CHAPTER V

FINDING AND CONCLUSIONS
FINDINGS AND CONCLUSION

The chapter IV contains the analysis and interpretation of data in connection with the predictions of the attitude towards social change on the basis of Academic Motivation, Socio-economic Status and Personal values. It becomes here necessary to summarize here the conclusions resulting from the investigation. This chapter deals with the answers to the hypotheses that were framed in connection with the investigation.

HYPOTHESES TESTED

1. The hypothesis states that "there is no significant relationship between Academic motivation and attitude towards seven dimensions of social change".

   The research finding in this connection is that out of seven coefficient of correlation there are only two correlations which are significant at .05 level. Thus the hypothesis No.1 is mostly accepted and partially rejected.

2. The hypothesis No. 2 states that "significant relationship does not exist between S.E.S. and attitude towards seven dimensions of social change".

   The research finding in this connection is that out of seven coefficient of correlations between S.E.S. and seven dimensions of social change, none is significant. Thus the hypothesis No.2 is accepted in total.

3.1 The hypothesis no. 3.1 states that "there is no significant relationship between ten personal values and
attitude towards Education dimension of social change".

The results finding in this connection that out of ten correlation coefficients between ten personal values and Education dimension only two correlations which are significant at .05 level of significance. Thus the hypothesis No.3.1 is mostly accepted and partially rejected.

3.2 The hypothesis No. 3.2 states that "Significance relationship does not exists between ten personal values and attitude towards Parent-child relationship dimension of social change".

The research findings in this connection is that out of ten correlation coefficient between ten personal values and Parent-child relationship only three of them are significant, one of them is significant at .05 level and remaining two are significant at .01 level of significance. Hence the hypothesis No.3.2 is mostly accepted and partially rejected.

3.3 Hypothesis No.3.3 states that "significance relationship does not exists between ten personal values and attitude towards Political dimension of social change".

The results findings in this connection is that out of ten correlation coefficients between ten personal values and attitude towards Political dimension of social change only three of them are significant. Two of them are
significant at .05 level and one is at .01 level of significance. Hence this hypothesis is also mostly accepted and partially rejected.

Hypothesis No. 3.4 states that "there is no significant relationship between ten personal values and attitude towards status of woman dimension of social change".

The research finding in this connection is that out of ten correlation coefficients between ten personal values and attitude towards Status of woman, only six of them are significant. Five of them are significant at .01 level and one is significant at .05 level of significance. Hence this hypothesis is mostly rejected and partially accepted.

Hypothesis No. 3.5 states that "significance relationship does not exist between ten personal values and attitude towards Marriage dimension of social change".

The research finding in this connection is that out of ten correlations between ten personal values and attitude towards Marriage. Only six of them out of these six significant correlations four are significant at .05 level and rest two are significant at .01 level of significant. Hence the above hypothesis is mostly rejected and partially accepted.

Hypothesis No.3.6 states that "there is no significant relationship between ten personal values and attitude towards Religion dimension of social change".

The research finding in this connection is that out
of ten correlation coefficients between ten personal values and attitudes towards Religion. Only five of them are significant at .01 level of significance. Thus the above hypothesis is mostly accepted and partially rejected.

3.7 The hypothesis No. 3.7 states that "significance relationship does not exist between ten personal values and attitude towards Tradition dimension of social change".

The research finding in this connection is that out of ten correlation coefficients between ten personal values and attitude towards Tradition only one of them is significant at .01 level of significance. Hence the above hypothesis is mostly accepted and partially rejected.

4.1 Hypothesis No. 4.1 states that "The values when combined along with academic motivation do not predict significantly to the attitude towards Educational dimension of social change".

The research finding in this connection is that out of eleven partial regression coefficients only one of them is significant at .01 level of significance. Hence the above hypothesis is mostly accepted and partially rejected.

4.2 Hypothesis No. 4.2 states that "Each value when combined with Academic-motivation do not predict significantly to the attitude towards Parent-child relations dimension of the social change".

The research finding in this connection is that out of eleven partial regression coefficients only one of them is significant at .05 level of significance. Hence this hypothesis is mostly accepted and partially rejected.
4.3 The hypothesis No. 4.3 states that "Each value when combined with Academic motivation do not predict significantly to the attitude towards political dimension of the social change".

