Chapter-5

Summary
The Selection of research Problem

Social change is a structural or ideological change in society (Maciver and Page, 1957). It refers to any noticeable difference in any social phenomenon over a period of time (Lundberg, 1954). Social change means modification of behaviour or change in the attitude of a large number of individuals, alteration of customs, values, institutions and social behaviour (Sargent and Robert, 1958; Herrill, 1965). It is a change used to describe variations of modifications of any aspect of social process, social pattern, social interaction and social organisation (Jones, 1967). Social change is a part of the qualities of social system and is not at all an align and an intrusive element.

Thus, we can say that social change means the change which are responsible for the perfection of a society and a Nation. Scientific and technical advancements have completely charged over society. New agriculture methods have proved their worth. Invention of electricity has completely changed our life. Trains save our time and energy. Aeroplanes have narrowed air distances. Harnessing atomic energy has immensely increased our potential for social uplift and national prestige and has given an aspiring status to our country in the galaxy of enlightened nations.

Attitudes, as a most distinctive and dispensible concept in
contemporary psychology, are a subjective or mental state for preparedness for any action affecting the individual's responses (Allport, 1935, 1968) are learned tendency to behave persons or situations either positively or negatively, dynamic with several dimensions (Sargent and Williamson, 1958) are organisation of psychological processes (Jahoda et al., 1964), have an objective reference. Attitudes as the complexes of ideas and sentiments, are dispositions of behaviour of man (Parcy S. Cohen, 1966), are learned in relation to identifiable references (Sherif and Sherif, 1969). Culture helps in shaping and expression of attitudes (Sargent and Williamson, 1958).

The attitudes are the individual's acts, often in terms of a point of view in outlook or perspective towards the problem facing them. The work attitude is also generally used to give a mental picture of an individual regarding a social and psychological problem.

Attitudes are a mental and neural state of readiness exerting a directive or dynamic influence upon the individual's response to the objects and situations to which it is related, learnt and more or less generalized and effective tendency or predisposition to respond in a rather persistent and characteristic manners (positively or negatively) in reference to any situation, idea, value, material object or person or group of persons.
Attitude known as a patterned system of cognition and action tendencies represents the subjective mental state which is built towards alternative cause of action. Sometimes it is misunderstood by behaviours, but in the real sense both are entirely different in practical meaning. Behaviour is a set of such human dispositions which come to the fore as a result of some stimuli given in some particular social set up, while attitude on the other hand is not a subject of particular stimuli, but a determined behaviour against the same social set up. Attitude is a complex characteristics of a person which is most important for understanding and prediction of social behaviour.

The socio-economic status (SES) is a very important sociological concept being employed frequently in day-to-day matters affecting the individuals personality in several ways. Its determination process is quite complex and complicated. It is definitely a blending of two statuses viz. Social status, and Economic status. Though none of these two statuses can exist without the other, yet they are distinctively different. The word SES, is the resultant of the position of an individual in a society by virtue of a complex fusion of both the statuses, which often do not run parallel to each other in their own areas. Their combination takes place in a certain, undefined, indefinite and curious manner, and when mixed together they act as an indicator to SES of an individual.
The social status is the indicator of one's position of respect prestige and influence in the social structure besides his personal attributes which either inhibit or enhance the individuals' access to sources of information and his willingness to deviate from group norms and may even vary with the groups. A social person, who possesses a social status must conform to the three criterias of social development, he should behave in approved manner, play the role which society prescribes for him and possess favourable attitudes towards people and their social activities.

The term Economic Status is frequently used for the motives involving earning a livelihood, the accumulation of wealth and the like. The economic endeavour entails 'Cheristing of things because of their material value and the pursuer by virtue of this activity, corner for himself a place in society recognised as 'Economic Status' The economic status stratifies the modern population accoring to the amount and source of income which is generally derived from a set occupation activities, the ownership of property and others material belongings or both.

SES is a ranking of an individual by the society in which he lives, in terms of his material belongings and cultural possession alongside his dynamic personality and the degree respect, power and influence the yields (Bhardwaj et al, 1981). The SES is generally
determined by occupation, education, income of the father, land
property, residence quantity and quality of cloth consumed and number
of servants of the family and neighbourhood and intelligence.

SES being an important variable has a great impact on social
change. Literate Hindus irrespective of their caste and Muslims
belonging to higher SES seems to have positive attitude towards social
change.

