

Effect of Parental Education on the Modernity of College Students of Ranchi Town

Dr. Shashi Kala Singh

Post Graduate Department of Psychology, Ranchi University, India

Abstract- The present study has been carried out with the objectives to find out the effect of parental education on the modernity of college students. The sample of the study constituted of 120 students. There were two groups of students. 60 students constituting the 1st group were the son of those parents who are highly educated. The other 60 students of the 2nd group are the son of those who are illiterates. The selection was made from final year graduation students of the colleges of Ranchi town. The age of the students ranged from 19 to 25 years. A dynamic model has been used in the present study. The model is based on the assumption that if two generation continues to share the same education and environmental exposure, the differences between them will remain static. The result showed that the level of modernity of both group of students were significantly different because of the differences of the parental education. The exposure of modernity is greater in first group because their parents and they both are well educated. Education is one of the most powerful factor influencing the modernity of college students.

Index Terms- Modernity, Education, Generation Gap, Attitude

I. INTRODUCTION

India is a developing country. The nation is undergoing the process of modernization characterized by rapid social and psychological changes. In psychological sense, modernization denotes to positive change in attitudes, beliefs and values. In a traditional society younger generation shares modern attitudes and values while the older generation remains attached to the convention resisting to the change. This causes attitudinal differences leading to disruptive condition in the society.

Among several other factors influencing the attitudinal modernity, education has been considered as one of the most important one. There are number of studies which have established a positive and significant relationship between education and attitudinal modernity (Lerner, 1958).

The spread of education in India during the last few decades has widened the gulf between the educated youth and their parents. Education has; thus, lead to the creation of a sub-culture of students which signifies a transition from tradition to modernity (Damle, 1966; Shah, 1964; George, 1971) observes that attitudinal differences between the young and the old generations have been fostered by education. On the basis of their extensive researches in six developing countries, Inkeles and Smith (1974) have stressed the role of education in modernization.

The role of education in facilitating the development of modern attitudes and values has been demonstrated in a number

of studies (Armer and Youtz, 1971; Cunningham, 1973; Holsinger, 1973; Waisanen & Kamata 1972). Educated children compared with their less educated parents have been found to be more liberal and democratic. Research findings have also demonstrated that differences in education of the first and the second generations produced maximum gap in respect of political attitudes.

Education as a modernizing agent has been discussed by many authors and researchers. Kirpal (1976) writes: "... the new forces of modernization shook the traditional societies and sharpened intergenerational differences" and that "the serious differences are inevitable in the process of transition from tradition to modernity". Kothari (1971) has also explained the differences between the two generations in contemporary Indian society. In his words "In the present era, sons grow in an environment different from the one in which their fathers grew. The child is now carrying a different world within himself, a world which is at variance with the world of the older generation".

Modernity studies conducted in India during the last two decades have unanimously established the role of education in producing attitudinal differences between generations (Hassan, 1993; Halyal, 1984; Jawaid, 1989; Raghuvanshi, 1978; Sack 1973).

If can, thus, be concluded that education is a powerful factor in producing generation gap. Dube (1955) wrote of the educated: "They scoff at their parents, belittle the experience of the elder and seem to think no end of themselves..... education shakes a person's belief in the traditional ways and creates in turn new desire and ambitions".

Modernity denotes to positive changes in attitudes, beliefs and values. It incorporates rational ideas, secular attitudes, belief in human efficacy, and expression of personal opinion on public issues, acceptance, of democratic norms, political participation and exposure to new experiences Modernization is actually a process of change in ways of perceiving, expressing and behaving. Inkeles and Smith (1974) have written "The modern is defined as a mode of individual functioning, a set of dispositions to act in a certain way."

Modernity is not a consequence of more difference of age between the two generations. It is an impact of urban industrial exposure, mass media exposure and more importantly education. If the two generation will have significantly different exposure to these forces the phenomenon of modernity will occur (Singh & Ara, 2009; Singh, 2010 & 2011)

The term 'modernity' has several usages. It is widely employed to describe the characteristics in technological, political, economic and social development. Modernity is actually a personality-cum-attitudinal characteristic of the

individual It is a ‘broad multifaceted phenomena’ (Inkeles and Smith, 1974, P. 105).

