



## SOCIAL FREEDOM OF WOMEN TEACHERS AT SECONDARY LEVEL IN REGARDS TO THEIR SOCIO –ECONOMIC STATUS IN BALASORE DISTRICT

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### Abstract:

Social freedom or women teacher educator is very essential because destiny of children is made in the classroom. To attain social freedom among women it is very much essential to consider economic freedom first. As the teacher may be considered as the promoter of the social freedom and agent to eradicate the malpractices from the society are also the victim of these malpractices i.e. they are not even getting an equal status in the family and society as the male teacher are. For attain this social freedom among women, vocational and occupational components have to be designed in accordance with the availability of resources and job opportunities in the regions. Voluntary organizations and women's groups active in the area should be involved in the task

### 1.0 INTRODUCTION

Indian women are considered as a source of power since mythological era. The Hindus worship goddesses as mothers. But in reality, women occupy a back seat to men. So, they are revered as mother, sisters and other social restrictions. Women, the half of human population are still being ignored by our social planners and program implementers. The position and status of women in India is low despite the myth of her being considered. Women had four fold status role sequences. This role as a daughter, wife, housewife and mother. Woman as wife enjoyed ideally a status almost equally to that of her husband and performed both social as well as biological functions. Women as mother portraying, selflessness, self-denial and sacrifice the whole life for their children. Women as a daughter sacrifices their freedom, emotions and living standard for their entire family members. They have to follow as well as society.

#### 1.1.1 RATIONAL OF THE STUDY

Mill's view of history was that right up until his time "the whole of the female" and "the great majority of the male sex" were simply "slaves". He countered arguments to the contrary, arguing that relations between sexes simply amounted to "the legal subordination of one sex to the other - [which] is wrong itself, and now one of the chief hindrances to human improvement; and that it ought to be replaced by a principle of perfect equality." With this, Mill can be considered among the earliest male proponents of gender equality. His book *The Subjection of Women* (1861, published 1869) is one of the earliest written on this subject by a male author. In *The Subjection of Women* Mill attempts to make a case for perfect equality. He talks about the role of women in marriage and how it needed to be changed. There, Mill comments on three major facets of women's lives that he felt are hindering them: society and gender construction, education, and marriage. He argued that the oppression of

women was one of the few remaining relics from ancient times, a set of prejudices that severely impeded the progress of humanity. As a Member of Parliament, Mill introduced an unsuccessful amendment to the Reform Bill to substitute the word 'person' in place of 'man'. In 1850, Mill sent an anonymous letter (which came to be known under the title "The Negro Question"), in rebuttal to Thomas Carlyle's anonymous letter to Fraser's Magazine for Town and Country in which Carlyle argued for slavery. Mill supported abolition in the United States. In Mill's essay from 1869, "The Subjection of Women", he expressed his opposition to slavery:

"This absolutely extreme case of the law of force, condemned by those who can tolerate almost every other form of arbitrary power, and which, of all others, presents features the most revolting to the feeling of all who look at it from an impartial position, was the law of civilized and Christian England within the memory of persons now living: and in one half of Angle-Saxon America three or four years ago, not only did slavery exist, but the slave trade, and the breeding of slaves expressly for it, was a general practice between slave states. Yet not only was there a greater strength of sentiment against it, but, in England at least, a less amount either of feeling or of interest in favour of it, than of any other of the customary abuses of force: for its motive was the love of gain, unmixed and undisguised: and those who profited by it were a very small numerical fraction of the country, while the natural feeling of all who were not personally interested in it, was unmitigated abhorrence".

Generally, one can attack with the argument that women are naturally worse at some things than men and should, therefore, be discouraged or forbidden from doing them. It is said that we simply don't know what women are capable of, because we have never let them try - one cannot make an authoritative statement without evidence. We can't stop women from trying things because they might not be able to do them. An argument based on speculative physiology is just that, speculation.

"The anxiety of mankind to intervene on behalf of nature...is an altogether unnecessary solicitude. What women by nature cannot do, it is quite superfluous to forbid them from doing."

In this, men are basically contradicting themselves because they say women cannot do an activity and want to stop them from doing it. Here Mill suggests that men are basically admitting that women are capable of doing the activity, but that men do not want them to do so.

