

Social Responsibility Among the Youth at Mannachanallur Taluk in Thiruchirappalli, District.



Social Science

KEYWORDS : youth, social responsibilities, social credibility, community, status of responsibilities

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ABSTRACT

The purpose of the study is to find out current status of social responsibility among rural and urban youth. The study also attempts to inquire whether the personal profile of the respondents make any influence on their status of social responsibilities. The universe for the study consists of the mannachanallur taluk in various places which is forty villages and two urban places the researcher collected data from this region. The researcher adopted multistage disproportionate stratified random sampling using lottery method for selecting 200 respondent, 100 urban youths and rest of 100 collected from villages in mannachanallur taluk for this study. The researcher collects data through interview schedule. The major findings were more than half (53.0%) of the respondent has low level of social responsibilities. (47.0%) less than half of the respondent have high level of social responsibilities.

INTRODUCTION :-

Youth social responsibility is important because youth are the country's power. Youth recognize problems and can solve them. Youth are strong forces in social movements. They educate children about their rights. They help other young people attain a higher level of Intellectual ability and to become qualified adults. And also youth are Young, Optimistic, Useful, Trustful & Hones. Keeping in view the characters of ideal youth, every young individual has very important role towards social responsibility. We need to study the society in all angles to know the social problems, social evils, benefits of society for an individual and understand ourselves in relation to society. Youth has major role as cadet of social force to fight against social evils by helping each segment of society & contribute for social as well as nation building work. As we know in today's life we hardly get time to think for others whereas putting efforts for social development is long away. Education system of every nation has key responsibility in developing social values in youth & equips them to face the future challenges and contribute for social & nation development work. We get many benefits from our society in terms of relation, love, care, belongingness we must give back for the same in terms of keeping social and helping attitude. Inculcation of social & human values among young generation is very important to develop responsible citizen, healthy society and noble nation.

Youth are back bone to the nation. They can change the future of the society with their well-being and courageous behavior. They are here to show us that which we have not been willing to look at within ourselves. Unfortunately today we find the youth those who are more interested in other places which are not useful to them as well as nation. They choose to spend their days doing drugs and playing video games. they spends their nights partying and living it up, so to speak. More and more young men of this age group are sitting at home in front of their televisions playing games all day instead of bettering themselves or going to work. They have no vision and if they do have dreams they do not have the drive to make any attempt at achieving them.

Vision 2020 can be better described as vision 20/20. That is the perfect vision in American style and this 20/20 vision can be achieved only by young generation of India. It is well known that India is home to a significant proportion of youth of the world today. All the imperialists of the world are eyeing India as a source of technical manpower. They are looking at our boys and girls as a source of talents at low costs for their future super profits. If Indian youth make up their mind and work in close unity with working class people, they can foil the plans of Imperialism and Bourgeoisie. The plunder of India can be ended with political power in their hands. The workers, peasants, women and youth will ensure that there is work for all. They will ensure that what is produces is geared towards providing adequacy for

all members of society.

Unfortunately no one is bothered to dream any such vision. Martin Luther has said, "I have a Dream" and the dream come largely true. If he had not thought of that dream he would have accomplished nothing in his life. To climb high one has to think of climbing the Everest. One may not go higher than 10000 feet but even that will not be attained if you have no better dreams of going up to the top floor of your office in a life.

In recent years the world has come to look at India with renewed respect, recognizing a strong and prosperous global power in the world. It is also a future when the fabled richness of India's art, culture, and intellectual explorations and spiritual pursuits will begin to show its full radiance bringing much success to the troubled spirit of Modern India.

Involving young people in important community activities is growing in popularity. Through this involvement, the youths are able to contribute positively to the development of their communities. Engaging in social responsible activities also is seen as offering them an alternative to destructive activities, such as drug and alcohol abuse. The idea of social responsibility is aimed at developing the youths' social skills to appreciate the community, the environment and their participation in the social and political processes.

In the present society, the youngster both male and female needed responsibilities which in their life namely family and relationship, economically, institutions and working places, politically, and society level, because basically youths are very enthusiastic, strongpersons and also fresh minded then youth is power and if this power is properly directed towards social development, peace & nation building constructive work, we will have heaven on the earth. We all know group of individual's forms society, society is a part of country and every country has role in preservice of humanity. Therefore they can do any good changes in their society and whole state so the study aims to understand now a days status of social responsibility among youths and explain about various youth social responsibilities.

