



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

A STUDY OF IMPACT OF HIGHER EDUCATION ON ATTITUDE OF WOMEN TOWARDS SOCIAL CHANGES IN INDIA

Dr. Ravindra Kumar

Department of Education, C.C.S. University, Meerut

ABSTRACT

The present paper is an attempt to find out a correlation between high education and attitude towards modernity. In this study four aspects of social change are considered which are socio-religious, marriage, position of women and education. The results show that there is a positive correlation between higher education and attitude towards social change. This study suggests that higher education is important for women for not only making them self dependent but it is also helpful in bringing social change in society.

INTRODUCTION

Education, especially higher education is a tool for social change. Higher education has provided social mobility to the Indian society. Every society is under the continuous changes of the development and growth. Social change occurs at different rates and through different medias at different levels. The attitude of different groups of people towards social change is also related with education

OBJECTIVES

The objectives of the present study are to compare highly and low educated women according to their attitude towards social change.

HYPOTHESIS

There is no significant difference in attitude towards social change between highly and low educated women.

METHOD

The selection of research method depends upon the objectives, nature and resource of the research. By keeping in view all these points, the ex-post facto research method is used for the study. The term ex-post facto is used here to refer to an experiment in which researcher, rather than creating the treatment, examines the results of naturalistically occurring treatment. In this type of design the treatment is included by selection and not by manipulation.

SAMPLE

for this study, researchers have chosen purposive sampling as a method of taking sample. The purposive sampling is selected by some arbitrary method because it is known to be representative of total population or it is known that it will produce well matched groups.

It is a big question in front of researchers that how many units should be selected as sample from the population which could represent the population clearly and would provide reliable and valid result. Keeping in view all these points 200 women were included in this study, among which 100 were highly educated i.e. post graduates and above, and 100 were low quality i.e. intermediate or below.

VARIABLES

Following variables have been used in this study.

Independent Variable : Two levels of education i.e. PG an above and intermediate or below

Dependent Variable : Attitude towards social change.

TOOL

After selecting sampling procedure, research instrument has been used for data collection. To collect the data attitude towards social change the modernization scale made by Dr. R.S. Singh , A.N. Tripathi and Ram Ji Lal is used.

STATISTICAL TREATMENT

In general process of analysis of research data, statistical method has contributed a great deal, Statistics is the body of mathematical techniques or process of gathering, describing, organizing and interpreting numerical data. In the present study comparative study of attitude of highly educated women and low educated women towards social change is done through In the Statistical treatment, t-test is commonly used for testing the difference between two statistics of the two groups. The statistical inference is made on the basis of t-test for true difference or as estimate of population means difference. The following formula is used for calculating t-value :

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

where t-test for difference of two means

M_1 = Mean of first sample

M_2 = Mean of second sample

σ_1^2 = S.D. of first sample

σ_2^2 = S.D. of second sample

DATA ANALYSIS

In this process of analysis and interpretation, the data are organized in such a way that the direct results about the problem could be obtained

