

## **A Comparative Study on Modernization Level of Male and Female Students of Secondary Schools of Bongaigaon District of Assam**

**Banti Choudhury**

Research Scholar

Department of Education

Gauhati University, Guwahati

Assam, India.

Bantichoudhury29@gmail.com

**Prof. Jagat Swargiary**

Professor

Department of Education

Gauhati University, Guwahati

Assam, India.

### **Abstract**

The impact of modernisation can be seen in all segments of the nation-political, social, cultural and economic. It is also seen to impact the behaviour and attitudes of adolescents significantly. The study aims at conducting a comparative study in the modernisation level of male and female secondary school students of Bongaigaon District of Assam. A primary, quantitative approach is adopted to conduct a survey and analysis among 200 (102 females and 98 males) sampled students from 5 provincialized higher secondary schools in the Bongaigaon District of Assam. The results indicate that the modernisation level is 172.21 for males and 171.23 for females. Comparatively, rural males are the most impacted population. The male students are more impacted by modernisation which can be attributed to the freedom seen for male children in traditional Indian households whereas the girls are taught to value traditional Indian beliefs and customs. In conclusion, the impact of modernisation leads to the deterioration of traditional Indian values that can positively impact adolescents.

**Keywords:** modernisation, westernisation, adolescents, India, Assam, higher secondary students, male, female

### **Introduction**

The level of modernisation among secondary school students-adolescents-especially in India is increasing due to the rising accessibility to the internet, social media and mass media. Continuous exposure to global cultures expands the minds of adolescents and can positively impact the integration of diversity, equality and international brotherhood. On the opposite spectrum, excessive exposure to adolescents who lack proper understanding and guidance can impress their vulnerable minds, leading to a negative construction of values, attitudes, behaviours, morality and so on. In the era of modernisation, social, spiritual, cultural and moral values are disintegrating rapidly among youngsters.

Lack of proper understanding of the core principles of modernisation is seen among the highly curious, adventurous and impressionable adolescents, leading to confusion, corruption and lack of proper judgement. External factors such as education, family environment, nature of peer group, individual experiences and so on can impact adolescents towards delinquency, often misunderstood as modernised manners and desire for freedom. For example, in India, in 2020, among the 35,352 apprehended juveniles, merely 1,008 had higher secondary education while 2,552 were illiterate (Timesofindia.indiatimes.com, 2021). On the other hand, Singh *et al.* (2020) articulated that urbanisation and modernisation influence sexual liberation and attitudes among adolescents in India. It can lead to teenage conceptions, STDs and other critical health and social issues. Traditional values of Indian culture are rapidly debilitating as adolescents feel it necessary to accept all Western values, disregarding the fabric of Indian society. Thus, the paper aims at conducting a comparative study in modernisation level of male and female secondary school students of Bongaigaon District of Assam.

## **Literature review**

### **Understanding modernisation**

Modernization Is the concept of transformation or shifts towards an industrial and urbanised society from a traditional and agrarian society. As stated by Mol and Jänicke (2020), modernisation is related to a large-scale transformation of societal customs and values that aids in economic development and positive political changes. Modernisation can occur in various social institutions such as schools, colleges, banking systems, judiciary and so on. It is reflected in the professional sphere as well, indicating a shift towards materialism, secularism and urbanisation. Therefore, there complex changes occurring simultaneously at the reach of the social institutions can be reflected in the change of attitudes and behaviours for the population.

Various factors are impacted by modernisation that relates to the change of cultural values and beliefs as well. Breton (2021) stated that the key indicators of modernisation are educational expansion, urbanisation and occupational diversification. The changes may also be reflected among different demographics Such as changes in marital age for males, the establishment of nuclear households, an increasing population of financially independent and educated females and so on. Hence, the principle understanding of modernisation indicates a wider shift. However, it does not exhibit direct links to westernisation which is witnessed largely in India as a consequence of modernisation and urbanisation.