REVIEW OF LITERATURE :-

William, Robert M.(1993) The purpose in this study was to describe how much required community service affected adolescent attitudes toward being personally and socially responsible and to identify the program variables and practices that are most effective in facilitating student development. Two sections of the Experiential Educational Questionnaire, which was developed by Conrad and Hedin at the Center for Youth Development and Research of the University of Minnesota, were used in the current study. Student attitudes toward being socially and personally responsible were measured by the Social and Personal

Responsibility Scale (SPRS). The relative importance of various aspects of the students' community service was measured by the Characteristics of a Community Experience Checklist Scale. The findings of the study indicated: (1) There is no difference in attitudes towards social and personal responsibility between students who participated in the required 10 hours of community experiential program and those students who did not participate as measured by their total SPRS scores. (2) Students who were involved in the required community service programs for more than 10 hours, regardless of the type of service rendered demonstrated significant gains in their attitudes toward personal and social responsibility. (3) The effects of required community service did not significantly differ from the effects of voluntary community service indicated by other researchers using the same instrumentation. (4) Student satisfaction with the program can be predicted by the ratings they gave to four of the twenty items of the Community Checklist questionnaire. (5) Multiple positive relationships were found among the divisions of the SPRS, supporting the interrelationships of the instrument.

RESEARCH METHODOLOGY

The main aim of the research is to study about the social responsibility among rural and urban youth and the objectives are to find out current status of social responsibilities among youth and to identify the social credibility among youth from both male and female. The universe for the study consists of the mannachanallur Taluk in Tiruchirappalli District. The universe consists of forty villages and two urban places the researcher collected data from that region. The researcher adopted multi-stage disproportionate stratified random sampling using lottery method for selecting 200 respondents, 100 urban youths from two urban areas and rest of 100 collected from ten villages in mannachanallur Taluk for this study. The researcher used youth social responsibility scale by Pancer (1997). The researcher collects data through interview schedule.

FINDINGS

- It is inferred that more than half (53.0%) of the respondents are in the age group 20-25 years, less than one third (34.0%) of the respondents are in the age group 26-30 years and very few (13.0%) of the respondents are in the age group 31-35 years.
- Regarding the gender more than half (59.0%) of the respondents were belongs to male. less than half (41.0%) of the respondents were belongs to female
- while analysis the education qualification one fourth (24.5%) of the respondents were from 10th standard, very few (11.0%) of the respondents were from 12th standard, very few, (19.0%) of the respondents were from Diploma, more than one fourth, (30.0%) of the respondents were from under graduation, very few, (12.5%) of the respondents were from post-graduation and, Megara, (3.0%) of the respondents were done their Master in philosophy.

- It is inferred that more than half (53.0%) of the respondent have low level of social responsibilities. (47.0%) less than half of the respondent have high level of social responsibilities.

The researcher also used some of the test to find out the correlation between the age of the respondent and to find out the different between the gender and to find out the association among education with social responsibilities and the finding were discussed below

KARL PEARSON CO - EFFICIENT OF CORRELATION BETWEEN AGE WITH RUAL AND URBAN SOCIAL RESPONSIBILITY :-

VARIABLE	CORRELATION VALUE	EXTEND OF RELATION	STATISTICAL INFERENCE
Age and youth social responsibility in rural youth	.018	Very low relationship	P<0.05 Not Significant
Age and youth social responsibility in urban	-.126	Low relationship	P<0.05 Not significant

The above table indicates that there is no significant relationship between age of the respondents with youth social responsibilities. It means that the age is a very low negative relationship in rural and low negative relationship in urban between the age and youth social responsibilities.