Whether women can do them or not must be found out in practice. In reality, we don't know what women's nature is, because it is so wrapped up in how they have been raised. Mill suggests we should test out what women can and can't do - experiment.

"I deny that any one knows or can know, the nature of the two sexes, as long as they have only been seen in their present relation to one another. Until conditions of equality exist, no one can possibly assess the natural differences between women and men, distorted as they have been. What is natural to the two sexes can only be found out by allowing both to develop and use their faculties freely."

Women are brought up to act as if they were weak, emotional, docile - a traditional prejudice. If we tried equality, we would see that there were benefits for individual women. They would be free of the unhappiness of being told what to do by men. And there would be benefits for society at large - it would double the mass of mental faculties available for the higher service of humanity. The ideas and potential of half the population would be liberated, producing a great effect on human development.

Mill's essay is clearly utilitarian in nature on three counts: The immediate greater good, the enrichment of society, and individual development.

If society really wanted to discover what is truly natural in gender relations, Mill argued, it should establish a free market for all of the services women perform, ensuring a fair economic return for their contributions to the general welfare. Only then would their practical choices be likely to reflect their genuine interests and abilities. It is being felt that the emancipation and education of women would have positive benefits for men also. The stimulus of female competition and companionship of equally educated persons would result in the greater intellectual development of all. He stressed the insidious effects of the constant companionship of an uneducated wife or husband. Mill felt that men and women married to follow customs and that the relation between them was a purely domestic one. By emancipating women, Mill believed, they would be better able to connect on an intellectual level with their husbands, thereby improving relationships.

Some advocate about marriage laws, which he likens to the slavery of women, "there remain no legal slaves, save the mistress of every house." He alludes to the subjection of women becoming redundant as slavery did before it. He also argues for the need for reforms of marriage legislation whereby it is reduced to a business agreement, placing no restrictions on either party. Among these proposals are the changing of inheritance laws to allow women to keep their own property, and allowing women to work outside the home, gaining independent financial stability.

Again the issue of women's suffrage is raised. Women make up half of the population, thus they also have a right to a vote since political policies affect women too. This theories that most men will vote for those MPs who will subordinate women, therefore women must be allowed to vote to protect their own interests.

"Under whatever conditions, and within whatever limits, men are admitted to the suffrage, there is not a shadow of justification for not admitting women under the same."

It is felt that even in societies as unequal as England and Europe that one could already find evidence that when given a chance women could excel. It is pointed to such English queens as Elizabeth I, or Victoria, or the French patriot, Joan of Arc. If given the chance women would excel in other arenas and they should be given the opportunity to try. The same condition is in the Indian society. The women in India from the different sources of review it is being clearly depicted that women generally till the date under the pressure and hardly any liberty or freedom.

Balasure is situated in North-Odisha near the coast of Bay of Bengal. It is filled with an array of flora and fauna, establishing its natural important. The River Subarnarekha originates from Chhotnagpur hill and enters Jaleswar and Baliapal blocks and falls in the Bay of Bengal near Kirtania and Bhograi block. It is a good business centre of North- Odisha. It has taken a good position in Education point of view. It has produced a number of scholars since ancient times. It has good communication to other parts of Odisha. Britishers have chosen this for business centre as it is near to the coastal area of Bay of Bengal. For Agriculture point of view it is known as rice bowl of Odisha. In Balasure district women's are facing many challenges for getting social freedom. Although they comprise a sizeable segment of population, they are not a part of the decision making process and have little control over money matters and asserts. Being non-familiar with every walk of life, their penury has continued unabated for long.

Since women constitute about half of the total population and have great potential bringing more women into the main stream of development has been the avowed objective of planning in Balasure.

Basing upon above situation, the researcher is interested to know whether the same may be possible for women teachers working at secondary school in Balasure district at a large. Hence, the study.

### 1.1.2 Objectives of the Study

- (i) To study the social freedom of women Teachers in regards to their socio-economic status at secondary level in Balasure district and state level.
- (ii) To compare the social freedom of women Teachers in regards to their socioeconomic status at the secondary level
- (iii) To find out the problems related to the study.
- (iv) To suggest some remedial measure for the study.

### 1.1.3 Operational Definition of Key Terms

**Social Freedom:** Social freedom means a women is free to do anything by her choice in social context. i.e, in it's surrounding like home, society, job sector/working place, etc. Social freedom is the privilege given in society for all-round development of personality of a women.

