

Communication Media: Modernization Tool for Women

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ABSTRACT

Modernization is an extremely complex phenomenon, which involves a large number of interrelated changes of many different kinds. Modernization refers to processes in which the society goes through such as industrialization, urbanization and other social changes that completely transform the lives of individuals. The new force of social change like Westernization, Modernization, Industrialization, Globalization, Politicization of issues and Media exposure have changed the norms and the values of the youth throughout the country. The development of any person, District, State or Country depends upon communication development in any field whether it is Social, Political, Economic or Educational cannot be thought without communication. It is catalytic agent that motivates people to take right decision at the right. Communication technology the direction of social change; change in society can take place without communication. Communication plays an important role in the life of women, it also contributes a great deal in modernization process because women play an important role in every country and communication plays a vital role in the life of women by which they can effectively manage their lives. Communication has been considered as a potential agency for development of people primarily because their reach is very wide.

Keywords: Modernization, Women, Westernization, Communication Media,

I. INTRODUCTION

Everything is changing very rapidly be it our culture, customs, norms and values, change have been seen in every phase of life. New concepts like live-in-relationship, gay relationship etc. have emerged as a result of modernization. Modernization is an extremely complex phenomenon, which involves a large number of interrelated changes of many different kinds. The concept of modernization is multidimensional incorporating economic development, technological revolution, rationality and scientific temper, emphasis on achieved status, equality, social justice and individualism (Dube 1973).

Modernization refers to the processes which the society goes through such as industrialization, urbanization and other social changes that completely transform the lives of individuals. It does not mean that traditionalism and modernity are two extremes and the

two cannot co-exist. S.C.Dube and Yogendra Singh are of the view that the two can co-exist. Accepting traditionalism does not mean completely rejecting modernization.

There are two broad perspectives, implementation of which has changed and modified the lives of Indian people and particularly of the individuals. These are modernization and westernization. Modernization symbolizes the Advancement. Advancement simply means the betterment and to move forward in a positive sense. Hence, modernization follows to move forward and to get better in terms of many aspects of life. There are many aspects of life where modernization takes place such as, living standards, working styles, behavioural pattern (values, morals and principles) technology, education, inter and intra relationships, cultural patterns and so on. When the people of the society get better and advanced in the all aspects related to their lives, institutions, thinking, attitudes and relationships then that society is said to be modernized.

In modernization the society tries to innovate and utilize its present and old knowledge, patterns, techniques and resources. Modernization makes a society more confident, independent, versatile and moreover self-sufficient. It makes the society realize of its uniqueness that can be made better and advanced than before. Modernization inspires the society to come out of the shell of backwardness and to construct healthy relationships with different societies and countries that may help the society to achieve a better condition and an advanced global position. Modernization in case of Indian society has played a vital role in bringing up its status in the globally recognized societies.

Modernization has led to the betterment in the utilization of the manpower, resources and techniques pre-existing into the Indian society. Indian society is getting advanced and better in every aspect of life. People are using better ways in technology, education, life styles and in establishing advanced networking. Life has become new, interesting, globalized, approachable and easy for the people. Majorly in terms of attitudes and thinking people are trying out new definitions of values, cultural dimensions and new working principles that all together making the lives and standard more high.

The researchers shows that there is one percent learning through taste, 1.5 % through touch ,3.5 %

through small, 11% through hearing and 8.3 through Sign. The research shows that there is 10 % retention of what we read, 20% of what we hear, 30% of what we see, 50% what we see and hear, 70% of what we say as we talk and 90% what we say as we do a thing.

For rural women information is power, it helps them to achieve economic and social well-being in the sense that one who knows has fewer children, drinks safe water or makes the water safe looks after home and children more efficiently has better family relations and so on. And as the information revolution continues, the technologies become part of their lifestyle thus making them more modern. A modern rural woman is the one who is communication "rich" or communication "have". Though communication and modernization are complex goals, they need careful calibration and constant monitoring of the variable feedback processes yet the communications important link with modernization cannot be denied.

II. REVIEW OF LITERATURE

A study conducted by **Armer and Youtz (1971)** reveal that, educational level with "high" and "low", individual modernity for respondents result indicates a strong positive association between the two variables at statistically significant level. More than four out of five (83.8 percent) of the respondents with some secondary education score in the upper half of the modernization scale, while less than two of five (37.8 percent) of those with no formal education do so. The difference in percentages is stronger between respondents with primary and those with no education and hence reported a positive association between education and individual modernity.