Singh (1984) describes modernity as a purely psychological concept. He told that it is a mentality, an inner quality lying within the individual as an inseparable part of his personality. He has defined modernity as “an aggregate of certain personality-cum-attitudinal traits which facilitate individual growth and development with social responsibility and make the individual an effective agent of socio-economic and political development.”

II. OBJECTIVE OF THE STUDY

To study the influence of parental (generation I) education on the modernity of their sons (generation II).

III. MATERIALS & METHODS

A. SAMPLE

The total sample of the study consisted of 120 students. There were two groups of students. 60 students (1st group) is the son of those father’s who are well educated .The other 60 students (2nd group) is the son of those who are illiterates. The selection was made from final year graduation students of the colleges of Ranchi town.

B. TOOLS

Information Questionnaire: The questionnaire obtained personal data of the students to identify the level of education of their fathers and also their own education

The Attitudinal Modernity Scale: The Attitudinal Modernity Scale was first developed in the six –country Harvard University Project on Modernization. It was later revised by the Post - Graduate Department of psychology, Ranchi University to add certain themes unique to the Indian society, such as the joint family, the caste system, social customs etc. Recently, a dimension of health modernity has been added to it.

These four dimensions of the scale have statistically significant positive inter-correlations and therefore they were combined to make a total attitudinal modernity scale. Each dimension has five themes and each theme measured by 5 Likert type items. Thus, each dimensional scale consisted of 25 items and the Total Attitudinal Modernity Scale consisted of 100 items. The range of the score was 100-500 for the total scale and 25-125 for each dimensional scale.

IV. ANALYSIS & RESULTS

Mean, SD and ‘t’ ratios of the scores of both groups (student) has been presented in table 1

Table 1: Comparison of Both Groups of Students on Attitudinal Modernity

	N=60		N=60		T
	Sons of Educated Parents	Sons of Uneducated Parents	Mean	S.D	
Modernity	Mean	S.D	Mean	S.D	T
Personality	86.03	11.34	80.47	11.26	2.70
Socio-cultural	85.88	14.97	77.50	16.11	2.95
Political	85.88	14.95	77.13	14.87	3.22

Health	86.17	12.37	80.53	13.23	2.41
TOTAL	343.96	48.20	315.63	49.37	3.18

N.B. *significant at 0.01 Level

** Significant at 0.05 level

The effect of education on modernity has been analysed. The computed t-values are reported in Table 1. The table shows that there is significant difference between both groups of students. All t values are statistically significant. The reason that no value is insignificant is only because of the fact that in first group the children and their parents both are highly educated.

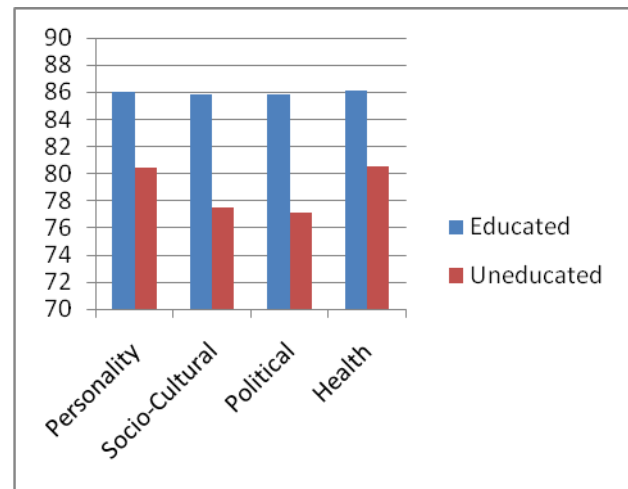


Figure 1 – Modernity Scores of Both groups of Students

V. RESULTS & DISCUSSION

There was significant difference in all the dimensions of modernity as far as total modernity of both groups of Students. Education has been found to have significant influence on modernity. Education most importantly, influences the perception and vision of life style and values and there by the phenomenon of attitudinal differences. With this conceptualization the present study has empirically proved that attitudinal modernity most importantly influenced by the educational differences of the fathers.

The second theoretical contribution of the present research is the study of attitudinal modernity in relation to concept related to social change and development embracing such factors as personality variable, socio- cultural and political attitudes and values, and knowledge. Attitudes and practice about health. The present research is one of the pioneer studies which have studied modernity using a socio-psychological scale of modernity. The scale of modernity was appropriate as it measured attitudes which are influenced significantly by formal education. Education is one of the strongest factors in making men modern. Difference of educational level between the father’s of both groups of sons, is the basic factor in creating attitudinal differences.