Education as one of the variable of the study is likely to have
its own impact on attitude towards social change. There is no doubt
that literate persons will have positive attitude in comparison to
illiterate. Hence it is bound to affect the attitude towards social
change in a positive manner.

Progress and security of the nation depend basically on a
planned and sustained growth in the quality and extent of education and
research in science and technology. Education in any country must
relate to productivity, by keeping science as the basic component of
education and culture. Education should also assume the responsiblity
of providing the necessary training for a successful life, which can
only be possible if the capacity for clear thinking and a receptivity of
new ideas is developed. These qualities are must for an intellectual
besides them, he should also possess the understanding and the
intellectual integrity to shift truth from falsehood, facts from propaganda and to reject the dangerous appeal of fanaticisms and prejudice. An intellectual should take the matter with broad mind and not confined to the prison walls of out-moded customs, traditions and beliefs. He should dispassionately examine everything courageous and reject those whoever arrest the forces of justice and progress. Education, which stands for some landable ideas, that is humanism, tolerance, reason ‘adventure of ideas’ and ‘search for truth’ (Nehru, 1947) must train the students for uncompromising loyalty to certain fundamental values of life.

Sex as another variable of the study is a fundamental distraction relating to reproduction within a specie dividing it into two divisions, male and female according to sperm (male) or ovary (female) cells are produced (Drever, 1962). It is not only a matter of anatomical and physiological difference but also of a socio-psychological variation. Male and female both receive different nurturing since infancy in different cultures from their parents playmates and adults. Sex differences have been noted in so many socio-psychological phenomena. Thus it is apparent that sex plays an important role in social interactions of the people in society. How and to what extent sex affects the attitude towards social change is the main concern of the present study.
Social change is closely related with values. A value is a preference for something cherished or desired is linked to one's satisfaction of needs, his realisation of goals and the maintenance and enhancement of his personality. Values are organised in hierarchy and are manifested in the consistancy of one's behaviour. Values like attitudes orient and prepare the individual to respond to his environment in predetermined ways. Students can be helped to form values through a values clarification process in which the teacher asked non judgemental questions which seek to encourage the student to reflect on his values statement or action. In the present research student's values have been defined as what the student think important in life.

Thus the researcher select the following research problem:

"Attitude towards social change as determined by socio-economic status, education, sex and values."

OBJECTIVE OF THE PRESENT STUDY

1. To find out the significant difference of social change between high and low socio-economic status.

2. To find out the significant difference of social change between male and female students.

3. To find out the significant difference of social change between Intermediate and Graduate students.

4. To find out the significant difference of social change between high
and low personal values.

5. To study the significant effect of gender (male & female), socio-economic status (high & low) and types of education (Intermediate & Graduate) on social change.

5.01 To study the significant effect of gender (male & female), socio-economic status (high & low) and types of education (Intermediate & Graduate) on social change as women status.

5.02 To study the significant effect of gender (male & female), socio-economic status (high & low) and types of education (Intermediate & Graduate) on social change as marriage & family.

5.03 To study the significant effect of gender (male & female), socio-economic status (high & low) and types of education (Intermediate & Graduate) on social change as religion.

5.04 To study the significant effect of gender (male & female), socio-economic status (high & low) and types of education (Intermediate & Graduate) on social change as education.

5.05 To study the significant effect of gender (male & female), socio-economic status (high & low) and types of education (Intermediate & Graduate) on social change as family planning.

5.01 To study the significant effect of gender (male & female), socio-economic status (high & low) and types of education
6. To study the significant effect of gender (male & female), personal values (high & low), socio-economic status (high & low) and type of education (Intermediate & Graduate) on social change.

6.01 To study the significant effect of gender (male & female), Theoretical value (high & low), socio-economic status (high & low) and type of education (Intermediate & Graduate) on social change.

6.02 To study the significant effect of gender (male & female), political value (high & low), socio-economic status (high & low) and type of education (Intermediate & Graduate) on social change.

6.03 To study the significant effect of gender (male & female), religious value (high & low), socio-economic status (high & low) and type of education (Intermediate & Graduate) on social change.

6.04 To study the significant effect of gender (male & female), social (high & low), socio-economic status (high & low) and type of education (Intermediate & Graduate) on social change.

6.05 To study the significant effect of gender (male & female), asthetic value (high & low), socio-economic status (high & low) and type of education (Intermediate & Graduate) on social
change.

