STUDY OF SOCIO-PSYCHOLOGICAL CORRELATES OF MODERNITYIN FEMALES OF HAZARIBAGH

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A STUDY OF SOCIO-PSYCHOLOGICAL CORRELATES OF MODERNITYIN FEMALES OF HAZARIBAGH ABSTRACT Modernity is an aggregate of certain personality-cum-attitudinal traits which facilitate individual growth and development with social responsibility and make the individual an effective agent of socio-economic and political development (Singh, 1984 b). It consists of such personal qualities as

Abstract :-

Modernity is an aggregate of certain personality-cum-attitudinal traits which facilitate individual growth and development with social responsibility and make the individual an effective agent of socio-economic and political development (Singh, 1984 b). It consists of such personal qualities as openness to influence and mound one's life, rationally and commitment. It covers such socio-culture attitudes as social equality, lack of religiosity, disapproval of caste system and traditional customs based on superstitions. Its political dimension covers secularism democracy, civic rights and political participation. In health area it Includes scientific attitudes to mental and physical illness and treatment. Thus modernity is related to the beliefs one has in the various and aspects of one's life.

Keywords :-

Modernity, Socio Culture, Attitude, Dependence Proneses.

Introduction :-

Modernity is an aggregate of certain personality-cum-attitudinal traits which facilitate individual growth and development with social responsibility and make the individual an effective agent of socio-economic and political development (Singh, 1984 b). It consists of such personal qualities as openness to influence and mould one's life, rationally and commitment. It covers such socio-culture attitudes as social equality, lack of religiosity, disapproval of caste system and traditional customs based on superstitions. Its

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political dimension covers secularism democracy, civic rights and political participation. In health area it Includes scientific attitudes to mental and physical illness and treatment. Thus modernity is related to the beliefs one has in the various and aspects of one's life.

There have been various agents of modernization on women as well as men. Some of the very important agents that have modernizing exposure have been included in the present research. The present research has used modernity as a dependent variable and education, Employment and income, the three variables as independent ones.

The present research problem become an important one because it is a study in the area of women. The females are still considered to lay behind the field of development. The agitation for women's employment, liberation and employment are always held. The research will highlight the impact of the employment, education and income and their attitudes and values manifested as modernity. Therefore, the present problem of research become very useful.

Aims of the Research :-

The research will be done to achieve the following aims:-

(i)   To examine the role of (a) Employment (b) Education and (c) Family income in modernity.

(ii)   To determine the relationship of N-Achievement with modernity.

(iii)   To determine the relationship of dependence-proneness with modernity.

Hypothesis :-

Based on aims mentioned above the following Hypothesis have been formulated :-

(i)   Employed women will show higher will be the modernity compared to unemployed women.

(ii)   Higher will be the education higher will be the modernity.

(iii)   Women with high Income will have higher modernity then the women with low income.

(iv)   N-Achievement will have significant positive correlation with modernity. **OR**

        Higher the need for achievement higher will be modernity.

(v)   There will be significant and negative correlation between dependence-proneness and modernity. **OR** Low or the dependence-proneness higher will be modernity.

The Sample :-

A disproportionate sample of 400 women (in the range of 30-45 years) will be selected from Hazaribagh town. The sample will be disturbed into two categories first, namely, Employed and Unemployed. This will be then categorized in two categories, namely, High-educated and Low-educated and further sub-divided into high-income and low-income groups. Thus the sample will be selected on the basis of sampling criteria in a 2X2X2 factorial design. There will be total 8 sub-group in the sample each sub-group represented by 40 females making a total of 50X8 = 400

Tools :-

The following tools will be used for collection of data :-

(i)   The personal Data questionnaire.

(ii)   The modernity Scale

(iii)   The Sentence Completion Test (N-Achievement)

(iv)   The Dependence-Proneness Scale (PDS)

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Data collection and analysis :-

After the finalization of the sample the modernity scale, the sentence completion scale and the Dependence Proneness scale have been used in each of the respondent selected as the sample. The responses have been scored and statistical analysis of the scores have been made and presented in different tables. The analyzed data have been discussed and interpreted in the light of aims and hypotheses of the research.

Main findings :-

The main findings of the present research have been summarily presented below

1) Employment and Modernity :-

The employed group / subgroups have obtained higher percentage of modern scores (4-5) compared to unemployed group / subgroup. This trend have been marked in all the four dimension of modernity as well as total modernity..

The F-ratio has also shown the significant role of employment in modernity. Employed group has shown significantly higher modernity than unemployed group.

The comparison of employed and unemployed group/subgroups by t-test have also shown significant higher modernity in employed group/subgroups compare to employed / unemployed group. The hypotheses made to this effect has been proved.