VI. CONCLUSION

The educated youth are influences by new values; they formulate effective ideologies and they create an adequate atmosphere for change and betterment. But if their parents are

also educated the graph of modernity is high in comparison to those youth whose parents are illiterate.

REFERENCES

- [1] Armer, M. & Youtz, R. (1971); Formal education and individual modernity in an African Society. *American Journal of Sociology*.76.604-626.
- [2] Cunningham, I. (1973): The relationship between modernity of students In Puerto- Rican High School and their Academic Performance Peers and parents. *International Journal of comparative sociology*, 14, 203-220.
- [3] Damle, Y.B.(1966): Communication of Modern Ideas and Knowledge in Indian Villages.MIT Cambridge, Massachusetts.
- [4] Dube, S.C. (1955): Indian village. London. Routledge and kegan Paul Ltd.
- [5] George, E.I. (1971): Need and Problems of Students. In P. Mehta (Ed.)*The Indian Youth*. Bombay. Somalia publications Pvt. Ltd.
- [6] Halyal, P.S. (1984): Generation gap: A comparison of attitudinal modernity of college students and their parents. Unpublished Ph.D thesis, Karnataka University, Karnataka.
- [7] Hassan, P.(1993)Generation Gap: Attitudinal Modernity of Muslim Students and their parents. Unpublished Ph.D Thesis, Ranchi University
- [8] Holsinger, B.B. (1973): The elementary school as a modernizer: A Brazilian study. *International Journal of comparative sociology*. 14 180-202.
- [9] Inkeles, A (1973): The school as context for modernization. *International Journal of comparative Sociology*, 14,157- 162.
- [10] Inkeles, A. and Smith, D. H. (1974): Becoming modern. Individual change in six developing countries. Cambridge, Harvard University Press.
- [11] Jawaid, A. (1990): Attitudinal modernity of college students and their parents. A study of Generation Gap Unpublished Ph.D thesis Bihar University, Muzaffarpur.
- [12] Kirpal, P, (1976): Youth and established culture. New Delhi. Sterling Publishers Pvt. Ltd.
- [13] Kothari, D.S. (1971): The changing role of education. In P. Mehta (Ed.) *The Indian youth*. Bombay, Somalia Publications Pvt. Ltd.
- [14] Lerner, D. (1958): The passing of traditional society. Glencoe, the free press.
- [15] Raghuvanshi, M.S. (1978); Education and Modernity. Ph.D. Thesis. Meerut University. Meerut.
- [16] Sack, R. (1973): The impact of education on individual modernity in Tunisia. *International Journal of comparative Sociology*. 14. 245-272.
- [17] Shah, B.V (1964) Social Change and College Students in Gujrat. The M.S. University Press.
- [18] Singh, A.K.(1984) Health modernity and its correlates in South Bihar. Report of ICMR Project. Mimeographed. Department of Psychology. Ranchi University Ranchi
- [19] Singh, S. K. & Ara, R. (2009): Modernity of College Students and their parents. *Journal for Social Development*. 1. 2. 20-29.
- [20] Singh, S. K. (2010): Attitudes of College Students and their Parents towards Modernity. *Social Modernity, Asian Journal of Social Science*. 1, No. 1 – 2. 108 – 114.
- [21] Singh, S. K. (2010): Changing Social Values and Modernity Level of College Students in Jharkhand. *Anusandhanika, Research Journal of Social Sciences & Humanities*. VIII, No.11 214 – 222.
- [22] Singh, S.K. (2011): Attitudinal differences between the sons and their fathers: A study of generation gap. *Anusandhanika, Research Journal of Social Sciences & Humanities*. Vol. IX. No. 1 Jan. 53-63.
- [23] Waisanen, F.B. & Kamata, H. (1972): Education. Functional Literacy and Participation in development. *International Journal of Comparative Sociology*.13(1).

AUTHORS

Dr. Shashi Kala Singh, Ph.D, Post Graduate Department of Psychology, Ranchi University, Ranchi, India,
Email id - sksingh09@yahoo.com