

Religious Attitude, Modernization and Aggression of College Going Students and Its Impact on Their Academic Achievement

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Abstract: BACKGROUND: Students are the future of the nation. Factors that influence the students' academic achievement include personal factors, emotional factors as well as social factors. In the present scenario, religion, modernization and aggression may put a remarkable influence on their academic achievement. Importance was felt to find out how these variables shape the academic achievement of the students. **AIMS:** 1. To compare the religious attitude, modernization, aggression and academic achievement of the college going students. 2. To find out the relationship of religious attitude, modernization and aggression with academic achievement of the college going students. **METHOD AND MATERIAL:** Normative survey method was used in this study. Attitude Scale towards Religion, Comprehensive Modernization Inventory and Aggression Scale were used to collect the data. This study included 200 college going students (100 Hindus & 100 Muslims) of district Haridwar. Sample was selected through random sampling technique. **RESULTS:** Hindu and Muslim students have been found to differ significantly in religious attitude, modernization and aggression. Hindu boys & girls have been found to differ significantly in all the research variables. But Muslim boys and girls do not differ in their academic achievement. Significant positive correlation has been found between modernization and academic achievement of college going students. Academic achievement of Hindu students is found to be correlated with religious attitude and modernization.

Keywords: Academic achievement, Aggression, Modernization, Religious Attitude.

I. INTRODUCTION

Religion in India is characterized by a diversity of religious beliefs and practices. Throughout the history, religion has been an important part of India's culture. Religion is an instinctive attitude peculiar to man and its manifestations can be followed all through human society. Nowadays we need to think about the effect of religious commitments on entire human affairs than before. Most of the experts and scholars believe that religion has an unalienable effect on the physical, mental and spiritual health with all other aspects of the life. The results of the studies show that there is an inverse relationship between religion and anxiety meaning that with the increase in religious orientation, the anxiety lessens [1]. Religious belief has a positive relationship with mental health in terms of optimism, meaningfulness of life, coping with stresses, self-acceptance, positive attitude to life and low anxiety [2]. When the young's attitude becomes positive toward religion, anxiety, depression and stress decreases which is in line with usefulness of religious beliefs especially with Islamic ones [3]. One of the most important potential effects of religious attitude is educational attainment or academic achievement. Several studies have shown that the students with favorable religious attitude spend much time on their homework, work hard in school [4] and show better achievement [5]. It also correlates with lower dropout rates and greater school attachment [6]. The effects of religion on academic achievement are transmitted to the individuals by different ways within the family, peers as well as society and community.

With the advancement in science and technology, the society is changing rapidly which is observed in all the spheres of

human life. Religious practices and attitude of people are influenced by the change and transformation of the society. People seem to be sometimes more religious and sometimes less. Eyes struck on the news in newspapers and magazines which are about the mass conversion of the religion. Religious practices sometimes take the form of religious fanaticism which results as communal riots. It means religious attitudes of people are changing which is due to westernization and modernization. It seems that modernization has caused a deeper change in the way of religious thinking and feeling. It has changed man's whole attitude towards his problems, towards the society and universe at large.

Modernization refers to an evolutionary model of transforming traditional society to a modern society. Modernity represents substantial break with traditional society. It refers to a cluster of new socio-economic, political, religious and intellectual system which is totally different from the traditional one. Modernization is a comprehensive concept aimed at capturing and describing the transition of a society from ancient to modern culture. Modernization brings rational belief and scientific outlook on the one hand but it seems to result in behavioural problems on the other. Aggression is one of these behavioural problems. Change in the values, ideals and social norms lead the students to conflicts. Students, who are emotionally immature, find themselves incapable to handle these conflicts. Therefore, sometimes they become aggressive. Aggression is an overt behavior of a person that intended to harm other one physically or psychologically or to damage or destroy or take

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that person's property. According to **Baron (1994)**, "*Aggression is any form of behavior directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment.*" [7]

