A Probe into Rigidity of the Students of Higher Education of Purulia District

[1] **Sushanta Mahato**[*],   [2]**Samirranjan Adhikari**[**]

[1*]Assistant Professor, & Research Scholar, Department of Education, Sidho-Kanho-Birsha University, Purulia, West Bengal, India.

,[2] Professor, Department of Education, Sidho-Kanho-Birsha University, Purulia, West Bengal, India.

[1] Department of Education,

[1] Gour Mohan Sachin Mandal Mahavidyalaya, Bireswarpur, Mandirbajar, South 24 Pargana, West Bengal,India

Abstract: **Present study was carried out through descriptive survey method within ex-post-facto research design. To collect the data "Dimensions of Rigidity Scale (DRS)" were administered on a random sample of 1813 students of higher education of Purulia district. In Dimensions of Rigidity Scale (DRS) there are seven dimensions of Rigidity. On an average the students of higher education of Purulia exhibited moderate rigidity in Emotional, Dispositional, Perceptual, and Creative dimension of rigidity. It was also observed that the students of higher education expressed high rigidity in Intellectual, Social, Behavioural dimensions of rigidity.**

Key Word: Rigidity, Emotionality, Disposition, Perceptuality, Intellectuality, Sociality, Behavioural, Creativity

1.Theoretical Perspective of the Study:

Science and Technology brings a drastic change in the life of the people. The effect of globalisation influences our way of living and offers greater opportunity to cope with many problems of our life. But there are some people who are reluctant to any kind of change. These rigid mind set people keep themselves away to move in accordance with the progress of the society. If one fails to change one's behaviour or response set when external conditions demand it, one cannot adapt efficiently oneself to the ever changing social situations. Many psychologists and researchers tried to define the term rigidity. According to **Rokeach (1948)** rigidity is the inability to change one's set when the objective conditions demand it. **Goldstein (1943)** defines it as adherence to a present performance in an inadequate way and according to **Werner (1946)** rigidity is lack of variability of response.

The phenomenon of social rigidity is deeply rooted among the people of Purulia. People living in the district of Purulia are more or less rigid in their various social activities..They are very reluctant to any kind of social change.They are cling to their habitual old patterns of behaviour. It is observed that the marriage between two different castes or religions is opposed by the society. They are very much conservative regarding inter- caste marriage . The people of Purulia are averse to reside with the other caste. Generally various castes of people live in cluster keeping a safe distance from each other. Every caste has its own distinct occupation and they are so adhere to their own occupation that they do not feel to change.Apart from this some people are very much reserved in educating their girl child or giving her better opportunity to flourish her potential. The different castes of the district exercise child marriage. It is due to this conservatism the social mobility is very slow and the present scenario is a concern for the researcher of social science to investigate the phenomenon. So, the present study was an effort to investigate and assess the level of conservative mind set which affects the overall progress of the society.

1.1 Objective of the Study

To explore the prevailing scenario of different dimensions of Rigidity of the students of higher education of Purulia district;

2. Method

The present study was carried out through descriptive survey method. The details regarding sample, tool, procedure of data collection and statistical technique are reported hereunder.

2.1 Sample

A stratified random sample comprising of 1813 participants selected from Government / Government aided colleges / University and teacher education institutions of Purulia, (West Bengal) were the source of sample.

2.2 Tool of Research

The following research tool was used in the present study for data collection. The tool was selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. Brief description of the tool is given hereunder.

2.2.1 Dimensions of Rigidity Scale (Chadha, 2012)

There are total 75 "Yes"/ "No" type items to measure the rigidity in seven areas

Sl No	Dimension	No. of Item	Sl No	Dimension	No. of Item
I	Intellectual	12	V	Behavioural	7
II	Emotional	14	VI	Perceptual	8
III	Dispositional	14	VII	Creative	8
IV	Social	12			

2.3 Procedure for Data Collection

The heads of the institutes/departments were communicated for his/her permission to allow the researcher for collecting the data. The relevant data were collected by administering the above-mentioned tool on the subjects under study in accordance with the directions provided in the manual of the tool.

3. Results

Descriptive statistics of "Dimensions of Rigidity Scale" score are presented herewith.

Table-3.1: Descriptive Statistics of Dimensions of Rigidity Scale Score of the students of Higher Education of Purulia District.