### **Impact of modernisation on adolescents**

Modernisation among adolescents is majorly reflected in the integration of Westernised values, vastly available through modern social media and mass media platforms. Adolescence is an important developmental stage for individuals as they encounter both mental and physical changes. It is also the time when they become fully aware of themselves, their interests, fears, and ambitions. However, it may lead to disregard for Indian society and values. Nair and Johri (2019) indicated that the impact of Westernisation on Indian adolescents is witnessed in the aloofness shown to others as opposed to the Indian culture that

encourages joint family, sharing and caring for others. Additionally, Balabantaray (2022) stated that the impact of modern Indian (Bollywood) movies, portraying modernised concepts of living, on youngsters regarding clothing style, food habits, lifestyle choices and career preferences is significantly high. Hence, adolescents are developing an ideal sense of freedom which, in reality, distorts their values and morality.

The growth of technology has opened new avenues for adolescents to gain information regarding diverse subjects. However, it has also exposed them to unguided content showcasing immorality, corruption and indiscipline. According to Liechty (2022), modernisation has impacted the experience of youth in India, shifting their aspirations and values. However, certain positive aspects are also indicated due to modernisation such as increased interest in female education and professional opportunities and enhanced social acceptance of independent women. These values of independence and autonomy being integrated from adolescence helps to shift society towards gender equality. The primary problem of modernization is deeply rooted in the lack of understanding which motivates adolescents to adopt a Westernised lifestyle. Thus, it can negatively impact the psycho-physical developmental aspects among adolescents, especially in the rural areas of India who merely understand the concept of modernisation on a surface level.

## **Research Methodology**

The research methodology follows a primary, quantitative data collection and analysis approach. A descriptive research design is further adopted to ensure that the techniques and tools used for the paper can effectively produce reliable and accurate data.

### **Data collection method**

The present modernisation level among secondary school students of Bongaigaon District of Assam is researched for the paper to indicate the negative aspects of modernisation such as lack of value, immorality, corruption and indiscipline. A descriptive survey is used as the data collection method for acquiring comparative data between male and female students.

### **Population**

The population of the study is selected from students in the Bongaigaon District of Assam. Provincialized Higher Secondary Schools of Bongaigaon District (Assam) is the selected school from which 12th-class students of the arts stream are selected. There are 14 provincialized higher secondary schools in the Bongaigaon district among which 12 had an arts stream with 1552 students.

### **Sampling technique**

A non-probability convenience type sampling is adopted for the study to sample the subgroup of the targeted population. A disproportionate stratified random sampling technique is adopted for ensuring generalisation within the targeted subgroups. Based on the sampling technique, 3 nos of provincialized higher secondary schools are selected. For this study total population is 1552. From this 552 (35.5%) was taken as sample among which 304 (55%) were from the urban area and 248 (45%) were from the rural area of the Bongaigaon district, Assam. During the final analysis, these 200 students (98 males and 102 females) results were used.

## Study variables

The study variables are established based on the aim of the study.

**Dependent variables- Male and Female.**

**Independent variable- Modernization**

## Tools for data collection

The specific tools for data collection used for the study is Comprehensive modernization inventory (Dr A.K. Kalia and Dr S.P. Ahluwalia, 2010).

## Statistical analysis techniques

The statistical data analysis techniques are performed with SPSS. Specific statistical analyses are conducted such as descriptive analysis, mean, simple percentage, standard deviation, graphical representation, T-test and ANOVA.

## Data analysis strategy

A quantitative data analysis strategy is adopted for the study. The results are presented based on the statistical analysis followed by a comprehensive discussion of the key findings of the study.

## Results

The results of the statistical analysis are described below:

A descriptive statistic reveals that the mean value for modernisation level is 172.21 for males and 171.23 for females. The standard deviation for females is 17.143 and 15.600 for male students.

Descriptive Statistics						
	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Modernization status level	200	144	210	171.71	1.158	16.372
Modernization status level	102	144	210	171.23	1.697	17.143
Modernization status level	98	145	208	172.21	1.576	15.600
Valid N (listwise)	98					

**Figure 1: Descriptive statistics**

(Source: SPSS)

The following frequency table further indicates the modernisation percentile of both genders.