The outcome of aggressive behavior is a very common phenomenon of our daily life. We observe aggression repeatedly in individual life as well as in national and international areas. Aggression is associated with a number of serious co- morbidities, including peer relationship difficulties, problem solving, emotional arousal deficits and academic problems. Aggressive adolescents normally show negative attitudes to institutional authorities such as the police, the law, the school and the teachers [8] [9] [10]. Several studies have proved that aggression put a negative effect on the academic achievement of the students [11] [12]. Aggression had unique effects on later social competence and academic achievement [13]. Relationship between aggression and achievement is complex and reciprocal [14]. Adolescents who are highly aggressive are associated with decreases in grade point average [15]. Aggressive behaviour syndromes exhibited significant zero-order correlations with the academic achievement [16].

From the above discussion, it can be summarised that religious attitude, modernization and aggression are such variables which affect the academic achievement of the students. Hence, the present study aimed to find out the influence of religious attitude, modernization and aggression on the academic achievement of college going students.

II. STATEMENT OF THE PROBLEM

The present study may be stated under as:

"Religious attitude, modernization and aggression of college going students and its impact on their academic achievement"

III. OPERATIONAL DEFINITIONS OF THE TERMS

Attitude

Generally, attitude is defined as a complex mental state involving beliefs. In simple words, attitude is a tendency of a person to respond to different things either positively or negatively. **Allport (1967-68)** referred to the subject as "*a mental and neural state of readiness to respond, organized through experiences, exerting a directive or dynamic influence upon the situation; with which it is related*" [17]. **Triandis** describes attitude as, "*an idea charged with emotion which predisposes a class of action to a particular class of social situation*" [18].

Religious Attitude

The term religious attitude refers to degrees of religious behaviour, belief and spirituality. The religious attitude is quite different from faith associated with a specific creed. The latter, as a codified and dogmatized form of an original religious experience, simply gives expression to a particular collective belief. Religious attitude is open mindedness and objectivity.

In the present study religious attitude is defined as scores obtained by the college going students on '*Attitude Scale towards Religion*' developed by **Dr. R. K. Ojha**.

Modernization

In general terms, "*to modernize*" means "*to render sometime old fashioned up to date*" or "*reshape something out of date to suit the requirements of modern times*" [19]. In the words of **Connell (1965)**, the process of modernization can be summoned up as, "*the development of enquiring and inventive attitude of mind individual and social that lies behind the use of techniques and machines and inspires new forms of social relations*" [20].

In the present study, modernization is defined as scores obtained by the college going students on '*Comprehensive Modernization Inventory*' developed by **Dr. S.P. Ahluwalia** and **Dr. A.K. Kalia**.

Aggression

In Psychology the term 'aggression' refers to a range of behaviour that can result in both physical and psychological harm to oneself, others or objects in the environment. **Buss (1961)** says, "*Aggression is a response that delivers noxious stimuli to another organism*" [21]. **Berkowitz (1998 a)** defined aggression as, "*behaviour intended to harm another living being, either physically or emotionally*" [22].

In the present study, aggression is defined as the scores obtained by the college going students on '*Aggression Scale*' developed by **Dr. (Mrs.) G.P. Mathur** and **Dr. (Mrs.) Raj Kumari Bhatnagar**.

College Going Students

In the present study, college going students mean those students who have passed Intermediate class and are studying in undergraduate (B.A., B.Com. and B.Sc.) classes.

Academic Achievement

In the present study, the scores obtained by college going students in Intermediate class are considered as their academic achievement.

IV. OBJECTIVES

To achieve the purpose of the study, following research objectives were stated:

1. To study the religious attitude, modernization, aggression and academic achievement of college going students.
2. To compare the religious attitude, modernization, aggression and academic achievement of college going Hindu and Muslim students.
3. To compare the religious attitude, modernization, aggression and academic achievement of college going Hindu boys and girls.
4. To compare the religious attitude, modernization, aggression and academic achievement of college going Muslim boys and girls.
5. To find out the relationship of religious attitude, modernization and aggression of college going students with their academic achievement.