6.06 To study the significant effect of gender (male & female), economic value (high & low), socio-economic status (high & low) and type of education (Intermediate & Graduate) on social change.

6.07 To study the significant effect of gender (male & female), democratic value (high & low), socio-economic status (high & low) and type of education (Intermediate & Graduate) on social change.

6.08 To study the significant effect of gender (male & female), hedonistic value (high & low), socio-economic status (high & low) and type of education (Intermediate & Graduate) on social change.

6.09 To study the significant effect of gender (male & female), Power value (high & low), socio-economic status (high & low) and type of education (Intermediate & Graduate) on social change.

6.10 To study the significant effect of gender (male & female), health (high & low), socio-economic status (high & low) and type of education (Intermediate & Graduate) on social change.

**HYPOTHESIS OF THE PRESENT STUDY**

1. There is no significant difference of social change between high and
low socio-economic status.

2. There is no significant difference of social change between male and female students.

3. There is no significant difference of social change between Intermediate and Graduate students.

4. There is no significant difference of social change between high and low personal values.

5. There is no significant effect of gender (male & female), socio-economic status (high & low) and types of education (Intermediate & Graduate) on social change.

5.01 There is no significant effect of gender (male & female), socio-economic status (high & low) and types of education (Intermediate & Graduate) on social change as women status.

5.02 There is no significant effect of gender (male & female), socio-economic status (high & low) and types of education (Intermediate & Graduate) on social change as marriage & family.

5.03 There is no significant effect of gender (male & female), socio-economic status (high & low) and types of education (Intermediate & Graduate) on social change as religion.

5.04 There is no significant effect of gender (male & female), socio-economic status (high & low) and types of education
(Intermediate & Graduate) on social change as education.

5.05 Their is no significant effect of gender (male & female), socio-economic status (high & low) and types of education (Intermediate & Graduate) on social change as family planning.

5.06 There is no significant effect of gender (male & female), socio-economic status (high & low) and types of education (Intermediate & Graduate) on social change as social mobility.

6. Their is no significant effect of gender (male & female), personal values (high & low), socio-economic status (high & low) and type of education (Intermediate & Graduate) on social change.

6.01 There is no significant effect of gender (male & female), theoretical value (high & low), socio-economic status (high & low) and type of education (Intermediate & Graduate) on social change.

6.02 There is no significant effect of gender (male & female), political value (high & low), socio-economic status (high & low) and type of education (Intermediate & Graduate) on social change.

6.03 There is no significant effect of gender (male & female), religious value (high & low), socio-economic status (high & low) and type of education (Intermediate & Graduate) on social change.
6.04 Their is no significant effect of gender (male & female), social (high & low), socio-economic status (high & low) and type of education (Intermediate & Graduate) on social change.

6.05 Their is no significant effect of gender (male & female), asthetic value (high & low), socio-economic status (high & low) and type of education (Intermediate & Graduate) on social change.

6.06 Their is no significant effect of gender (male & female), economic value (high & low), socio-economic status (high & low) and type of education (Intermediate & Graduate) on social change.

6.07 Their is no significant effect of gender (male & female), democratic value (high & low), socio-economic status (high & low) and type of education (Intermediate & Graduate) on social change.

6.08 Their is no significant effect of gender (male & female), hedonistic value (high & low), socio-economic status (high & low) and type of education (Intermediate & Graduate) on social change.

6.09 Their is no significant effect of gender (male & female), Power value (high & low), socio-economic status (high & low) and type of education (Intermediate & Graduate) on social change.
6.10 Their is no significant effect of gender (male & female), health (high & low), socio-economic status (high & low) and type of education (Intermediate & Graduate) on social change.

IMPORTANT OF THE PRESENT STUDY

The present study of social change is a difficult task and it is more difficult in the case of society like India which has not only a fathomless historical depth and phirality of traditions but is also engulfed in a movement of nationalistic aspirations under which concepts of change and modernization are loaded with ideological meanings. Social change is closely related with values. A value is a preference for something charished or desired is linked to one's satisfaction of need, his realisation of goals and the maintenance and enhancement of his personality. The present study is an attempt to study the significant difference of social change between male & female/Intermediate & Graduate Students. The present study also see the significant effect of sex (male & female), socio-economic status (high and low) and different personal values on social change.

