level -2.62, 2.61 2.60

Significant difference has been observed between the academic achievement of high and low modernity groups of urban boys, girls, and students (boys+girls). As such the calculated values of C.R are 21.58, 22.59, and 31.83 which are greater than minimum values for significance at 0.01 level. High modernized groups achieve better academic score as compared to low modernized groups. Thus, from the analysis of the above table it may be inferred that modernity effect the academic achievement of urban boys, girls, and students (boys+girls).

For objective-4 Hypothesis (4) There is no significant correlation between modernity and socio-economic status of boys/girls/students (boys+girls).

**Table-5**

**Correlation between modernity and socio-economic status of students (boys+girls) of the total primary sample**

Group	N	M	S.D	'r'	'P' Value
Modernity	600	131.54	12.40	0.86	< 0.01
Socio-economic status	600	55.34	11.11		

Degree of freedom-599

Minimum value at 0.05 level -0.088

Minimum value at 0.01 level -0.125

Perusal of the above table shows that there is significant correlation between modernity and socio-economic status of students (boys+girls). The calculated value of correlation is 0.86 which is greater than the minimum value for significance at 0.01 level. The results show that if there is high modernity then the socio-economic status is also high and if the modernity is low then the socio-economic status is also low.

Thus, from the results it is clear that there is high significant relationship between modernity and socio-economic status of students (boys+girls) selected in the primary sample.

For objective-5 Hypothesis (5) There is no significant correlation between modernity and academic achievement of boys/girls/students (boys+girls).

**Table-6**

**Correlation between modernity and academic achievement of students (boys+girls) of the total primary sample**

Group	N	M	S.D	'r'	'P' Value
Modernity	600	131.54	12.40	0.82	< 0.01
Academic Achievement	600	57.67	13.27		

Degree of freedom-599

Minimum value at 0.05 level -0.088

Minimum value at 0.01 level -0.125

The perusal of the table shows that there is high positive correlation between modernity and academic achievement of students (boys+girls) as such the calculated value of 'r' is 0.82 which is greater than the minimum value for significance at 0.01 level. The result shows that high modernity is correlated with high academic achievement and low modernity is correlated with low academic achievement. Hence, from the results of the table it may be concluded that there is high significant relationship between modernity and academic achievement of students (boys+girls) selected in the primary sample.

## V.DISCUSSION AND CONCLUSIONS:

The discussion of the result follows the analysis of the data obtained from the representative sample and verification of the hypothesis. Socio-economic status has been affected by modernity. There is close relationship between modernity and socio-economic status. The co-relational study shows that those with higher modernity, have better socio-economic status or the reverse is also true i.e. if the socio-economic status is high the individual tends to be modern. The co-relation between modernity and socio-economic status for boys, girls, and students (of the primary sample) shows that the correlation coefficient values are not only significant at 0.01 level but are of high positive correlation category. As already discussed modernity helps in change of attitudes, values, beliefs, customs, traditions, behaviour, and the like which inturn are reflected in their perception of the life. The more modern view is the greater is the proneness to change, the socio-economic status helps in adopting new ways of life because modernity is a process of constant continuous changes in practically each aspect of the society and the person with higher socio-economic status has the means to adopt to these conditions the process may be slow but it is sure. It can be said that modernity has an effect on socio-economic status or in other words modernity is related to socio-economic status. The students who are more modern have better socio-economic status infact it should be that higher the socio-economic status more the modernity. Thus, a mere outlook helps in raising the standards of living and indirectly raising the socio-economic status. The

standard of living indirectly reflects socio-economic status, it enhances the position of the individual in the society.

The role of modernity can't be denied as already described. It helps in utilizing the present innovative practices and ideas which prevail over the past practices. Modernity involves changes in the institutional level along with fundamental changes at the personal level involving a change in the modes of thinking, behaving, attitudes, interactive transformations etc. the changes occur both at micro (individual) and macro (social system) levels and we know that these two levels are exclusive. The indices of modernity are modernization is incorporated in the present educational system. Information communication technology (ICT) has made drastic changes in teaching learning situations. This has changed the entire system of education as a whole making use of latest technological developments and innovations to make teaching learning more effective. This aspect of modernity has helped in better teaching learning conditions resulting in better educational facilities for the students in different educational institutions irrespective of whether they are situated in urban and rural areas. The locale is of importance since information communication technology has reached both rural and urban areas.

Thus, from the above discussion with regard to modernity and academic achievement it becomes clear that there is impact of modernity on academic achievement of adolescents. More modern adolescents have higher academic achievement in comparison to their counterparts. The reasons are obvious more modernity group avail of the latest technology for enhancing academic achievement which is reflected in their use of innovative instruments, methods, and practices.

## REFERENCES

- [1.] Amandeep, S. & Kulwinder, S. (2015). A study of modernity behaviour of university students of Punjab in relation to altruism & activism. *GHG Journal of Sixth Thought*, Vol-2, No-2, PP: 1-5.
- [2.] Becker, Douglas. (1991). Modernization & Development. A comparative study of south Korea and Brazil. [Http://digital commons. Iwu. edu/Jwprc](http://digitalcommons.iwu.edu/Jwprc).
- [3.] Chawla, A. & Kaur, Tejpreet. (2012). Attitude towards modernization. *Asian Journal of Home Science*, Vol-7, issue-1, PP: 220-222.
- [4.] Dar, Amin. & Ahangar, Imtiyaz. (2014). Effect of socio-economic status on academic achievement of adolescent students of District Kupwara, Kashmir. *Journal of Applied Research in Education*, Vol-18, No-1, PP: 68-72.
- [5.] Dhillon, Satinder. (2015). A study of youth problems in relation to modernization. *Educational confab*, Vol-4, No-4, PP: 1-8.
- [6.] Kaur, Gulwinder. (2015). Attitude of adolescents towards modernization in relation to intelligence & emotional maturity. *GHG Journal of Sixth Thought*, Vol-2, No-2 PP: 17-20.
- [7.] Kaur, Parvinder. (2015). Study of modernization among adolescents in relation to their Gender. *International Journal of Inter Disciplinary Studies & Research in Humanities*, Vol-2, issue-1, PP: 1-6.
- [8.] Patel, T.Hetal. (2013). Attitude of adolescents towards modernization in relation to certain variables. *International Journal for Research in Education*, Vol-2, Issue-7, PP: 1-7.
- [9.] Peerzada, Najma. (2013). Modernization of male & female secondary school students. *A comparative study. Academic Arena*, Vol-5, No-2, PP: 29-33.



- [10.] Shaheen, F. & Gul, Fariha. (2014). Socio-economic status & academic achievement. A survey study of students at secondary level. *International Journal of Educational Studies, Vol-1, No-3, PP: 163-341.*
- [11.] Sharma, & Vanita. (2015). Academic achievement of senior secondary school students in relation to their self- efficacy. *GHG Journal of Sixth Thought, Vol-2, No-2, PP: 21-26.*
- [12.] Sirin, R. Selcuk. (2005). Socio-economic status & academic achievement. A meta analytic review of research. *Review of Educational Research, Vol-75, No-3, PP: 417-453.*