6. To find out the relationship of religious attitude, modernization and aggression of college going Hindu students with their academic achievement.
7. To find out the relationship of religious attitude, modernization and aggression of college going Muslim students with their academic achievement.
8. To find out the relationship of religious attitude, modernization and aggression of college going Hindu boys with their academic achievement.
9. To find out the relationship of religious attitude, modernization and aggression of college going Hindu girls with their academic achievement.
10. To find out the relationship of religious attitude, modernization and aggression of college going Muslim boys with their academic achievement.
11. To find out the relationship of religious attitude, modernization and aggression of college going Muslim girls with their academic achievement.

V. HYPOTHESES

In order to realize the objectives of the study, the following null hypotheses were formulated:

1. There is no significant difference in the religious attitude, modernization and aggression of college going Hindu and Muslim students.
2. There is no significant difference in the religious attitude, modernization and aggression of college going Hindu boys and girls.
3. There is no significant difference in the religious attitude, modernization and aggression of college going Muslim boys and girls.
4. To find out the relationship of religious attitude, modernization and aggression of college going students with their academic achievement.
5. To find out the relationship of religious attitude, modernization and aggression of college going Hindu students with their academic achievement.
6. To find out the relationship of religious attitude, modernization and aggression of college going Muslim students with their academic achievement.
7. To find out the relationship of religious attitude, modernization and aggression of college going Hindu boys with their academic achievement.
8. To find out the relationship of religious attitude, modernization and aggression of college going Hindu girls with their academic achievement.
9. To find out the relationship of religious attitude, modernization and aggression of college going Muslim boys with their academic achievement.
10. To find out the relationship of religious attitude, modernization and aggression of college going Muslim girls with their academic achievement.

VI. DESIGN OF THE STUDY

Methodology

Considering the objectives of the study 'normative survey' method was used for the study.

Population

All the students studying in B.A., B.Com and B.Sc. in all the degree colleges of District Haridwar constituted the population of the study.

Sample and Sampling Technique

For the present study, a representative sample of 200 college going students was selected through random sampling technique. The sample comprised of 100 college going Hindu students (50 boys and 50 girls) as well as 100 college going Muslim students (50 boys and 50 girls) of district Haridwar.

Variable Structure

In the present study following variables are involved:

1. **Independent Variable:** Religious attitude, modernization and aggression are the independent variables involved in the present study.
2. **Dependent Variable:** Academic achievement is the only dependent variable involved in the study.

Tool Description

1. '**Attitude Scale towards Religion**' [23] developed by **Dr. R. K. Ojha** was used to measure the religious attitude of the college going students
2. '**Comprehensive Modernization Inventory**' [24] developed by **Dr. S. P. Ahluwalia** and **Dr. A. K. Kalia** was used to collect information about the modernization of college going students.
3. '**Aggression Scale**' [25] developed by **Dr. (Mrs.) G. P. Mathur** and **Dr. (Mrs.) R. K. Bhatnagar** was used to measure the aggression of the college going students.

Statistical Techniques

Mean, S.D., 't' test and pearsonian coefficient of correlation was used to analyze the collected data.

VII. RESULT AND DISCUSSION

In this part, the findings of the research are given:

Table-1 Mean and S.D. of Religious Attitude, Modernization, Aggression and Academic Achievement of the College going Students

Variables	Religion	Sex	N	Mean	S.D.
Religious Attitude	Hindu	Boys	50	174.52	10.14
		Girls	50	178.72	7.15
	Muslim	Boys	50	190.70	13.50
		Girls	50	198.02	7.46
Modernization	Hindu	Boys	50	199.56	7.98
		Girls	50	209.52	7.88
	Muslim	Boys	50	192.10	10.28
		Girls	50	195.96	7.57
Aggression	Hindu	Boys	50	196.62	9.80
		Girls	50	207.78	14.49
	Muslim	Boys	50	201.86	17.39
		Girls	50	192.86	8.93
Academic Achievement	Hindu	Boys	50	58.80	4.21
		Girls	50	64.58	5.47
	Muslim	Boys	50	63.22	6.17
		Girls	50	61.18	5.26

The above table shows the mean and S. D. of religious attitude, modernization, aggression and academic achievement of the college going students. The mean values of religious attitude indicate that Hindu and Muslim students have shown moderate religious attitude. Religious attitude of Muslim students is found more favourable than that of Hindu students.