The research finding in this connection is that out of eleven partial regression coefficient only three of them are significant at .05 level of significance. Hence this hypothesis is mostly accepted and partially rejected.

4.4 The hypothesis No. 4.4 states that "Each value when combined together with academic-motivation do not predict significantly to the attitude towards Status of woman dimension of social change".

The research finding in this connection is that out of eleven partial regression coefficient only one of them is significantly related. Hence the hypothesis mostly accepted and partially rejected.

4.5 The hypothesis No. 4.5 states that "Each value when combined with academic motivation do not predict significantly to the attitude towards Marriage dimension of the social change".

The research finding in this connection is that out of eleven partial regression coefficients only two of them are significantly related at .05 level of significance. Hence the hypothesis mostly accepted and partially rejected.

4.6 Hypothesis No. 4.6 states that "Each value when combined with academic motivation do not predict significantly to the attitude towards religion dimension of the social change".

193
The research finding in this connection is that out of eleven partial Regression coefficient only three of them are significant. Two of them are significant at .05 level and third one at .01 level of significance. Hence the above hypothesis is mostly accepted and partially rejected.

The hypothesis No. 4.7 states that "Each value when combined with Academic-motivation do not predict significantly to the attitude towards Tradition dimension of social change".

The research finding in this connection is that out of eleven partial regression coefficient only one of them is significant at .01 level. Hence the above hypothesis is mostly accepted and partially rejected.

The hypothesis No. 5.1 states that "Each value when combined with Socio-economic Status do not predict significantly to the attitude towards Educational dimension of social change".

The research findings in this connection is that out of eleven partially regression coefficient only two of them are significant one is significant at .01 level while other at .05 level. Hence the hypothesis No. 5.1 is mostly accepted and partially rejected.

The hypothesis No. 5.2 states that "Each value when combined with Socio-economic status do not predict significantly to the attitude towards Parent-child relationship dimension of social change".
The research finding in this connection is that out of eleven partial regression coefficients only one of them is significant at .05 level of significance. Hence this hypothesis is mostly accepted and partially rejected.

5.3 Hypothesis No. 5.3 states that "Each value when combined with Socio-economic status do not predict significantly to the attitude towards Political dimension of the social change".

The research finding in this connection is that out of eleven partial regression coefficients only three of them are significant at .05 level of significance. Hence the above hypothesis is mostly accepted and partially rejected.

5.4 Hypothesis No. 5.4 states that "Each value when combined with Socio-economic states to not predict significantly to the attitude towards Status of woman dimension of the social change".

The research finding in this connection is that out of eleven partial regression coefficients only of them is significantly at .01 level of significance. Thus the above hypothesis is mostly accepted and partially rejected.

5.5 The hypothesis No. 5.5 states that "Each value when combined with Socio-economic status do not predict significantly to the attitude towards Marriage dimension of the social change".

The research finding in this connection is that out of eleven partially regression coefficients only two of them are significant at .05 level of significance. Hence the above hypothesis is mostly accepted and partially rejected.
5.6 The hypothesis No. 5.6 states that "Each value when combined with Socio-economic status do not predict significantly to the attitude towards Religion dimension of the social change".

The research finding in this connection is that out of eleven partial regression coefficients only three of them are significantly. Two of them are significant at .05 level at remaining one at .01 level of significance. Thus the above hypothesis is mostly accepted and partially rejected.

5.7 The hypothesis No. 5.7 states that "Each value when combined with Socio-economic status do not predict significantly to the attitude towards Tradition dimension of the social change".

The research finding in this connection is that out of eleven partial regression coefficients only one of them is significant at .01 level of significance. Thus the above hypothesis is mostly accepted and partially rejected.

6.1 The hypothesis No. 6.1 states that "Each value when combined with Academic-motivation and Socio-economic status do not predict significantly to the attitude towards Educational dimension of the social change".

The research finding in this connection is that out of eleven partial regression coefficients only two of them are significant. One is significant at .01 level and another at .05 level of significance. Hence the hypothesis is mostly accepted and partially rejected.
6.2 The hypothesis No. 6.2 states that "Each value when combined with Academic motivation with Socio-economic status do not predict significantly to the attitude towards Parent-child relationship dimension of the social change".

