

**PERCEPTION OF COLLEGE STUDENTS  
TOWARDS SOCIAL CHANGE**

*Dissertation submitted to the Tamilnadu Teachers Education University  
in partial fulfilment of the requirement for the award of the degree of*

**MASTER OF EDUCATION**

**by**

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**( RE-ACCREDITED BY NAAC WITH 'A' GRADE )**

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## **DECLARATION**

I hereby declare that this dissertation “ *Perception of college students towards social change*” submitted by me for the degree of Master of Education is the result of my original and independent research work carried out under the guidance of **Mr.K.Gireesh Kumar.** Assistant Professor in History, N.V.K.S.D. College of Education, Attoor and it has not been submitted elsewhere for the award of any degree, diploma, and fellowship of any other university or institution.

Place: Attoor

Date:

**Suresh Kumar. A**

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## **CERTIFICATE**

This is to certify that this dissertation entitled “**Perception of college students towards social change**” submitted for the M.Ed. degree by **Suresh kumar. A** is an original record of research work carried by him under my guidance and supervision. It is further certified that the work is an original one, free from any duplication.

**Place: Attoor**

**Date :**

**Mr. K. Gireesh kumar**

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# **CHAPTER-I**

## **INTRODUCTION**

- **Need for the present study**
- **Statement of the problem**
- **Definition of the terms**
- **Objectives of the study**
- **Hypotheses**
- **Methodology**
- **Delimitations of the study**
- **Organization of the report**

# CHAPTER I

## INTRODUCTION

*“Education is the most powerful weapon which you can use to change the world”*

**- Nelson Mandela**

Education is the aggregate of all the process by means of which a person develops abilities, attitudes and other forms of behavior of positive value in the society in which he lives. Education is a sustaining, progressive and purposive activity by which the development of consciousness and reconstruction of society occurs. According to Gandhiji “The real education is that which fully develops the body, mind, and soul of children.” Education develops the individual like a flower which distributes its fragrance all over the environment. Raymand (2006) has rightly remarked, “Education is that process of development which consists the passage of human beings from infancy to maturity the process where by he adopts himself gradually in various ways to his physical, social, and spiritual environment. Our perceptions are considerably influenced by what we know as the mental sets that is attitudes and expectancies. The sets and expectancies are a sort of regulatory influences on our perceptual process. They decides for us what we have to look for from moment in our life so that we are not completely submerged in the sea of stimuli.

Social perception is not one of the best ordered areas of enquiry in psychology . Some of it is hardly social, some hardly perceptual. Loosely the term social perception stands for an agglomeration of studies attempting to find some regular and predictable relationship between man's general environment and the multitude of social factors which in one way or another determine this orientation or contribute to it. These relationship may be of several kinds. For example social influence may affect our perception. Conversely changes in the physical environment may affect the way in which we react to various aspects of our social environment .

Various areas of enquiry in social perception can be grouped in a different way along the lines of the distinction made by Macheod (1951) between perception of the social and social factors in perception. The study of the perception of the social concerned itself mainly with the ways in which people perceive other people, social factors in perception came to mean the effects of a variety of socially derived influences on the perception of the physical environment.

Herider (1958) limited the term social perception to perception of people. It is now generally recognised that not only past experience but also motivated and emotional factors influence perception which arise out of social upbringing. Social change is the change in society. It is the change in these which alone we shall regard as social change. Social relationship include social processes, social patterns and social interactions. These include the mutual activities and relations of the various parts of society. In the words Jones

“social change is a term used to describe variations or modifications of any aspect of social process, social patterns, social interactions or social organization”. Thus, social change is a change meant only such alterations as secure in social organization that is structure and functions of society”. Social change can be observed in every society.

## **NEED AND SIGNIFICANCE OF THE STUDY**

Ancient Indian thinkers were greatly concerned with problem of perception as a ‘pramana’ the means of knowledge. They aware that past experience plays a very important part in perception and so was not always a means for valid knowledge.

The most influencing of perception are motivation, emotion and expectancy. Motives and emotions can bring about radical changes in our perceptions. Under the influence of a strong motivation and emotion the entire perceptual process is geared in a single direction and one may perceive only those objects which may be appropriate to the satisfaction of the motivated state.

Man as a social animal does not have any significant status outside the society. He is tremendously affected by the people he meets and talks to them daily and they in turn are affected by him. It involves the communication process that leads to influence upon the actions and outlook of individuals. Interactions affect the development of personality and the self-concept. They

also affect perception, motivation, learning and other process. The centre of social psychology lies in the process of social influence. An individual is born in a group grows up in a group, grows up in a group and lives and works in a group. Social influence occurs wherever individual responds to the actual or potential presence of other human beings. He is born in a particular culture made of institutions laws, customs, fashions, language and object of many kinds of social situations, forces which influence shape and mould human behaviour.

Social interaction refers to the reciprocal relationship between two or more individuals whose behaviour is mutually dependent. In a broad way society may be looked upon as an organised group of interactions people who share common beliefs, values and attitudes and whose activities are centred around a common goals. According to Allport (1954) says society originates in the sex instinct and it leads to the institution of family which is the essential unit of survival. The individual is born in a family is brought up by the parents and others. The central characteristic of a society is that it is an organisation of all potential presence of other human being interacting with people whose activities centre around a set of common beliefs, attitudes and models of action .

The advent of scientific method, the rise of social sciences, social problems were not very much recognized and occasionally taken for granted. As a result, the course of society could not be very much controlled to a set of certain more or less rigid traditions which themselves were not scientifically. The time has come when both in the development and advanced cultures are the great need to study the factors which retarded or accelerated

social change. In the developing countries over weightless with the attendant consequences of confusion and cultured inertia it is imperative that scientific study be directed to the problem of social change. The adolescent period delay brings out fact that they have a positive perception towards social change. Here the investigator intends to study the perception of college students towards social change resulting the culture,technology,modernization,and morality.

### **STATEMENT OF THE PROBLEM:**

The purpose of the study was to find the perception of college students towards social change and is entitled as ***“PERCEPTION OF COLLEGE STUDENTS TOWARDS SOCIAL CHANGE”***.

### **OPERATIONAL DEFINITIONS OF THE TERMS:**

#### **Perception:**

Perception may be defined as the process by which sensory input is interpreted. Perception is the meaningful interpretation of sensory input.

In this study the term perception means the view of change students towards Social Change

## **Social Change**

Gillin and Gillin defines “ Social change are variations from the accepted modes of life whether due to alteration in geographic conditions in culture equipment composition of the population or ideologies and whether brought about by diffusion or invention within the group”.

Evolution of society either toward or away from on improved state the progression being cyclical or passing through stages from birth to decay.

In this study Social Change means the changes taking place in various aspects of the society.

## **College Students**

College students refers to those students studying in various arts and science college after completing their higher secondary course.

## **OBJECTIVES OF THE STUDY**

1. To construct and validate a scale to measure the perception of college students towards social change.
2. To find out the level of perception of college students towards social change.
3. To compare the mean scores of the perception of college students towards social change with respect to the background variables namely ,
  1. Gender
  2. Locale

3. Religion
4. Community
5. Type of institution
6. Group of studies

## **HYPHOTHESES**

1. There exists no significant difference in the mean scores of perception towards social change between male and female college students.
2. There exists no significant difference in the mean scores of perception towards social change between rural and urban area college students.
3. There exists no significant difference in the mean scores of perception towards social change among college students based on religion.
4. There exists no significant difference in the mean scores of perception towards social change among college students based on community.
5. There exists no significant difference in the mean scores of perception towards social change between aided and private college students.
6. There exists no significant difference in the mean scores of perception towards social change between humanities and science group college students.



## **METHODOLOGY IN BRIEF**

### **Method**

The method adopted for the present study was normative survey method.

### **Sample**

The sample for the present study consisted of 400 students studying in various Arts and Science colleges of kanyakumari district. The students selected for the investigation differ in their gender, locality, religion community, type of college and group of studies.

## **TOOLS**

**The tools used for the study were the following.**

1. Social Change Perception Scale constructed and validated by the investigator (A.Suresh kumar and Mr.K.Gireesh kumar-2014)
2. General data sheet prepared by the investigator.

## **STATISTICAL TECHNIQUES USED**

1. Arithmetic Mean
2. Standard Deviation
3. test of significance (t-test)
4. Analysis of variance –(ANOVA)

## **DELIMITATIONS OF THE STUDY**

The study is limited in terms of the following.

1. The present study was only confined to kanyakumari district.
2. The sample was limited to 400 college students only.
3. The sample was collected only from Arts and Science colleges.
4. Only undergraduate students were selected as sample for study.
5. Four dimensions of social change were included in the questionnaire for data collection.

## **ORGANIZATION OF THE REPORT**

### **CHAPTER-I**

contains introduction, need and significance of the study, statement of the problem, operational definitions of key terms, objectives of the study, hypotheses framed, methodology in brief, and delimitations of the study.

### **CHAPTER-II**

deals with review of related literature that contains two sections .section- A : theoretical overview of the study and section- B: review of related literature containing both Indian and foreign studies and a Critical review.

### **CHAPTER-III**

deals with methodology that contains two sections,section- A explains test development and section-B explain the plan and procedure adapted for the present study.

### **CHAPTER-IV**

explores about the analysis and interpretations of the collected data.

### **CHAPTER-V**

contains the study in retrospect, findings, conclusions, educational implications of the study,and suggestion for further research.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

- **Need for review**
- **Significance of review**
- **Purpose of review**
- **Theoretical overview**
- **Review of related studies**
  - **Indian studies**
  - **Abroad studies**
- **Critical review**

## CHAPTER II

# REVIEW OF RELATED LITERATURE

*“Survey of related literature implies locating, reading evaluating reports of research as well as reports of casual observation and option that is related to the individuals planned research project”.*

*Agarwal (1996)*

The review of related studies implies locating, studying and evaluating reports of relevant research study of published article going through related portions of encyclopedias and research abstracts study of pertinent pages out of comprehensive books on the subjects and going through related manuscripts if any. For any worthwhile study in any field of knowledge the research worker needs an adequate familiarity with the books, which has already been done in the area of his choice. Researcher needs to acquire up-to-date information about what has been done in that particular area. Effective research is based upon this past knowledge and helps to eliminate the duplication that has been done.

### NEED FOR REVIEW

One of the early steps in planning a research work is to review the research. It is very essential for every investigator to be up-to-date in the information provided. Review of literature is considered as the most important pre-requisite to actual planning and conducting the study. It avoids the replication of the study of findings to take an advantage from similar or related

literature. The review of literature indicates the clear picture of the problem to be solved .

### **SIGNIFICANCE OF REVIEW**

The importance of the review is,

- i. The review of the literature is the basis of most of the research projects in the physical sciences, natural science, social science and humanities.
- ii. A review of related literature gives the scholar an understanding of the previous work that has been done.
- iii. The result of the review actually provide the data used in research.
- iv. It enables us to know the means of getting to the frontier in the field of our problem.
- v. A review of the literature would develop the insight of the investigator.
- vi. It places the researcher in a better position to interpret the significance of their own result.
- vii. The importance of the review is quiet oblivious in delimiting the research problem and in defining it better.

### **PURPOSE OF THE REVIEW**

- (i) The review of related literature enables the researcher to define the limits of his filed.
- (ii) By reviewing the related literature the researcher can avoid unfruitful and useless problem areas.

- (iii) It provides the sources for hypotheses the researcher can formulate research hypotheses on the basis of available studies.
- (iv) It suggests method, procedure, sources of data and statistical techniques appropriate to the solution of the problem.
- (v) It locates comparative data and findings useful in the interpretation and discussion of results.
- (vi) It helps in developing expertise and general scholarship of the investigator in the area investigated.

This chapter has been divided into two sections,

**Section A: Theoretical overview of the study**

**Section B: Review of related literature containing Indian and Foreign Studies**

**SECTION A**

**THEORETICAL OVERVIEW OF THE STUDY**

Sociology is the study of society. Sociology as a field of discipline is generic and umbrella in nature as it deals with the totality of human interactions and examination. It is a systematic study of social behaviors and human groups. It delves primarily in to the influence of social relationships on

people's attitude and behaviors and on how societies are established and changed. Sociology is the study of man's interaction within the society but it

extends beyond that as it deals with the organization and control of man's behaviors and attitudes within the society. As a field of study, sociology has an extremely broad scope because the society comprises of several subsystems with inherent fragmentations of component parts in each of them for sociological considerations.

Sociology is concerned with social facts in the economy, education, legal, security, politics, medical, religion, family, technology, sports and so on. Within the province of these subsystems both the structural aspects of human society and every type of social relationship are being examined.

The scientific assessment of the social facts within the society serves as an avenue to curb discomfort and instability in the society amongst the people. Sociology as a field assists the members of any society to solve altitudinal, character, behavioral and social problems to actualize a healthy growth and development of such society. Sociologists therefore are people serving the society in a variety of capacities as teachers, lecturers, researchers, journalist, workers in industry, personal officers, social workers, administrators, farm planners, parsons, criminologists, probation officers and so forth. It is on the basis of this that the basic knowledge of sociology is compulsory for scholars in all field of endeavor for better understanding of the society which they live.