The mean values indicate that the modernization of Hindu and Muslim students fall on the higher side of average score on modernization scale. Hindu students have shown higher level of modernization as compared to Muslim students.

The mean values of aggression indicate that Hindu boys, Muslim boys and Muslim Girls have shown average level of aggression while, Hindu girls have exhibited higher level of aggression.

The mean values of the academic achievement reveal that Hindu girls and Muslim boys and Muslim girls have shown higher academic achievement whereas; Hindu boys have exhibited average academic achievement.

Table-2 Critical ratio to compare the Religious Attitude, Modernization, Aggression and Academic Achievement of College going Hindu and Muslim Students

Variables	Religion	N	Mean	S.D.	df	t-value	Result
Religious Attitude	Hindu	100	176.62	9.02	198	12.15**	Significant
	Muslim	100	194.36	11.50			
Modernization	Hindu	100	204.54	9.36	198	8.12**	Significant
	Muslim	100	193.88	9.20			
Aggression	Hindu	100	202.20	13.54	198	2.44*	Significant
	Muslim	100	197.36	14.54			
Academic Achievement	Hindu	100	61.69	5.67	198	0.637	Insignificant
	Muslim	100	62.2	5.82			

** = Significant at 0.01 level.

* = Significant at 0.05 level.

At df 198 the critical ratio to compare the religious attitude of Hindu and Muslim students is 12.15 which is significant at 0.01 level of significance i.e. Hindu and Muslim students differ significantly in their religious attitude. Mean values indicate that Muslim students have higher religious attitude.

The critical ratio to compare the modernization of Hindu and Muslim students is 8.12, which is significant at 0.01 level of significance. It reveals that there is a highly significant difference in the modernization of Hindu and Muslim students. Mean values suggest that Hindu students are more modernized.

The critical ratio to compare the aggression of Hindu and Muslim students is 2.44, which is found significant at 0.05 level of significance. It means that Hindu and Muslim students differ significantly in aggression. Mean values exhibit that Hindu students are more aggressive.

The critical ratio to compare the academic achievement of Hindu and Muslim is 0.637 which is found insignificant. It shows an insignificant difference in the academic achievement of Hindu and Muslim students.

Table-3 Critical ratio to compare the Religious Attitude, Modernization, Aggression and Academic Achievement of College going Hindu Boys and Girls

Variables	Sex	N	Mean	S.D.	df	t-value	Result
Religious Attitude	Boys	50	174.52	10.94	98	2.40*	Significant
	Girls	50	178.72	7.15			
Modernization	Boys	50	199.56	7.98	98	6.30**	Significant
	Girls	50	209.52	7.88			
Aggression	Boys	50	196.62	9.80	98	4.52**	Significant
	Girls	50	207.78	14.49			
Academic Achievement	Boys	50	58.80	4.21	98	6.02**	Significant
	Girls	50	64.58	5.47			

** = Significant at 0.01 level.

* = Significant at 0.05 level.

At df 98 the critical ratio to compare the religious attitude of Hindu boys and girls is 2.40 which is significant at 0.05 level of significance i.e. Hindu boys and girls differ significantly in their religious attitude. Mean values indicate that Hindu girls have higher religious attitude.

The critical ratios to compare the modernization, aggression and academic achievement of Hindu boys and girls are 6.30, 4.52 and 6.02 respectively, which are significant at 0.01 level of significance. It reveals that Hindu boys and girls differ significantly in their modernization, aggression and academic achievement. Mean values suggest that Hindu girls are more modernized and aggressive as well as they have shown higher academic achievement as compared to boys.