The research finding in this connection to that out of twelve partial regression coefficients only two of them are significant at .05 level and another at .01 level of significance. Thus the hypothesis is mostly accepted and partially rejected.

6.3 The hypothesis No. 6.3 states that "Each value when combined with Academic-motivation and socio-economic status do not predict significantly to the attitude towards Political dimension of the social change".

The research finding in this connection to that out of twelve partial regression coefficients only three of them are significant. All are significant are .05 level of significance. Thus the hypothesis is mostly accepted and partially rejected.

6.4 The hypothesis No. 6.4 states that "Each value when combined with Academic motivation and socio-economic status do not predict significantly to the attitude towards status of woman dimension of the social change".

The research finding in this connection of that out of twelve partial regression coefficients only one is significant at .05 level of significance. Hence the hypothesis is mostly accepted and partially rejected.
6.5 The hypothesis No. 6.5 states that "Each value when combined with academic motivation and socio-economic status do not predict significantly to the attitude towards Marriage dimension of social change".

The research finding in this connection of that out of twelve partial regression coefficients only two are significant at .05 level of significance. Thus the hypothesis is mostly accepted and partially rejected.

6.6 The hypothesis No. 6.6 states that "Each value when combined with academic motivation and socio-economic status do not predict significantly to the attitude towards Religion dimension of the social change.

The research finding in this connection of that out of twelve partial regression coefficients only two of them are significant. One is significant at .05 level and another is at .01 level of significance. Hence the hypothesis is mostly accepted and partially rejected.

6.7 The hypothesis No. 6.7 states that "Each value when combined with academic motivation and socio-economic status do not predict significantly to the attitude towards Tradition dimension of social change".

The research finding in this connection of that out of twelve partial regression coefficient at .05 level of significance. Thus the hypothesis is mostly accepted and partially rejected.

7.1 The hypothesis No. 7.1 states that "Different caste groups
do not differ significantly with regard to their attitude towards Educational dimension of the social change.

The research finding in this connection is that analysis of variance between finding in this groups and attitude towards Education reveals that difference between the means of five caste groups were non-significant at .05 level of significance hence the hypothesis is fully accepted.

The hypothesis No. 7.2 states that "Different caste groups do not differ significantly with regard to their attitude towards parent-child relationship dimension of social change".

The research finding in this connection is that value of F is less than unity and non-significant at .05 level of significance. Which indicates that the difference between the means of the five groups were non-significant at .05 level. Thus the hypothesis is fully accepted.

The hypothesis No. 7.3 states that "Different caste groups do not differ significantly with regard to their attitude towards Political dimension of social change".

The research finding in this connection is that for the analysis of variance between five caste groups and Political dimension in value of F is non-significant at .05 level of significance. Thus the hypothesis is fully accepted.

The hypothesis No. 7.4 states that "Different caste group do not differ significantly with regard to their attitude towards Status of woman dimension of social change".

The research finding in this connection is that for
the analysis of variance between different caste groups and attitude towards status of woman, the value of F is non-significant at .05 level of significance. Hence the above hypothesis is accepted fully.

7.5 The hypothesis No. 7.5 states that "Different caste groups do not differ significantly with regard to their attitude towards Marriage dimension of social change".

The research finding in this connection is that for the analysis of variance between five caste groups and attitude towards marriage, the value of F is non-significant at .05 level of significance and hence the hypothesis is fully accepted.

7.6 The hypothesis No. 7.6 states that "Different caste groups do not differ significantly with regard to their attitude towards Religion dimension of social change".

The research finding in this connection is that for the analysis of variance between five caste groups and attitude towards Religion, the value of F is non-significant at .05 level of significance. Thus the hypothesis is fully accepted.

7.7 The hypothesis No. 7.7 states that "Different caste groups do not differ towards Tradition dimension of social change".

The research finding in this connection is that for the analysis of variance between five caste groups and attitude towards Tradition, the value of F is non-significant at .05 level of significance. This the hypothesis is accepted fully.
CONCLUSIONS:

The investigator is now in a position to draw conclusions on the basis of findings mentioned above.