Dimensions of Rigidity	N	Range	Minimum	Maximum	Mean	Std. Deviation	Normalized Mean[1]
Intellectual Rigidity	1813	10	2	12	7.31	1.559	45.69
Emotional Rigidity	1813	9	2	11	6.66	1.714	35.68
Dispositional Rigidity	1813	10	2	12	7.46	1.774	39.96
Social Rigidity	1813	9	3	12	7.29	1.675	45.56
Behavioural Rigidity	1813	8	0	8	4.26	1.394	45.64
Perceptual Rigidity	1813	8	0	8	4.23	1.341	39.66
Creative Rigidity	1813	8	0	8	3.97	1.433	37.22
Rigidity	**1813**	**32**	**24**	**56**	**41.17**	**5.149**	41.17

Table-3.1 exhibits the descriptive statistics of "**Dimensions of Rigidity**" scores obtained by the students of Higher Education of Purulia District. In case of *Intellectual Rigidity* the "minimum" of the scores was 2 and the "maximum" of those was 12 and the range was 10; the "mean", "standard deviation" and "normalised mean" of the said distribution were 7.31, 1.559 and 45.69 respectively. Then in case of *Emotional Rigidity* the "minimum" of the scores was 2 and the "maximum" of those was 11 and the range was 9; the "mean", "standard deviation" and "normalised mean" of the said distribution were 6.66, 1.714 and 35.68 respectively. Next, in case of *Dispositional Rigidity* the "minimum" of the scores was 2 and the "maximum" of those was 12 and the range was 10; the "mean", "standard deviation" and "normalised mean" of the said distribution were 7.46, 1.774 and 39.96 respectively. In case of *Social Rigidity* the "minimum" of the scores

---

[1] Normalized Mean = (Dimension Mean/Number Items of That Dimension) × Total Number of Items of the Scale. As for example, in Intellectual Rigidity: Normalized Mean= (7.31, i.e., Mean /12, i.e., Number of Item of Intellectual Rigidity) × 75, i.e., Total Number of Items of the Scale.

was 3 and the "maximum" of those was 12 and the range was 9; the "mean" and "standard deviation" of the said distribution were 7.29, 1.675 and 45.56 respectively. Then in case of **Behavioural Rigidity** the "minimum" of the scores was 0 and the "maximum" of those was 8 and the range was 8; "mean", "standard deviation" and "normalised mean" of the said distribution were 4.26, 1.394 and 45.64 respectively. Then in case of **Perceptual Rigidity** the "minimum" of the scores was 0 and the "maximum" of those was 8 and the range was 8; the "mean", "standard deviation" and "normalised mean" of the said distribution were 4.23, 1.341 and 39.66 respectively. In **Creative Rigidity** the "minimum" of the scores was 0 and the "maximum" of those was 8 and the range was 8; the "mean", "standard deviation" and "normalised mean "of the said distribution were 3.97, 1.433 and 37.22 respectively. Finally, in **Rigidity** (in totality) the "minimum" of the scores was 24 and the "maximum" of those was 56 and the range was 32; the "mean", "standard deviation" and "normalised mean "of the said distribution were 41.17, 5.149 and 41.17 respectively.

Figure-3.1(a) depicts the bar diagram of Normalised Mean of different Dimensions of Rigidity Scale scores of the Students of Higher Education (Considering Different Castes as a whole) of Purulia District.
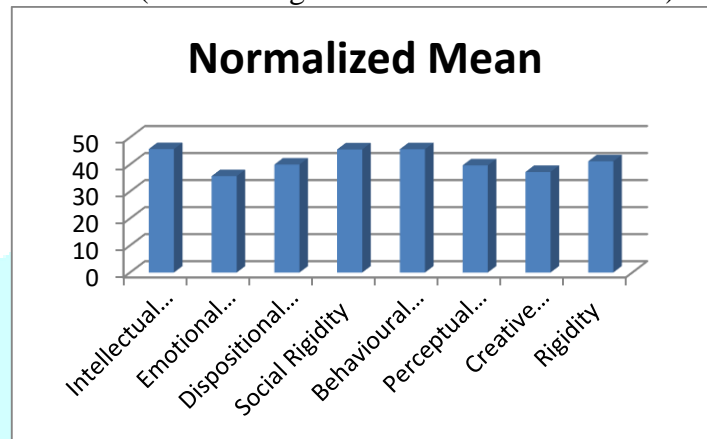

Figure-3.1(a): Bar Diagram of Normalized Mean of Different Dimensions of Rigidity Scale Scores of the Students of Higher Education (Considering Different Castes as a whole) of Purulia District

