



Perceived Social Support and Attitude towards Modernisation among Performing Arts Students

Pramod R. Gupta¹, Lokesh K. Ranjan^{2*}, Nilesh M. Gujar³

¹Department of Psychiatry, Central India Institute of Mental Health and Neuro Sciences, Dewada, Rajnandgaon, Chhattisgarh, India.

²Department of Psychiatric Social Work, Central India Institute of Mental Health and Neuro Sciences, Dewada, Rajnandgaon, Chhattisgarh, India.

³Department of Psychiatric Social Work, Centre of Excellence for Mental Health, INHS, Asvini, Colaba, Mumbai, Maharashtra, India.

ARTICLE INFO

*Correspondence:

Lokesh Kumar Ranjan,
lokeshr00@gmail.com,
Assistant Professor,
Department of
Psychiatric Social Work,
Central India Institute
of Mental Health
and Neuro Sciences,
Dewada, Rajnandgaon,
Chhattisgarh, India

Dates:

Received: 23-04-2022

Accepted: 01-09-2022

Published: 05-11-2022

Keywords:

Modernisation,
Performing arts
students,
Social support.

How to Cite:

Gupta PR, Ranjan LK,
Gujar NM.
Perceived Social
Support and Attitude
towards Modernisation
among Performing Arts
Students. *Indian Journal
of Behavioural Sciences.*
2022;25(2): 100-105.
doi: 10.55229/ijbs.v25i2.05

Abstract

Background: The effect of modernisation can be different aspects of a person's life. Modernisation has been seen through education, communication and social support of individuals in the community. Young adults, especially college students, approach modernisation from experiences during the academic period.

Aim: To study the perceived social support and attitude towards modernisation among performing arts students.

Materials and Methods: A cross-sectional study was conducted among college students of Indira Kala Sangit Vishwavidyalaya, Khairagarh, Chhattisgarh, India. A total of 540 students were selected for the study through the enumeration method. Students were assessed through the semi-structured socio-demographic datasheet, the modernisation scale, and the multidimensional scale of perceived social support.

Results: Perceived social support found a significant positive correlation with attitude towards modernisation. In regression analysis, overall perceived social support (family, friends, and other support) strongly contributes to the variance in attitude towards modernisation among performing arts students. Family support, other support, overall perceived social support and attitude toward modernisation were more in females than male performing arts students.

Conclusions: Perceived social support strongly contributes and has a significant positive correlation to the variance in attitude toward modernisation.

INTRODUCTION

The students must deal with new challenges and changes during the starting phase of college, such as moving away from home and family, adjusting to new levels of independence in an unfamiliar, forming new relationships, creating new learning habits, and a highly competitive environment.¹ These experiences help students become self-reliant and emotionally stable, develop new thought adaptation and a sense of competence, and increase tolerance when interacting with people.²

Many socio-psychological and socio-educational studies that emphasise the importance of social relationships among community members use the term

© IJBS, 2022. Open Access This article is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0) License, which allows users to download and share the article for non-commercial purposes, so long as the article is reproduced in the whole without changes, and the original authorship is acknowledged. If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original. If your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this licence, visit <https://creativecommons.org/licenses/by-nc-sa/4.0/>

“social support.”³ It was linked to reduced physical symptoms such as rigidity, pain, faintness, and low energy on high-stress days.⁴ The social support network should be considered while deciding whether to share everyday unlikable events.⁵ Despite the fact that different aspects of adjustment are intended to be affected differently by social support perceived support and adjustment have traditionally been viewed as a single entity.⁶ Perceived social support is a protective, empowering factor that is critical in enabling emerging people to accomplish life’s obstacles.⁷

Modernisation is a continuous process of transforming values, norms, institutions and structure. It also relates to a model of a progressive transition from a backward framework to a forward-looking society.⁸ It is commonly viewed as a long-term social and cultural change process that leads to society’s progressive development and evolution. Modernisation is a growth of rationality and secularism. It brings vital, deep-rooted and widespread changes in individuals’ attitudes, motivations, values, and behaviour, which leads to better sustainable conditions.^{9,10} In the psychological sense, modernisation denotes the positive change in attitude, beliefs and values. The researcher reported that social support plays a significant role in evaluating individual differences and attitudes of students toward modernisation.¹¹ Students possessing a personal development orientation show interest in personal growth by assessment of ideas and social service, this orientation of values repays society by exploring new ideas, developing ethical code and acquiring useful knowledge.¹² Indian students, being modernised, still possess traditional social values.¹³ Life experience is one of the main factors which ascend priorities to values and modernised of an individual.¹⁴ High-value consistency on life outcomes exhibits inline modes of conduct with shifting values compatible with present perception of their world.¹⁵ There is scope to understand the aspects of modernisation among the students population from different streams of education. This can help to determine how psychosocial factors like social support impact modernisation.