SECTION "A"

ACADEMIC MOTIVATION AND ATTITUDE TOWARDS SOCIAL CHANGE:

A-1 On the basis of the obtained correlation between Academic motivation and attitude towards social change. The conclusion can be drawn that the student who are highly academically motivated believes in the high status of woman and equal status of woman with man.

A-2 Another conclusion can also be drawn on the basis obtained significant, correlation that those persons who are highly academically motivated believe in the traditional outlook regarding marriage of woman. Academically motivated student feels that the woman who want to go up should not neglect in rearing their children.

SECTION "B"

S.E.S.S AND ATTITUDE TOWARDS SOCIAL CHANGE:

B-1 Since all the obtained correlation between S.E.S. and different dimensions of attitude towards social change are non-significant. Therefore nothing definite can be said about the relationship between S.E.S. and attitude towards social change.

SECTION "C"

PERSONAL VALUES AND ATTITUDE TOWARDS SOCIAL CHANGE:

The following conclusion can be drawn:
C-1 One of the conclusions from the obtained correlation between personal value and attitude towards social change is that those students who believe in high religiosity also have positive attitude towards status of woman.

C-2 Those persons who are religious possess traditional outlook regarding marriage of woman.

C-3 Those who have religious value possess modern views regarding religion. They are not dogmatic.

C-4 Those who have high social value have traditional view regarding status of woman.

C-5 The persons who hold high social values possess modern views regarding marriage of woman.

C-6 The persons who have high democratic value possess conservative attitude towards education.

C-7 The persons who have high democratic value possess radical attitude who favour changes in child rearing practices.

C-8 The students who believe in high value of democratic value possess positive attitude towards change in politics.

C-9 The persons having high scores on democratic value also score high on the marriage sub-scale. It can also be interpreted in another form that such type of persons have modern attitude regarding marriage matters.

C-10 The students who have different scores of aesthetic value do not differ significantly with regard to their attitude.
towards different dimensions of social change.

C-11 The students scoring high on the Economic value scale have traditional attitude regarding marriage.

C-12 The persons who believe in high value of Economic value are also of the view that customs and traditions should undergo radical changes with time.

C-13 The students who score high on knowledge value scale also score high on the Parent-child relationship sub-scale of the social change. The inference can be drawn that such persons are of the view that parent-child relation need to undergo changes in positive direction.

C-14 The persons who score high on knowledge value scale also believes that status of woman should remain traditional.

C-15 Those who score high on knowledge value scale have positive and radical attitude towards marriage.

C-16 The students scoring high on knowledge value scale have traditional view regarding religion dimension of the social change.

C-17 The students who have high score on the Hedonistic value scale have positive attitude towards politics.

C-18 The person having high scores of hedonistic value hold positive attitude towards status of woman dimension of the social change.

C-19 The persons scoring high on hedonistic value scale are also of the view that positive and modern attitude should be adopted regarding attitude towards religion.
C-20 The students who score high on power value scale hold positive attitude regarding politics.

C-21 The students scoring high on power value scale also have positive and traditional attitude regarding status of woman.

C-22 The person who have high score on power value scale are also of the view that religion should also undergo modern and positive changes.

C-23 The students who score high on family prestige value scale holds traditional attitude regarding parent child relationship.

C-24 The persons who have high value of family prestige value hold modern view regarding attitude towards status of woman.

C-24 The students scoring high on the family prestige scale have traditional attitude towards marriage.

C-26 Those who score high on family prestige scale believe in modern attitude regarding religion.

C-27 The students who score high on health value also have high scores on Education sub-dimension, hence it can be concluded that such persons believe in positive changes in the Education system.

SECTION "D"

TEN PERSONAL VALUE AND ACADEMIC MOTIVATION COMBINED TOGETHER:

D- The persons who score high on health value scale predict
significantly in the positive direction to the attitude towards educational change, when personal values and academic motivation are combined together.

D-2 The persons who score high on knowledge value scale predict significantly in the positive direction to the attitude towards parent-child relationship dimension of the social change, when ten personal values and academic motivation are combined together.

D-3 The persons who score high on the health value and Hedonistic value scale predict significantly in positive direction and democratic value in negative direction to the attitude towards Political dimension of the social change, when ten personal values and academic motivation are combined together.