## **Social change**

In simple words, social change implies change in the social structure and functions of the various units which form society. Social structure includes social institutions like the family, the marriage system, caste system, educational institutions, customs, manners, literacy forms, language, dress and food habits etc.

Kingslay David defines social change as “ only alternations as occur in social organization , that means structure and functions of society.”

B.B. Mathur explains social changeas, “Social change refers to the modifications in the organization and behavior of the group as expressed in its laws, customs, models and beliefs.”

According to B. Kuppasmwami, “ When we speak of social change we might assert that there is some change in social behavior and in the social structure.”

Delbert C. Miller observes, “ Social change refers to a pattern of social relationship in a given setting.”

Henry Johnson would like to include five of charge in social change. These are as under:

1. Change in social values
2. Institution changes.
3. Change in distribution of possessions and rewards.

4. Change in personnel
5. Change in abilities and attitudes of personnel.

Change is the inevitable attribute of nature. Any living thing undergoes change and so does society. Monitoring this change of the society is a very important concern of education. As such a teacher should have insight into the nature and methods of social change. Society is a web of social relationships. Adherence, social change may be conceived as a change in social processes, social patterns, social interactions and social organization and as such, social change implies changes in all these components.

Some social changes are desirable in terms of the welfare of the members of the society, whereas some others are not so. Social change in a desirable direction is known as social progress. If the conditions of agriculture in a particular country worsens and it results in a famine it is an undesirable change. Hence that change will not be called progress. Only those changes which bring about better living conditions for the majority can be considered as a progressive change. Any progressive social change should promote literacy, reduce unemployment, provide opportunities for better social interaction and improve the standard of living of the population as a whole.

### **Nature and characteristics of social change**

Social change is inevitable because the society is dynamic. It is in a constant flux. Whether we like it or not, times are moving fast. Change is the law of nature.

Following characteristics of the change reflect the nature of social change.

- i. Social change may be sudden, slow or rapid.
- ii. All aspects or elements of the social structure may not change.
- iii. Each aspect of social change may not change with same intensity.
- iv. Social change may mean discarding some old things or elements.
- v. Social change may mean addition of new things or elements.
- vi. Social change may be brought through non violent means.
- vii. Social change may be outcome of only one factor or number of factors.

### **Factors of Social Change**

Some writers regard diffusion to be the main factors of social change while some other writers consider invention in a similar capacity. Actually both diffusion and invention have a hand in the change which besets social relationships. Roughly the main causes of social change are the cultural, technological, biological, population, environment, psychological and other factors.

#### **i). Cultural factors of Social Change**

Culture is a field of values styles, emotional attachments and intellectual trends. These values, styles, and ideas affect social change. By value we understand the goal which any individual or institution tries to accomplish. For example, the goal of a hindu marriage is performance of dharma and sexual intercourse for procreation. In modern times the impact of dharma has declined quite a bit and the necessity of a limited family has tended to make

pleasure the chief goal of marriage. Due to this change in values the institution of marriage has become rather unstable. This has encouraged disintegration of family. In past the father used to enjoy a privileged status, every member of the family considered it his sacred duty to follow his command. In contemporary Indian society a generation gap is quite visible.

## **ii). Technological change**

The technological factors have made considerable contribution to the social change. The introduction of power-driven machines and vehicles and adoption of sophisticated means of communication has brought about considerable change in the society and this has profoundly affected marriage and family. The direct impact of industrial advance can be seen in the organization of labor, the division of labor, specialization, fast life and mass production. Its indirect impact can be perceived in urbanization and unemployment, crime, and class-war consequent upon it. The use of machines in industry has led to fast urbanization and the springing up of factories. As a consequence of urbanization, new classes have come into being and new ideological movements have been born. The values have undergone drastic transformation, materialism, individualism, specialization etc. are the result of technological changes. The social change consequent upon technological change can be explained by a simple example. This has also led to changes in dress, mobility and thinking.

### **iii). Population factors**

The changes in the quality and size of the population have effect upon the social organization as well as on customs and traditions, institutions, associations, etc. Increase and decrease of the total population a change in the ratio of men and women, young and old all have an effect social relationship. If population is beyond the resources, then the nation will not be able to feed all the mouths. This brings and concomitant institutions like beggary and prostitution. The ratio of men and women in a society affects marriage norms, familial relationship condition of women in society. In the same way birth and death rates also influence social change.

### **iv). Ideological factor**

Ideologies bring about social change by influencing the people. In India, the social order of caste system gave way to a new order because of the efforts of Dr. B. R. Ambedkar. The ideology of Abraham Lincoln brought about a social revolution in the U.S.A by abolishing slavery in the country. The idea of democracy brought over many changes in the social structure of India. Communism has changed the social structure of many countries. All these changes are brought about by ideals and ideologies.

#### **v). Psychological factor**

Most sociologists regard psychological factors as important elements in social change. Man is by nature a lover of change. He is trying to discover new things in every sphere of his life and is always eager to have novel experiences. As a result of this tendency, the mores, traditions, customs, etc. of every human society are perpetually undergoing change. Change is the law of life. When changes do not occur all the appropriate time revolutions take place, wars are fought, epidemics spread and changes are violently introduced.

#### **vi). Modernization**

Modernization obviously entails social change. As a consequence of this change the new organization are replacing the old new groups and new trends are emerging. While this leads to progress in various fields, it also gives rise to many problems. The social change promotes social disintegration. In India as a consequence of modernization, arise individual and family disintegration. The joint family system is breaking down and it is being replaced by nuclear families. Due to modern tendencies the basis of marriage has ceased to be religious it is now social and psychological bond. As the opportunities of get together between sexes are increasing their many instances of violation of traditional also a result of modernization. In order to resolve the problems arising out of modernization a change in social policy is needed. Modernization requires transformation. This transformation is towards progressive democratic, social and scientific ideals.

### **vii). Biological factor**

Biological factors too have indirect influence upon social change. Among the biological factors is the qualitative aspect of the population related to heredity. The qualitative aspect of population is based upon powerful and great men and their birth is dependent to a large extent upon heredity and mutation. Hence, biological factors play apart in social change to that extent.

### **viii). Environmental factors**

The geographists have emphasized the impact of geographical environment upon human society. Even if these claims of the geographists are to be discarded it cannot be denied that floods, earth quakes, excessive rain draught, change of season have significant effect upon social relationships and these are modified by such natural occurrences.

### **ix). Other factors**

Another factor of social change is the appearance of new opinions and thoughts. For example changes in the attitude towards dowry, caste system female education etc. have resulted in widespread social variations and modifications war is also a cause of social change because it influences the population and the economic situation.

## **Factors Restricting Social Change**

In spite of the above dynamic forces accelerating social change, there are certain counter forces that restrict this dynamism. These are the following:

### **i). Aged persons**

We often speak of communication gap. Normally, individuals advanced in age found to give importance to the preservation and transmission of social customs, values, taboos etc. and hence stand in the way of renewal. Since social status of such people is generally respected, social changes are paddled back in order to cater to their wishes. That is how many of the irrational customs, norms and even superstitions tend to remain in society.

### **ii). Vested interest**

Economic status, persons prestige, special privilege etc. enjoyed by specific sections create interests among individuals and groups. Such individuals and groups would like to retain these advantages and hence stand in the way of bringing about changes in the social set up. We know that the barriers by considerations of caste, occupation, educational provisions etc. have stood in the way of social change in Kerala for a very long time.

### **iii). Narrow religious superstitions and practices**

Religious, generally, try to propagate approved customs and practices. People who form part of religious establishment will be compelled to obey these, out of fear of social alienation. For example, even in Kerala there are restrictions imposed by certain religions upon new concepts like family planning, education of girls especially in co-educational institutions, engaging in certain occupations etc.



#### **iv). Cultural restrictions**

Just like religion, certain cultural practices procedures and institutions might stand in the way of progressive changes. If restrictions imposed upon by such individuals or families may be singled out and general public may not co-operate even in their familial matters. Say for example a girl who dresses differently from the approved pattern may find it difficult to get a suitable match. Even now certain occupations are considered to be below the dignity of cultured people.

#### **Result of Social Change**

The form of each aspect of social life is being continually transformed due to the effect of the above mentioned factors which cause social change. New institutions and associations are being formed and destroyed in the social, economic, political, cultural and verily in all spheres. To take an example the results of social change can be well understood and realized by studying the history of the objective structures, forms, importance and functions. All the changes and differences that can be the tribal society and the present day society can be attributed to social change.

#### **Education and Social Change**

Education fulfills the needs of society and propagates such ideas which promote social change in all fields of life. Education becomes in this

way a social process by means of which society moulds children according to its needs and approved patterns of behavior. For in this view that a society organizes its educational activities according to its needs and aspirations. In the light of social change, the following below the are functions of education.

**i). Prepetualizing eternal values**

A society has some eternal values which estabilize and consolidates it. Ralph Litton, has stated that whenever these eternal values lose their hold due to social changes, the society begins to decay and degenerate. In such times of crisis, education protects these eternal values saves them pernicious effects of social changes and promotes their knowledge and acceptance in such a manner that inspire of social changes. People in general keep faith in these values are of moral and spiritual nature. Education should protect, preserve and promote these values.

**ii). Promoting capacity to welcome and accept social change**

Education propagates in the society both the materialistic and non-materialistic techniques. It prepares the mentality of people to welcome and adopt describable social changes easily and gladly. It may be noted that people will welcome and adopt any technique or pattern only when they become convinced of its utility and desirability. Education thus, structures a wholesome and conducive environment for these social changes to become acceptable to all.

### **iii). Evaluation of social changes**

A society is constantly under a process of transformation of various forms and nature in all fields of human activity. Teachers by critical evaluation determine the desirability or otherwise of these social changes. In other words education lays down the required standards and criteria of values with reference to which this process of evaluation takes place effectively and only after that desirable social change is propagated where as the undesirable ones discarded and decried.

### **iv).Aids the coming of new social change**

Education strives to banish social evils, blind customs and traditions through various social reformation projects, political movements, and social service schemes and also tries to bring in needed social changes and reforms. For example in India public movements, agitations against, child marriage, forced widowhood, caste insulation, untouchability and social injustice resulted in desirable social changes.

### **v).Transmission of culture**

Through its function of transmission of national culture from generation to generation as a continuous process education lends to stability and continuity to the society only this education prepares society to adopt needed and desirable social reforms. In this sense education is the creator, generator and director of all social changes. In short education is a conservative consolidating and stability force and in addition it is a creative force as well.

**vi). Maintaining human and social relations**

In an industrial society, development of new techniques and devices very often leads to social laxity, disunity and discord among sections of people. Education strives to maintain and consolidate human relations in spite of these social changes in attitudes and patterns of behavior of people.

**vii). Education of social change**

Education employs various methods to promote knowledge and understanding among people about social changes occurring in society. When the understanding of social changes develops, people gladly welcome and creatively cooperate in all the plans to bring about social change.

**viii). Removal of obstacle**

Various obstacles impede the march of social changes and reformations. Education informs people about their importance and desirability. Not only has it tried to remove the mental reservations and complexes in the minds of people, which obstruct the progress of change.

**ix). Increasing the areas of knowledge**

Education promotes in the individuals the capacity to increase their areas and scope of knowledge more and more for their

benefits. It opens new vistas for deeper about desirable changes in material as well as non-material aspects of culture. Thus education prepares ground for the advent of social change and, leadership in the role of social change.

By promoting democratic feelings and progressive attitudes in the people education makes them capable to initiate and guide for needed social changes by fighting successfully against social evils, customs and blind traditions.

## **SECTION: B**

### **REVIEW OF RELATED LITERATURE**

#### **STUDIES CONDUCTED IN INDIA**

**Paul (2009)** conducted a study on attitude of higher secondary school students towards social change constructed and validated a tool of social change inventory for measuring the attitude of higher secondary school students and to find the nature of attitude of higher secondary school students towards social change. The sample consists of 400 students from different schools in kanyakumari district. The tool was used to collect data like attitude scale questionnaire. The major findings of the study shows that there exists significant difference between male and female higher secondary school students in their attitude towards social change.

**Sheeja** (2008) conducted a study on social attitude and social adjustment. The objectives of the study was to compare the social attitude and social adjustment of ix standard students based on sex, locality, religion, community and type of management. Normative survey method was used for data collection. The sample consists of 400 ix standard students from various schools of Kanyakumari district. The findings revealed that no significance difference noted in social attitude of ix standard based on sex, locality, religion and community

**Syed** (2007) conducted a study on social change. The society is made of people of different tastes of social change is the result of a number of factors changes occur due to the process of formation, reformation or decay at various levels. In most of the cases social changes occurs as an imitation of the upper classes by their respective lower classes. In this process there is always on internet conflict continuously joint on excel others which give birth to unrest at mental level and a blind pursuit of availing luxury of life, which generally end upon the form of confrontation and corruption. These changes are either positive or negative in nature. This work namely social change in India serves the vary purpose of focusing on all such important issues.