Therefore, the present study aimed to assess the perceived social support and attitude towards modernisation among performing arts students.

MATERIALS AND METHODS

A cross-sectional survey was conducted among performing arts students of Indira Kala Sangit Vishwavidyalaya, Khairagarh, and Chhattisgarh. To measure the total population on a particular topic the total enumeration is useful as it helps to have more precise and accurate findings. We used total enumeration to examine the whole population. A total of 568 students participated in the study, a total of 28 students could not be included in the study as they were incomplete and poorly marked datasheet. Thus, a total of 540 students were finally included in the study. Prior permission was obtained from the vice-chancellor of the university to conduct the present study. Participants were informed about the purpose of the study; they also explained the study’s objectives and relevance to mental health. Participants were assured that their responses would be kept confidential and solely used for research purposes. The consent was obtained from all the students who participated before collecting the data. The self-report scales were administered to assess the perceived social support and attitude towards modernisation among performing arts college students. Some students could not finish the evaluation since the scales were written in English. The Ethics Research Committee at the Central India Institute of Mental Health and Neuro Sciences in Chhattisgarh, India, gave its approval to this study.

Description of the Tools

Socio-demographic Datasheet

For this study, a semi-structured socio-demographic datasheet was formed to see the demographic profile of the participants, such as age, gender, education, and family income status.

Multidimensional Scale of Perceived Social Support (MSPSS)

The MSPSS scale was developed by Zimet *et al.*¹⁶ It was used to evaluate perceived social support. There are three different dimensions, which are: family, friends and significant others. The scale has 12 items. Each scale item has a 7-point choice (1, very strongly disagree to 7, very strongly agree). The total scores range from 12 to 84. High

scores point out a high level of perceived social support. The scale demonstrated good internal consistency with an alpha coefficient of 0.85–0.91.

Modernisation Scale

It was developed by Singh, Tripathi and Lal¹⁷ and was used to collect the data. The scale of items was present in both languages Hindi and English. It consists of 32 items, of which 12 items were positive, and 20 items were negative. The scale has four dimensions, which are: (a) Socio-religious, (b) Marriage, (c) Position of Women, and (d) Education. It is a 6-point Likert-type scale containing six categories of responses (1, extremely agree to 6, extremely disagree). For positive items, the scoring was '6' to '1' and the scoring for negative items was '1' to '6'. The overall modernisation scores are diverse, ranging from 32 to 192. The higher score indicated a higher level of modernisation. Spearman-Brown's correlation was found to be $r = 0.78$ for the total scale.

Table 1: Socio-demographic profile of the participants (N = 540)

Variables		(Mean ± SD)
Age		20.43 ± 2.36 (range 18–28)
		N (%)
Gender	Male	274 (50.7%)
	Female	266 (49.3%)
Education	Undergraduate	455 (84.3%)
	Under postgraduate	85 (15.7%)
	Low class	40 (7.4%)
Family income	Middle class	289 (53.5%)
	Higher class	211 (39.1%)

SD=Standard deviation, N= Number (540); %= Percentage (100%)

Table 2: Comparison of the perceived social support among male and female performing arts students.

Variables	Group		t	p-value
	Male(N-274)	Female(N-266)		
Family	5.96 ± 1.28	6.17 ± 1.08	2.103	0.036*
Friend	5.06 ± 1.54	4.96 ± 1.39	0.786	0.432
Significant others	5.20 ± 1.52	5.29 ± 1.34	0.695	0.487
Total MPSS	5.41 ± 1.17	5.47 ± 0.94	0.728	0.467

N = Number, SD = Standard deviation, *. Correlation is significant at the 0.05 level (2-tailed).

Statistical Analysis

The statistical analysis was conducted using the IBM Statistical Packages for the Social Science (SPSS) software package for Windows, Version 25.0. IBM Corporation is based in Armonk, New York. Descriptive statistics such as frequency, percentage, mean, and standard deviation (SD) were used for socio-demographic and research variables. The t-test was used to compare continuous variables. For the relationship between variables, correlation and regression were used. At the start of the investigation, the significance levels of $p < 0.05$ and $p < 0.01$ were determined.