Table-4 Critical ratio to compare the Religious Attitude, Modernization, Aggression and Academic Achievement of College going Muslim Boys and Girls

Variables	Sex	N	Mean	S.D.	df	t-value	Result
Religious Attitude	Boys	50	190.70	13.50	98	3.37**	Significant
	Girls	50	198.02	7.46			
Modernization	Boys	50	192.10	10.28	98	2.14*	Significant
	Girls	50	195.96	7.57			
Aggression	Boys	50	201.86	17.39	98	3.26**	Significant
	Girls	50	192.86	8.93			
Academic Achievement	Boys	50	63.22	6.17	98	1.78	Insignificant
	Girls	50	61.18	5.26			

** = Significant at 0.01 level.

* = Significant at 0.05 level.

At df 98 the critical ratios to compare the religious attitude and aggression of Muslim boys and girls are 3.37 and 3.26 respectively which are significant at 0.01 level of significance i.e. Muslim boys and girls differ significantly in their religious attitude and aggression. Mean values indicate that Muslim girls have higher religious attitude while Muslim boys are more aggressive.

The critical ratio to compare the modernization Muslim boys and girls is 2.14, which is significant at 0.05 level of significance. It reveals that Muslim boys and girls differ significantly in their modernization. Mean values suggest that Muslim girls are more modernized than that of Muslim boys.

The critical ratio to compare the academic achievement of Muslim boys and girls is 1.78, which is insignificant. It suggests that Muslim boys and girls do not differ significantly in their academic achievement.

Table-5 Pearsonian Coefficients of Correlation between Religious Attitude, Modernization, Aggression and Academic Achievement of College going Students

Variable	Mean	S.D.	Df	r-value	Result
Religious Attitude	185.49	13.62	198	0.087	Insignificant
Academic Achievement	61.94	5.75			
Modernization	199.21	10.70	198	0.198*	Significant
Academic Achievement	61.94	5.75			
Aggression	199.78	14.25	198	0.112	Insignificant
Academic Achievement	61.94	5.75			

* = Significant at 0.05 level.

An insignificant correlation between academic achievement of college going students and their religious attitude ($r = 0.087$) and aggression ($r = 0.112$) has been found. It indicates that religious attitudes and aggression of college going students do not affect their academic achievement. On the contrary, modernization of college going students has significant low positive correlation with their academic achievement ($r = 0.198$) at 0.05 level of significance. It means that increase in the level of modernization, increase the academic achievement of college going students slightly.

Table-6 Pearsonian Coefficients of Correlation between Religious Attitude, Modernization, Aggression and Academic Achievement of College going Hindu Students

Variable	Mean	S.D.	Df	r-value	Result
Religious Attitude	176.62	9.02	98	0.218*	Significant
Academic Achievement	61.69	5.67			
Modernization	204.54	9.36	98	0.353**	Significant
Academic Achievement	61.69	5.67			
Aggression	202.20	13.54	98	0.188	Insignificant
Academic Achievement	61.69	5.67			

** = Significant at 0.01 level.

* = Significant at 0.05 level.

At df 98 Significant positive correlation between academic achievement of college going Hindu students and their religious attitude ($r = 0.218$) and modernization ($r = 0.353$) has been found at 0.05 and 0.01 level of significance. It reveals when the religious attitude and modernization of college going Hindu students increase, their academic achievement increases too.

An insignificant correlation has been found between academic achievement and aggression ($r = 0.188$) of college going Hindu students. It means aggression does not put any significant effect on the academic achievement of college going Hindu students.