D-4 The person who scores high on knowledge value sub-scale predicts significantly but in negative direction to the attitude towards status of woman dimension of the social change when ten personal values and academic motivation are combined together.

D-5 The persons who score high on Economic value and family prestige value sub-scale also predict significantly but in negative direction to their attitude towards marriage dimension of the social change.

D-6 The persons who score high on Hedonistic and religious value sub-scale are likely to get high scores on Religion dimension sub-score predict significantly in the positive direction.
The students who score high on Economic value sub-scale predict significantly in the positive direction to their attitude towards Traditional dimension of the social change, when ten personal values and academic motivation are combined.

SECTION "E"

TEN PERSONAL VALUES AND SOCIO-ECONOMIC STATUS COMBINED TOGETHER

In this case the following conclusions can be drawn:

E-1 The persons who score high on democratic value sub-scale have negative attitude towards educational change while those who score high on health value sub-scale have positive attitude towards Educational dimension of the social change.

E-2 The persons scoring high on knowledge value sub-scale reveals to have positive attitude towards parent-child relationship dimension of the social change.

E-3 The persons who score high on democratic value sub-scale have negative attitude while those who score high on hedonistic sub-scale and Health value sub-scales have positive attitude towards political dimension of the social change.

E-4 The students who score high on Hedonistic value sub-scale and low on knowledge value sub-scale have positive attitude towards status of woman dimension of the social change.
E-5 The students who score high on economic value and family prestige value sub-scales have negative attitude towards marriage dimension of the social change.

E-6 The students who score high on Religious value and hedonistic value sub-scales have positive attitude towards religion dimension while those who score high on knowledge value sub-scale have negative attitude towards religion dimension of the social change.

E-7 The students who score high on Economic value sub-scale have positive attitude towards tradition dimension of the social change.

SECTION "F"

The following conclusions can be drawn regarding best predictor when ten personal values, academic motivation and socio-economic status are combined together.

F-1 Out of twelve variables only health value is in a position to predict maximum in the positive direction to the attitude towards educational dimension the social change.

F-2 Out of twelve variables only two namely knowledge value and aesthetic value are in a position to predict maximum attitude towards social change in Parent-child relationship.

F-3 Out of twelve variables it has been found out that only two variables i.e. Hedonistic and Health value are in a position to predict maximum to the attitude towards political dimension of the social change.
Out of twelve variables only knowledge value is in a position to predict maximum to the attitude towards woman status of social change.

Out of twelve variables only two variables namely Economic and Family-prestige value are in a position to predict maximum to the attitude towards marriage dimension of the social change.

Out of twelve variables only two variables i.e. Religious and family prestige value are in a position to predict maximum to the attitude towards Religion dimension of the social change.

Out of twelve variables only Economic value predict maximum to the attitude towards tradition dimension of the social change.

SECTION "G"

From the analysis of variance for different caste groups and attitude towards various dimensions of the social change, it can be concluded that the value of F is non-significant even at .05 level of significance. Thus different caste-groups do not differ significantly with regard to their attitude towards social change in various dimensions.
EDUCATIONAL IMPLICATIONS OF THE FINDINGS:

The educational implications of the present study are not difficult to discover. The subject of study is of much importance and is of vital concern to educationists, psychologists and sociologist. The study has at least reaffirmed the importance of the personal value and academic motivation in attitude towards social change but socio-economic status has lost its faith in establishing its significance for attitude towards social change. It has been pointed out that inherent personal values and academic motivation are important parameters upon which the attitude towards social change depends.

The present study may be of immense use for the predication of attitudes towards social change. It follows logically that these are nine personal values namely- Religious value, Social value, Democratic value, Economic value, Knowledge value, Hedonistic value, Power value, Family prestige value and Health value.

These nine personal values and academic motivation can be included in the prediction battery of graduate level students in order to make suitable selection for the subjects who likely change. The present study which throws light upon the problem of attitudinal adjustment and maladjustment in the context of social change can go some way in helping the individual and the society in the task of personal and social restructuring and reconstructing respectively.
The results of the present investigation appear to be hopeful but not very encouraging. Several personal value and academic motivation have been revealed to be correlated with attitude towards social change. This shows that personal value and academic motivation constitute important determinants of attitudes towards social change.