RESULTS

Table 1 reveals the socio-demographic details of the performing art students. Students' mean and SD scores were 20.43 ± 2.36 , with an age range between 18–28 years. Almost equal of the students were male (50.7%), and female (49.3%), and most of the students were undergraduate (84.3%). More than half of the students came from middle-class families (53.5%).

Table 2 shows the comparison of perceived social support among male and female performing arts students indicating significant differences in the family domains ($t = 2.105$, $p \leq 0.05$). The result also shows, there were no significant differences in the domains of friends ($t = 0.786$, $p \geq 0.05$), significant others ($t=0.695$, $p \geq 0.05$), and total perceived social support ($t = 0.728$, $p \geq 0.05$) in both the groups.

Table 3 shows the gender comparison of attitude towards modernisation and found significant differences in the domains of woman position ($t = 5.709$, $p \leq 0.01$) and overall attitude towards modernisation ($t = 2.476$, $p \leq 0.01$). The result also shows that there were no significant differences in the domains of modernisation on socio-religious ($t=0.962$, $p \geq 0.05$),

Table 3: Comparison of modernisation attitudes among male and female performing arts students.

Variables	Group		t	p-value	
	Male(N-274)	Mean±SD			Female(N-266)
Socio-religious	35.81 ± 7.19		36.36 ± 6.05	0.962	0.337
Marriage	32.25 ± 4.93		32.31 ± 4.81	0.144	0.886
Position of Woman	38.13 ± 7.41		41.27 ± 5.08	5.709	0.000**
Education	34.22 ± 6.00		34.27 ± 5.50	0.097	0.923
Modernisation	140.43 ± 20.08		144.23 ± 15.05	2.476	0.014**

N=Number, SD=Standard deviation, **. Correlation is significant at the 0.01 level (2-tailed).

Table 4: Linear regression model with attitude towards modernisation as the dependent variable and perceived social support as independent (n = 540).

Variables	B	Std. error	Beta	t	R	R ²	F	p-value
Perceived social support	1.676	0.716	0.100	2.343	0.100	0.010	5.488	0.020*

*= Significant at the 0.05 level (2-tailed).

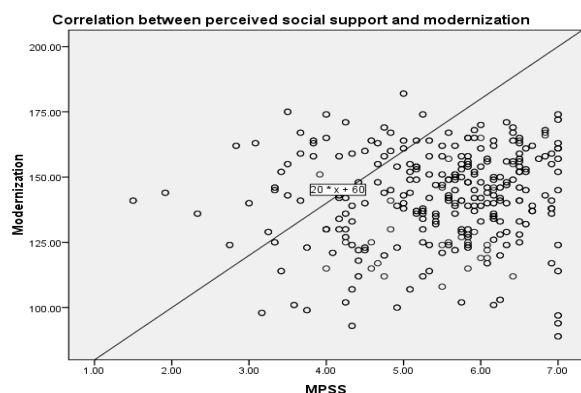


Figure 1: The correlation between perceived social support and modernisation among performing arts students.

marriage ($t=0.144$, $p \geq 0.05$), and education ($t=0.097$, $p \geq 0.05$) in both the groups.

Table 4 reveals that perceived social support contributes substantially to predicting attitude towards modernisation among performing arts students [$F(1,548) = 5.488$, $p = 0.020$]. Overall, perceived social support contributes 1% to the attitude toward modernisation, and the rest, 99% of the factors, were attributed to the variables that are exclusive from the study. The variance in attitudes toward modernisation is largely influenced by perceived social support. (Beta = 0.100, $t = 2.343$, $p = 0.020$). Figure 1 revealed the significant positive correlation between perceived social support and modernisation among performing arts students ($r = 0.100$, $p < 0.05$).

DISCUSSION

Findings of the present study showed that perceived family support, significant others support, and overall perceived social supports were more in female students. In comparison to female students, male students showed slightly greater mean levels of perceived friend support. Results also suggest that there were no significant differences between male and female performing arts students. Some studies suggested similar findings like Zamani-Alavijeh *et al.*¹⁸ revealed that female students have higher social support as compared to male students, and no significant difference was found between female and male students. Peyravi *et al.* and Ranjan *et al.*^{19,20} reported that in comparison to male students, female students had higher levels of social support. Brannan *et al.*²¹ reported that there were no significant differences in perceived social support between men and women, and females have higher levels of social support compared to male students. Hamdan-Mansour and Dawani²² found that female students have higher levels of perceived support from family and friends as compared to male students.