**Padmanabhan** (2006) conducted a study on empowering students and teachers to be agents of Social Change. The study truly saw the transformation of the young participants into a more confident determined to successfully compact of the challenges of life. The study also left both the teachers and the students more enlightened and more confident about playing their role as

agents of social change by making us understand the complex realities that lie behind the word 'differently abled'

**Choudhury (2005)** conducted a study on Social change and development: The sample consisted of all households in a tea estate and in a village. The study highlights various dimensions and finds that the enrolment of boys was higher than that of girls in primary and junior basic schools among the scheduled tribes. The dropout rate was 6.03% summarises the contribution of Muslim women. It is interesting to note that in the absence of a formal educational system for Muslim women Urdu novels became instruments of education.

**Lauren.A.Corwing, (2004)** conducted study on Caste class and the love marriage, Social change in India: The present study of a small town in rural West Bengal, India reveals a number of love marriages involving individuals from castes of distinctly different ranks in the local caste hierarchy. Despite the prevailing rule of caste endogamy, inter caste couples appear to face little difficulty living in a very small town in which one third of the households are of recent village origin.

The data suggest that such inter caste marriages are tolerated because they are not inconsistent with the system of social ranking operating in both the town and the surrounding rural micro region. This system is class like and an individual's social status in the social hierarchy is based on the evaluation of multiple ranking gradient of which caste is one.

**Mukerjee** (2002) conducted a study on caste and Social change in India: caste the rural community and the joint family have contributed to social and cultural solidarity in India, where likely to provoke perpetual conflict. Although they make up in interwoven compact and solid structure they are plastic bending to economic forces . Through the caste system the aboriginal tribes have been gradually absorbed into Hindu social organization . As peasant's artisans and traders rise in the economic sale, they rise also in caste not as individuals but as groups. Almost unceasing are the process of differentiation and fusion of caste and sub caste especially in the lower rungs of the Hindu social ladder with the growth of cities and of industrial development caste has abandoned may of its adaptability to become the guild or trade union in the new system of industry.

**Jain, A(2002)** made a study on comparative study to study to socio-economic status and values of educated and uneducated men in relation to their attitudes towards social changes. The objectives of the study were (1) to determine the influence of socio-economic status of women in relation to their attitudes towards social change.(2) comparative study of socio economic study of educated women in relation to their attitudes towards social change. and (3) comparative study of socio economic status of rural and urban women in relation to their attitudes towards social change. The sample consisted of 500 women from rural and urban areas. The major findings of the study was there is a correlation of socio-economic status of educated women and attitude towards social change is highly positive.



**Shanker (2001)** conducted a study on impact of Social change. The family or the home is the place where one can look for personal psychological peace and security. The changing society has shifted function from institution to another. The traditional functions of the family in many aspects is a mirror shadow. The ascription function has been weaken. Since in modern society much emphasis is laid on achieved status than the ascription one.

**Sandhya (2000)** conducted a study on social attitude among higher secondary school students. The aim of the study was to compare the social attitude of rural and urban students and to compare the different communities of student using the scores on social attitude. The sample consists of 400 students from 10 schools of Kanyakumarai district. The major findings revealed that students in the urban area have high degree to social attitude in comparison with those students in rural areas.

**Fathima (1999)** conducted a study on Education and Social change .Women with higher education had a favorable attitude towards girls education, adaptation of the family planning methods and shedding of the social evils of dowry, castes and communalism. The findings related that Secondary and higher professional education amongst women has a positive effect on their occupational mobility and employment.

**Chanana(1998)** conducted a study on Social change education and employ: The purpose of the study was to compared the social context of women's higher education at two points of time. The findings revealed that the

educated women are by and large aware of their rights but have only partial knowledge of arts and laws concerning their rights.

Awareness about the minimum age of marriage, dowry prohibition, inter caste and inter religious marriages is there but full knowledge of the legal provisions for widow remarriage, divorce, maintenance, adoption etc, is not there. Educated girls favour small family norms, use of contraceptives, spacing, equality between sexes and participation in decision making. Among educated girls positive attitudes towards female education, coeducation, female employment provide higher capabilities to women for adjustment in adverse situations exist. In the erosion of old values educated women are likely to be prime movers.

**Bharadwaj (1997)** conducted a study on Social change: change, religion and individual. Modern society is passing through a rapid change. In this process of changing the institution of society are transformed affecting all human relationships. When a society changes from the traditional to modern, there is fundamental change in the style of life of people values, attitudes, behavior and there out look on the word. The process by which this transformation has taken place may be discussed in terms of the adaption of a given sets institutions to changing functions.

**Frank (1991)** conducted a study on the relationship of students perception of school climate and students retention. The main objectives of the study was describe the difference in perception of school climate survey for at risk

students are compared to students not classified as at risk. The investigation came to the conclusion that in sub urban (s), rural (R), urban (U) school there was a significant difference in at risk and not at risk students in 9 of 10 climate sub scale areas and a significant difference between at risk students climate scores and national normative students scores.

## **STUDIES CONDUCTED ABROAD**

**Torres- Harding et al (2014)** conducted a study on student perception of social justice and social justice activities. Encouraging students to engage in activities that actively seek to promote social justice is a goal of man education. This study analyzed college student perception around social justice and student related activities in a medium- size, urban university in the United state open – ended response to questions asscessing their perception of social justice and related social justice activities were coded, and a set of category were developed . The result and implications of these analyse are presented and discussed.

**Willams et al (2012)** conducted a study on understanding the Relation between Social Change and its impacts: The experiences of Rural land use in south- Eastern Australia . This study investigated socio- economic impacts of land use change, giving explicit attention to relationships between independently observed land use and associated socio- economic changes, perceived land use change and socio- economic change, and experienced impacts of change. Using a case study region in south-east Australia, we examined the impacts of growth

in use of land for dairy farming ,cropping, blue gum plantations and rural residential development on i). rural population trends and ii). The amount and nature of employment available in the state region results demonstrate that local residents not always aware of the extent and nature of land use change

**Yedidia (2012)** conducted a study on social perception between Arab and Jewish children through human figure drawings. This study examined social perception among 191 Arab and Jewish children who live in mixed neighborhoods in Israel. Human figure drawing assessment was to examine the childrens social perception. The drawing that the Jewish Israeli children created portrayed Arabs as the enemy, whereas the Arab Israeli children expressed a more positive perception of Jewish. The Arab childrens perception of the Arab social image was found to be less positive than the Jewish childrens perception of the Jewish social image.

**Muhammed (2010)** conducted a study on Social Justice perception of teacher candidates. This study aims to determine the social justice perception of teacher candidates being trained in an education faculty. For this purpose, national and international literature was reviewed by the researchers and 32- item questionnaire was developed and implemented on 237 senior year education faculty students. Data from the questionnaire was analyzed and social perception judgment was concluded to have a four dimensional structure, behaving in line with the principle of equality, social sensitivity, social responsibility and discrimination perception. The analyses showed that their social justice perception differed meaningfully in major areas of study.

**Chen, Bian et al (2010)** conducted a study on Perceived Social Change and child rearing attitudes in China: The purpose of this study was to examine parents perceived social change and its relation with adolescents reports of child rearing attitudes in urban and rural china. The sample were high school students and their parents in a northern region of china . The results indicated that urban parents had higher scores than rural parents on major dimensions of perceived social change including work-related opportunities ,self-improvement in work and high-tech experience.

**Prasad (2009)** conducted a study on Social Change and the senior citizen in Nepal- A case study of their socio-spatial exclusion. The present study explores the over all status of senior citizen in Nepal especially among selected caste and ethnic group. It examines the social, economic and family problems that the elderly have been facing in Nepal. Living environment of the elderly people and their perception on ageing and that of societal response to them are major highlight of the study. The finding shows that there is a significant influence of modernization process on the lives and overall living environment of seniorcitizens. The caste and ethnic variations are evident with Brahmin andDalitcommunity being highly affected by this process.

**John(2008)** conducted a study on Higher education and Social change: An agenda forfuture higher education research is proposed which incorporates four interconnected elements changing contexts their implications for higher education,Mechanisms of interaction between higher education and society highereducation impact on society. The role of comparative research in

investigating these topics is discussed a set of priorities for future research question is proposed.

**Bray (2007)** conducted a study on Social change and diversity education: Researchers recently asked the questions while living in Canadians polled agreed that their rights had been violated sometimes while many Canadians are proud of our tolerant society It is also clear that some people who lived in Canada face discrimination rapidly your population is growing more diverse in terms of ethnicity , age, race, religion, physical ability, sexual orientation and socio economic status such increasing diversity may result in reduced social cohesion and economic inequity.

**Malaney (2005)** conducted a study on assessing how diversity affects students interest in social change. As the country's racial/ ethnic minority representation increases colleges and universities have increasingly diversity their enrollments in order to better prepare all students to live and works in a diverse democracy. This study examined the effects of students entry characteristics; pre- college environments and pre- college activities on 3 democratic outcomes that serve as potential indicators of new under graduate students; readiness to positively engage with diversity social change, self-efficacy, social action engagement and social leadership skills. Data were collected from 10 public university that participated in a 2001 national study that investigated how diversity helps shape students attitudes and belief the result indicate the students who are more engaged with diversity prior to college are more likely

perceive themselves as ready to proactively engage with diversity as college students.

**Edwards (2004)** conducted a study on social change and social capital in Australia a solution for contemporary problems. Profound social changes associated with globalization. Economic rationalism and pluralism have sparked concern with social .Cohesiveness integration and national identity in contemporary Australia “Social capital” is frequently invoked as the phenomenon that can restore Cohesiveness and integration.

**Gorge(2002)** conducted a study on Education and social change: Education is also accepted as an agent of change. Social reformers especially in under developed as an instrument of social change. The spread of education would ensure the spread of new values which can deal to further social and political reforms. Education is commonly represented as the flame or light of knowledge which dispels the darkness of ignorance.

**Tippanetic (2000)** conducted a study of educational reform in secondary schools in Thailand in relation to social change: The present study was survey tyerandom sampling was used and it comprised of 800 teachers from Thailand.tools used for data collections were constructed by the investigator. These were to questionnaire and enquire about school’s information the questionnaire to measure the knowledge and understanding ,the scale to measure about the educational reform, the scale to measure the participation of the teachers on educational reforms, the scale to measure the

collaboration of the society on educational reforms . Techniques of data analysis were mean standard deviation t-test analysis of variance , standardized range statistic test and percentage .

**Miller(2000)** conducted a study on charity and change: In his reflections on the activism in which he was involved as a student at the university of California, Berkeley in the late 1960s he described the and many similar efforts by others since then, as apolitical - that is ,they were characterized by self –perpetuating boards and dependency on foundation , and they did not have democratic membership. They tended toward an isolationism that may have learnt toward an arrogant dismissal of external powers. Although they may have celebrated their diversity their focus was individualistic. He has argued now, however that successful social change depends on building institutional power that can negotiate with political and other and dominant powers. Activists should cultivate political skills and allow the individualism to develop into mutual obligation, genuine equality and authentic community.

**Verducci Louise(1999)** conducted a study on empathy, morality and moral education: The objectives of the studies are to respond to current trend in moral education that advocates fostering empathy in students and to explore the nature and process of empathic phenomena and their connection to morality . The study find out empathic phenomena with strong connections to morality possess evaluative as well as emotional dimensions.



**Ortloff marina** (1999): conducted a study on difference in social and moral hierarchical values among Colombian and American pre-service teacher education students and professors. The objectives of the study are to determine if any difference in value system existed between and among both pre-service education .Students and professors in a teacher education university in both the republic of Colombia and united states of America. He used 324 students and professions. From universal pedagogical national and the university of southern Mississippi. He find out most values were not statistically significantly different when comparing the student and professor populations in the republic of Colombia and united states.

**Leonard(1972)** Conducted a study on Value correlates of student attitudes on social issues. A total of 2568 college students in 6 westernized nations were given the student survey. From to assess attitude towards social change, use of force, identification and use of drugs. Correlation results across nations were high similar. The leadership value was associated with favoring the use of force and independence were related to having a favorable attitude towards drugs

## **CRITICAL REVIEW OF THE STUDY**

The researchers reviewed thirty studies totally. Fourteen Indian studies and sixteen foreign studies. The population taken in those studies included school students, teachers, women's, and students teachers.

The researchers critically reviewed the reports and studied the design and method of these researchers, sampling, techniques, method adopted, tools

used, variable defined and their recommendations for further research. The review made evident various factors that influenced social change perception of student teachers, school students and college students. It also made clear that no attempts have been made by researchers in studying the perception of college students towards social change.

## **CHAPTER-III**

### **METHODOLOGY**

- **Introduction**
- **Section A: Test Development**
- **Section B: Plan and Procedure**

## **CHAPTER III**

# **METHODOLOGY**

Research methods are basically concerned with observation of reality, defining the problem and its dimension, a planned approach towards analysis of the problem, interpretation of information and drawing conclusions. Through this process, a researcher attempts to acquire and understanding the problem and make concrete suggestions towards its solution. The success depends upon sensitivity, power of observation, logical thinking process and ability to draw conclusions assimilating a large mass of information.

Research is most essential and powerful tool for the progress of the democratic society. Without research, development in various spheres of life and law would not have been possible. Research is more systematic activity that instructed towards discovery of the various facts of an organized society.