**Women Teacher:** A women Teacher refers who are engaged in teaching profession in an Institution set up by the Government/privately managed by management or trust.

**Secondary School:** Secondary School refers to the school teaches secondary School i.e, class-ix &x.

Socio-Economic Status: Socio-economic status refers to the social and economic strata or conditions in the society.

### 1.1.4 Hypothesis of the Study

The hypotheses of the study are as follows:-

HO-1: "There would not have been any statistically significance difference in the mean score of married and unmarried women Teachers of secondary Schools in relation to Social-freedom and their socio-economic.

HO-2: "There would not have been any statistically significance difference in the mean score of married and unmarried women Teacher of Secondary Schools in relation to high socio-economic status and high social freedom".

HO-3: "There would not have been any statistically significance difference in the mean score of married and unmarried women teachers of secondary Schools in relation to medium socio-economic status and medium Social freedom".

HO-4: "There would not have been any statistically significance difference in the mean score of married and unmarried women Teacher of Secondary Schools in relation to low socio-economic status and low social freedom.

HO-5: "There would not have been any statistically significance difference in the mean score of married women Teacher of secondary Schools in relation to high socioeconomic status and high social freedom with high socio-economic status and medium Social freedom; high socio-economic status and medium Social freedom with high socio-economic status and low social freedom; high socio-economic status and high social freedom with high socio-economic status and law social freedom".

HO-6: "There would not have been any statistically significance difference in the mean score of married women teachers of secondary School in relation to medium socioeconomic status and high social freedom with medium Socio-economic status and medium Social freedom; medium socio-economic status and high social freedom with medium socio-economic status and low social freedom; medium socio-economic status and medium Social freedom with medium socio-economic status and low social freedom".

HO-7: "There would not have been any statistically significance difference in the mean score of married women teachers of secondary School in relation to low socioeconomic status and high social freedom with low socio-economic status and medium Social freedom; low socio-economic status and high social freedom with low socio-economic status and low social freedom; low socio-economic status and medium Social freedom with low socio-economic status and low social freedom".

HO-8: "There would not have been any statistically significance difference in the mean score of unmarried women Teacher of secondary Schools in relation to high socioeconomic status and high social freedom with high socio-economic status and medium Social freedom; high socio-economic status and medium Social freedom with high socio-economic status and low social freedom; high socio-economic status and low social freedom".

HO-9: "There would not have been any statistically significance difference in the mean score of married women teachers of secondary School in relation to medium socioeconomic status and high social freedom with medium Socio-economic status and medium Social freedom; medium socio-economic status and high social freedom with medium socio-economic status and low social freedom; medium socio-economic status and medium Social freedom with medium socio-economic status and low social freedom".

HO-10: "There would not have been any statistically significance difference in the mean score of unmarried women teachers of secondary School in relation to low socio-economic status and high social freedom with low socio-economic status and medium Social freedom; low socio-economic status and high social freedom with low socio-economic status and low social freedom; low socio-economic status and medium Social freedom with low socio-economic status and low social freedom".

### 1.1.5 Delimitation of the Study

- a. The study is delimited to Social freedom of women Teachers with age group
- b. The study delimited to Balasore district.
- c. The study delimited to the sample of 360 selected through random sampling method.
- d. The study is delimited to M.Ed dissertation as per duration mentioned in the syllabus.

## 1.2 Review of Related Literature

In research methodology the term literature refers to the knowledge of a particular area of any discipline which includes theoretical, practical its research studies. The term 'review' means to organise the knowledge of the specific area of research to evolve an edice of knowledge to show that his study would be an addition to this field. The word 'review' and 'literature' have quite different meaning in the historical approach

### 1.2.1 Studies in Abroad

Vasileios Symeonidis (2015); "THE STATUS OF TEACHERS AND THE TEACHING PROFESSION". Education International Research Institute, Belgium; Pamela Adhiambo Raburu (2015); "INFLUENCE OF MARITAL STATUS ON TEACHERS' SELF-EFFICACY IN SECONDARY SCHOOLS OF KISUMU COUNTY, KENYA". Head of Department of Psychology, Jaramogi Oginga Odinga University of Science and Technology, Kenya