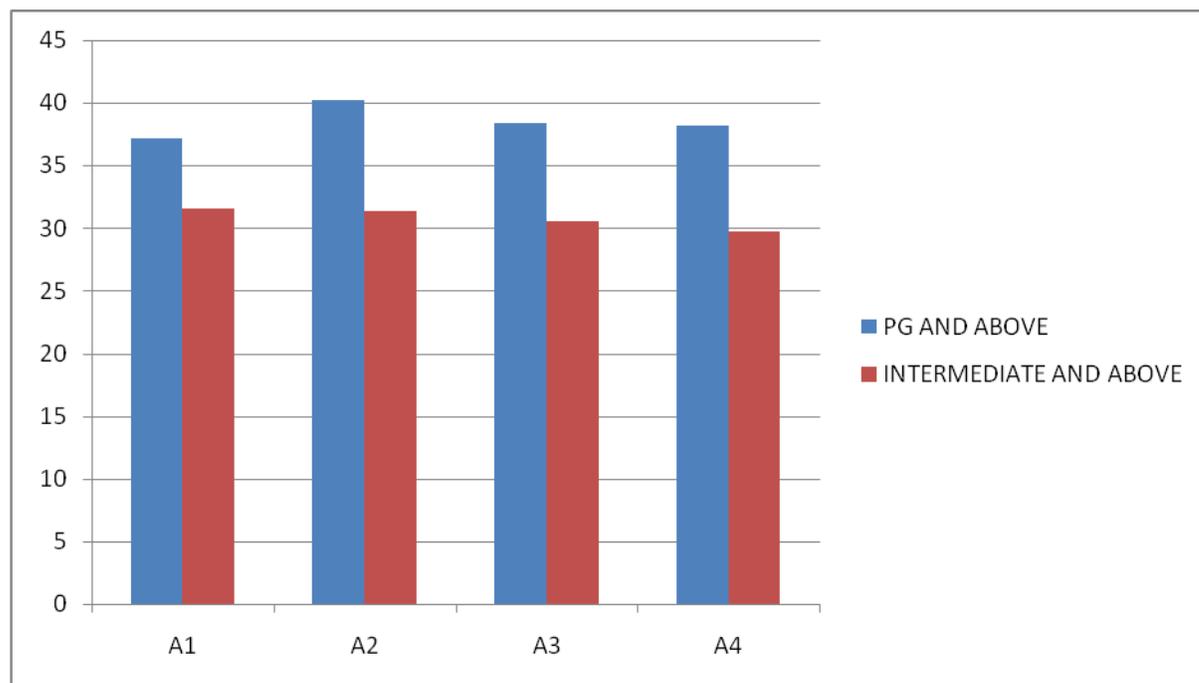
Table 1

A comparison of highly and low educated women according to their attitude towards social change

S.No.	Group I : PG and above		Group II : Intermediate and below			
	COL	N	MEAN	SD	SED	t-VALUE
1	A ₁	100	37.190	5.372	0.619	9.068*
		100	31.580	3.070		
2	A ₂	100	40.170	3.865	0.482	18.34**
		100	31.310	2.932		
3	A ₃	100	38.340	4.193	0.472	16.52**
		100	30.540	5.197		
4	A ₄	100	38.190	5.070	0.499	17.02**
		100	26.695	4.912		
5	TOTAL	100	150.47	13.706	1.450	21.81**
		100	118.85	15.252		

where A₁ – Socio-religious , A₂– Marriage , A₃ – Position of women , A₄ – Education

Graphical representative showing mean difference in attitude of highly and low education women :



RESULTS AND CONCLUSION

As it is clear from above table and graph, at all the four dimensions of social change i.e. socio-religious, marriage, position of women and education, the scores obtained by highly educated women are significantly different from scores obtained from the low educated women. The t-value is significant at both levels of degree of freedom. The difference between mean achievements of both groups is too attributing to normal fluctuations. So here null hypothesis is rejected because it can be said that apparent difference is not merely the result of sampling error.

DISCUSSION

We have seen that at all four dimensions, highly education women were showing very positive attitude at every dimension of social changes so we can say that education helps in diminishing social rigidity and makes thinking wider and thus helps in bringing development in the society and bringing social change. So higher education must be given to as much population as possible.

REFERENCES

- Ahmad k (1980) Education and modernity : A review article, New Quasi, 47,269-278
- Chaterjee (1982) Attitudinal modernity of factory workers and farmers, Social Change, 12 (2)
- Jindal B L (1984) Schooling and Modernity, New Delhi, Inter India
- Karnat A R (1985) Education and Social Change in India, Bombay, Somaiya
- Mehta S R (1993) Acceptance of change : Social Change, 13 (1), 31-36.
- Pandey Saroj (1993) Women's Education in development in Orissa : An analysis, Social Change, 22(2)
- Rao T V, Anil Bhatt and TP Rama Rao (1992) Adult Education and Social Change, New Delhi, Manohar Publication, p.192