Research leads towards information and knowledge. It eradicates ignorance and kindle the light to find the truth against all bliss. Research helps to find solution for innumerable legal problems of life and is based on experience with empirical evidence. Research rejects dogmas and answers by making accurate observation. It is a quest to answer unsolved question by pushing back the hurdles of ignorance. It is based on courage and confidence. It

is carried with patience and finds spectacular result against disappointment and anarchy. It carefully records and reports the finding in scholarly manner.

According to Encyclopedia Britannica- research means “the act of searching into a matter closely and carefully, inquiry directed to the discovery of truth and in particular the trained scientific investigation of the principles and facts of any subject, based on original and first hand study of authorities or experiment”.

Webster’s International Dictionary defines- research is a careful, critical inquiry or explanation According to J.W. Best and J.V. Kahn “research may be defined as systematic and objective analysis and recording of controlled observation that may lead to the development of generalization, principles or theories, resulting in prediction and possibly ultimate control of events”.

This chapter is divided into two major sections.

**Section – A: Test Development**

**Section – B: Plan and procedure**

## **SECTION – A**

### **TEST DEVELOPMENT**

Collection of relevant data is one of the most important steps in any research especially in the field of education. An appropriate tool or instrument is very essential to serve to this purpose. In certain researches the investigator use readymade tool to carry out the study. But such tools may not work suitably with variables selected in certain cases. In such cases investigator has to prepare suitable tools which will work adequately with variable selected for the study .

In the present study, after a through survey on the available tools the investigator decided to go for a suitable tool that will measure the perception of college students towards social change.

The tool for the present study was constructed and validated by the investigator for measuring the perception of college students towards social change. For the preparation of the tool, certain important considerations and procedure were followed. The major steps followed in the construction of this tool are described under different heads.

#### **Steps in the construction of tool**

1. Planning of the test
2. Item Writing

3. Item Editing
4. Arrangement of Items
5. Preliminary tryout
6. Draft form of the test
7. Final tryout
8. Scoring
9. Item Analysis
10. Item Selection
11. Format of the final scale
12. Establishing reliability and validity of the test

### **1. Planning of the test:**

The social change perception scale prepared by the investigator aims at measuring the perception towards social change among arts and science college students in Kanyakumari district. Due considerations were given to the variables tested and the different social aspects involved.

### **2. Item writing:**

Writing of suitable item is one of the important steps in the construction of any research tool. After a through and careful study of the literature available, the investigator prepared a number of positive and negative statements describing selected aspects of social change under four dimensions.

- i. Culture
- ii. Technology

iii. Modernization

iv. morality

The scale covers the decisive features of the needed data. The method used in item writing was fixed response (scale) method. Here the subject has to select his/her response out of the given response **Agree/Undecided/Disagree**. An objective evaluation is possible through this method.

### **3. Item Editing:**

Editing the items needs much care and it is the process of checking and scrutinizing items. The items were referred to the experts for suggestion and modification. As per the suggestion, the ambiguous items were rewritten in simple and meaningful language.

### **4. Item Arrangement:**

All the items were grouped, ordered and located in a random manner in order to arouse interest and to maintain attention for responding.

### **5. Preliminary Try Out:**

The preliminary tryout of the test was arranged to find out the weakness and workability of the items. The difficulties in responding the items and a rough of the time-limit for responding the items were noted. This step helped the investigator to modify certain items which were vague and questionable.



For this purpose the scale was given to hundred students studying in various arts and science college of Kanyakumari district.

#### **6. Draft Form of the Test:**

The first draft was prepared by printing the items with the provision to mark responses. It was printed both in English and Tamil. Necessary instructions for the respondents were also printed. A sample copy of the Draft form of the test is given as **Appendix-B.**

#### **7. Final Tryout:**

The tool was administered to a sample of 400 college students of various arts and science colleges in Kanyakumari district. They were selected randomly from the population. A Sample copy of the final tryout is given as

**Appendix-C.**

#### **8. Scoring:**

The collected response sheets were scored with the help of a scoring key prepared by the investigator. The response sheets were scored by assigning the score of '3' for 'Agree', '2' for 'Undecided', '1' for 'Disagree' for positive items. The score is reversed for negative statements.

## 9. Item Analysis:

Item analysis is an important step in a test construction. Item can be analyzed qualitatively in terms of their content and quantitatively in terms of their statistical properties.

Qualitative analysis includes the consideration of content validity and the evaluation of item in terms of effective item writing procedures. Quantitative analysis on other hand includes the measurement of item difficulty and item discrimination power. Both the variability of any test depends ultimately on the characteristics of its items. High reliability and validity can be built into a test in advance through item analysis.

The method of item analysis used in the case of present investigation is one developed by Mathew (1982) called the “**Mathew Item Analysis Table**”. This table gives item criterion correlation and percentages of rest, making the key answer. One of the advantages of phi- coefficient is that any convenient tail. Proportion can be made use of in order to use the same table. It is recommended regardless of the sample sizes.

The response sheets were arranged in the order of the criterion score. The criterion score in the total sheets having the highest criterion were taken and it constitutes the upper tail. Similarly hundred response sheets having the lowest scores were taken forming the lower tail.

The final percentage needed for reading the item indices from the tables are the following.

**P<sub>L</sub>**: Percentage of individual in the lower tail marking the keyed answer.

**P<sub>U</sub>**: Percentage of individual in the upper tail marking the keyed answer.

In the “**Mathew Item Analysis Table**” all indices for the same value of the **P<sub>L</sub>** have been grouped together. So in order to read the indices for the same value item, the **P<sub>L</sub>** value of the given item was located first then in that session the **P<sub>U</sub>** value of the items along the left margin was located and the corresponding Phi and P values were read. Whenever the **P<sub>L</sub>** value was larger than the **P<sub>U</sub>** value, **P<sub>L</sub>** and **P<sub>U</sub>** values were interchanged while reading the indices and then a negative sign was attached.

#### **10. Item Selection:**

From the item having higher correlation values (phi-value above) the required number of items was selected. The special feature about the ‘**phi**’ value is that since ‘**phi**’ values tend to be high for item having medium ‘**p**’ value item selection based on ‘**phi**’ alone would give the desired result. Item with ‘**phi**’ values below of any test depend ultimately on the characterization of its items. High reliability and validity can be built into a test in advance through item analysis.

The method of item analysis used in the present investigation is the one developed by Mathew (1982) called the “**Mathew Item Analysis Table** “. This table gives item criterion correlation (phi –co-efficient) and percentages of test making the keyed answer (p- value). One of the advantages of phi-co-

efficient is that any convenient trial proportion can be made in order to use the same table. It is recommended regardless of the sample size.

The response sheets were arranged in the order of the criterion score. The criterion score is the total score of the tail from the test itself. Hundred response sheets having the lowest score were taken as lower tail, and hundred response sheets having the highest score were taken as upper tail.

The final percentage needed for reading the item from the table are the following. The five percent of significance is not considered usually. When 'phi' values of most items were high and the number of item large, item with some spread of 'p' values would be described. It may be mentioned here that 'phi' values were compiled for every combination of 'P<sub>L</sub>' and 'P<sub>U</sub>' values of Guilford (1954) formula. For the present study the item having 'phi' value 0.14 and above are selected for final scale. Details of items selected and rejected were given in the table.

### **11. Format of the final inventory:**

The final inventory consists of 48 items in which each dimension consists of 12 items, with almost simple and meaningful way. The language of the test is bilingual. So that it can be used for subject having knowledge of English and Tamil. A copy of the final scale is attached as **Appendix-C**

**Details of the items selected based on Mathew Item Analysis.**

**Table: 3.1**

**Section – A**

<b>SL.NO</b>	<b>P<sub>L</sub></b>	<b>P<sub>U</sub></b>	<b>Phi</b>	<b>P</b>	<b>Item selected</b>
1	89	95	0.11	0.92	*
2	58	82	0.26	0.70	Selected 1
3	57	79	0.24	0.68	Selected 2
4	66	89	0.28	0.78	Selected 3
5	67	80	0.15	0.74	Selected 4
6	74	84	0.12	0.79	*
7	57	72	0.16	0.65	Selected 5
8	57	84	0.30	0.71	Selected 6
9	10	20	0.14	0.15	Selected 7
10	82	92	0.15	0.87	Selected 8
11	45	43	0.02	0.44	*
12	9	12	0.05	0.11	*
13	71	69	0.02	0.70	*
14	11	25	0.18	0.18	Selected 9
15	70	80	0.12	0.75	Selected 10
16	26	30	0.05	0.28	*
17	74	80	0.07	0.77	*
18	14	29	0.18	0.22	Selected 11
19	45	67	0.22	0.56	Selected 12
20	14	19	0.07	0.17	*

**Selected items: 12**

**Section – B**

<b>SL.NO</b>	<b>P<sub>L</sub></b>	<b>P<sub>U</sub></b>	<b>Phi</b>	<b>P</b>	<b>Item selected</b>
1	80	95	0.23	0.88	Selected 1
2	74	81	0.08	0.78	*
3	11	26	0.19	0.19	*
4	11	31	0.25	0.21	Selected 2
5	86	92	0.10	0.89	*
6	8	52	0.48	0.30	Selected 3
7	89	94	0.09	0.92	*
8	83	84	0.01	0.84	*
9	67	86	0.22	0.77	Selected 4
10	6	13	0.12	0.10	*
11	12	6	0.11	0.09	*
12	18	26	0.10	0.22	*
13	81	96	0.24	0.89	Selected 5
14	6	27	0.28	0.17	Selected 6
15	73	96	0.32	0.85	Selected 7
16	17	52	0.37	0.35	Selected 8
17	74	88	0.18	0.81	Selected 9
18	19	53	0.35	0.36	Selected 10
19	79	93	0.20	0.86	Selected 11
20	14	41	0.30	0.28	Selected 12

**Selected items: 12**

**Section –c**

<b>SL.NO</b>	<b>P<sub>L</sub></b>	<b>P<sub>U</sub></b>	<b>Phi</b>	<b>P</b>	<b>Item selected</b>
1	82	89	0.10	0.86	*
2	28	32	0.04	0.30	*
3	86	92	0.10	0.89	*
4	76	83	0.09	0.80	*
5	84	91	0.11	0.88	Selected 1
6	22	27	0.06	0.25	*
7	52	63	0.11	0.58	Selected 2
8	19	45	0.28	0.32	Selected 3
9	72	88	0.20	0.80	Selected 4
10	24	41	0.18	0.33	Selected 5
11	50	41	0.09	0.46	*
12	4	14	0.18	0.09	Selected 6
13	10	16	0.09	0.13	*
14	20	36	0.18	0.28	Selected 7
15	78	76	0.02	0.77	*
16	77	88	0.15	0.83	Selected 8
17	34	60	0.26	0.47	Selected 9
18	8	34	0.32	0.21	Selected 10
19	23	41	0.19	0.32	Selected 11
20	70	85	0.18	0.78	Selected 12

**Selected items: 12**

### Section – D

SL.NO	P <sub>L</sub>	P <sub>U</sub>	Phi	P	Item selected
1	11	10	0.02	0.11	*
2	10	33	0.28	0.22	Selected 1
3	28	68	0.40	0.48	Selected 2
4	13	24	0.14	0.19	*
5	30	60	0.30	0.45	Selected 3
6	10	30	0.25	0.20	Selected 4
7	13	44	0.34	0.29	Selected 5
8	16	38	0.25	0.27	Selected 6
9	29	55	0.26	0.42	Selected 7
10	18	43	0.27	0.31	Selected 8
11	16	49	0.35	0.33	Selected 9
12	10	18	0.12	0.14	*
13	86	95	0.15	0.91	*
14	11	28	0.22	0.20	Selected 10
15	66	93	0.33	0.80	*
16	8	28	0.26	0.18	Selected 11
17	75	70	0.06	0.73	*
18	34	49	0.15	0.42	Selected 12
19	65	61	0.04	0.63	*
20	76	79	0.04	0.78	*

**Selected item: 12**

Star (\*) indicates rejected items.

Total number of item selected: 48



## **12. Establishing reliability and validity:**

### **i). Reliability of the test:**

Reliability is the accuracy or precision of measuring instrument.

According to John W. Best (1978) “A test is reliable to the extent that it measures accurately and consistently from one another”.

Reliability is the consistency of scores obtained by the same individual of different occasion or with different set of equivalent items. The reliability of a test can be assessed in different ways such as tests re-test method, splitting method rotationate equivalence method etc.

In the present investigation, the reliability co-efficient was found out by Split-Half method. It measures the degree of homogeneity of items. The reliability coefficient of the test is calculated using Spearman Brown Prophecy formula found to be 0.7525 showing satisfactory reliability (N=100).

**Table- 3.2**

**Reliability Analysis**

Number of sample	100
Number of items	48
Correlation between odd half & even half	0.6032
Reliability of co-efficient	0.7525

**ii) Validity of the test:**

A test is valid when it meets the purpose for which it was designed. The two main types of validity established for this tool were face validity and content validity.

**a). Face Validity:**

Face validity means that the given tool appears or seems to measure what it is to measure. The tool was submitted to experts and in their opinion it appeared to measure the objective of the tool. A close look on the items of the inventory reveals that each and every item is capable of reflecting the subjects' perception of college students towards social change. This provided face validity for the tool.