### 1.2.2 Studies in India

Nath Baiju. K.; "PROBLEMS OF FEMALE SCHOOL TEACHERS IN KERALA" Dept. of Education, University of Calicut Kerala, India 673635. Ranjita (2011); "THE EQUAL IN SOCIAL FREEDOM ALL DISCIPLINES FEMALE TEACHERS". Jaunpur, India. Naresh Ram (2017); "A STUDY OF SCIENTIFIC APTITUDE OF WOMEN TEACHERS IN RELATION TO SOCIAL CLASS AND MARITAL STATUS". Ph.D. Research Scholar, Rani Durgavati University, Jabalpur, M.P. India. Upadhyaya Himani (2017); "A STUDY OF SCIENTIFIC APTITUDE OF WOMEN TEACHERS IN RELATION TO SOCIAL CLASS AND MARITAL STATUS". H.O.D. Hawabagh Women's College, Jabalpur, M.P. India. Chhatrala Pooja J. (2017); "WOMEN SOCIAL FREEDOM AMONG MARRIED AND UNMARRIED WOMEN COLLEGE STUDENTS". M.Phil. Scholar, C. U. Shah University, Surendranagar - Ahmedabad Highway, Wadhwan City, Dist. Surendranagar, Gujarat, India. Sharma Sarika, Thakur Ravindra Kumar (2017); "SOCIAL FREEDOM OF WOMEN TEACHER EDUCATORS AND ITS RAMIFICATION ON TEACHING". Deptt.of Education, Central University of Haryana, Haryana, India. Medhi Binay Krishna; "SECONDARY JOB-SATISFACTION OF SECONDARY AND HIGHER SCHOOL". B. P. Chaliha College, Assam, India. Dr. Bala Rajni; "Study of Social Freedom of Female Prospective Teachers in Relation to Locale, Marital Status and Socio-Economic Status". Associate Professor, Partap College of Education, Ludhiana, Punjab, India. Tiwari1 Sanjeet Kumar (2014); "A Study on Socio-Economic Status and Personality of Pupil Teachers with Special Reference to Gender". School of Education, MATS University, Raipur, C.G., INDIA. Khamari Jubraj (2014); "A Study on SocioEconomic Status and Personality of Pupil Teachers with Special Reference to Gender". School of Education, MATS University, Raipur, C.G., INDIA. Hanspal Parvinder (2014); "A Study on Socio-Economic Status and Personality of Pupil Teachers with Special Reference to Gender". School of Education, MATS University, Raipur, C.G., INDIA. Baig Mirza Mahmood (2014); "A Study on Socio-Economic Status and Personality of Pupil Teachers with Special Reference to Gender". School of Education, MATS University, Raipur, C.G., INDIA.

### 1.2.3 Study in Odisha

Kumari Varsha (2014); "PROBLEMS AND CHALLENGES FACED BY URBAN WORKING WOMEN IN INDIA". National Institute Of Technology Rourkela - 769008, Odisha.

## 1.3 Design of the Study

### 1.3.1 Method of the Study-

Descriptive survey method to be followed for the study.

### 1.3.2 Population of the Study-

All the women teachers of Balasore district comprises the population of the study.

### 1.3.3 Sample of the Study-

The sample of the study constitutes 360 number of women teachers at Secondary Schools.

### 1.3.4 Tools and Techniques of the Study-

1. Social freedom scale for women teacher L.I. Bhusan
2. Interview schedule for parents or various women teachers.
4. Socio-economic status scale for women



### 1.3.5 Data Collection-

The data will be collected with a request letter from esteem guide by the researcher moving from door to door of respondents using the standardized tools prepared for the research purpose.

### 1.4 Analysis and Interpretation of the Data-

After collection of data that will be analyzed and interpreted through rigorous statistical treatment with 't'-test for the study.

