

MODERNITY OF WOMEN B.ED. STUDENT TEACHERS: A QUANTITATIVE REPORT FROM COIMBATORE

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Abstract

This study tries to find out the modernity of women B.Ed. Student teachers in the Coimbatore district. A descriptive survey method was adopted. A total of 303 female student teachers were selected as a sample for this study by using a simple random sampling technique. Modernity Scale, which is constructed and standardised by Kiruba and Rajendran (2007) was used for employed in this study. This study found that in Coimbatore District, 79% of Women B.Ed. Student teachers had a moderate level of modernity, and also 20% of Women B.Ed. Student teachers had a high level of modernity. 1% of Women B.Ed. student teachers only had a low level of modernity.

Keywords: Modernity, Student teachers, B.Ed., Teacher Education, Coimbatore

INTRODUCTION

Modernity is all about freedom and choice. The process of modernity implies individualism. Individuals can unfold their potential. Nothing could limit them because of their birth in a caste, clan or community. One is not born with his/ her destiny but makes it. In other words, the individual is the architect of his/her values. Their values determine their attitude, and that attitude enables them to make meaningful choices.

NEED FOR THE STUDY

Education is essential for everyone. The importance of education is undeniable for every single person. Education is quite important for the development of one's personal life and also for building a good and healthy society. Education is considered the most powerful instrument in bringing changes in man and society. Education is the best medicine for social

evils like terrorism, dowry, sexual harassment, child labour and etc. If education fails to bring change in the learner, then it isn't very worthwhile. Education and society are mutually interdependent, complementary and supplementary. Education is a transmission of civilisation.

Education is one of the greatest services provided by teachers. Education is the basis for society. But teachers are the basis for education. A teacher imparts knowledge and so plays an indispensable role in every student's life. Teachers are moulding the children in the classroom and helping them as good citizens of the nation. Teachers are the pillars of a sound and progressive society. Teachers should be modern thinkers. If the teaching community fails in modern thinking, it cannot create a modern society. So it is very important to know the modernity among the teachers. Due to this, being a

member of the teacher community, the investigator selects this study.

OBJECTIVES OF THE STUDY

- i. To find out the modernity level of women in B.Ed. Student teachers.
- ii. To find out any difference in the modernity of women B.Ed. Student teachers are based on background variables year of study, locality of residence, academic qualification, source of knowledge, marital status and family type.

HYPOTHESES OF THE STUDY

1. The level of modernity among women B.Ed. Student teachers is not low.
2. There is no significant difference in the modernity of women B.Ed. Student teachers with respect to their year of study.
3. There is no significant difference in the modernity of women B.Ed. Student teachers with respect to their locality of residence.
4. There is no significant difference in the modernity of women B.Ed. Student teachers with respect to their academic qualification.
5. There is no significant difference in the modernity of women B.Ed. Student teachers with respect to their source of knowledge.
6. There is no significant difference in the modernity of women B.Ed. Student teachers with respect to their marital status.
7. There is no significant difference in the modernity of women B.Ed. Student

teachers with respect to their family type.

METHODOLOGY

METHOD USED

The investigator adopted a descriptive survey method for this study.

POPULATION AND SAMPLE

Women B.Ed. Student teachers who were studying in the Coimbatore District were considered as Population of this study. The investigator used a simple random sampling technique. Three hundred and three (303) Women B.Ed. Student teachers were selected as the sample.

TOOL USED

In order to measure the modernity of women B.Ed. Student teachers, the investigator used the "Modernity Scale", which was constructed and standardised by Kiruba and Rajendran (2007). The Modernity Scale consists of 20 items. The tool was in the form of Likert types (Strongly Agree / Agree / Undecided / Disagree / Strongly Disagree). The authors established the content validity for the tool, and the reliability of the tool was established by using the test-retest method. It was found to be 0.79.

STATISTICAL TECHNIQUES USED

The investigator employed descriptive statistics (Mean and SD), parametric statistics (Student "t" test and ANOVA) to process the data collected from the samples.

ANALYSES OF DATA

Table 1 reveals that 79% of women B.Ed. Student teachers' modernity scores fall in the moderate category (34-67). Hence, it may be concluded that the level of

modernity among women B.Ed. Student teachers are not low. Therefore, Hypothesis 1 is accepted.