STUDENT ' T ' TEST BETWEEN THE GENDER WITH RURAL AND URBAN YOUTH SOCIAL RESPONSIBILITY:-

S. NO	DIMENSION	GENER	N	MEAN	STANDARD DEVIATION	SD ER-ROE MEAN	STATISTICAL INFERENCE
1	Youth social responsibility in rural	Male	57	106.02	10.360	1.372	t = .337 df = 98 P<0.05 Not Significant
		Female	43	106.67	8.635	1.317	
2	Youth social responsibility in Urban	Male	61	108.25	12.512	1.602	t = -1.080 df = 98 P<0.05 Not Significant
		Female	39	110.67	7.821	1.252	

The above table indicates that there is no significant difference between gender of the respondents with youth social responsibilities. Hence the gender does not have the difference in social responsibilities among the rural youth and urban youth.

ONE WAY ANALYSIS OF VARIANCE AMONG THE RESPONDENT EDUCATION WITH RURAL AND URBAN YOUTH SOCIAL RESPONSIBILITY :-

S. NO	VARIABLES	MEAN	STANDARD DEVIATION	SUM OF SQUARE	DF	MEAN SQUARE	F
1	YOUTH SOCIAL RESPONSIBILITY IN RURAL						
	BETWEEN GROUP	G1=104.62	8.652	670.403	4	167.601	F = 1.877 P>0.05 Not Significant
	WITHIN GROUP	G2=103.00	7.426	8482.597	95		
		G3=109.06	8.934				
		G4=106.085	11.992				
	G5=111.40	10.146					
2	YOUTH SOCIAL RESPONSIBILITY IN URBAN						
	BETWEEN GROUP	G1=108.92	7.621	757.911	5	151.582	F = 1.284 P>0.05 Not Significant
	WITHIN GROUP	G2=115.29	6.047	11099	94	118.080	
		G3=107.00	13.738				
		G4=10.95	8.926				
		G5=107.20	15.312				
	G6=103.17	6.795					

G1=10th G2=12th G3=DIPLOMA G4=UG G5=PG G6=M.PHIL

While analyzing the above table there is no significant difference among various educational qualification of the respondents with rural and urban youth social responsibilities.

SUGGESTION:-

- The government can implement social credibility training programme in university level
- The government, Ngo's and social worker can create social responsibility awareness programme by using youth clubs
- Youth can volunteer in social and community activities in their society.
- Youth should know about the basic human rights and they can act according to that.

CONCLUSION:-

As per the research done the current youth status of responsibilities more than half of the youth have low level of social responsibilities and less than half of the youth have high level of social responsibilities. Regarding gender both male and female does not have the difference in social responsibilities. And there is no significant difference among various educational qualification of the youth with rural and urban youth social responsibilities so that youth should involve community activities and should follow our country culture and traditions. Because our culture and traditions saying to all how to live and what are paths we can followed and then get aware of social credibility the concept can teach only education because Education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. The role of education in facilitating social and economic progress is well recognized. It opens up opportunities leading to both individual and group entitlements. Education, in its broadest sense of development of youth, is the most crucial input for empowering people with skills and knowledge and giving them

access to productive employment in future. Education should also prepare the children to be the rightful future citizens aware of their social responsibilities and equipped with the skills to effectively participate in furthering the common social good. Imbibing the young minds with proper ethical values, imparting skills of team work and leadership and learning to do creative things individually and in groups have to be an essential part of a holistic education. Building social skills at an early stage of education is essential. Education should also enable them as individuals later in life to rise above their differences of caste, religion or economic status and help them arrive at consensus on issues important for the growth of the nation. A comprehensive education curriculum needs to familiarize the students at the appropriate stage with the political process and the practical insight into the structure of government and its functioning. This will enable them for greater and effective participation in the political process by taking leadership role in the society. Improvements in education are not only expected to enhance efficiency but also augment the overall quality of life. The objective of national education should be to develop an army of proud and independent Indians striving for innovation, creativity and excellence in all walks of life. The education must fill the youth with a spirit of supreme confidence in themselves and in their nation with an awareness that he/she has something to offer to the country and to the world.. We invite volunteers to join our team researching on the education curriculum at the primary schooling all the way to the high schools and identify the gaps that exist at various stages. Development of such a comprehensive curriculum either from bottom up or by way of augmenting the existing one has to be done in stages. This multi-stage approach is required so as to build consensus on need for a change in the current curriculum as well as to demonstrate the tremendous benefits of introducing it at the school level.

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