Modernization status level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	144	1	.5	.5	.5
	145	3	1.5	1.5	2.0
	146	3	1.5	1.5	3.5
	147	4	2.0	2.0	5.5
	148	3	1.5	1.5	7.0
	149	4	2.0	2.0	9.0
	150	2	1.0	1.0	10.0
	151	3	1.5	1.5	11.5
	152	4	2.0	2.0	13.5
	153	4	2.0	2.0	15.5

154	3	1.5	1.5	17.0
155	3	1.5	1.5	18.5
156	9	4.5	4.5	23.0
157	4	2.0	2.0	25.0
158	4	2.0	2.0	27.0
159	5	2.5	2.5	29.5
160	5	2.5	2.5	32.0
161	4	2.0	2.0	34.0
162	2	1.0	1.0	35.0
163	4	2.0	2.0	37.0
164	4	2.0	2.0	39.0
165	4	2.0	2.0	41.0
166	2	1.0	1.0	42.0
167	3	1.5	1.5	43.5
168	4	2.0	2.0	45.5
169	5	2.5	2.5	48.0
170	5	2.5	2.5	50.5
171	3	1.5	1.5	52.0
172	4	2.0	2.0	54.0
173	2	1.0	1.0	55.0
174	2	1.0	1.0	56.0
175	2	1.0	1.0	57.0
176	4	2.0	2.0	59.0
177	3	1.5	1.5	60.5
178	4	2.0	2.0	62.5
179	3	1.5	1.5	64.0
180	5	2.5	2.5	66.5
181	5	2.5	2.5	69.0
182	3	1.5	1.5	70.5
183	2	1.0	1.0	71.5
184	4	2.0	2.0	73.5
185	5	2.5	2.5	76.0
186	3	1.5	1.5	77.5
187	4	2.0	2.0	79.5
188	5	2.5	2.5	82.0
189	3	1.5	1.5	83.5
190	6	3.0	3.0	86.5
191	4	2.0	2.0	88.5
193	1	.5	.5	89.0
194	3	1.5	1.5	90.5
195	2	1.0	1.0	91.5
196	2	1.0	1.0	92.5
197	3	1.5	1.5	94.0
198	3	1.5	1.5	95.5
199	1	.5	.5	96.0
200	3	1.5	1.5	97.5
204	1	.5	.5	98.0
206	1	.5	.5	98.5
208	1	.5	.5	99.0
209	1	.5	.5	99.5
210	1	.5	.5	100.0
Total	200	100.0	100.0	

**Table 1: Frequency table**

(Source: SPSS)

On the other hand, among urban areas, gender-based modernisation is 40.5% while it is 59.5% for rural areas.

Location				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	81	40.5	40.5	40.5
Rural	119	59.5	59.5	100.0
Total	200	100.0	100.0	

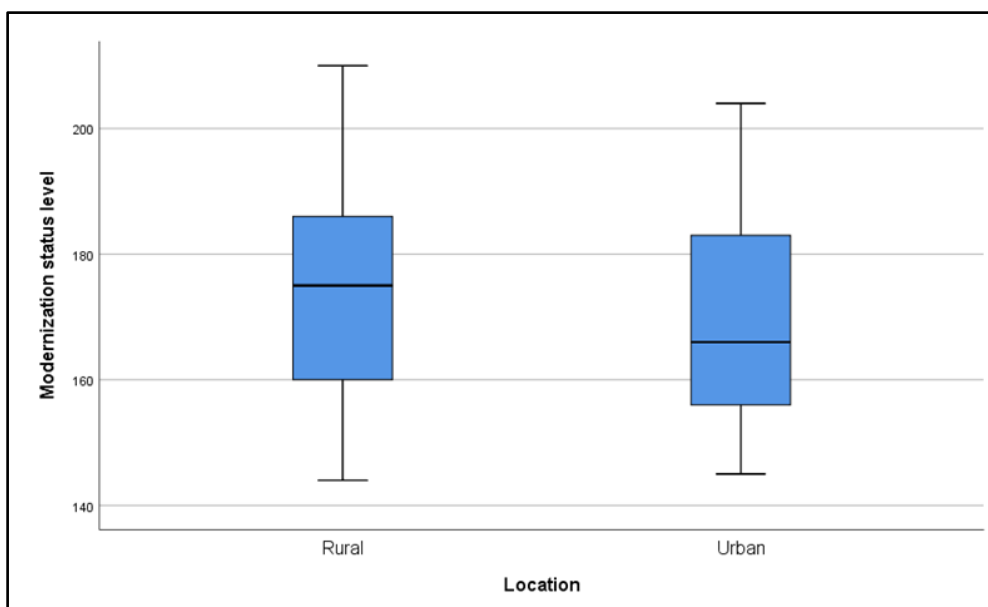
  

Gender				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	81	40.5	40.5	40.5
F	60	30.0	30.0	70.5
M	59	29.5	29.5	100.0
Total	200	100.0	100.0	