Thus the present study is concern with effect of sex, socio-economic status, types of education and personal values on social change. An ex-post facto research design was considered suitable for the present study. The present study is very much important in itself.
Research Methods & Procedures

a. The Sample

b. Design and variables involved

c. The tools used

d. The collection of data

e. The statistical technique used

a. **The Sample**

In the present study 300 Intermediate (age 16-18 years) and 300 Graduate (age 21-23 years) students of Bundelkhand area (Uttar Pradesh) were included in the sample. The 300 male and 300 female students were selected through stratified random sampling technique. The 300 students of high socio-economic status and 300 students of low socio-economic status were selected in the sample. A schematic breakup of the sample is shown below-

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Total Students 600

300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
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450 Total Students

300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
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```
300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
```

```
300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
```

```
300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
```

```
300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
```

```
300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
```

```
300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
```

```
300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
```

```
300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
```

```
300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
```

```
300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
```

```
300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
```

```
300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
```

```
300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
```

```
300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
```

```
300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
```

```
300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
```

```
300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
```

```
300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
```

```
300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
```

```
300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
```

```
300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
```

```
300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
```

```
300 Intermediate Students          300 Graduate Students
  150 High Socio-economic Status (SES)  150 High SES
     150 Low SES
        |                   |
        75              75
        Male          Female
```
b. Design and Variables Involved

The present study is concern with effect of sex, socio-economic status, types of education and personal values on social change. An ex-post-facto research design was considered suitable for the present study. The independent variables are studied in respect of their possible relations and effect on dependent variable.

There are two types of variables in the present study-

(i) Independent Variables-

Sex (Male & Female)

Socio-economic status (high & low)

Types of Education (Intermediate & Graduate)

Personal Values

(ii) Dependent Variable-

Social Change

C) The Tools Used

The following tools were used for the data collection-

i) Modernization Scale

By Dr. Taresh Bhatia
ii) The Value Test

By Dr. Taresh Bhatia and Dr. S.C. Sharma

iii) Socio-Economic Status Scale

By Dr. Rajeev Bharadwaj

d) The Collection of Data

The subjects of the present study were selected from the prescribed population. The principals of these institution were approached one by one and the objectives of the present study were explained. All the institutions provided the facilities for collection of data. The selected students were administered three tests and requested to answer the questions sincerely and truthfully. They were assured that the responses would be kept confidential.

e) The Statistical Technique Used

The first purpose of the present study was to compare the social change of high and low socio-economic status, male and female students, Intermediate and Graduate Students, different high and low personal values. Mean and standard deviation of each group were calculated. The comparison between different groups were made on the basis of the Critical Ratio with 0.05 and 0.01 levels of confidence considered significant. Hypothesis from No.1 to 4 were tested by applying Critical Ratio.
Another purpose of the present study was to find out the effect of gender, personal values, socio-economic status and types of education on social change, for this purpose analysis of variance was calculated.

The Data Analysis and Discussion

This chapter presents the data, its analysis and interpretation. The results have been presented according to following scheme-

Part A- Overall comparison of the social change between high and low socio-economic status.

Part B- Overall comparison of the social change between male and female students.

Part C- Overall comparison of the social change between Intermediate and Graduate students.

Part D- Overall comparison of the social change between high and low personal values.

Part E- The effect of gender (male & female), socio-economic status (high & low) and type of education (Intermediate & Graduate) on social change.

Part F The effect of gender (male & female), different personal values (high & low), socio-economic status (high & low) and
types of education (Intermediate & Graduate) on social change.

Conclusion

1. The students of low socio-economic status have significantly more modernized views towards religion and social mobility.

2. The male students have significantly high modernized views towards marriage & family than female students.

3. The Intermediate students have positive attitude towards women status and religion than Graduate students.

4. The students of low theoretical value and low democratic value have significantly high positive attitude towards social change.

5. The students of high hedonistic value have positive attitude towards social change.

6. The socio-economic status (high & low) significantly effect the social change as religion, family planning and social mobility.

7. The gender (male & female) significantly effect the social change as marriage & family.

8. The types of education (Intermediate & Graduate) significantly effect the social change as women status and religion.

9. The interaction effect of gender (male & female), socio-economic
status (high & low) and types of education (Intermediate & Graduate) also significantly effect the social change as women status, religion, education and family planning.

10. The hedonistic value (high & low) significantly effect the social change.

11. The interaction effect of gender, power value, socio-economic status and types of education significantly effect the social change.

12. The interaction effect of gender (male & female), health value (high & low), socio-economic status (high & low) and types of education (Intermediate & Graduate) also significantly effect the social change.