Social change to be real and lasting must be based on individual change. Neither economic advancement nor social development can bring about fundamental individual change but it can not certainly emphasize the hierarchic traditional way of life. Hopefully, it may be achieved by change in child upbringing in educational ideals and techniques. If we want individual change, we will have to study the psychological factors affecting the individual social change. e.g. Human personality characteristics and social values which bring a change in individual's outlook are essential for social change.

Social structure, social institutions as well as social interaction and behaviour are all based upon social values. Any change in social structure or in social institution will take place when there is a change in social values. So it is necessary to understand the problem of social values in the Indian context if we want to understand the problem of social change in India.

In the present attempt to study social change in India it is necessary to briefly consider the fundamental traditional social values of the Indian society and new social values which have
been incorporated because of the new spirit of the times. Further, since the Indian culture has persisted through the ages, an attempt must be made to find the source of this vitality. Life implies not only survival but continuity and adjustment. It is necessary to understand the values which have given the Indian culture an identity and continuity.

The study of personal values, academic motivation and social change is a very fruitful approach to the understanding and prediction of social behaviour and social institutions. In order to interpret concrete behaviour one must have a knowledge of basic assumptions of the people's attitude and their preferences and values.

A value may be tentatively defined as a conception characteristic of a group which is desirable and which influences a selection from among the available modes and means to satisfy the needs. While value are concepts they also constitute the basis of action. So they could be tested in terms of behaviour.

Briefly, there are two methods of study available to one who wants to understand the social value of a people. One method in historical and literary, consisting of the study of ancient and modern works to determine the values which are dominant in their lives. This method also enables the study of the changes which have taken place in these values. The second method of study is more humble and limited but more objective than the first method. It empirical, consisting of a study of the values of the people's either by the participant-observant method of the anthropologist
or the method adopted by the psychologist and sociologist of the study, the attitudes by including some test situations and eliciting their response. Both these methods are helpful in understanding the dominant values of a society and the way in which changes have taken place in these dominant values and the modifications of these values or replacement of some by others because of the changed circumstances and the changed needs of the group.

A drastic change in the outlook of the individuals could be expected only after the new value has been wholly internalized in the older generation and in transmitted to the new generation through new methods of upbringing and when every one is eager about a rise in the standard of living of every individual.

From the guidance point of view of study is of much use. The knowledge of the contributing factors of values and academic motivation may be useful to students and guidance workers to understand the extreme conservatives. The may be able to make them radical.

Since attitudes affect our social system so its study is of great importance for social reformers, they may be able to reconstruct the structure of society as they want.

The findings of this study are helpful to the administrators. They may provide such situations in the colleges through which values may be developed among students which are useful in enhancing their attitudes towards social change. Student
is an agent of social change, it must be one of the main aim of our educational system so that he may be able to reconstruct the ideology of society towards social change and can give his contribution in nation development.

SUGGESTIONS FOR FURTHER RESEARCHES

Due to the immense importance placed on attitudes towards social change and unending efforts of maximise the favourable attitudes towards social change among students, the present study has thrown some light and insight into the relationship between values and attitudes towards social change. Some broad suggestions of the lines on which further research studies can be conducted are given below:

1. The investigator feels that neither psychological nor sociological factors alone are capable of understanding the social change substantially. Thus the investigator proposes that it is at the level of interaction between these two type of factors that any major break through is likely to come, and for this reason the personal values and social structure approach holds the best promise. An appropriate topic for further research can be, "To study the relationship and interaction between social reinforcement and personal values and personal characteristics and their impact on attitudes towards social change".

2. Another interesting study can be conducted on the role of socio-psycho environment in determining the student's attitude towards social towards social change.
3. A study of the effect of organisational climate and cultural values on social attitudes towards change.

4. Research may be undertaken to relate the different personality factors with values.

5. It may be interesting to study the relationship between personal values and S.E.S. with attitudes towards social change of Arts & Science students separately.

6. One of the important area in which a thorough probing is required is the personality characteristics and values of students studying in public and private schools.

7. Researches may be planned by developing a fairly exhaustive list of traits, relevant of enhance in attitudes towards social change and different groups may be compared.

8. A study of some correlates of social change.

9. A comprehensive study of the determinants of social change.

10. Personality and behavioural correlates of social change.