TABLE 4.2

'T' SUMMERY OF MARRIED AND UNMARRIED WOMEN TEACHERS OF SECONDARY SCHOOLS IN RELATION TO SOCIAL-FREEDOM AND THEIR SOCIO-ECONOMIC STATUS

Group	N	Mean	SD	Pooled SD	SE <sub>db</sub>	df	't' value	Table value of 't'	S/NS/HS
Married	180	13.2	5.91	5.9	0.621	358	0.032	1.97 at 0.05level 2.59 at 0.01level	NS (H <sub>0</sub> accepted)
Unmarried	180	13.22	5.85						

ANALYSIS AND INTERPRETATION:

From the table4.1 with  $N_1+N_2-2=df$  i.e 358, the calculated value of t is -0.032 that doesn't cross the 't' table value at 0.05 level and 0.01 level of significance. Hence the Null hypothesis "There would not have been any statistically significance difference in the mean score of married and unmarried women Teachers of secondary Schools in relation to Social-freedom and their socio-economic" was accepted. The relationship was found at 99%.

TABLE 4.4

't' SUMMERY OF MARRIED AND UNMARRIED WOMEN TEACHERS OF SECONDARY SCHOOLS IN RELATION TO THEIR HIGH SOCIO-ECONOMIC STATUS AND HIGH SOCIAL FREEDOM

Group	N	Mean	SD	Pooled SD	SE <sub>db</sub>	df	't' value	Table value of 't'	S/NS/HS
Married	20	20.25	2.21	2.216	0.70	38	-1	2.03 at 0.05 level 2.72 at 0.01 level	NS (H <sub>0</sub> -2 accepte)
Unmarried	20	20.95	2.10						

ANALYSIS AND INTERPRETATION:

From the table4.4 with  $N_1+N_2-2=df$  i.e 38, the calculated value of t is -1 that doesn't cross the 't' table value at 0.05 level and 0.01 level of significance. Hence the Null hypothesis "There would not have been any statistically significance difference in the mean score of married and unmarried women Teachers of secondary Schools in relation to their high socio-economic status and high social freedom" was accepted. The relationship was found at 99%.

TABLE 4.6

't' SUMMERY OF MARRIED AND UNMARRIED WOMEN TEACHERS OF SECONDARY SCHOOLS IN RELATION TO THEIR MEDIUM SOCIOECONOMIC STATUS AND MEDIUM SOCIAL FREEDOM

Group	N	Mean	SD	Pooled SD	SE <sub>D</sub>	df	't' value	Table value of 't'	S/NS/H S
Married	20	12.7	1.977	1.964					NS
Unmarried	20	13.15	1.851		0.62	38	0.725	2.03at 0.05 level 2.72 at 0.01 level	

#### ANALYSIS AND INTERPRETATION:

From the table 4.6 with  $N_1 + N_2 - 2 = df$  i.e 38, the calculated value of t is -0.725 that doesn't cross the 't' table value at 0.05 level and 0.01 level of significance. Hence the Null hypothesis "There would not have been any statistically significance difference in the mean score of married and unmarried women Teachers of secondary Schools in relation to their medium socio-economic status and medium social freedom" was accepted. The relationship found at 99%.



TABLE 4.8

't' SUMMERY OF MARRIED AND UNMARRIED WOMEN TEACHERS OF SECONDARY SCHOOLS IN RELATION TO THEIR LAW SOCIO-ECONOMIC STATUS AND LAW SOCIAL FREEDOM

Group	N	Mean	SD	Pooled SD	SE <sub>D</sub>	df	't' value	Table value of 't'	S/NS/HS
Married	20	6.6	1.157	1.187	0.375	38	0.533	2.03 at 0.05 level 2.72 at 0.01 level	NS
Unmarried	20	6.4	1.157						

ANALYSIS AND INTERPRETATION:

From the table 4.8 with  $N_1 + N_2 - 2 = df$  i.e 38, the calculated value of t is 0.533 that doesn't cross the 't' table value at 0.05 level and 0.01 level of significance. Hence the Null hypothesis "There would not have been any statistically significance difference in the mean score of married and unmarried women Teachers of secondary Schools in relation to their medium socio-economic status and medium social freedom" was accepted. The relationship found at 99%.