## **b) Content Validity:**

Content validity of the test was also established by verifying the comprehensiveness of coverage of the content of the test using authentic literature and opinion of experts on the basis of the experts from relevant field that the tool has sufficient coverage of its contents.

The decision about the method to be employed always depends on the nature of the problem. A researcher should have a thorough understanding of all research methods, with particular reference to their strength, limitations, appropriateness and applicability.

## **SECTION – B**

### **PLAN AND PROCEDURE**

Methodology is the technique used in research study. Research methodology is a scientific investigation used by the researcher to carry out any research work. Research methods are of almost importance in a research process. Mainly methodology consists of tools, procedure and techniques followed by the researcher, mostly three methods are commonly used. Such as Historical method, Experimental method, Normative survey method.

## **1. Historical Method**

It is a method of investigation to discover and interpret what existed in the past. It is an integrated narrative of past events representing a critical search for truth.

## **2. Experimental Method**

Experimental research is the description and analysis of what will be or what occur, under carefully controlled conditions.

## **3. Normative survey Method**

It is a method of investigation which attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, beliefs *etc.*

In the present study the investigator has selected normative survey method for investigation.

## **METHOD ADOPTED FOR THE PRESENT STUDY**

The present study attempts to find out the “Perception of college students towards social change”. Since the problem selected is concerned with survey type , the investigator choose survey method for conducting the present study.

## **Normative survey method**

Normative survey or descriptive approach of research is also a recent development in the field of investigation. In using this method many a times researcher gains insights into other aspects of the problem which otherwise may not be within the scope of his research performance. He also gains invaluable experience of conducting such enquires systematically and accurately.

According to Good Bar and Scales (1952),”The term Normative Survey is generally used for the type of research that attempt to find the normal or typical conditions of practices at the present time.

Survey method attempts to describe and interpret what exists at present in the form of condition, practices, process, trend, effects, attitudes, beliefs etc .It is an organized attempt to analysis interprets and reports the present status of social institution , group or area.

### **Characteristics of Normative survey method**

- i. It gathers data from a relatively large number of cases.
- ii. It involves clearly defined problems.
- iii. It provides information useful to the situation of local problem.
- iv. Surveys may be quantitative and qualitative.
- v. It requires expert imaginative planning.
- vi. It is more reliable.
- vii. It requires careful analysis and interpretation of the data gathered.

- viii. It determined the present trends and solves current problems.
- ix. The existing theories and laboratory findings can easily be put to test in real situation.

The methodology deals with the various aspects of the method followed in the investigation which includes.

1. The population and sample.
2. Tools used for the study.
3. Data collection procedure.
4. Scoring and Tabulation.
5. Statistical techniques used.

## **1.THE POPULATION AND SAMPLE**

### **Population**

J.W. West (1996) says, “A population is any group of individuals that have one more characteristics in common that are of interest to the researchers”.

By population the investigator means the total area taken for the study. Here the population consists of aided and private arts and Science College students of Kanyakumari district .The sample selected is based on the stratified random sampling technique.

## Sample

J.W.West (1996) defines “A sample is a small portion of a population selected for observation and analysis.

The sample of the present study consisted on 400 arts and science college students. The investigator has adopted simple random sampling method. While selecting the subjects due representatives were given to factors such as gender, locality, religion, community, type of college, and group of studies.

### **PERCENTAGE WISE DISTRIBUTION OF THE SAMPLE ON THE BASIS OF BACKGROUND VARIABLES**

#### **i). Gender wise distribution of sample**

**Table – 3.3**

<b>Gender</b>	<b>Number of students</b>	<b>Percentage</b>
Male	177	44.25
Female	223	55.75
Total	400	100

The sample consists of both male (177) and female (223) students. The percentage corresponding to male and female students’ are 44.25 and 55.75 percentages respectively.

**ii). Locality wise distribution of sample**

**Table – 3.4**

<b>Locality</b>	<b>Number of students</b>	<b>Percentage</b>
Rural	197	49.25
Urban	203	50.75
Total	400	100

The sample consists of both rural (197) and urban (203) college students. The percentage corresponding to rural and urban students are 49.25 and 50.75 percentage respectively

**iii). Religion wise distribution of sample**

**Table – 3.5**

<b>Religion</b>	<b>Number of students</b>	<b>Percentage</b>
Hindu	170	42.50
Christian	188	47.00
Muslim	42	10.50
Total	400	100



The sample consists of Hindu (170), Christian (188) and Muslim(42) religion college students. The percentage corresponding to Hindu, Christian and Muslim students are 42.50, 47.00 and 10.50 percentage respectively.

**iv.) Community wise distribution of sample**

**Table – 3.6**

<b>Community</b>	<b>Number of students</b>	<b>Percentage</b>
FC	31	7.75
BC	295	73.75
MBC	41	10.25
SC/ST	33	8.25
Total	400	100

The sample consists of FC (31), BC(295), MBC(41) and SC/ST(33) college students. The percentage corresponding to FC,BC,MBC,SC/ST College students are 7.75, 73.75, 10.25 and 8.25 percentage respectively.

**V) Type of college wise distribution of sample**

**Table – 3.7**

<b>Type of college</b>	<b>Number of students</b>	<b>Percentage</b>
Aided	200	50.00
Private	200	50.00
Total	400	100

The sample consists of both aided (200) and private (200) students. The percentage corresponding to aided and private students are 50 and 50 percentage respectively.

**Vi) . Group of study wise distribution of the sample**

**Table – 3.8**

<b>Group of study</b>	<b>Number of students</b>	<b>Percentage</b>
Humanities	205	51.25
Science	195	48.75
Total	400	100

The sample consists of both humanities (205) and Science group (195) college students. The percentage corresponding to humanities and science group students are 51.25 and 48.75 percentage respectively.

## **2. TOOLS USED FOR THE STUDY**

Tools are the instruments employed by the investigator to gather new facts to explore new fields. There are a large number of tools available for data collection in research. By keeping various objectives and purposes of the study in mind the investigator prepared the following tool for the data collection

- i) General data sheet prepared by the investigator
- ii) Social Change perception scale constructed and validated by the investigator.

### **i) General data sheet**

The general data sheet was used to collect personal information. In this the students were asked to write their personal details such name, gender, locality, religion, community, type of college, group of studies.

A copy of the general data sheet is attached **as Appendix.A**

### **ii) Social Change Perception Scale**

Social Change perception scale was prepared by the investigator (Suresh Kumar.A and Mr.Gireesh Kumar K-2014) to test the perception college students towards social change. Four dimensions of social change were selected such as cultural change, technological change, modernization and

morality .There were totally 80 statements in draft form . After item analysis, the final format consists of 48 statements which is almost equal number of positive and negative statements . The reliability and validity of the scale was also established.

#### **4. DATA COLLECTION PROCEDURE**

Data were collected from 400 college students studying in different arts and science colleges. For this the investigator visited various arts and science colleges in Kanyakumari district and sought the permission of the head of the institution and met the students in person. A rapport was established with the subjects in advance before administration of the tool. The students were first given direction to fill up the general data sheet. Then they were instructed to respond to the perception scale of social change. The responses sheets were collected from the respondents after marking the responses.

#### **5. SCORING AND TABULATION**

The collected response sheets were scored systematically by the investigator for the positive item the score given was '**3**' for **Agree**, '**2**' for **Undecided**, '**1**' for **Disagree** . The score was reversed for negative statements.

The relevant data collected from the subjects were consolidating for the purpose of analysis. This was done by assigning an identification number for each subject in the coding sheet. Then against the number, the details of the personal data like gender, locale, religion, community, type of college and

group of study were indicated. Calculation and analysis was done using computer assistance.

## 6. STATISTICAL TECHNIQUES USED

Statistical techniques are very important for any research. The relevant statistical techniques help the investigator to analyse and interpret the data meaningfully in the study. Here in this present study the investigator used following statistical techniques:

- i. Arithmetic Mean
- ii. Standard Deviation
- iii. test of significance (t-test)
- iv. Analysis of Variance(ANOVA)

### Percentage

Percentage helps in the comparative study of fractions. It is always means per hundred and hence it is calculated on 100.

#### i). Arithmetic Mean

It is the most widely used measure for representing entire data by one value. It is the centre of gravity in a distribution and is useful for further statistical interpretation.

$$\text{Arithmetic Mean } \bar{X} = A + \frac{\sum fd}{N} \times C$$

$\bar{X}$	=	Mean
A	=	Assumed mean
f	=	Frequency of each class interval
d	=	Deviation of scores from the assumed mean
N	=	Total frequency
C	=	Class interval of the frequency distribution

## ii). Standard Deviation

It measures absolute dispersion. The greater amount of variability greater the standard deviation. It reveals high degree of uniformity of observation.

$$\text{Standard Deviation } \sigma = \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2} \times C$$

$\sigma$	=	Standard deviation
C	=	Class Interval
d	=	Deviation of scores from the assumed mean.
$d^2$	=	square of deviation of score from the assumed mean
f	=	Frequency of each class.
N	=	Total frequency

### iii). t-test (test of significance)

It is used for finding significant level of difference between two groups of population. From the mean and standard deviation 't' value can be calculated.

The t-test is calculated using the formula

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

Where,  $M_1$  = Mean of the first sample

$M_2$  = Mean of the second sample

$\sigma_1$  = Standard deviation of the first sample

$\sigma_2$  = Standard deviation of the second sample

$N_1$  = Total number of frequency of first sample

$N_2$  = Total number of frequency of second sample

### iv). Analysis of variance (ANOVA)

To find out whether there is any significant difference between the mean of random samples we use the 't' test. The analysis of variance is good when there is any significant difference between more than three groups. This is calculated by the F-distribution of samples.

$$F\text{-ratio} = \frac{\text{Mean square variance between groups}}{\text{Mean square variance within groups}}$$

Where,  $F = \frac{V_b}{V_w}$

Here,  $V_b = V_t - V_w$

$V_b$  – Means square variance between groups

$V_w$  – Means square variance within groups.

$V_t$  – Means square variance of total groups

#### **v).Scheffe's procedure**

Significance, obtained as the results of ANOVA, does not point out which of the three groups differ among themselves. In such cases, the comparison of the differences between means for any two groups is done using Scheffe's procedure (Scheffe's 1957). Scheffe's test is one of the well known multiple group comparison test.



## **CHAPTER IV**

# **ANALYSIS AND INTERPRETATION OF DATA**

- **Introduction**
- **Percentage wise Analysis**
- **Differential Analysis**
- **Tenability of Hypotheses**

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION OF DATA**

Analysis and interpretation are the basic components of research process .The data collected are to be discussed at length. “Analysis of data implies studying tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors to simple parts and putting the parts together in new arrangement for the purpose of interpretation.

Interpretation is the vital step in the total procedure of research, calls for the critical examination of the results of analysis in the light of all the limitations of data gathering. Interpretation is the search for broader meaning of research findings and Only through interpretation the researcher can expose the abstract principle that works beneath the findings.

According to Fransis Russels (1985), “The analysis and interpretation of the data involves the objective material in the possession of the researcher and his subjective reaction, and desires to desire from the data, the inherence meanings in their relations to the problem.

The data collected from 400(four hundred) arts and science college students were subjected to different types of statistical techniques like arithmetic mean, standard deviations , t-test and ANOVA . The details of analysis are presented in this chapter.

# TEST OF SIGNIFICANCE FOR DIFFERENCE BETWEEN MEAN OF DIFFERENT GROUPS

## PERCEPTION OF COLLEGE STUDENTS TOWARDS SOCIAL CHANGE

### 1. Perception of the total sample towards social change

The statistical values such as arithmetic mean and standard deviation of the perception scores of 400 college students are shown in the following table.

**Table: 4.1**

#### Arithmetic mean and standard deviation of the total sample

S.NO	Category	N	Arithmetic mean	Standard deviation
1	Total sample	400	93.9	7.87

The arithmetic mean was found to be 93.9 out of 400. The value obtained for standard deviation is 7.87. This value shows that there is average scattering of scores from the mean score. Hence the college students perception towards social change is slightly favorable.

## PERCENTAGE WISE ANALYSIS

**Table: 4.2**

**Percentage wise distribution of different levels of perception towards social change**

<b>Perception</b>	<b>Count</b>	<b>Percent</b>
Low	73	18.25
Medium	266	66.50
High	61	15.25
Total	400	100.00

From the above table, it is evident that, out of 400 arts and science college students, 18.25% of college students have low level of perception, 66.50% of college students have medium level of perception and 15.25% college students have high level of perception towards social change.

## DIFFERENTIAL ANALYSIS

### COMPARISON OF PERCEPTION SCORES TOWARDS SOCIAL CHANGE BASED ON BACK GROUND VARIABLES

Students with regard to their background variables are compared by using t-test and ANOVA.

**1. comparison of college students in their perception towards social change based on gender.**

**Null hypothesis:1**

There exists no significant difference in the mean scores of perception towards social change between male and female college students.

Male and female college students were subjected for study as per the analysis given in the table.

**Table: 4.3**

**Comparison of college students perception towards social change based on Gender**

Gender	Mean	SD	N	t	p	Level
Male	93.53	8.53	177	0.81	0.421	NS
Female	94.18	7.32	223			

The calculated value ( $t=0.81$ ;  $p>0.05$ ) is not significant at any level. Therefore the null hypothesis, there exists no significance difference in the mean scores of perception towards social change between male and female students is accepted. Perception of college students towards social change do not differ statistically with respect to gender.

