TO STUDY THE EFFECT OF CULTURE AND COURSE ON SOCIAL CHANGE AMONG GRADUATE FEMALE STUDENTS

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Abstract: The aim of current study was to study the effect of culture and course on social change among graduate female students. By using stratified sampling method, 120 students were selected from Kolhapur city and outside area. Since it was 2 X 2 balanced factorial design, there were four classified groups. A1 = vocational, A2 = non vocational, B1= urban, B2 = rural their age range was 19-25 years. For this study Battery of tests measuring social change was used. Mean, S.D. & two way ANOVA were used for the analysis of collected data. Researcher concludes that some factors of social change significantly affects on social change in graduate female students.

Key Concepts: Graduate female students, social change.

Introduction: The Eminent Social Psychologist of India, Kuppuswami (1980) aptly remarked - "Social change may be defined the process in which there is some significant alternation in the structure and function of the social system". Social change refers to changes in society, structural or ideological (Maclver and Page 1957). Social change also refers to the modification of behavior or change in the attitudes of a large number of individuals, alteration of customs, values, institutions and social behavior (Sargent and Robert, 1958; Merrie, F.E. 1965). And also social change refers to significantly acceleration in behavior patterns, cultural values and social norms. Industrial revolution, abolition of slavery in America and feminist movement are the examples of social change. Actually, in order to understand the real nature of social change, it is essential to know the meaning of 'structure' and 'function'. "The concept of structure indicators of the order of parts. Structure is the framework with which the parts are arranged and interactions take place." On the basis of Kuppuswamis definition we can say that social structure is the arrangement of human beings, particularly their behavior or interaction in a given group. This is actually a network of relations of human beings.

In modern times, many of the barriers of traditional society are breaking down. This is mainly due to two factors - the new network of interpersonal relations tends to cut across the boundaries of old established groups and next due to the modern technological development, new areas of social life are emerging. Individuals with different background come together on the basis of achievement, interest and job orientation. The change from segmental and particular social order in fluid and universalistic order is quite significant. Scholars on social structure have done the considerable amount of research work. Regarding the phenomena of social change, there are very few studies dealing with the nature, process and extent of such change which has occurred in rural India as a result of the introduction of this system.

It is additionally pointed out here that social change is not that concept which is directly produced by the society. It comes in light as an incidental consequence of a number of peoples who have become desocialized (Lapiere, R.T. 1934). This refers to modification of behavior or change in attitudes of a large number of individuals, alteration of customs, trends, values, institutions and social behavior (Sargent and Rebert, 1958 : Meril, F.E. 1965). That is why social change has been used to describe variations or modifications of any aspect of social process, social pattern, social interaction and social organization (Joeles, 1967). In the modern era, it is an important aspect of social systems and is not at all as align and an intrusive element (Moore, W.E. 1965). Social charge leads to the perfection of a society as well as a nation. The advancement of science and technology has completely changed our society, not only in the form of social structure but also in the form of living and way of thinking. Today, even in the rural area we see people utilizing electric and modern scientific techniques in agriculture.

Aim:" To Study The effect of culture and course on Social Change among Graduate Female Students."

Objectives

1. To study the effect of Culture (Urban and Rural) on social change among graduate female students.
2. To study the effect of Course (Vocational and Non-Vocational) on social change among graduate female students.
3. To study the Interactional effect Culture V/s. Course on social change among graduate female students.

Hypotheses:

1. Culture factor significantly affects on all factors of social change of graduate female students.
2. Course factor significantly affects on all factors of social change of graduate female students.

3. Interactional effect Culture V/s. Course also significantly affect on all factors social change of graduate female students.

Methodology:

- **Sample:** By using Stratified sampling method 120 female students were selected from Kolhapur city and outside area. In this sample 60 female students belongs to vocational course (medical and engineering) and remaining 60 female students were belongs to non- vocational course (arts, commerce and science) their age range was 19-25 years.
- **B) Variables: Independent variable**   -

1. Culture (Urban and Rural)

2. Course (Vocational and Non-Vocational)

- **Dependent variable:** Social change
- **Psychological Tools:** A battery of test measuring social change.

This tool is constructed and standardized by Tiwari Rama, Pandy Radha and Pal Roma. There are 42 statements are given in this test. Six responses are given with each statement, the reliability of this test with split half method is 0.78 and test rest method 0.72.

- **Statistical Tools:** Mean, S.D. & two way ANOVA were used for the analysis of collected data.