The finding of this study showed that attitude towards modernisation was more in females as compared to male students and significant differences in attitude towards modernisation. Some studies suggested similar findings, Boruah²³ reported that there is a significant difference among students in their

attitude towards the status of women and modernity. Parkash²⁴ found the male students significant difference from the female students in their attitude toward modernisation. Naikoo and Bhat²⁵ reported a significant difference in the modernisation of male and female college students. Kumar and Mittal²⁶ found a significant difference in the modernisation of boys and girls. The girls have shown more scores of modernisation and aggression than boys. Chaudhari¹¹ revealed female students have a higher mean score as compared to male students, and there was a significant difference in attitude towards modernisation of students based on gender. Malik *et al.*²⁷ reported a significant difference between female and male students in attitude towards modernisation and female students scoring higher on the dimensions of modernisation.

The present study's findings reported a significant positive correlation between perceived social support and modernisation, and overall perceived social support strongly contributes to the variance on attitude towards modernisation. Some studies suggested similar findings. Chaudhari¹¹ states that social support plays a significant role in evaluating individual differences and attitudes towards modernisation among students. Tinajero *et al.*²⁸ identified the importance of perceived social support as a protective and empowering component in enabling emerging individuals to meet life's obstacles. Katz and Somers⁷ found that perceived family availability is a major predictor of academic and personal-emotional adjustment, while perceived friend availability is a significant predictor of social adjustment. According to Buote *et al.*,²⁹ the degree of psychological well-being among university students is highly related to the source of support. Brannan *et al.*²¹ reported that perceived social support from family and friends strongly influenced each aspect of well-being.

Limitations

The present research has some limitations, one of which was that the data was collected from only one university. The assessment tools included self-report measures; therefore, for the cross-sectional period, perceived social support and attitude towards modernisation data was obtained. The study was carried

out purposefully on performing arts students; therefore, future studies can be done on other streams and community populations. The psychosocial factors like religion, culture, region, family factors, etc., can be considered in future studies for more specific understanding.

IMPLICATIONS

The present era is at the state where the entire world is seen as connected to each other through different sources. One's attitude towards modernisation can be observed through the influence of psychosocial factors, which is social support. Our study can help to understand the significance of social support in developing a positive attitude towards modernisation. Social support plays a protective role in the mental health of the individual. Those who experience poor social support tend to have problems related to mental health. We can step towards creating a supportive social environment for the performing art students.

CONCLUSION

The male and female performing arts students differed significantly in their overall attitude towards modernisation. Male students were more inclined toward politics, the status of women and marriage, while female students possessed a more modern outlook on education. Overall perceived social support strongly contributes and has a significant positive correlation to the variance in attitude towards modernisation.

REFERENCES

1. Lanctot J, Poulin F. Emerging adulthood features and adjustment: A person-centered approach. *Emerging Adulthood*. 2018 Apr;6(2):91-103.
2. Chavoshi S, Wintre MG, Dentakos S, Wright L. A developmental sequence model to university adjustment of international undergraduate students. *Journal of International Students*. 2017 Jul 1;7(3):703-27.
3. Yaeda J. 12 Transition From Secondary School to Employment in Japan for Students With Disabilities. *Educational Transitions: Moving Stories from around the world*. 2009 Dec 16;33:205.
4. Stein ER, Smith BW. Social support attenuates the harmful effects of stress in healthy adult women. *Social*