Percentage of modern scores (4-5) in high-income and low-income women in modernity and its themes

	High-income	Low-income
Total Modernity	56(28.00)	24(12.0)
Personality Modernity	42(21.0)	32(16.0)
Socio-cultural Modernity	82(41.0)	40(20.0)
Political Modernity	103(51.5)	54(27.0)
Health Modernity	73(36.5)	49(24.5)

2) Education and Modernity :-

High-educated group/subgroup have shown higher percentage of modern scores (4-5) than those of low-educated group/subgroups. This trend has been marked in the dimension as well as total modernity. The F-ratio have also indicated the significant role of education in modernity. High-educated group has shown significantly higher modernity compare to low-educated group. This trend has also been marked four dimensions' modernity. The high-educated and low-educated subgroup comparisons have also confirmed the finding of F-ratio. High-educated subgroups have shown significantly higher modernity then the low-educated subgroups in all the dimensions of modernity as well as total modernity   The hypothesis made its context has been proved.

Comparison of High-educated verses Low-educated sub-groups: Total Modernity

Group	High-educated			Low-educated			
	N	Mean	SD	N	Mean	SD	t-ratio
Employed High-income	50	397.7	33.21	50	383.74	26.84	2.31**
Employed Low-income	50	363.92	56.86	50	347.72	29.19	1.79ns
Unemployed High-income	50	370.38	48.25	50	341.34	47.03	3.05**
Unemployed Low-income	50	358.04	47.96	50	325.58	35.49	3.85**

**= Significant at 0.01 level,   ns = Not Significant

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3) Income and modernity :-

The high-income group obtained higher percentage of modern scores (4-5) then low-income group/subgroups. This trend has been marked in all the dimensions of modernity also.

The F-ratio has confirmed the significant role in modern and high-income group has been marked to have higher modernity then low-income group in all the dimension of modernity as well as total modernity.

The comparison of high-income and low-income subgroup by t-test have shown significant differences between high-income and low-income subgroups in modernity as well as and its four dimensions. The high-income group/subgroups shown significantly higher modernity then low-income subgroups.

The hypothesis formulated here as also been supported.

Comparison of High-income verses low-income – Modernity

Group	High-educated			Low-educated			
	N	Mean	SD	N	Mean	SD	t-ratio
Employed High-income	50	397.7	33.21	50	363.92	56.86	3.63**
Employed Low-income	50	383.74	56.86	50	347.72	29.19	6.43**
Unemployed High-income	50	370.38	48.25	50	358.04	47.03	1.28 ns
Unemployed Low-income	50	341.34	47.03	50	325.58	35.49	1.89 ns

** significant of 0.01 level, NS = Not Satisfied

4) Modernity and n-Achievement :-

A positive and significant co-relation has been obtained between the scores of modernity and need for achievement. This indicates that both variables increase or decrease together simultaneously.

High achievers and low achievers have significantly differed in modernity. High achievers have shown have significantly higher modernity then low achievers. A hypotheses made to this context has been proved.

5) Modernity and Dependence Proneness :-

A negative and significant co-relation has been found between modernity and dependence proneness. Which indicates when modernity increases dependence proneness decreases or vise-versa. Subjects with high dependence proneness found to have significantly lower modernity than those having low dependence proneness. Subject of low dependence proneness have shown significantly higher modernity then the subject with high dependence proneness.

Comparisons of high and low scores of dependence proneness in total modernity – t-values

Subgroups	Low Scores			High Scores			t-values
	N	M	SD	N	M	SD	
EHEHI	21	407.10	34.64	29	388.25	33.24	2.29
EHELI	29	384.7	49.37	21	347.37	40.23	2.55
ELEHI	31	391.89	15.02	19	375.59	18.20	2.83
ELELI	29	355.37	19.43	21	340.07	19.43	2.46
UHEHI	23	381.16	37.12	27	358.92	41.63	1.99
UHELI	26	370.18	41.31	24	345.90	37.62	2.18
ULEHI	27	353.15	40.17	23	329.53	38.83	2.11
ULELI	26	333.38	29.58	24	317.78	27.41	1.94
Total	**212**	**368.96**	**43.19**	**188**	**353.14**	**41.89**	**3.71**

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A hypothesis made to this difference has been proved.

These are the main findings of the present research.

Conclusion :-

The main findings of the present research have been shown that the employed women group have obtained higher percentage of modern scores compared to the unemployed group.

Higher educated women have obtained higher modernity then the lower educated women.

Data also shows that Income effects the level of modernity. Modernity also positive and significant co-relation has obtained between the scores of modernity and need for achievement. Higher achievers and low achievers have significant different in modernity but modernity in dependency proneness decreases.

It is proved that Education Income and Employment are three dimension of level of modernity. Modernity enriches the quality of life. It individual's adjustment in a scientific way.

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