Sinha (1973) has considered education as one of the important variables of modernity. **Lauterbach (1974)** has pointed out motivational and background variations in the process of modernity. They concluded that modernity and traditionalism are the opposite poles of same dimension. There are researches related to different factors of modernisation (**Rai, 1988; Sudhir and Lalrinkimi, 1986**). Acquisition of skills that are necessary for entry in to the modern sector of economy, particularly the large- scale organization. It also prepares the individual for demands of the industrial system. Consequently, there is a possibility that students acquire a sense of efficacy that constitutes modernity. Thus, it can be argued that commerce faculty facilitates modernity in students. Though modernity draws its idioms and ethos from science, the contribution of science faculty is not as great as that of commerce faculty. The commerce faculty that involves business administration and commercial dealings etc., the core elements of modern sectors-seems to facilitate individual modernity of the students.

Religion is another independent variable that influences modernity. A study conducted by **Ashraf (1989)** on 150 male students of final year degree course from different colleges of Ranchi, belonged to different religious groups (Hindu, Muslim and Christian). Each group consisted of 50 students. And found that the students of Christian Community scored significantly

higher on the four dimensions of modernity as well as overall modernity than the respondents of Muslims and Hindu communities. On the contrary, the Hindu group has scored significantly less on the different dimensions of modernity than the Muslim group. The obtained t-values (ranging from 2.02 to 8.93) are found to be significant at 0.5 and 0.1 level of significance. Similar findings have been observed in the studies conducted by (**Azim, 2000; Bellah, 1957; Inkeles, 1983; Singer, 1966; Weber, 1969**).As the different religion is giving different outlooks to their followers which ultimately influences the attitudinal patterns

Prasad.R and Rai.R (1990) conducted study on a sample of 150 students (75 Males and Females) drawn randomly from the U.G. (Under-Graduate) and PG (Post Graduate) Classes of Siwan and Chapra Distt., of Bihar University, Muzoffarpur with an objective of seeing the effect of sex on modernisation .The result indicated that sex does not affect modernisation. The analysis of modernisation scores on sex and education denote that with rise in educational level there is rise in modernisation scores. On sex criteria modernisation scores do not differ significantly. There is an increasing trend of modernisation scores in each sex with education but neither sex is significantly higher on educational level. This trend of data denotes that **boy** The sexes are getting modernized with some -what equal pace. They concluded that students of both sexes are being modernized with their educational advancement.

Another study conducted by **Angira (1992)** examined the impact of education on the attitudinal modernity. The data collected from a random sample of 100 undergraduate students studying science (25 males and 25 females) and Arts (25 males and 25 females) from Govt. RAZA P.G. College, Rampur (U.P.), were analysed using 2×2 analysis of variance, the independent variable being sex. The analysis of results indicated that sex produced significant effects on attitudinal modernity. The main effect of the independent variable, i.e. Sex of the subjects was observed significant. This obviously shows that sex of the subjects is an attribute in modernization. The modernization was more in male students (M=258.16) than female students Xing-gui Zhang, et al. (2003), conducted study on adolescent students. It shows that male students are more traditional than female students, and female students are more modern than male students. The prior research on the influence of gender difference on modernity described inconsistent phenomena. Statistics conducted by **Inkeles (1985)** and **Yang and Qu (1974)** revealed that males were more modern than females. However, the study conducted by **Xu (2000)** on the undergraduates of Beijing discovered that male students had higher traditionalistic. But they also indicated that there was no significant difference in modernity, despite female students having higher sex equality and male students having higher social isolation and self-reliance. According to the survey, the scores of the female students were higher not only in modernity but also in egalitarianism and open-mindedness, optimism and assertiveness and sex equality. Traditional Chinese females have fewer opportunities to be exposed to modern experience, because they receive a more

traditional and stricter education and are, therefore, more traditional than males. But things have changed greatly. Modern adolescents are greatly disgusted with traditional culture and modernity they display, independent of other alternative modernizing forces.

In a study conducted by **Chengati (1993)** reveal that the percentage of 'modern' scores is higher in female students (14.07) on total modernity than that of male students (10.74%). A similar trend is also seen on Socio-cultural modernity, political modernity and health modernity dimensions. However, both the sub-groups have the same percentage 11.85% of 'modern' scorers on personality modernity dimension. The study indicates that female sub-group has a large number and a higher percentage of 'modern' scorers than the male sub-group. Inculcation of traits that are called dispositions of modern man found to be slightly more in females.