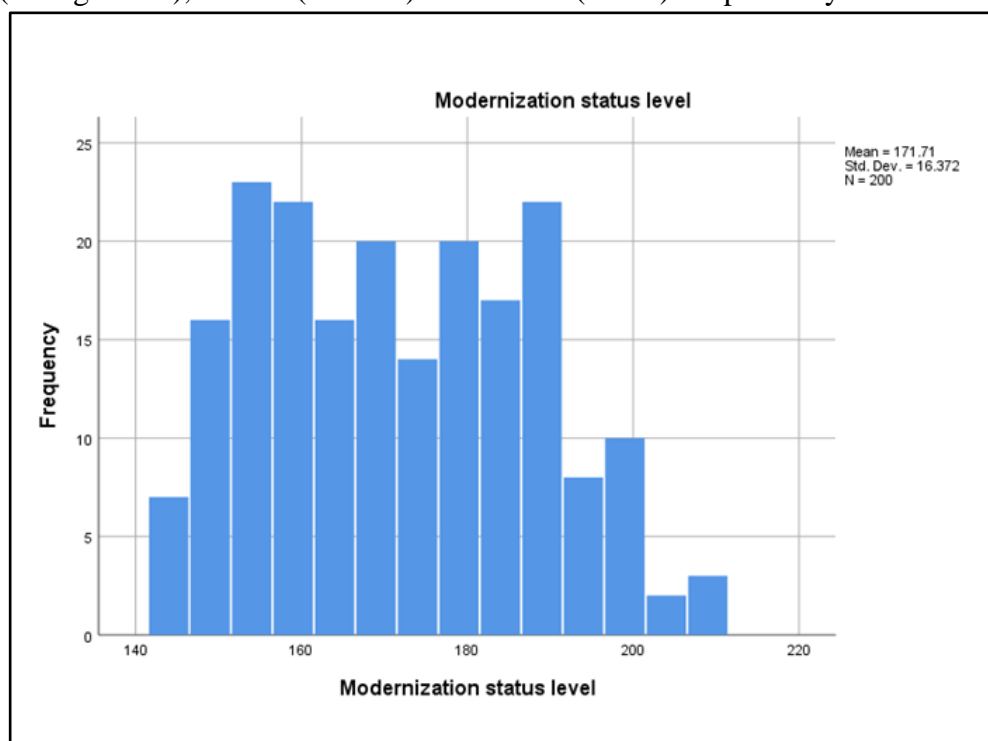
Location				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	119	59.5	59.5	59.5
Urban	81	40.5	40.5	100.0
Total	200	100.0	100.0	