SUMMARY OF 't' TABLE  
TABLE 4.13

SL NO.	Group		N	Mean	SD	Pooled SD	SE <sub>D</sub>	df	't' value	Table value of 't'	S/NS/HS
1	High social freedom VS Medium social freedom	High Social Freedom	20	20.25	2.21	2.28	0.72	38	10.482	2.03 at 0.05 level	HS
		Medium Social freedom	20	12.7	2.23					2.27 at 0.01 level	
2	Medium social freedom Vs Law social freedom	Medium social Freedom	20	12.7	2.238	1.823	0.576	38	10.41	2.03 at 0.05 level	HS
		Law social freedom	20	6.7	1.144					2.27 at 0.01 level	
3	High social freedom Vs Law social freedom	High social freedom	20	20.25	2.21	1.80	0.568	38	23.82	2.03 at 0.05 level	HS
		Law social freedom	20	6.7	1.144					2.27 at 0.01 level	

ANALYSIS AND INTERPRETATION:

From the above three table with  $N_1 + N_2 - 2 = df$  i.e 38, the calculated value of t crosses the 't' table value at 0.05 level and 0.01 level of significance. Hence the Null hypothesis "there would not have been any statistically significance difference in the mean score of married women teacher of secondary schools in relation to high socio-economic status and high social freedom with high socio-economic status and medium social freedom; high socio-economic status and medium social freedom with high socioeconomic status and low social freedom; high socio-economic status and high social freedom with high socio-economic status and law social freedom" was rejected. The relationship found at 99%.

SUMMARY OF 't' TABLE  
TABLE 4.18

SL NO.	Group		N	Mean	SD	Poold SD	SE <sub>D</sub>	df	't' value	Table value of 't'	S/NS/HS
1	High social freedom	High Social Freedom	20	20.5	1.987	2.033	0.642	38	12.14	2.03 at 0.05 level 2.27 at 0.01 level	HS
	VS Medium social freedom	Medium Social freedom	20	12.7	1.977						
2	Medium social freedom	Medium social Freedom	20	12.7	1.977	1.70	0.538	38	11.8	2.03 at 0.05 level 2.27 at 0.01 level	HS
	Vs Law social freedom	Law social freedom	20	6.35	1.265						
3	High social freedom	High social freedom	20	20.25	1.987	1.709	0.554	38	26.20	2.03 at 0.05 level 2.27 at 0.01 level	HS
	Vs Law social freedom	Law social freedom	20	6.35	1.265						

## ANALYSIS AND INTERPRETATION:

From the above three table with  $N_1+N_2-2=df$  i.e 38, the calculated value of t crosses the 't' table value at 0.05 level and 0.01 level of significance. Hence the Null hypothesis "there would not have been any statistically significance difference in the mean score of married women teacher of secondary schools in relation to medium socio-economic status and high social freedom with medium socio-economic status and medium social freedom; medium socio-economic status and medium social freedom with medium socio-economic status and low social freedom; medium socio-economic status and high social freedom with medium socio-economic status and law social freedom" was rejected. The relationship was found at 99%.

SUMMARY OF 't' TABLE  
TABLE 4.23

SL NO.	Group		N	Mean	SD	Poold SD	SE <sub>d</sub>	df	't' value	Table value of 't'	S/NS/HS
1	High social freedom	High Social Freedom	20	20.3	2.02	2.133	0.674	38	11.72	2.03 at 0.05 level 2.27 at 0.01 level	HS
	VS Medium social freedom	Medium Social freedom	20	12.4	2.13						
2	Medium social freedom	Medium social Freedom	20	12.4	2.13	1.759	0.555	38	10.45	2.03 at 0.05 level 2.27 at 0.01 level	HS
	Vs Law social freedom	Law social freedom	20	6.6	1.157						
3	High social freedom	High social freedom	20	20.4	2.02	1.693	0.535	38	25.6	2.03 at 0.05 level 2.27 at 0.01 level	HS
	Vs Law social freedom	Law social freedom	20	6.6	1.157						

#### ANALYSIS AND INTERPRETATION:

From the above three table with  $N_1+N_2-2=df$  i.e 38, the calculated value of t crosses the 't' table value at 0.05 level and 0.01 level of significance. Hence the Null hypothesis "there would not have been any statistically significance difference in the mean score of married women teacher of secondary schools in relation to law socio-economic status and high social freedom with law socio-economic status and medium social freedom; law socio-economic status and medium social freedom with medium law-economic status and low social freedom; law socio-economic status and high social freedom with law socio-economic status and law social freedom" was rejected. The relationship was found at 99%.