In another study conducted by **Chengati (1993)** on college students revealed that the percentage of 'modern' scorers on total modernity are higher in the third-year degree sub-group (13.88%) than those in the second year (13.33%) and first-year degree (10%) students. And, the percentage of 'modern' scorers in the second-year degree students is more (13.33%) than that of the first-year degree (10%) students on total modernity. A similar trend is also noticed on personality modernity dimension. On this dimension of modernity, the percentage of 'modern' scorers of the third-year degree students group is higher (15.55%) than those of the first-year degree (8.33%) and second-year degree (11.66%) student groups. The percentage of 'modern' scorers in second-year degree students are higher (11.66%) than those of the first-year degree (8.33%) students. This clearly indicates that the percentage of 'modern' persons is higher in the third-year degree sub-group than those of the second-year degree and first-year degree sub-groups on personality modernity dimension and on total modernity. It clearly indicates that third-year degree students are more modern than the students of other two years. And it appears that the additional year of 51 educations has led to an improved rationality, work ethics, and internal locus of control, higher aspiration and greater openness to change.

Amongst all the aforementioned scholars, **Atton (2000)** provided the most comprehensive model of alternative media. However, despite his definition, this did not explain important concepts such as cooperation, integration and community. His radical approach avoided any form of authority and control from above, and refused any integration and cooperation with the dominant groups. Developments in the research enabled scholars to categorize a subgroup within the alternative communication: the community communication.

In a survey of 11,368 young people aged 6 to 16 in 12 **European countries and Israel, Livingstone and Bovill (2001)** found that, the percentage of respondents with a personal computer connected to a modem varied from 7 percent for Great Britain to 32 percent for Israel. Time spent on television and audio media was significantly higher than that spent on electronic games, video and books. Cluster analysis resulted in four major

media user styles labeled as low media users, traditional media users, specialists, and screen entertainment fans.

The Internet represents a fantastic world of opportunity for children and young people, filled with both good and bad consequence. Considerable attention and concern are now focused on how the young consumers use the Internet because they are seen as the 'digital generation,' at the vanguard of new skills and technologies, yet also vulnerable and at risk (**Livingstone, 2003**).

Children and the youth are generally enthusiastic adopters of the Internet for communication, entertainment and education. Children regard the Internet as a flexible medium, and research has identified (in rank-order) the following motives for using it: affinity with computers, information, entertainment, boredom avoidance, online social interaction, and off-line social interaction (**Valkenburg and Soeters, 2001**). They often consider themselves to be more expert on Internet than their parents (**Livingstone and Bober, 2003**).

According to O'Donnell and colleagues (2007), alternative media usage within the community should range from the most modern technologies to the most traditional ones. Modern technology includes Internet (web-sites, emails, blogs, mailing lists, web-TV and radio, video conferencing), mobile phones (short message service, multimedia messaging service), video and audio media (CD ROMs, video and audio cassettes). Whilst more traditional methods include radio and television, landline (fax, telephone conversation, hot lines), and print media (flyers, pamphlets, books and journals).

Montgomery (2009) similarly describes the innovative ways in which companies are using interactive marketing techniques to promote their brands, focusing particularly on youth markets for food and beverages

III. OBJECTIVES OF THE STUDY

1. To study the role of communication means among women modernization.
2. To study the extent to which communication means is more effective for women.
3. To study that which communication means is mostly used and preferred by women.
4. To study the purpose behind use of different communication means by women.
5. To study the positive and negative effects of communication means.

IV. RESEARCH METHODOLOGY

Research Type- Descriptive Survey based research

Sample – 100 Women, age 21-35

Sample unit- Sample collected from area of Ghaziabad district.

Sampling method – random Sampling method was used to draw representative sample of the respondents in this study.

Data Collection – Data collected by Questionnaire and Interview method.

Result analysis- tables

Result and Discussion

The findings of the study were discussed under following points.

1. Details of Respondents.
2. Distribution of respondents according to their likeness of communication.

3. Distribution of respondents according to source of getting information.
4. Distribution of respondents according to programme on which they like to discuss.
5. Distribution of respondents according to their opinion of the most effective mass of communication.
6. Distribution of respondents according to the effect of women oriented serials on the image of women.
7. Distribution of respondents according to the opinion whether communication means have increased craze of western culture among women.

Table no. 1

Details of respondents

Characteristics	Categories	Frequency of respondents(N=100) Women	Percentage (%)
AGE-	21-28	60	60
	29-35	40	40
RELIGION	Hindu	50	50
	Muslim	50	50
Education	Illiterate	50	50
	Literate	50	50
Occupation	working	50	50
	House wife	25	25
	Student	25	25

Table no. 2

Respondents Preference for various communications means:

S. No.	Communication means	Number of Respondents	Percentage (%)
1	TV and Cinema	35	35
2	F.M Radio	15	15
3	Internet	25	25
4	Print Media	10	10
5	All of above	15	15
	Total	100	100

Table no. 3**Distribution of respondents according to sources of information**

S. No.	Communication means	Number of Respondents	Percentage (%)
1	TV, Cinema	60	60
2	Radio	10	10
3	Computer	14	14
4	Print Media	16	16
	Total	100	100