Figure-3.1(b) depicts the histogram with normal curve of Rigidity Scale Scores of the Students of Higher Education (Considering Different Castes as a whole) of Purulia District. The distribution seems to be normal.
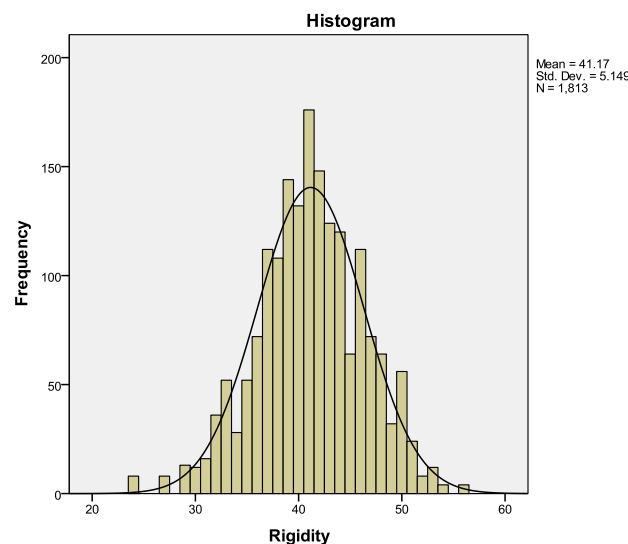

Figure-3.1(b): Histogram with normal curve of Rigidity Scale Scores (Total) of the Students of Higher Education (Considering Different Castes as a whole) of Purulia District.

4. Discussion

From the manual for the "Dimensions of Rigidity Scale" (DRS) we get there are seven dimensions of rigidity. These are Intellectual Rigidity, Emotional Rigidity, Dispositional Rigidity, Social Rigidity, Behavioural Rigidity, Perceptual Rigidity and Creative Rigidity.

4.1. Discussion on the results of Descriptive Presentation

The discussion begins with the descriptive presentations of the results.

4.1.1. Rigidity

From the manual for the **"Dimensions of Rigidity Scale" (DRS)** we get there are seven dimensions of rigidity. These are Intellectual Rigidity, Emotional Rigidity, Dispositional Rigidity, Social Rigidity,

Behavioural Rigidity, Perceptual Rigidity, and Creative Rigidity. **We have considered the normalized mean score range 0 to 15 as very low above 15 to 30 low above 30 to 45 moderate above 45 to 60 high and above 60 to 75 very high**

Table-4.1: Mean, Normalized Mean and Remarks on the Results of Different Dimensions of Rigidity

Dimensions	Mean	Normalized Mean	Remarks
Intellectual Rigidity	7.31	45.69	High rigidity
Emotional Rigidity	6.66	35.68	Moderate rigidity
Dispositional Rigidity	7.46	39.96	Moderate rigidity
Social Rigidity	7.29	45.56	High rigidity
Behavioural Rigidity	4.26	45.64	High rigidity
Perceptual Rigidity	4.23	39.66	Moderate rigidity
Creative Rigidity	3.97	37.22	Moderate rigidity
Rigidity	**41.17**	**41.17**	Moderate rigidity

(a) Intellectual Rigidity – This dimension actually measures the rigidity of – (i) not accepting anything or idea without logical reasoning; (ii) believing in setting high standard for oneself and striving for the best; (iii) having an inclination toward thinking about and discussing intellectual and philosophical matter; and (iv) having definite ideas about things. There are 12 "Yes"/ "No" type items. Therefore, maximum score is 12×1=12, minimum score is 0 and the mid value is 6.

From the table-4.1 we get the descriptive statistics of "**Dimensions of Rigidity**" scores obtained by the students of higher education of Purulia considering both castes as a whole. In case of *Intellectual Rigidity* the normalised mean was 45.69. Therefore, on an average the students of higher education of Purulia exhibited high level of intellectual rigidity.

(b) Emotional Rigidity – This dimension actually measures the rigidity of – (i) lacking of emotional response when external conditions demands it; (ii) having definite ideas about what type of emotional reaction should be aroused in particular situations; (iii) arousal of similar unchanged emotional response to stimuli; and (iv) exerting strict control over one's emotions. There are 14 "Yes"/ "No" type items. Therefore, maximum score is 14×1=14, minimum score is 0 and the mid value is 7.

From table-4.1 we can see the normalised mean of the scores obtained by the students of higher education of Purulia was 35.68 in *Emotional Rigidity* dimension. This reflects that the students of higher education of Purulia were not so emotionally rigid.

(c) Dispositional Rigidity – This is really the disposition with respect to attitudes and habits. This dimension measures the rigidity of – (i) having very definite and rigid habit and /or ideas about the habits of eating, sleeping, reading and dealing with thing etc.; (ii) being inclined to finish works once started; (iii) holding extreme attitudes (positive or negative) regarding persons, things, problems, etc. There are 14 "Yes"/ "No" type items. Therefore, maximum score is 14×1=14, minimum score is 0 and the mid value is 7.