Table-7 Pearsonian Coefficients of Correlation between Religious Attitude, Modernization, Aggression and Academic Achievement of College going Muslim Students

Variable	Mean	S.D.	Df	r-value	Result
Religious Attitude	194.36	11.50	98	-0.030	Insignificant
Academic Achievement	62.20	5.82			
Modernization	193.88	9.20	98	0.155	Insignificant
Academic Achievement	62.20	5.82			
Aggression	197.36	14.54	98	0.062	Insignificant
Academic Achievement	62.20	5.82			

Insignificant correlation has been found between academic achievement of college going Muslim students and their religious attitude ($r = -0.030$), modernization ($r = 0.155$) and

aggression ($r = 0.062$). It clarifies that religious attitude, modernization and aggression of college going Muslim students do not influence academic achievement of Muslim students.

Table-8 Pearsonian Coefficients of Correlation between Religious Attitude, Modernization, Aggression and Academic Achievement of College going Hindu Boys

Variable	Mean	S.D.	Df	r-value	Result
Religious Attitude	174.52	10.14	48	0.343*	Significant
Academic Achievement	58.8	4.21			
Modernization	199.56	7.98	48	-0.053	Insignificant
Academic Achievement	58.8	4.21			
Aggression	196.62	9.80	48	-0.096	Insignificant
Academic Achievement	58.8	4.21			

* = Significant at 0.05 level.

At df 48 academic achievement of college going Hindu boys has been found significantly and positively correlated with their religious attitude ($r = 0.343$) at 0.05 level of significance. It means that college going Hindu boys who have higher religious attitude are likely to have slightly higher academic achievement.

On the contrary, their academic achievement has insignificant correlation with their modernization ($r = -0.053$) and aggression ($r = -0.096$). It suggests that modernization and aggression of college going Hindu boys do not influence he academic achievement of Hindu boys.

Table-9 Pearsonian Coefficients of Correlation between Religious Attitude, Modernization, Aggression and Academic Achievement of College going Hindu Girls

Variable	Mean	S.D.	Df	r-value	Result
Religious Attitude	178.72	7.15	48	-0.113	Insignificant
Academic Achievement	64.58	5.47			
Modernization	209.52	7.88	48	0.244	Insignificant
Academic Achievement	64.58	5.47			
Aggression	207.78	14.49	48	0.008	Insignificant
Academic Achievement	64.58	5.47			

Insignificant correlation has been found between academic achievement of college going Hindu girls and their religious attitude ($r = -0.113$), modernization ($r = 0.244$) and aggression ($r = 0.008$). It exhibits that religious attitude, modernization and aggression of college going Hindu girls do not influence their academic achievement.

Table-10 Pearsonian Coefficients of Correlation between Religious Attitude, Modernization, Aggression and Academic Achievement of College going Muslim Boys

Variable	Mean	S.D.	Df	r-value	Result
Religious Attitude	190.70	13.50	48	0.005	Insignificant
Academic Achievement	63.22	6.17			
Modernization	192.10	10.28	48	0.362**	Significant
Academic Achievement	63.22	6.17			
Aggression	201.86	17.39	48	-0.001	Insignificant
Academic Achievement	63.22	6.17			

** = Significant at 0.01 level.

At df 48 a significant low positive correlation between academic achievement of college going Muslim boys and

their modernization ($r=0.362$) has been found at 0.01 level of significance. It means that college going Muslim boys who have higher level of modernization are likely to have higher academic achievement.

Insignificant correlation has been found between academic achievement of college going Muslim boys and their religious attitude ($r = 0.005$) and aggression ($r = -0.001$). It means that religious attitude and aggression of college going Muslim boys do not put any significant influence on their academic achievement.

Table-11 Pearsonian Coefficients of Correlation between Religious Attitude, Modernization, Aggression and Academic Achievement of College going Muslim Girls

Variable	Mean	S.D.	Df	r-value	Result
Religious Attitude	198.02	7.46	48	0.086	Insignificant
Academic Achievement	61.18	5.26			
Modernization	195.96	7.57	48	-0.067	Insignificant
Academic Achievement	61.18	5.26			
Aggression	192.86	8.93	48	0.032	Insignificant
Academic Achievement	61.18	5.26			

At df 48 academic achievement of college going Muslim girls is insignificantly correlated with their religious attitude ($r = 0.086$), modernization ($r = -0.067$) and aggression (0.032). It points out that religious attitude, modernization and aggression of college going Muslim girls do not affect their academic achievement.