**2. Comparison of college students in their perception towards social change based on Locality**

**Null hypothesis: 2**

There exists no significant difference in the mean scores of perception towards social change between rural and urban area college students.

Rural and urban area college students were subjected for study as per the analysis given in the table.

**Table: 4.4**

**Comparison of college students perception towards social change based on Locality**

<b>Locality</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>P</b>	<b>Level</b>
Rural	94.79	7.73	197	2.26	0.024	Sig. at 0.05 level
Urban	93.02	7.93	203			

The calculated value ( $t=2.26$ ;  $P<0.05$ ) is significant at 0.05 level. Therefore the null hypothesis there exists no significance difference in the mean scores of perception towards social change between rural and urban area college students is rejected. Social change of college students statistically differ with respect to locality. The mean value (94.79) shows that rural area students

possess higher perception than that of urban area students towards social change.

### 3. Comparison of college students in their perception towards social change based on religion

#### Null hypothesis:3

There exists no significant difference in the mean scores of perception towards social change among college students based on religion.

Hindu, Christian and Muslim religion college students have been subjected for study as per the analysis given in the tab

**Table:4.5**

#### Comparison of college students in their perception towards social change based on Religion

Religion	Mean	SD	Source	Sum of sqrs.	df	Mean square	F	p	Level
Hindu	93.87	7.49	Between Gp	703.14	2	351.57	5.81	0.003	Sig. at 0.01 level
Christian	94.74	7.28	Within Gp	24040.45	397	60.56			
Muslim	90.21	10.63	Total	24743.59	399				

The calculated value (F=5.81; p<0.01) is significant at 0.01 level. Therefore the null hypothesis, there exists no significance difference in the

mean scores of perception towards social change among college students based on religion is rejected. It shows that there exists significant difference among students of various religions in their perception towards social change.

The result does not help to identify exactly the pairs of which group differ significantly. Hence scheffe's multiple comparison is used for further analysis.

**Table:4.6**

**Result of scheffe's procedure towards perception of social change based on Religion**

<b>Religion</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>Pair</b>	<b>Scheffes p</b>	<b>Level</b>
Hindu(A)	93.87	7.49	170	A vs B	0.573	NS
Christian(B)	94.74	7.28	188	B vs C	0.003	Sig.at 0.01 level
Muslim(C)	90.21	10.63	42	A vs C	0.025	Sig.at 0.05 level

The result shows that there is significant difference in the perception towards social change based on their Religion. The students perception based on religion Hindu and Christian (A vs B) do not differ significantly. The other two pairs of college students Christian and Muslim (B vs C ) and Hindu and Muslim (A vs C) differs significantly in their perception towards social



change. The mean value ( 94.74) shows that Christian students shows high perception towards social change.

#### **4. Comparison of student perception towards social change based on Community**

##### **Null hypothesis:4**

There exists no significant difference in the mean scores of perception towards social change among college students based on community.

Students of various communities such as FC, BC, MBC,SC/ST have been subjected for study as per the analysis given in the table.

**Table :4.7**

#### **Comparison of college students perception towards social change based on Community**

<b>Community</b>	<b>Mean</b>	<b>SD</b>	<b>Source</b>	<b>Sum of sqrs</b>	<b>Df</b>	<b>Mean square</b>	<b>F</b>	<b>p</b>	<b>Level</b>
FC	93.74	7.17	Between Gp	540.4	3	180.13	2.95	0.033	Sig.at 0.05 level
BC	94.40	7.81	Within Gp	24203.2	396	61.12			
MBC	93.39	9.2	Total	24743.6	399				
SC/ST	90.18	6.47							

The calculated value( $F=2.95$ ;  $P<0.05$ ) is significant at 0.05 level. Therefore the null hypothesis there exists no significance difference in the mean scores of perception towards social change among college students based on community is rejected. It shows that there existed significant difference among the college students based on different communities in their perception towards social change.

The result does not help to identify exactly the pairs of groups which differ significantly . Hence scheffe's multiple comparison is used for further analysis.

**Table: 4.8**

**Result of scheffe's procedure towards perception of social change based on community.**

<b>Community</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>Pair</b>	<b>Scheffe's p</b>	<b>Level</b>
FC	93.74	7.17	31	A vs B	0.978	NS
BC	94.40	7.81	295	B s C	0.896	NS
MBC	93.39	9.2	41	A vs C	0.998	NS
SC/ST	90.18	6.47	33	A vs D	0.347	NS
				B vs D	0.036	Sig. at 0.05 level
				C vs D	0.380	NS

The result showed that there is significant difference in the perception among college students towards social change based on their community. The

pairs of college students FC and BC (A Vs B), BC and MBC (B Vs C), FC and MBC (A Vs C), FC and SC/ST (A Vs D) and MBC and SC/ST (C Vs D) do not differ significantly in their perception towards social change. The other pair of college students BC and SC/ST (B Vs D) differs significantly in their perception towards social change. The mean value (94.4) shows that Backward community students show high perception towards social change.

**5. Comparison of students college perception towards social change based on type of college**

**Null hypothesis:5,**

There exists no significant difference in the mean scores of perception towards social change between aided and private college students.

Aided and private college students have been subjected for study as per the analysis given in the table.

**Table: 4.9**

**Comparison of perception towards social change based on type of college**

<b>Type of college</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Level</b>
Aided	94.25	7.67	200	0.89	0.374	NS
Private	93.55	8.07	200			

The calculated value( $t=0.89$ ;  $P>0.05$ ) is not significant at any level. Therefore the null hypothesis there exists no significant difference in the mean scores of perception towards social change between aided and private college students is accepted. Perception of college students towards social change does not statistically differ with respect to the type of college.

### **6. Comparison of college students in their perception towards social change based on group of study**

**Null hypothesis :6**

There exists no significant difference in the mean scores of perception towards social change between humanities and science group college students.

Humanities and science group students have been subjected for study as per the analysis given in the table

**Table:4.10**

#### **Comparison of perception towards social change based on group of study**

<b>Group of studies</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>P</b>	<b>Level</b>
Humanities	93.32	8.32	205	1.50	0.13	NS
Science	94.50	7.36	195			

The calculated values ( $t=1.50$ ;  $P>0.05$ ) is not significant at any level. Therefore the null hypothesis there exists no significant difference in the mean scores of perception towards social change between humanities and science group college students is accepted. Perception of college students towards social change does not statistically differ with respect to the group of study.

### **TENABILITY**

1. The first null hypothesis “there exists no significant difference in the mean scores of perception towards social change between male and female college students.” is accepted.
2. The second null hypothesis “ there exists no significant difference in the mean scores of perception towards social change between rural and urban area college students” is rejected.
3. The third null hypothesis, “there exists no significant difference in the mean scores of perception towards social change among college students based on religion.” is rejected.
4. The forth null hypothesis, “there exists no significant difference in the mean scores of perception towards social change among college students based on community.” is rejected.

5. The fifth null hypothesis, “there exists no significant difference in the mean scores of perception towards social change between aided and private college students.” is accepted.
6. The sixth null hypothesis, “there exists no significant difference in the mean scores of perception towards social change between humanities and science group college students.” is accepted.

## **CHAPTER V**

# **FINDINGS, CONCLUSIONS AND SUGGESTIONS**

- **The study in Retrospect**
- **Findings**
- **Conclusions**
- **Educational Implications**
- **Suggestions for further research**

## **CHAPTER V**

### **FINDINGS CONCLUSIONS AND SUGGESTIONS**

#### **THE STUDY IN RESPROSPECT**

In this chapter an attempt is made by the investigator to summarize all the findings and conclusions drawn from the investigation. Educational implication of the study and further research are also included.

#### **STATEMENT OF THE PROBLEM:**

The research problem is entitled as "*PERCEPTION OF COLLEGE STUDENTS TOWARDS SOCIAL CHANGE*".

#### **OBJECTIVES OF THE STUDY:**

4. To construct and validate a scale to measure the perception of college students towards social change
5. To find out the level of perception of college students towards social change.
6. To compare the mean scores of the perception of college students towards social change with respect to the background variables namely



- i. Gender
- ii. Locale
- iii. Religion
- iv. Community
- v. Type of institution
- vi. Group of studies

### **HYPHOTHESES:**

7. There exists no significant difference in the mean scores of perception towards social change between male and female college students.
8. There exists no significant difference in the mean scores of perception towards social change between rural and urban area college students.
9. There exists no significant difference in the mean scores of perception towards social change among college students based on religion.
10. There exists no significant difference in the mean scores of perception towards social change among college students based on community.
11. There exists no significant difference in the mean scores of perception towards social change between aided and private college students.
12. There exists no significant difference in the mean scores of perception towards social change between humanities and science group college students.

## **METHODOLOGY IN BRIEF**

### **Method**

The method by the investigator adopted for the study was normative survey method.

### **Sample**

The sample for the present study consisted of 400 students studying in various Arts and Science colleges of Kanyakumari district. The students selected for the investigation differ in their gender, locality, community, religion, type of college and group of studies.

### **TOOLS**

The tools used for the study were the following.

3. Social Change Perception Scale constructed and validated by the investigator (A.Suresh kumar and Mr.K.Gireeshkumar-2014)
4. General data sheet prepared by the investigator.

### **STATISTICAL TECHNIQUES USED:**

5. Arithmetic Mean
6. Standard Deviation
7. test of significance (t-test)
8. Analysis of variance-ANOVA

## MAJOR FINDINGS

The findings emerged from the analysis of data collected are summarized below.

1. Majority of the college students have slightly favorable perception towards social change. This is supported from obtained result (mean = 93.9 out of 400).
2. Gender has no significant difference on perception towards social change among college students. This finding is supported by the obtained result ( $t = 0.81, p > 0.05$ ) not significant at any level.
3. Locality has significant difference on perception towards social change among college students. Rural area students have more perception than urban area college students towards social change. This findings is supported by the obtained result ( $t = 2.26, p < 0.05$ ) significant at 0.05 level.
4. Religion has significant difference on perception towards social change among college students. Christian students have more perception than Hindu and Muslim students towards social change. This findings is supported by the result ( $F = 5.81, p < 0.01$ ) significant at 0.01 level.
5. Community has significant difference on perception towards social change among college students. Backward caste students have more perception than the other Forward caste and scheduled caste / scheduled tribe / most

backward caste students. This findings is supported by the result ( $F = 2.95, p < 0.05$ ) significant at 0.05 level.

6. Type of institution has no significant difference on perception towards social change among college students. This findings is supported by the result ( $t = 0.89, p > 0.05$ ) no significant at any level.
7. Group of study has no significant difference on perception towards social change among college students. This findings is supported by the result ( $t = 1.50, p > 0.05$ ) not significant at any level.

## **CONCLUSIONS**

In this investigation, it is concluded that majority of college students have favorable perception towards social change. The background variables locality, religion, community have significant influence in the perception of college students towards social change .Gender, type of institutions, group of study have no significant influence in the perception of college students towards social change. The Female and rural students possess more favorable perception towards social change than male students.

## **EDUCATIONAL IMPLICATIONS OF THE STUDY**

1. The present investigation has helped to develop an instrument for measuring the perception of college students towards social change.

2. The findings of the study helped to create a positive perception among college students towards social change.
3. The study also reveals the influence of locality, religion, community etc. in their perception towards social change.
4. The study made aware of the college students that a stimulating and positive perception is to be created towards social change.
5. This study mentioned the responsibility of the college students in providing good society in the present situation.

## **SUGGESTIONS FOR FURTHER RESEARCH**

In order to make the present study meaningful and effectiveness, similar studies in this area should be carried out. The desirable areas of further research are the following.

1. The present study was confined only to Kanyakumari district. Similar studies can be conducted in other districts and also in state wise.
2. The present study was confined only on arts and science college students it can be extended to other educational institutions such as teacher education colleges engineering college students and other professional college students.
3. The sample size for the study may be increased by selecting various levels of chronological mental and socio- economic level.

4. This study was limited by only one variable. It can be conducted by taking more variables and by applying different statistical techniques.

The investigator would feel gratitude if the findings and implications of this study lead to better understanding of perception towards social change of different students in current set up. Even though there are many limitations in the present investigation, it is the investigators earnest hope and anticipation that the study shall serve as guidance for the educationalist, psychologist, sociologists for further investigation.

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## ABSTRACT

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## **UNPUBLISHED DISSERTATION**

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# **APPENDICES**

**N.V.K.S.D.COLLEGE OF EDUCATION, ATTOOR**

**2013-2014**

**GENERAL DATA SHEET**

**Instructions:**

Certain personal matters related to you are required for my research purpose. Kindly write below or put tick mark (√) where ever necessary .Your response will be kept confidential.