5. Kahn JH, Cantwell KE. The role of social support on the disclosure of everyday unpleasant emotional events. *Counselling psychology quarterly*. 2017 Apr 3;30(2):152-65.
6. Credé M, Niehorster S. Adjustment to college as measured by the student adaptation to college questionnaire: A quantitative review of its structure and relationships with correlates and consequences. *Educational Psychology Review*. 2012 Mar;24(1):133-65.
7. Katz S, Somers CL. Individual and environmental predictors of college adjustment: Prevention and intervention. *Current Psychology*. 2017 Mar;36(1):56-65.
8. Srivastava DK. Modernization of insurance concepts in China: how close and how far from international concepts?. *Canberra L. Rev.* 1997;4:231.
9. Weiner M. Modernization: The dynamics of growth.
10. Zhang XG, Zheng X, Wang L. Comparative research on individual modernity of adolescents between town and countryside in China. *Asian Journal of Social Psychology*. 2003 Apr;6(1):61-73.
11. Chaudhari R. A study of attitudes of B. Ed. trainees towards modernization. *International Indexed & Referred Journal*. 2012;1(1).
12. Cantwell AM. Linking undergraduate value orientations to student academic behaviours. *Centre for Studies in Higher Education*. 2008 Apr.
13. Naikoo BA, Bhat SA. Modernization in relation to value orientation of college going students: A study of Kashmir valley. *Indian Journal of Health and Wellbeing*. 2016 Apr 1;7(4):446-8.
14. Schwartz SH. 8: Rubel, T.(2005). Sex differences in value priorities: Cross-cultural and multi-method studies. *Journal of Personality and Social Psychology*;89:1010-28.
15. Maercker A, Zhang XC, Gao Z, Kochetkov Y, Lu S, Sang Z, Yang S, Schneider S, Margraf J. Personal value orientations as mediated predictors of mental health: A three-culture study of Chinese, Russian, and German university students. *International Journal of Clinical and Health Psychology*. 2015 Jan 1;15(1):8-17.
16. Zimet GD, Dahlem NW, Zimet SG, Farley GK. The multi-dimensional scale of perceived social support. *Journal of personality assessment*. 1988 Mar 1;52(1):30-41.
17. Arora M. A comparative study between professional and non-professional course students: Social Adaptability. *Int. J. Hum. Soc. Sci. Stud*. 2015;1:26-31.
18. Zamani-Alavijeh F, Dehkordi FR, Shahry P. Perceived social support among students of medical sciences. *Electronic physician*. 2017 Jun;9(6):4479.
19. PEYRAVI H, HAJEBI A, PANAGHI L. A survey on the relation between social support and mental health in students of Tehran University.
20. Ranjan LK, Ghadse AM, Gupta PR. PERCEIVED SOCIAL SUPPORT AND EGO RESILIENCE IN SCHOOL GOING ADOLESCENTS: A GENDER BASED STUDY. *Indian Journal of Health Social Work*. 2019 Jul;1:2.
21. Brannan D, Biswas-Diener R, Mohr CD, Mortazavi S, Stein N. Friends and family: A cross-cultural investigation of social support and subjective well-being among college students. *The Journal of Positive Psychology*. 2013 Jan 1;8(1):65-75.
22. Hamdan-Mansour AM, Dawani HA. Social support and stress among university students in Jordan. *International Journal of Mental Health and Addiction*. 2008 Jul;6(3):442-50.
23. Boruah JL. Modernity Attitude among the Tribal Students of Secondary Schools in Assam In Relation To Sex and Location of Residence: A Study.
24. Parkash J. A STUDY OF ATTITUDE TOWARDS MODERNIZATION OF GOVERNMENT AND PRIVATE COLLEGE STUDENTS OF SIRSA DISTRICT IN HARYANA STATE. *International Journal of Research in Economics and Social Sciences (IJRESS)*. 2019 Aug;9(8).
25. Naikoo BA, Bhat SA. Modernization in relation to value orientation of college going students: A study of Kashmir valley. *Indian Journal of Health and Wellbeing*. 2016 Apr 1;7(4):446-8.
26. Kumar P, Mittal A. Religious attitude, modernization and aggression of college going students and its impact on their academic achievement. *International Journal of Education and Psychological Research*. 2014;3(2):39-45.
27. Malik P, Gupta S, Jan A. Attitude towards modernization of under-graduate students: A study. *International journal of advancement in education and social sciences*, 1 (1), 13-19. Retrieved on March 16, 2016 from www.irosss.org/ojs/index.php/IJAESS/article/download/63.2013/41.
28. Tinajero C, Martínez-López Z, Rodríguez M, Guisande M, Páramo M. Gender and socioeconomic status differences in university students' perception of social support. *European Journal of Psychology of Education*. 2015 Jun;30(2):227-44.
29. Buote VM, Pancer SM, Pratt MW, Adams G, Birnie-Lefcovitch S, Polivy J, Wintre MG. The importance of friends: Friendship and adjustment among 1st-year university students. *Journal of adolescent research*. 2007 Nov;22(6):665-89.