From table-4.1 it is exhibited that in case of *Dispositional Rigidity* the normalised mean was 39.96. The result reflected that the students of higher education of Purulia were moderately rigid in this dimension.

(d) Social Rigidity – This dimension measures the rigidity of – (i) finding it very difficult to feel comfortable in a social gathering or a new situation; (ii) not developing too many new acquaintances; (iii) having very well defined ideas about society and the social responsibilities of its people; and (iv) giving too much importance to friendship. There are 12 "Yes"/ "No" type items. Therefore, maximum score is 12×1=12, minimum score is 0 and the mid value is 6.

In case of *Social Rigidity* the normalised mean was 45.56. The result reflected that the students of higher education of Purulia were highly rigid in this dimension.

(e) Behavioural Rigidity – This rigidity is related to the traditions and customs. This dimension measures the rigidity of – (i) sticking to traditional ways of dressing; and (ii) having strict and definite attitudes towards Indian traditions and customs. There are 7 "Yes"/ "No" type items. Therefore, maximum score is 7×1=7, minimum score is 0 and the mid value is 3.5.

In case of *Behavioural Rigidity* the normalised mean was 45.64. This reflects that the on an average students of higher education of Purulia had high rigidity to change their attitude.

(f) Perceptual Rigidity – This dimension measures the rigidity of –(i) not accepting or believing in anything without seeing a proof supporting it; (ii) generally misperceiving something for some other thing; (iii) not being able to perceive abstract relationships among things and a tendency to stick to obvious

relationship; and (iv) perceiving one's own knowledge about things to be always correct. There are 8 "Yes"/ "No" type items. Therefore, maximum score is 8×1=8, minimum score is 0 and the mid value is 4.

In *Perceptual Rigidity* the normalised mean was 39.66. The result reflected that the students of higher education of Purulia were somehow rigid in this dimension.

(g) Creative Rigidity – This dimension measures the rigidity of – (i) being able to think of a few diverse ideas at a time (i.e., Lack of fluency); (ii) not being able to think about a thing or problem from many different angles; and (iii) showing stereotype in ideas. There are 8 "Yes"/ "No" type items. Therefore, maximum score is 8×1=8, minimum score is 0 and the mid value is 4.

In *Creative Rigidity* the normalised mean was 37.22, which is lower than the mid value. Result reflected that the students were moderately rigid in this dimension.

(h) Finally, in *Rigidity* (in totality) there are total 75 "Yes"/ "No" type items. Therefore, maximum score is 75×1= 75, minimum score is 0 and the mid value is 37.5. From the result of the table-4.1 it is exhibited that the normalised mean was 41.17. This reflects that the on an average students of higher education of Purulia exhibited moderate rigidity to change their attitude.

5. Conclusion

The present study was designed to realize the statistical description of the different dimensions of Rigidity Scale scores obtained by the students of higher education. The students of higher education expressed their –

(a) Moderate Rigidity in the dimensions of, Emotional Rigidity, Dispositional Rigidity, Creative Rigidity, Perceptual Rigidity and Rigidity (in totality);

(b) High Rigidity in the dimensions of Intellectual Rigidity, Social Rigidity and Behavioral Rigidity.

The overall development of the district is very slow. One of the major causes that obstruct the progress of the district may be rigidity (specially intellectual, social, and behavioral rigidity) of the people as found in this research.

REFERENCES

Chadha, N.K. (2012). *Manual for dimensions of rigidity scale*. National Psychological Corporation, Agra.

Goldstein, H. (1943). Concerning Rigidity. *Character and Personality*, 11: 209-226.

Rokeach, M. (1948). Generalized mental rigidity as a factor in ethnocentrism. *Journal of Abnormal and Social Psychology*, 43: 259–278.

Schaie, K.W. (1955). A test of behavioural rigidity. *Journal of Abnormal and Social Psychology*, 51: 604-10.

Werner, H. (1946). Abnormal and Subnormal Rigidity. *Journal of Abnormal Social Psychology*, 41:15-24.

Alvin E. Goins. (1962).*Rigidity-flexibility: toward clarification.* Merrill-Palmer
    Quarterly of Behavior and Development, Vol. 8, No.1, pp. 41-61, Wayne State University,
    https://www.jstor.org/stable/23082448

Applezweig, D. G. (1954).Some determinants of behavioral rigidity. *Journal of Abnormal, Social Psychology,* 49, 224-228.