Table no. 4**Respondent's preference for various T.V. programmes.**

S.No.	Programmes	Number of Respondents	Percentage (%)
1.	Fashion Programmes	4	4.16
2.	Cooking and Interior	8	8.33
3.	Social and Economic Programmes	18	18.75
4.	Educational Programmes	22	22.91
5.	Entertainment Programmes	44	45.83
	Total	96	100

Table no. 5**Respondents opinion regarding most effective means of communication**

S. No.	Communication means	Number of respondents	Percentage (%)
1.	TV	40	40
2.	Radio	16	16
3.	Newspaper	32	32
4.	Computer	12	12
	Total	100	100

Table no. 6

Distribution of respondents according to the effect of women oriented serials on the image of women shown on T.V.

S. No.	Effect	Number of Respondents	Percentage (%)
1.	Positive	38	38
2.	Negative	62	62
	Total	100	100

Table no. 7

Distribution of respondents according to their opinion regarding adoption of western culture

S. No.	Opinion of Respondent	Number of Respondents	Percentage (%)
1.	Yes	72	72
2.	No	28	28
	Total	100	100

V. FINDINGS

1. Table no. 1 Indicate that nearly maximum responded (60%) were in the age group 21 year to 28 years. The data also reveals an important finding that respondents (50%) were working student (25%), and Housewife women only (25%). The religion (50%) Hindu respondents & (50%) Muslim respondents. Illiterate (25%) & Literate (50%).
2. Table no.2 indicates that maximum 35% of respondents like to see TV and cinema. 10% of respondents like to read print media and 25% of respondents like to use Internet, 15% of respondents like to listen to radio and 15% of respondents like all of above.
3. Table no.3. Reveals that maximum 60% respondents get their information from TV, cinema. 16% of respondents get it from print media. 14% of respondent get it from computer and 10% of them get their information from Radio. **Apart from this survey, the conducted by Mr Bhagat and Mathur also shows that majority of women feel that T.V. improves mental and provides knowledge on new developments.**
4. Table no. 4. To discuss any program with others, details on the type of program discuss by them with others. Shows that 4.16% of respondent like to discuss fashion programmes with others. 8.33% like to discuss cooking and interior decoration programmes, 18.75% like to discuss social and economic programmes, 22.19% like to discuss educational programmes. Maximum 45.83% of respondent like to discuss entertainment programmes with others.
5. Table no. 5. Shows that maximum 40% of respondents had opinion that TV is the most effective means of communication. 16% favour Radio, 32% favour Newspaper, while the least 12% of respondents favour computer. **The survey conducted Meenambigai; Ravichandran (2006) also shows that T.V. is the most effective medium. The second most effective medium**

according my survey is Newspaper while Radio is the second most effective medium according to their survey.

6. Table No. 6. shows that 38% of respondents believe that women oriented serials have positive impact on the image of women while 62% say that it has negative impact on the image of women.
7. Table No.7.Shows that 72% of respondents had opinion that communication means have increased craze of western culture among women while 28% of respondents do no favours it. According to the survey of On more and more women want to be westernized. A 25 years old girl paid more attention to how she looked because of the well-dressed, neat and clean models in television advertisement.

VI. CONCLUSION

The study reveals that the women believe that communication medium has both positive and negative impacts. The positive impact includes increase in awareness and gain of more confidence to come out of their houses and develop their status in social, political, and economical fields. An important impact was the gain of knowledge regarding rights among women. The negative aspects are the increase in craze of western culture resulting in loss of Indian traditions. Communication media plays very important role in the life of women and changed their life. In the modernization process the mode of communication process has a vital role in the life of women and changed the thinking, attitude and perceptions. It is also concluded that it inculcates our ancient values and traditional modes of thinking and living. Media has strong impact on modernization. Many women agreed that when they come in the touch of these types of modes they strongly influenced their lives. It is also

spread due to peer pressures also. At last we can say that in the modernization process of women communication media plays a very important role in today's life. The presentation of vulgar and cheaper programmes should be stopped. These do produce pernicious effects on the vulnerable minds of youth. Movies and programmes should be made keeping in view that it helps to remove the harsh cultures and bad aspects of the society. Extension agencies have to concentrate their attention on rural section of society, especially on rural women. Since TV has the most impact on the teenage group, so that programmes should be design such that it teaches discipline and morality to them. T.V Programmed should be designed on our ancient and rich culture. Now a days Movies and T.V serial increase only sex need, this will create worst condition for women in our society. Women are not just only a sex object. These T.V and Movies create the wrong image of women and this perception will create problems for women in future. As an agenda for the 21st century the media should take up challenge of depicting "real" images and helping the cause of women with good development programmes.

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