Thanking you

Name of the student :  
Name of the college :  
Gender : Male/Female  
Locality : Rural/Urban  
Religion : Hindu/Christian/Muslim  
Community : FC/BC/MBC/SC/ST  
Type of college : Aided/Private  
Group of studies : Humanities/Science

**SOCIAL CHANGE PERCEPTION SCALE**

**(Draft form)**

**( Prepared by A. Suresh kumar &Mr.K. Gireesh Kumar)**

2013-2014

**Instructions:**

Certain statements related to the perception of college students towards social change are given below. Each statement has three choices Agree, Undecided, Disagree. Read the following statements and provide the required information. Please indicate your answer to each statements by putting a tick mark (√) in the appropriate column. All the above information given by you will be kept confidential and used only for the purpose.

A – Agree

UN- Undecided

DA- Disagree

<b>SECTION-A</b>				
<b>Sl.No</b>	<b>Statements</b>	<b>A</b>	<b>UD</b>	<b>DA</b>
1	Culture is transmitted from one generation to another generation. fyhr;rhuk; xU jiyKiwapy; ,Ue;J kw;nwhU jiyKiwf;F khw;wg;gLfpwJ			
2	New generation do not benefit by the experience of old generation through culture. Gjpa jiyKiwapdH gioa jiyKiwapdhpd; fyhr;rhu mDgtq;fshy; ve;j gaDk; miltjpy;iy			
3	Every individual takes some role in transmission and communication of culture. xt;nthU kdpjDk; fyhr;rhuj;ij gug;GtjpYk; fyhr;rhu njhIHGfis Vw;gLj;JtjpYk; gg;F tfpf;fpwhd;.			
4	Culture is not constantly undergoing changes in concurrence with society. r%f #o;epiyf;F Vw;g fyhr;rhuk; khw;wk; miltjpy;iy			
5	Culture of the society does not change for ever. rKjhaj;jpy; fyhr;rhuk; khw;wk; miltjpy;iy.			
6	A culture becomes civilized due to complex technology and political system. rpf;fyhd njhopw;El;gk; kw;Wk; murpay; mikg;Gfspd; fhuzkhf fyhr;rhuj;jpy; khw;wk; Vw;gLfpwJ.			
7	The internal thoughts and feelings cannot be changed through culture. fyhr;rhuj;jhy; kdpjdpd; cs;vz;zq;fs; kw;Wk; czHTfspy; khw;wk; Vw;gLtjpy;iy.			
8	The present composite of the culture is superior to that of the past; gioa fyhr;rhuj;ij tpl ,d;iwa fyhr;rhuj;jpw;F NkNyhq;fp fhzg;gLfpwJ.			
9	Life style has changed according to the dignity of individual. jdp kdpjdpd; tho;f;if Kiw mtDila nfsTutj;ijg; nghWj;J khWgl;Ls;sJ.			
10	The customs and convention of the society has changed through education. rKjhaj;jpd; gof;ftof;fq;fs; kw;Wk; kuGfs; fy;tpapd; %ykhf khw;wk; mile;Js;sJ.			
11	All the societies are following its tradition without any change. ghuk;ghpa Kiwfspy; rKjhaj;jpy; khw;wk; Vw;g;gltpy;iy.			
12	Relationship among human beings has changed due to cultural deterioration. fyhr;rhu rPuopT kdpjHfspd; cwTfspy; khw;wq;fs; Vw;gLj;JfpwJ.			
13	Morality of a cultural society will never change itself. r%f fyhr;rhuj;jpy; ey;nyhOf;fq;fs; jhdhf khw;wk; miltjpy;iy.			

14	Lack of moral education among the students created cultural lag. khztHfSf;fpilNa ePjp fy;tp ,d;ikahy; fyhr;rhuj;jpy; rPuopT Vw;gl;Ls;sJ			
15	Human being acquire cultural behavior through symbolic communication. fyhr;rhu milahsq;fis ghHj;J kdpjd; fyhr;rhu gof;fq;fis njhpe;J nfhs;fpwhd;.			
16	The culture can be adopted only after appropriate inner development. cs; tsHr;rpia Muha;e;J fyhr;rhuj;ij GFj;j Ntz;Lk;.			
17	The elements of culture depends on the personality and nature of the man. fyhr;rhu \$Wf;s kdpjdpd; jdpj;jid;ik kw;Wk; Fzq;fis rhHe;J fhzg;gLfpd;wd.			
18	The social norms of the society has changed from time to time. r%f tpjp Kiwfs; rKjhaj;jpy; Neu;j;pw;F Neuk; khw;wk; mile;Js;sJ.			
19	The culture is not related to the exterior life of human being. xU kdpjdpd; Gwtho;f;iff;Fk; fyhr;rhuj;jpw;Fk; njhlHG ,y;iy.			
20	The human behaviour has changed according to the nature and situation. Rw;Wr;#oy; kw;Wk; ,aw;f;iff;F Vw;g kdpjdpd; Fzk; khWgLfwpJ			

SECTION –B				
Sl.No	Statements	A	UD	DA
1	The employment opportunities in the society increased due to growth of industries. njhopw;rhifspd; tsHr;rpapdhy; rKjhaj;jpy; Ntiy tha;g;Gfs; mjpfhpj;Js;sJ.			
2	Inventions are not responsible for social change. rKjha khw;wj;jpw;F Gjpa fz;Lgpbg;Gfs; fhuzky;y.			
3	Any product loses its originality through machines. ,ae;jpuq;fspdhy; nghUl;fs; cz;ikj;jd;ikia ,of;fpd;wd.			
4	Self confidence of people decreased due to mechanical set up. ,ae;jpuq;fs; Mjpf;fj;jhy; kf;fspd; jd;dk;igf;if Fiwe;Js;sJ.			
5	Big cities came into existence due to industrialization. njhopw;rhifspd; tsHr;rpahy; nghpa efuq;fs; cUthFfpd;wd.			



6	The thinking capacity of human being has reduced due to development of technology. njhopw;El;g tsHr;rpahy; kdpjdpd rpe;jpj;J mwpAk; jpwd; Fiwe;Js;sJ.			
7	The introduction of machines has brought fundamental changes in society. ,ae;jpuq;fspd; mwpKfj;jhy; rKjhaj;jpd; mbg;gil nray;fspy; khw;wq;fs; Vw;gl;Ls;sd.			
8	The beliefs and thoughts of the people has changed in urban society. efH Gw kf;fspd; ek;gpf;if kw;Wk; vz;qz;fspy; khw;wk; Vw;gl;Ls;sJ.			
9	Agricultural products has increased due to new chemical manures. Gjpa urahd cuq;fspd; tsHr;rpapdhy; tptrha nghUl;fspd; cw;gj;jp mjpgfhpj;J cs;Sj			
10	Most of the family activities are mechanically performed. FLk;gq;fspd; mjpfkhd nray;fs; ,ae;jpuq;fspd; %yk; eilngWfpwJ			
11	People in the rural areas migrated to urban due to technological growth. njhopw;El;g tsHr;rpahy; kf;fs; fpuhk Gwq;fspy; ,Ue;J efH Gwq;fSf;F ,lk; ngaHfpd;wdH.			
12	Social rituals and ceremonies became insignificant in techno-savy society. njhopw;El;g jhf;fj;jhy; rKjhaj;jpy; rlq;F kw;Wk; tpohf;fs; Kf;fpaj;Jtk; ,oe;J fhzg;gLfpwJ.			
13	The burder of work on women decreased due to mechanical application. ,ae;jpuq;fspd; gad;ghl;lhy; ngz;fspd; Ntiyg;gS Fiwe;Js;sJ.			
14	Technological development made human being lazy. njhopw;El;g tsHr;rp kdpjid Nrhk;Ngwp Mf;FfpwJ			
15	Many people developed their life through factories and industries njhopw;\$lq;fs; kw;Wk; njhopw;rhiyfspd; topahf kdpjdpd; tho;f;ifj; juk; caHe;Js;sJ.			
16	Technological discoveries spoiled the life of younger generation. njhopw; El;g fz;Lgpbg;Gfs; ,isa jiyKiwapdhpd; tho;f;ifia rPuopj;Js;sJ.			
17	Technological development has changed the economic and political structure of society. njhopw;El;g tsHr;rpahy; rKjhaj;jpd; nghUshjhu kw;Wk; murpay; mikg;gpy; khw;wq;fs; Vw;gl;Ls;sJ.			

18	The complex nature of the society is due to technological related life. njhopw;El;gj;ij rhHe;j tho;f;ifapd; %ykhf rKjhaj;jpy; rpf;fyhd #o;epiy Vw;gl;Ls;Sj			
19	The development of transportation and communication brought people close together. Nghf;Ftuj;J kw;Wk; njhiynjhlHgpy; Vw;gl;Ls;s tsHr;rpahdJ kf;fis xd;wpizj;Js;sJ.			
20	The dependence of technical resources increased crimes in society. njhopw;El;g tsq;fis rhHe;J ,Ug;gjhy; rKjhaj;jpy; Fw;wq;fs; mjpfhpj;Js;Sj			

### SECTION –C

Sl.No	Statements	A	UD	DA
1	Modernisation has changed the structure of social institution. etPdkakhjy; %ykhf r%jha epWtdq;fspd; mikg;gpy; khw;wq;fs; Vw;gl;Ls;sJ.			
2	The emergence of middle class has changed the value of the society. .ilju kf;fspd; jPBH Njhw;wj;jhy; r%jha kjpg;gpy; khw;wk; Vw;gl;Ls;sJ.			
3	Modernisation increased the production of novel thing . etPdkakhjy; %ykhf GJikahd nghUl;fspd; cw;gj;jp ngUFfpd;wJ.			
4	Modernization has changed the customs and laws of the society etPdkakhjy; %ykhf r%f epjp kw;Wk; gof;ftof;fq;fs;py; khw;wk; Vw;gLfpwJ.			
5	Modernization has been instrumental in increasing large scale production. etPdkakhjy; %ykhf ,ae;jpuq;fspd; cw;gj;jp jpwd; mjpfhpf;fpd;wJ.			
6	Cultural tradition has profound change in modern era. etPd cyfpy; fyhr;rhu guhk;ghpak; Mo;e;j khw;wj;ij Vw;gLj;Jfpd;wJ.			

7	Modernization has decreased the sense of difference based on communal feelings. etPdkakhjy; %ykhf [hjp Ntw;Wik czHT Fiwe;Js;sJ.			
8	Modernization created distance among people based on economic status. etPdkakhjy; %ykhf nghUshjhu epiyapy; kf;fspilNa ,ilntsp Vw;gLfpd;wJ.			
9	In the modern period spread of education among the common people has become easier. ,e;j etPd cyfpy; nghJ kf;fspilNa fy;tpia gug;GtJ vspjhd fhhpak;.			
10	Wealth has become the objective of human life. nry;tk; jhd; kdpj tho;f;ifapd; Kf;fpa Nehf;fk; MfpwJ.			
11	Richness of culture has increased in modern period. etPd cyfpy; fyhr;rhu kjpg;G caHe;J fhzg;gLfpwJ			
12	The greed for wealth has generated moral degradation. nry;tj;jpd; NkYs;s Nguhir ey;y gz;gfis Fiwf;fpwJ.			
13	The standard of life is determined by the economic status. tho;f;if juk; nghUshjhu epiyia nghWj;J epHizapf;fg;gl;Ls;sJ.			
14	Capitalism has transferred modern culture into something extremely artificial. Kjhyhspj;Jtk; etPd fyhr;rhu;ij nraw;if Kiwf;F khw;wpAs;sJ.			
15	Many of the social institutions existed on the patronage of economic set-up. nghUshjhu epiyia mbg;gilahf nfhz;L r%f epWtdq;fs; epiyj;J epw;fpwJ.			
16	Matrimonial bonds have degenerated into mere agreement for the satisfaction of sexual needs. jpUkz cwT vd;gJ ghydpd czHfis ntspg;gLj;Jtjw;fhf kl;Lk; elj;jg;gLfpwJ			
17	Fair-sex is treated equal with the opposite sex in modern era. ngz;zpdk; Mzpdj;jpw;F rkkhf elj;jg;gLfpwhHfs;.			
18	Modern advantages have affected human life in various aspects. etPd Kd;Ndw;whq;fspdhy; kdpj tho;f;ifia gy topfspy; ghjpg;G milfpwJ.			

19	Capitalism played a big role in the development of modern civilization. etPd fhy fyhr;rhu;ij tsHg;gpy; Kjihspj;Jtk; Kf;fpa gq;F tfpf;fpwJ.			
20	Artistic skill and literature progresses only when the country is rich. xU ehL tsHr;rpai;J ,Ue;jhy; jhd; fiy kw;Wk; ,yf;fpaj;jpy; Kd;Ndw;wk; Vw;gLk;.			