**Figure 2: Modernisation frequency based on location**  
(Source: SPSS)

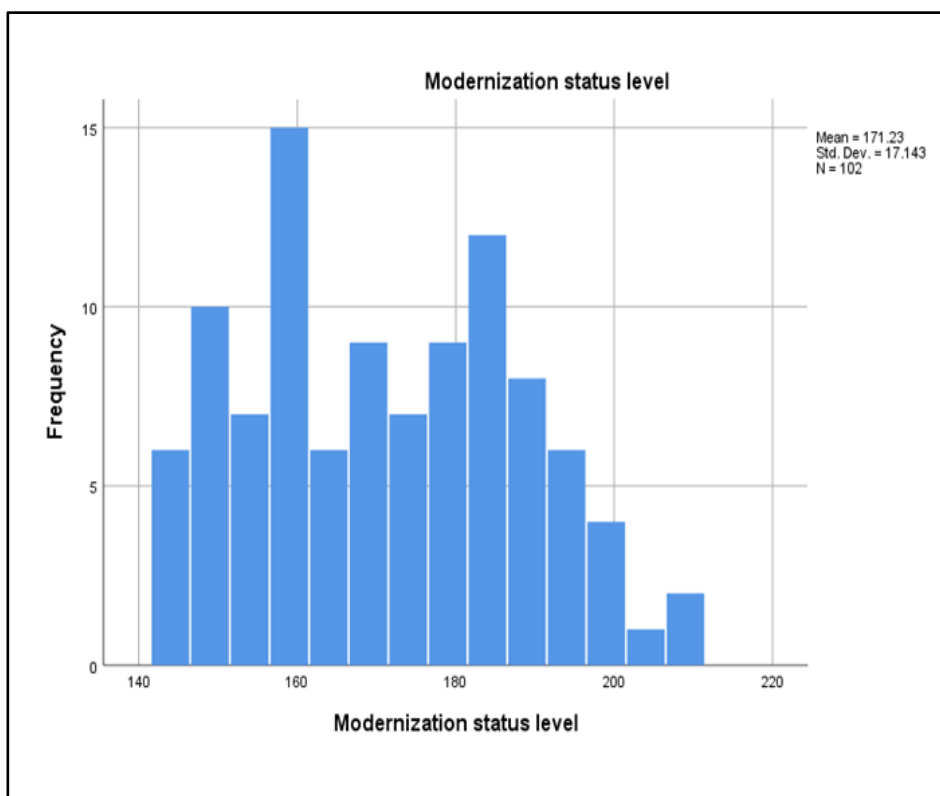


**Figure 3: Modernisation frequency based on location**  
(Source: SPSS)

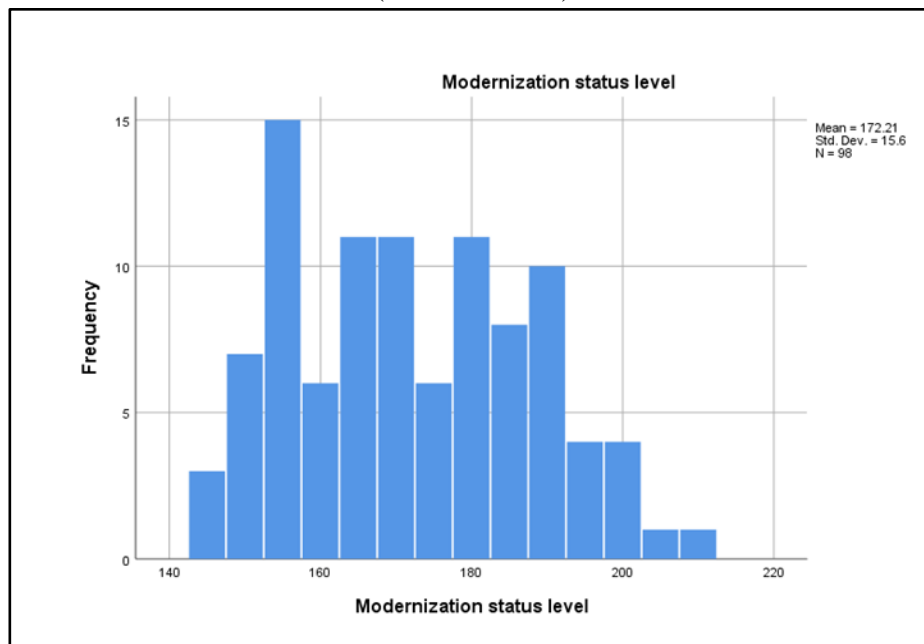
The following histogram graphs indicate the mean of modernisation status levels which is 171.71 (both genders), 171.23 (females) and 172.21 (males) respectively.



**Figure 4: modernisation status level (both genders)**  
(Source: SPSS)



**Figure 5: modernisation status level (Female students)**  
(Source: SPSS)



**Figure 6: modernisation status level (Male students)**  
(Source: SPSS)

### T-Test

The T-test has helped in comparing the two variables for the study, randomly assigned to the selected groups.

## Notes

Output Created		12-APR-2023 16:16:54
Comments		
Input	Data	D:\rathin\APRIL 12\Input.sav
	Active Dataset	DataSet1
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Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Location('1' '2') /MISSING=ANALYSIS /VARIABLES=Modernizationstatuslevel Modernizationstatuslevel_A /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

**Table 2: T-test**  
(Source: SPSS)

### Anova

The df value for the analysis is 97, indicating the difference between the two groups.