Results And Discussion:

Since it was 2 X 2 balanced factorial design, there were four classified groups.

Dependent Variable	Source	Sum of Squares	df	Mean Square	F	Sig.
	Culture	10.800	1	10.80	2.25	.136
Position Of Women	Course	326.700	1	326.70	68.1	.000
	Culture*course	7.500	1	7.50	1.56	.214
	Error	556.200	116	4.79		
	Total	901.200	119			

A1 = vocational, A2 = non vocational, B1= urban, B2 = rural

Table 1 Showing Summary of Two way ANOVA for Intercaste Migration among graduate female Students.

Dependent Variable	Source	Sum of Squares	df	Mean Square	F	Sig.
Intercaste Migration	Culture	2.133	1	2.133	.388	.534
	Course	258.133	1	258.133	47.00	.000
	Culture * Course	.033	1	.033	.006	.938
	Error	637.000	116	5.491		
	Total	897.30	119			

From the table 1 the summary of two way ANOVA for the Intercaste Migration among female students shows that the main effect 'A' which represents the factor of Culture which is not significant.

However, the main effect 'B'represents the factor of course, which is also highly significant at 0.01 level (F= 47.00, df =1&119, P<0.01). From the mean values it is clear that those female students who are choose vocational course they are ready to accept Intercaste Migration.

The summary of two way ANOVA for Intercase Migration shows that the interaction effect of 'A X B'is not significant.

Table 2 Showing Summary of Two way ANOVA for Position Of Women among graduate female Students.

From the table 2 the summary of two way ANOVA for the Position Of Women among female students shows that the main effect 'A' which represents the factor of Culture which is not significant.

However, the main effect 'B' represents the factor of course, which is also highly significant at 0.01 level (F= 68.13, df =1&119, P<0.01). From the mean values it is clear that those female students who are choosing vocational course they aware about Position Of Women.

The summary of two way ANOVA for Position Of Women shows that the interaction effect of 'A X B' is not significant,.

Table 3 Showing Summary of Two way ANOVA for Free Choice Of Mate among graduate female Students.

Dependent Variable	Source	Sum of Squares	df	Mean Square	F	Sig.
	Culture	1.633	1	1.633	.485	.488
	Course	213.333	1	213.333	68.29	.000
Position Of Women	Culture * course	43.200	1	43.200	12.81	.001
	Error	391.000	116	3.371		
	Total	649.167	119			

From the table 2 the summary of two way ANOVA for the Free Choice Of Mate among female students shows that the main effect 'A' which represents the factor of Culture which is not significant.

However, the main effect 'B' represents the factor of course, which is also highly significant at 0.01 level (F= 68.29, df =1&119, P<0.01). From the mean values it is clear that those female students who are choose vocational course they have Free Choice Of Mate.

The summary of two way ANOVA for Position Of Women shows that the interaction effect of 'A X B' is significant at 0.01 level (F= 12.81, df =1&119, P<0.01). From the mean values it is clear that Culture and course factor at a time affect Free Choice Of Mate of female students,.

Table 4 Showing Summary of Two way ANOVA for Family Planning among graduate female Students.

Dependent Variable	Source	Sum of Square	df	Mean Square	F	Sig.
Family Planning	Culture	16.133	1	16.133	3.57	.061
	Course	208.03	1	208.03	46.0	.000
	Culture * Course	20.833	1	20.833	4.61	.034
	Error	523.80	116	4.516		
	Total	768.80	119			

From the table 2 the summary of two way ANOVA for the Family Planning among female students shows that the main effect 'A' which represents the factor of Culture which is not significant.

However, the main effect 'B' represents the factor of course, which is also highly significant at 0.01 level (F= 46.07, df =1&119, P<0.01). From the mean values it is clear that   those female students who are choose vocational course they are aware about Family Planning

The summary of two way ANOVA for Family Planning shows that the interaction effect of A X B is significant at 0.05 level (F= 13.06, df =1&119, P<0.05). From the mean values it is clear that Culture and course factor at a time affect on Family Planning of female students.

Dependent Variable	Source	Sum of Squares	df	Mean Square	F	Sig.

	Culture	34.133	1	34.133	6.84	.010
Intercaste Marriage	Course	112.133	1	112.133	22.48	.000
	Culture* Course	.833	1	.833	.16	.683
	Error	578.600	116	4.988		
	Total	725.700	119			

Table 5 Showing Summary of Two way ANOVA for Intercaste Marriage among graduate female Students.