**SECTION –D**

Sl.No	Statements	A	UD	DA
1	The status of the life has profound effect on the beliefs and thoughts of human being. kdpjdpd; rpe;jid ek;gpf;ifAk; mtDila tho;f;if juj;jhy; khWg;gl;Ls;Sj			
2	The old value of society has completely changed. rKjhaj;jpd; gioa kjpg;Gfs; Kw;wpYkhf khw;wk; mile;Js;sJ.			
3	Moral values are properly respected in the society. rKjhaj;jpd; ey;y kjpg;Gfs; rhpahf gpd;gw;wg;gLfpwJ			
4	More importance is given to pomb and show rather than internal thoughts cs; vz;qz;fis tpl Mlk;guj;jpw;Fjhd; Kf;fpaj;Jtk; nfhLf;fg;gLfpwJ.			
5	The people are aware about problem in the society .rKjhaj;jpy; cs;s gpur;ridfs; Fwpj;J kf;fs; tpopg;Gld; fhzg;gLfpwhHfs;			
6	Rendering service to the society has been minimized among people. kf;fspilNa rKjhaj;jpw;F Nrit nra;Ak; gof;fk; Fiwe;J fhzg;gLfpwJ.			
7	The advices of the elder people are considered by young generation. %j;NjhHfspd; mwpTiufis ,isa jiyKiwapdH gpdgw;WfpwhHfs;.			
8	The human relations are becoming impersonal and secondary. kdpj cwTfs; Kf;fpaj;Jtk; ,y;yhkYk; kdpj Neak; ,y;yhkYk; fhzg;gLfpwJ.			

9	Most of the people follow the norms and rules of society. ngUk;ghd;ikahd kf;fs; rKjhaj;jpd; tpjp kw;Wk; tiuawfis gpd;gw;Wfpd;wdH.			
10	The eternal values are not consider the importance of people. epiyahd kjpg;G kf;fspilNa Kf;fpakhdjhf fUjg;gltpy;iy.			
11	Honesty as the best policy is followed in the society. NeHikNa rhpahd nfhs;if vd;gJ rKjhaj;jpy; gpd;gw;wg;gLfpwJ.			
12	Animals are butchered for the benefit of human being. kdpj cgNahfj;jpw;fhf tpyq;Ffs; frhg;G nra;ag;gLfpd;wJ.			
13	Good values can be developed by doing goodness to others. kw;wtHfSf;F nra;Ak; ey;y nray; ey;y ngaiu thq;fp jUk;.			
14	Professionalism does not follow any ethical values. njhopy;fspy; rhpahd jHkk; gpd;gw;wgltpy;iy.			
15	Patriatic feeling among youth creates values. .isQHfspd; ehl;Lg;gw;W czHT ey;y kjpg;Gfis cz;lhf;FfpwJ.			
16	Family bondages are affected by impart of alien culture. ntspehl;L fyhr;rhuj;jhy; FLk;g ge;jq;fs; ghjpf;fg;gl;Ls;sJ.			
17	Values are decided based on valuable objects. nghUs;fspd; tpiy kjpg;ig mbg;gilahf nfhz;L rKjha gz;Gfs; kjpf;fg;gLfpd;wd.			
18	Purity and dignity towards the profession is least bothered. njhopy;fspy; cz;ik kw;Wk; nfsutk; nghpjhf vLj;Jf; nfhs;sg;gltpy;iy.			
19	All values of human life are evaluated in terms of silver coins. kdpjdpd; kjpg;G vd;gJ nts;spf;fhir nfhz;L kjppg;gPL nra;ag;gLfpwJ.			
20	Social service is a waste of time and energy. r%f Nrit Neuk; kw;Wk; Mw;wiy tPz; mbf;fpwJ			

## **SOCIAL CHANGE PERCEPTION SCALE**

**(Final form)**

( Prepared by **A. Suresh kumar & Mr.K. Gireesh Kumar**)

2013-2014

Instructions:

Certain statements related to the perception of college students towards social change are given below. Each statement has three choices Agree Undecided Disagree. Read the following statements and provide the required information. Please indicate your answer to each statements by putting a tick mark (√) in the appropriate column. All the above information given by you will be kept confidential and used only for the purpose.

A - Agree

UN- Undecided

DA- Disagree

<b>SECTION-A</b>				
<b>Sl.No</b>	<b>Statements</b>	<b>A</b>	<b>UD</b>	<b>DA</b>
1.	New generation do not benefit by the experience of old generation through culture. Gjpa jiyKiwapdH gioa jiyKiwapdhpd; fyhr;rhu mDgtq;fshy; ve;j gaDk; miltpy;iy			
2.	Every individual takes some role in transmission and communication of culture. xt;nthU kdpjDk; fyhr;rhu;j;ij gug;GtjpYk; fyhr;rhu njhIHGfis Vw;gLj;JtjpYk; gq;F tfpf;fpwhd;.			
3.	Culture is not constantly undergoing changes in concurrence with society. r%f #o;epiyf;F Vw;g fyhr;rhuk; khw;wk; miltjpy;iy			
4.	Cultutre of the society does not change for ever. rKjhaj;jpy; fyhr;rhuk; khw;wk; miltjpy;iy.			
5.	The internal thoughts and feelings cannot be changed through culture. fyhr;rhu;j;jhy; kdpjdpd; cs;vz;zq;fs; kw;Wk; czHTfspy; khw;wk; Vw;gLtjpy;iy.			
6.	The present composite of the culture is superior to that of the past; gioa fyhr;rhu;j;ij tpl ,d;iwa fyhr;rhu;j;jpw;F NkNyhq;fp fhzg;gLfpwJ.			

7.	Life style has changed according to the dignity of individual. jdp kdpjdpd; tho;f;if Kiw mtDila nfsTutj;ijg; nghWj;J khWgl;Ls;sJ.			
8.	The customs and convention of the society has changed through education. rKjhaj;jpd; gof;ftof;fq;fs; kw;Wk; kuGfs; fy;tpapd; %ykhf khw;wk; mile;Js;sJ.			
9.	Lack of moral education among the students created cultural lag. khztHfSf;fpilNa ePjp fy;tp ,d;ikahy; fyhr;rhu;jjpy; rPuopT Vw;gl;Ls;sJ			
10	Human being acquire cultural behavior through symbolic communication. fyhr;rhu milahsq;fis ghHj;J kdpjd; fyhr;rhu gof;fq;fis njhpe;J nfhs;fpwhd;.			
11	The social norms of the society has changed from time to time. r%f tpjp Kiwfs; rKjhaj;jpy; Neu;jjpw;F Neuk; khw;wk; mile;Js;sJ.			
12	The culture is not related to the exterior life of human being. xU kdpjdpd; Gwtho;f;iff;Fk; fyhr;rhu;jjpw;Fk; njhIHG ,y;iy.			

<b>SECTION –B</b>				
<b>Sl.No</b>	<b>Statements</b>	<b>A</b>	<b>UD</b>	<b>DA</b>
1	The employment opportunities in the society increased due to growth of industries. njhopw;rhiyfspd; tsHr;rpapdhy; rKjhaj;jpy; Ntiy tha;g;Gfs; mjpfhpj;Js;sJ.			
2	Self confidence of people decreased due to mechanical set up. ,ae;jpuq;fs; Mjpf;fj;jhy; kf;fspd; jd;dk;igf;if Fiwe;Js;sJ.			
3	The thinking capacity of human being has reduced due to development of technology. njhopw;El;g tsHr;rpahy; kdpjdpd rpe;jpj;J mwpAk; jpwd; Fiwe;Js;sJ.			
4	Agricultural products has increased due to new chemical manures. Gjpa urahd cuq;fspd; tsHr;rpapdhy; tptrha nghUl;fspd; cw;gj;jp mjpfhpj;J cs;sJ			
5	The burder of work on women decreased due to mechanical application. ,ae;jpuq;fspd; gad;ghl;lhy; ngz;fspd; Ntiyg;gS Fiwe;Js;sJ.			
6	Technological development made human being lazy. njhopw;El;g tsHr;rp kdpjid Nrhk;Ngwp Mf;FfpwJ			
7	Many people developed their life through factories and industries njhopw;\$lq;fs; kw;Wk; njhopw;rhiyfspd; topahf kdpjdpd; tho;f;ifj; juk; caHe;Js;sJ.			

8	Technological discoveries spoiled the life of younger generation. njhopw; El;g fz;Lgpbg;Gfs; ,isa jiyKiwapdhpd; tho;f;ifia rPuopj;Js;sJ.			
9	Technological development has changed the economic and political structure of society. njhopw;El;g tsHr;rpahy; rKjhaj;jpd; nghUshjhu kw;Wk; murpay; mikg;gpy; khw;wq;fs; Vw;gl;Ls;sJ.			
10	The complex nature of the society is due to technological related life. njhopw;El;gj;ij rhHe;j tho;f;ifapd; %ykhf rKjhaj;jpy; rpf;fyhd #o;epiy Vw;gl;Ls;sJ			
11	The development of transportation and communication brought people close together. Nghf;Ftuj;J kw;Wk; njhiynjhlHgpy; Vw;gl;Ls;s tsHr;rpahdJ kf;fis xd;wpizj;Js;sJ.			
12	The dependence of technical resources increased crimes in society. njhopw;El;g tsq;fis rhHe;J ,Ug;gjhy; rKjhaj;jpy; Fw;wq;fs; mjpfhpj;Js;sJ			

### SECTION –C

Sl.No	Statements	A	UD	DA
1	Modernization has been instrumental in increasing large scale production. etPdkakhjy; %ykhf ,ae;jpuq;fspd; cw;gj;jp jpwd; mjpfhpf;fpd;wJ.			
2	Modernization has decreased the sense of difference based on communal feelings. etPdkakhjy; %ykhf [hjp Ntw;Wik czHT Fiwe;Js;sJ.			
3	Modernization created distance among people based on economic status. etPdkakhjy; %ykhf nghUshjhu epiyapy; kf;fspilNa ,ilntsp Vw;gLfpd;wJ.			



4	In the modern period spread of education among the common people has become easier. ,e;j etPd cyfpy; nghJ kf;fspilNa fy;tpia gug;GtJ vspjhd fhhpak;.			
5	Wealth has become the objective of human life. nry;tk; jhd; kdpj tho;f;ifapd; Kf;fpa Nehf;fk; MfpwJ.			
6	The greed for wealth has generated moral degradation. nry;tj;jpd; NkYs;s Nguhir ey;y gz;gfis Fiwf;fpwJ.			
7	Capitalism has transferred modern culture into something extremely artificial. Kjhyhspj;Jtk; etPd fyhr;rhuj;ij nraw;if Kiwf;F khw;wpAs;sJ.			
8	Matrimonial bonds have degenerated into mere agreement for the satisfaction of sexual needs. jpUkz cwT vd;gJ ghyph czHfis ntspg;gLj;Jtjw;fhf kl;Lk; elj;jg;gLfpwJ			
9	Fair-sex is treated equal with the opposite sex in modern era. ngz;zpdk; Mzpdj;jpw;F rkkhf elj;jg;gLfpwhHfs;.			
10	Modern advantages have affected human life in various aspects. etPd Kd;Ndw;whq;fspdhy; kdpj tho;f;ifia gy topfspy; ghjpg;G milfpwJ.			
11	Capitalism played a big role in the development of modern civilization. etPd fhy fyhr;rhuj;ij tsHg;gpy; Kjyhspj;Jtk; Kf;fpa gq;F tfpf;fpwJ.			
12	Artistic skill and literature progresses only when the country is rich. xU ehL tsHr;rpaille;J ,Ue;jhy; jhd; fiy kw;Wk; ,yf;fpaj;jpy; Kd;Ndw;wk; Vw;gLk;.			

#### SECTION –D

Sl.No	Statements	A	UD	DA
1	The old value of society has completely changed. rKjhaj;jpd; gioa kjpg;Gfs; Kw;wpYkhf khw;wk; mile;Js;sJ.			
2	Moral values are properly respected in the society. rKjhaj;jpd; ey;y kjpg;Gfs; rhpahf gpd;gw;wg;gLfpwJ			
3	The people are aware about problem in the society .rKjhaj;jpy; cs;s gpur;ridfs; Fwpj;J kf;fs; tpopg;Gld; fhzg;gLfpwhHfs;			

4	Rendering service to the society has been minimized among people. kf;fspilNa rKjhaj;jpw;F Nrit nra;Ak; gof;fk; Fiwe;J fhzg;gLfpwJ.			
5	The advices of the elder people are considered by young generation. %j;NjhHfspd; mwpTiufis ,isa jiyKiwapdH gpdgw;WfpwhHfs;.			
6	The human relations are becoming impersonal and secondary. kdpj cwTfs; Kf;fpaj;Jtk; ,y;yhkYk; kdpj Neak; ,y;yhkYk; fhzg;gLfpwJ.			
7	Most of the people follow the norms and rules of society. ngUk;ghd;ikahd kf;fs; rKjhaj;jpd; tpjp kw;Wk; tiuaiwfis gpd;gw;Wfpd;wdH.			
8	The eternal values are not consider the importance of people. epiyahd kjpg;G kf;fspilNa Kf;fpakhdjhf fUjg;gltpy;iy.			
9	Honesty as the best policy is followed in the society. NeHikNa rhpahd nfhs;if vd;gJ rKjhaj;jpy; gpd;gw;wg;gLfpwJ.			
10	Professionalism does not follow any ethical values. njhopy;fspy; rhpahd jHkk; gpd;gw;wgltpy;iy.			
11	Family bondages are affected by impart of alien culture. ntspehl;L fyhr;rhuj;jhy; FLk;g ge;jq;fs; ghjpf;fg;gl;Ls;sJ.			
12	Purity and dignity towards the profession is least bothered. njhopy;fspy; cz;ik kw;Wk; nfsutk; nghpjhf vLj;Jf; nfhs;sg;gltpy;iy.			