Table 1 Modernity Level of women B.Ed. student teachers

S.No.	Criteria (%)	Scores range	Level	Frequency	Frequency Percentage
1	$\leq 33\%$	1-33	Low	4	1%
2	34-67 %	34-67	Moderate	239	79%
3	$\geq 68\%$	68-100	High	60	20%
Total				303	

Table 2 't' value between the modernity scores of women B.Ed. Student teachers with respect to selected variables

Variable	Sub variables	N	M	S.D.	't' value	Remarks
Year of study	First	141	59.39	12.84	2.84	Significant
	Second	162	55.36	11.72		
Locality of residence	Rural	160	55.56	12.77	1.00	Not significant
	Urban	143	57.99	11.97		
Academic qualification	Graduate	262	57.60	12.02	1.13	Not Significant
	Post graduate	41	54.90	14.51		
Marital status	Married	47	56.43	12.61	0.48	Not Significant
	Unmarried	256	57.38	12.38		
Family type	Nuclear	210	57.42	12.38	0.39	Not Significant
	Joint	93	56.82	12.49		

From Table 2, the calculated 't' values between the modernity of women B.Ed. Student teachers with respect to locality of residence, academic qualification, marital status and family type are 1.00, 1.13, 0.48 and 0.39, respectively. These values are less than the table value 1.96 at the 0.05 level of significance. Therefore, the null

hypotheses 3, 4, 6 and 7 are accepted. But, the calculated 't' value between the modernity of women in B.Ed. Student teachers with respect to year of study is 2.84, which is greater than the table value 1.96 at the 0.05 level of significance. Therefore, the null hypothesis 2 is rejected.

Table 3 Analysis of modernity scores of women B.Ed. Student teachers with respect to the source of knowledge

Variable	Sub variables	Source of Variance	SS	df	MS	F-value	Remarks
Source of knowledge	News paper	Between groups	2251.16	2	1125.58	7.64	Significant
	Television	Within groups	44189.20	300	147.30		
	Smart phone	Total	46440.36	302			

Table 3 revealed that the calculated 'F' value, 7.64, is higher than the table value, 3.04, at the 0.05 level of significance. Therefore, there is a significant difference in the modernity of women's B.Ed. Student teachers with respect to their source of knowledge. Hence, Hypothesis 5 is rejected.

FINDINGS OF THE STUDY

1. In Coimbatore District, 79% of Women B.Ed. Student teachers had a moderate level of modernity, and also 20% of Women B.Ed. Student teachers had a high level of modernity, 1% of Women B.Ed. Student teachers only had a low level of modernity.
2. First year Women B.Ed. Student teachers ($M = 59.39$) had better modernity than second-year B.Ed. Student teachers ($M = 55.36$).
3. No significant difference found between the modernity of rural and urban area women in B.Ed. Student teachers.
4. Graduate and postgraduate student teachers did not differ in their modernity.

5. Smartphone-using women B.Ed. student teachers ($M = 60.11$) had better modernity than news paper ($M = 53.41$) and television users ($M = 56.15$).
6. Married and unmarried women B.Ed. Student teachers' modernity level is similar.
7. Nuclear and Joint family-oriented women B.Ed. Student teachers did not differ in their modernity.

DISCUSSION

This study found that first-year women B.Ed. Student teachers' modernity is better than that of second-year women B.Ed. Student teachers. This may be due to the fact that second-year student teachers may follow the strict rules and regulations of the school system during their teaching practice. At that time, their freedom of expression, freedom to use modern gadgets may be restricted. So it may diminish their level of modernity.

It is also found that Smartphone using women B.Ed. student teachers' modernity is better than the newspaper users and television users for knowledge seeking.

Smart phone paves way to reach social media like Facebook, Twitter, Whatsapp and so on. This may enhance their knowledge of their thought on modernity.

Background variables, locality of residence, academic qualification, marital status and family type, do not influence the modernity of women B.Ed. Student teachers.

CONCLUSION

This investigation infers that the Coimbatore district women B.Ed. Student teachers had a moderate level of modernity. This study provides insights into the B.Ed. Student teachers' modernity level. Adding a gender education course in the teacher education curriculum and conducting seminars, workshops related to gender equality on college campuses will increase the modernity level among the B.Ed. Teachers.

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