

A Study of Modernization and Related Values among Muslim Girls

Mehmood Ali
D/O Education

Aligarh Muslim University, Aligarh, Uttar Pradesh.

Abstract: The study investigated the differences in values pattern of more modern and less modern Muslim girls at college level in Aligarh city. Personal Value Questionnaire (PVQ) and Modernization Scale were used to collect the data. T-test was used to determine the significance of difference between different values of two groups. Results indicated that two groups differ significantly in relation to Social, Economic and Knowledge values.

Keywords: Muslim Girls, Modernization

Introduction:

Modernization is an extremely complex phenomenon which involves a large number of inter related changes of different kind. Modernization refers to the process which the society goes through industrialization, urbanization and other social changes that completely transform the life of individuals. Educational empowerment of Muslim girls in India is potential catalyst in modernization of Muslim community. Women participation in economic and political sphere is very limited and social customs are unfavorable and discriminating among Muslim women. This adversely affects the overall economic as well as the educational status of the Muslim community.

There is a curiosity in the mind of investigator to know how value pattern of individual makes his attitude favorable or unfavorable toward modernity. Although some researchers from India and abroad studied the attitude toward modernization but very few of them worked on modernization in relation to the value pattern of Muslim girls. Ahmed.G.M. studied the modernity among Saudi students in relation to values. Some scholars feel that modernity is a kind of mentality rather than a form of political or economic system. Modernization refers to the new behavioral systems

and values that are conducive to development of new way of life.

In the present study researcher is concerned with the relationship of modernization and value pattern. Main objectives of study are as follows:

1. To study the extent of modernity in college going Muslim girls.
2. To study how attitude toward modernization is related to their values.

Hypotheses:

Present investigation is based on the following hypotheses.

H1 Modernity is found in more or less amount in all the college going.

H2 There is no significant difference between the value pattern and attitude toward modernization.

In order to achieve the above objectives of the study Survey method of research was used. The study worked with 105 college going Muslim girls randomly selected from two colleges affiliated with B.R Ambedkar Agra University, Agra.

In order to test the hypothesis first frequency distribution table was made for modernity scores for all the girls included in the sample. Results obtained are presented in table -1

Table:1

Frequency Distribution of Modernity Scores

S.No.	Modernity Score	Frequency	Cumulative Frequency
1	220-229	2	105
2	210-219	6	103
3	200-209	15	97
4	190-199	21	82
5	180-189	23	61
6	170-179	18	38
7	160-169	9	20
8	150-159	8	11
9	140-149	3	3

Table -1 reveals that the modernity is found in every Muslim girl in more or less amount .As shown in table -1 modernity scores varies from 140-229.It clearly indicates that every college going Muslim girl has more or less amount of modernity .The distribution of scores of three girls are as low as140-149 and for two as 220-229 .Between these top and bottom scores are scattered in seven class intervals.There are quite number of students whose massive concentration is found in middle threeclass intervals 170-179,180-189,190-199. Aswe proceed toward the extreme of scores,the number of girls having modernity to that extent goes on decreasing. On the basis of scores it can be concluded thatModernity is found in every college going Muslim girl but in the different amount. Variation in the modernity may be seen from frequency distribution of scores. It may also be said that modernity perhaps the trait which acts

like other traits of personality and it can be measured .These findings indicate that there may be some reasons by which level of modernity in girls was influenced.

The next hypothesis to be tested that there is no significant relationship existing between the values of Muslim girls and their attitude toward modernization. Ten different values measured through PVQ are included in the present study i.e. Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health value. For testing this hypothesis all the Muslim girls included in the sample were classified as more modern and less modern by computing mean and S.D. Only 56 girls were found as more modern and 48as less modern. After classifying the girls into two categories t-test was used and results obtained are given below.

Table:2

Significance of Difference Between More and Less Modern Muslim Girls In Relation To Their Value Patterns

Values	More Modern		Less Modern		Difference M ₁ .M ₂	‘t’ Ratio	Level Of Significance
	M ₁	SD ₁	M ₂	SD ₂			
RELIGIOUS	11.17	2.95	11.60	2.95	0.43	1.86	N.S.
SOCIAL	14.42	3.33	11.80	3.05	2.62	2.38	.01
DEMOCRATIC	14.89	2.49	114.39	3.05	0.30	1.25	N.S.
AESTHETIC	11.14	2.47	10.55	2.67	0.51	1.07	N.S.
ECONOMIC	11.11	2.93	8.48	2.47	2.63	4.75	.01
KNOWLEDGE	15.23	2.57	12.20	3.49	3.03	4.01	.01
HEDONLSTIC	12.78	3.25	11.88	3.02	0.90	1.80	N.S.
POWER	9.32	2.38	8.88	2.10	0.44	0.95	N.S.
FAMILY PRES	9.80	3.12	10.70	2.86	0.90	1.50	N.S.
HEALTH	10.25	2.01	11.03	2.77	0.78	1.45	N.S.

The test of significance revealed that both the groups differ significantly to each other in relation to Social, Economic and Knowledge values. In case of social and economic value the higher mean score are in favor of more modern group it raveled that this group have high social and economic values. People having high social value are sociable, like activities, having many friends. High scores on economic value stands for desire of money and material gains in the choice of jobs.Liebanstei(1965)concluded that modernization creates attitudes which may be important in fostering economic development. Pandey found that a positive correlation between high socio-economic status and modernization. Again more modern group of girls has high mean score on knowledge value, showing their knowledge seeking attitude. Modern society has scientific attitude and Believes in lawful arrangement of world under human control. Modern society gives importance tospecialized knowledge. Black (1966) treats modernization as a growth of knowledge, increasing capacity to understand the secrets of

nature, and to apply the new knowledge in human affairs. Table -2 indicated that both the groups do not differ significantly with regard to rest of the seven values. Results indicate that in case of Religious value less modern group has more mean scores. It shows that this value negatively correlated with modernity. Similarly Democraticvalue ,Hedonistic,Power,Family prestige and Health value do not influence the attitude toward Modernization. On the basis of above discussion related with the effect of values on attitude toward modernization it can be inferred that this hypothesis was partially accepted and partially rejected.The proposed study seems to be important from several points of views .It may reveal the role that modernization plays in the determination of the courses, occupational choices of Muslim girls. Modernized attitude may be considered significant in choosing latest courses for better jobs. Another benefit of the study may be the better understanding and effect of values of In relation to attitude toward modernization.

References

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