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17956.090	1	17956.090	168.072	.000 <sup>b</sup>
	Residual	10256.246	96	106.836		
	Total	28212.337	97			

**Figure 7: ANOVA test**  
(Source: SPSS)

### Discussion

Based on the statistical analysis of the gathered data, a comparative study on the modernisation rate among the male and female secondary school students of Bongaigaon District of Assam indicates that the average rate of modernisation for females is lower than for male students. The average modernisation rate of female students is 171.2254902 while it is 172.2142857 for male students. Male students are more impacted by modernisation which can be attributed to the spectrum of freedom seen for male children in traditional Indian households. On the other hand, Agarwal *et al.* (2021) articulated that the girl child, especially in rural areas of India faces discrimination severely. Such discrimination can limit their access to social media and mass media which are two major sources for integrating modernised and Westernised values among children. Thus, male students may enjoy more freedom to exercise their modern values and behaviours in comparison to females. Girls also tend to show more reserve and are taught more traditional values than males in Indian society.

On the other hand, it is further indicated that secondary school students of rural areas are comparatively more impacted by modernisation than students of urban areas. The lack of understanding and guidance from parental figures in rural areas can be limited, attributing to this factor. According to Keles *et al.* (2020), adolescents can be influenced by unrestricted social media content, leading to negative behavioural constructions. As students in rural areas are less equipped with proper knowledge and guidance both in schools and at home. The tendency for imitation at this age and to seek freedom can be contributing factors to this as well. However, further analysis is required to make concrete assertions.

The rural male population being the most Impacted by modernism may also be aligned to the lack of parental control exercised for male children. Urban parents are mostly educated which makes them more suitable for guiding their children. On the other hand, it can also be stated that urban households are more influenced by modern cultural values and customs. Thus, a contradictory perception seems to be created. The disintegration of the traditional value system is characterised by indiscipline and lack of moral judgement. It can be substantiated

by the growing materialistic culture in India. Assam's culture for the community, hard work and brotherhood should be integrated among the higher secondary students of Bongaigaon District. Additionally, modernised perceptions are also a major factor in supporting the Westernised idea of the nuclear family while Indian culture values communal/joint living. In essence, as the impact of modernisation enhances, these adolescents may be more likely to suffer from weak judgement and lack of empathy in the future.

The male students, showing a greater impact of modernisation can influence the development of character, behaviour and attitudes. Factors of restriction based on gender for these students must be assessed to properly demonstrate the primary factors behind the difference in modernisation status level among the two groups. Modernisation is a factor associated with greater access to information (Chawla *et al.* 2022). In the era of the digital revolution, diverse information is available online. This information absorbed by the students without proper guidance can critically impact their perception of themselves and others. Despite the positive influence of modernisation on day-to-day lives, it is deteriorating the traditional Indian values which focus on integrity, brotherhood, sharing and kindness to others. Thus, it can be stated that female students are less impacted by modernisation than male students, illustrated by various social, cultural and other factors.

## Conclusion

The paper conducts a comparative study on the impact of modernisation on male and female secondary school students of the Bongaigaon District of Assam. The concept of modernisation is not properly understood by adolescents. While going through mental and physical changes, these individuals are highly susceptible to mass media and social media content. However, despite the positive significance of modernisation which is characterised by educational expansion, professional diversity and so on, it can negatively influence the formation of value, judgement, morality and understanding among adolescents. Their natural tendency for seeking adventure and freedom can be impacted by modernisation, leading to immorality, indiscipline, and corruption. Traditional, Indian values are gradually disintegrating due to the impact of modernisation.

Based on a statistical analysis of 200 sampled students from 3 provincialized higher secondary schools in the Bongaigaon District of Assam, it indicates that the modernisation level is 172.21 for males and 171.23 for females. Comparatively, rural males are the most impacted population. The male students are more impacted by modernisation which can be attributed to the spectrum of freedom seen for male children in traditional Indian households whereas the girls are taught to value traditional Indian beliefs and customs. Therefore, the impact of modernisation on the targeted population is witnessed in their perceptual changes of themselves and others, leading to probable aloofness, corruption and immorality.

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