VIII. CONCLUSION

Following conclusions can be drawn from these results:

1. A significant difference has been found in the religious attitude of college going Hindu and Muslim students. Muslim students have shown more favourable religious attitude than Hindu students.
2. A highly significant difference has been found in the modernization of college going Hindu and Muslim students. Hindu students have exhibited higher level of modernization than Muslim students.
3. There has been found a significant difference in the aggression of college going Hindu and Muslim students. Hindu students have shown more aggression as compared to Muslim students.
4. A significant difference has been found in the religious attitude of college going Hindu boys and Hindu girls. Hindu girls have shown more favourable religious attitude than Hindu boys.
5. A highly significant difference has been found in the modernization of Hindu boys and Hindu girls. Hindu girls have exhibited higher modernization as compared to Hindu boys.
6. A highly significant difference has been found in the aggression of Hindu boys and Hindu girls. Hindu girls have exhibited more aggression than Hindu boys.
7. A highly significant difference has been found in the academic achievement of Hindu boys and Hindu girls. Hindu girls have shown better academic achievement.
8. A highly significant difference has been found in the

religious attitude of Muslim boys and Muslim girls. Muslim girls have shown more favourable religious attitude as compared to Muslim boys.

9. There has been found a significant difference in the modernization of Muslim boys and Muslim girls. Muslim girls have shown more aggression than Muslim boys.
10. There has been found a highly significant difference in the aggression of Muslim boys and Muslim girls. Muslim boys have shown more aggression than Muslim girls.
11. A significant positive negligible correlation has been found between modernization and academic achievement of college going students. It means as the level of modernization of college going students increases, their academic achievement also increases negligibly.
12. A significant positive low correlation has been found between religious attitude and academic achievement of college going Hindu students. It means with the increase in the religious attitude; academic achievement of college going Hindu students increases slightly.
13. A highly significant positive moderate correlation has been found between modernization and academic achievement of college going Hindu students. It means as the level of modernization of college going Hindu students increases, their academic achievement also increases moderately.
14. A significant positive moderate correlation has been found between religious attitude and academic achievement of college going Hindu boys. It means with the increase in the religious attitude of college going Hindu boys, their academic achievement increases moderately.
15. A highly significant positive moderate correlation has been found between modernization and academic achievement of college going Muslim boys. It means as the level of modernization of college going Muslim boys increases, their academic achievement also increases moderately.

IX. EDUCATIONAL IMPLICATIONS

The results of this study are definitely helpful in creative contribution. The result of this study can help to construct the bright future of the society as it can enrich the academic achievement of the students. The findings of this study will be challenging for the school management as well as parents of Hindu students because religious attitude affected their academic achievement. It is quite appropriate to have an average religious attitude but its excess may be harmful for our society where several religions constitute the Indian diversity. That's why it can be recommended to the school management, teachers and parents to keep eagle eyes on their children so that they may not become religious fantasists. Because the modernization affected the academic achievement of the Hindu students and Muslim boys so this finding is a red signal for all of us. It has been found that academic achievement increases as the modernization increases but modernization has no limit in this global world where everything is caught at one click only. That's why family environment as well as school environment, parents as

well as teachers should not be too modernized. They should try to blend the traditional and modern perspective as well so that the students may move ahead towards a modern world with our enriched traditional values. Appropriate checks and barriers should be incorporate by the policy makers, school management, teachers and so on to hinder the deviation of the students. Surprisingly aggression had no effect on the academic achievement of the college going students. It means educational institutions are providing such an environment to the students where they are capable of cope up with their aggression. It is suggested to the institutions to maintain the same environment, policies and values so that the students may remain the same.

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