From the table 5 the summary of two way ANOVA for the Intercaste Marriage among female students shows that the main effect 'A' which represents the factor of Culture which is highly significant at 0.05 level (F= 6.84, df=1&119, P<0.05). from the mean values clear that those female students who are belongs to urban area they are ready to accept Intercaste Marriage. It means urban and rural differ each other significantly relating toward Intercaste Marriage.

However, the main effect 'B' represents the factor of course, which is also highly significant at 0.01 level (F= 22.48, df =1&119, P<0.01). From the mean values it is clear that those female students who are choose vocational course they are ready to accept Intercaste Marriage.

The summary of two way ANOVA for Intercaste Marriage shows that the interaction effect of 'A X B' is not significant.

Table 6 Showing Summary of Two way ANOVA for Social mobility among graduate female Students.

Dependent Variable	Source	Sum of Squares	df	Mean Square	F	Sig.
Social mobility	Culture	7.500	1	7.500	1.588	.210
	Course	73.63	1	73.633	15.58	.000
	Culture Course	12.03	1	12.033	2.54	.113
	Error	548.00	116	4.724		
	Total	641.16	119			

From the table 2 the summary of two way ANOVA for the Social mobility among female students shows that the main effect 'A' which represents the factor of Culture which is not significant.

However, the main effect B represents the factor of course, which is also highly significant at 0.01 level (F= 15.58, df =1&119, P<0.01). From the mean values it

is clear that those female students who are choose vocational course they have Social mobility

The summary of two way ANOVA for Social mobility shows that the interaction effect of 'A X B' is not significant.

Table 7 Showing Summary of Two way ANOVA for Social Change among graduate female Students.

From the table 7 the summary of two way ANOVA for the social change among female students shows that the main effect 'A' which represents the factor of Culture which is highly significant at 0.05 level (F= 4.48, df=1&119, P<0.05). from the mean values clear that those female students who are belongs to urban area they are ready to accept social change. It means urban and rural differ each other significantly relating toward social change.

However, the main effect 'B' represents the factor of course, which is also highly significant at 0.01 level (F= 271.095, df =1&119, P<0.01). From the mean values it is clear that those female students who are choose vocational course they are ready to accept social change.

The summary of two way ANOVA for social change shows that the interaction effect of 'A X B' is significant at 0.01 level (F= 13.06, df =1&119, P<0.01). From the mean values it is clear that Culture and course factor at a time affect on social change of female students,

Conclusions: On the basis of the result of the study following conclusions were drawn.

1. Urban factor of female students affect significantly on social change than the rural female students .It means urban female students are ready to accept social change.
2. Urban factor of female students affect significantly on Intercaste migration than the rural female students .It means urban female students are ready to accept Intercaste Migration.
3. Vocational factor of female students affect significantly on Position of Women than the non-vocational students .It means female students who choose vocational course are aware about Position of Women.
4. Vocational factor of female students affect significantly on Free Choice of Mate than the non-vocational students .It means female students who choose vocational course are ready to accept Free Choice of Mate
5. Vocational factor of female students affect significantly on Family Planning than the non-

Dependent Variable	Source	Sum of Squares	df	Mean Square	F	Sig.
social change	Culture	112.13	1	112.13	4.484	.036
	Course	6780.03	1	6780.0	271.09	.000
	Culture * ourse	326.70	1	326.70	13.063	.000
	Error	2901.13	116	25.010		
	Total	10120.00	119			

vocational students .It means female students who choose vocational course are aware about Family Planning.

6. Vocational factor of female students affect significantly on Intercaste Marriage   than the non-vocational students .It means female students who choose vocational course are ready to accept Intercaste marriage.
7. Vocational factor of female students affect significantly on Social Mobility   than the non-vocational students .It means female students who choose vocational course are ready to accept social mobility.
8. Vocational factor of female students affect significantly on social change   than the non-vocational students .It means female students who choose vocational course are ready to accept social change.
9. Culture and Course factors interaction proved to be effective. When they are combined together on free choice of Mate.
10. Culture and Course factors interaction proved to be effective. When they are combined together on family planning.
11. Culture and Course factors interaction proved to be effective. When they are combined together on overall social change.

Limitations:

1. Data taken only in Kolhapur city it can be a significant obstacle in finding a trend and a meaningful relationship.
2. There are 6 factors in this social change battery but this research paper only focused on overall social change.
3. We cannot generalize these results to all population.

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