#### SUMMARY OF 't' TABLE

TABLE 4.28

SL NO.	Group		N	Mean	SD	Pooled SD	SE <sub>D</sub>	df	't' value	Table value of 't'	S/NS/HS
1	High social freedom	High Social Freedom	20	20.95	2.1	2.03	0.734	38	10.354	2.03 at 0.05 level 2.27 at 0.01 level	HS
	VS Medium social freedom	Medium Social freedom	20	13.35	1.85						
2	Medium social freedom	Medium social Freedom	20	13.35	1.85	1.524	0.481	38	13.72	2.03 at 0.05 level 2.27 at 0.01 level	HS
	Vs Law social freedom	Law social freedom	20	6.75	0.99						
3	High social freedom	High social freedom	20	20.95	2.1	1.691	0.534	38	26.59	2.03 at 0.05 level 2.27 at 0.01 level	HS
	Vs Law social freedom	Law social freedom	20	6.75	0.99						

## ANALYSIS AND INTERPRETATION:

From the above three table with  $N_1+N_2-2=df$  i.e 38, the calculated value of t crosses the 't' table value at 0.05 level and 0.01 level of significance. Hence the Null hypothesis "there would not have been any statistically significance difference in the mean score of unmarried women teacher of secondary schools in relation to high socio-economic status and high social freedom with high socio-economic status and medium social freedom; high socio-economic status and medium social freedom with high socioeconomic status and low social freedom; high socio-economic status and high social freedom with high socio-economic status and law social freedom" was rejected. The relationship was found at 99%.

SUMMARY OF 't' TABLE  
TABLE 4.33

SL NO.	Group		N	Mean	SD	Poold SD	SE <sub>D</sub>	df	't' value	Table value of 't'	S/NS/HS
1	High social freedom	High Social Freedom	20	20.05	2.224	0.469	0.148	38	46.62	2.03 at 0.05 level 2.27 at 0.01 level	HS
	VS Medium social freedom	Medium Social freedom	20	13.15	1.851						
2	Medium social freedom	Medium social Freedom	20	13.15	1.851	1.616	0.51	38	13.627	2.03 at 0.05 level 2.27 at 0.01 level	HS
	Vs Law social freedom	Law social freedom	20	6.2	1.24						
3	High social freedom	High social freedom	20	20.05	2.224	1.847	0.583	38	23.756	2.03 at 0.05 level 2.27 at 0.01 level	HS
	Vs Law social freedom	Law social freedom	20	6.2	1.24						

#### ANALYSIS AND INTERPRETATION:

From the above three table with  $N_1+N_2-2=df$  i.e 38, the calculated value of t crosses the 't' table value at 0.05 level and 0.01 level of significance. Hence the Null hypothesis "there would not have been any statistically significance difference in the mean score of unmarried women teacher of secondary schools in relation to medium socioeconomic status and high social freedom with medium socio-economic status and medium social freedom; medium socio-economic status and medium social freedom with medium socio-economic status and low social freedom; medium socio-economic status and high social freedom with medium socio-economic status and law social freedom" was rejected. The relationship was found at 99%.

SUMMARY OF 't' TABLE  
TABLE 4.38

SL NO.	Group		N	Mean	SD	Poold SD	SE <sub>D</sub>	df	't' value	Table value of 't'	S/NS/HS
1	High social freedom	High Social Freedom	20	20.45	2.268	2.223	0.702	38	9.971	2.03 at 0.05 level 2.27 at 0.01 level	HS
	VS Medium social freedom	Medium Social freedom	20	12.45	2.06						
2	Medium social freedom	Medium social Freedom	20	12.45	2.06	1.714	0.541	38	11.182	2.03 at 0.05 level 2.27 at 0.01 level	HS
	Vs Law social freedom	Law social freedom	20	6.4	1.157						
3	High social freedom	High social freedom	20	20.45	2.268	1.847	0.583	38	22.384	2.03 at 0.05 level 2.27 at 0.01 level	HS
	Vs Law social freedom	Law social freedom	20	6.4	1.157						

**ANALYSIS AND INTERPRETATION:**

From the above three table with  $N_1+N_2-2=df$  i.e 38, the calculated value of 't' crosses the 't' table value at 0.05 level and 0.01 level of significance. Hence the Null hypothesis "there would not have been any statistically significance difference in the mean score of unmarried women teacher of secondary schools in relation to law socio-economic status and high social freedom with law socio-economic status and medium social freedom; law socio-economic status and medium social freedom with law socioeconomic status and low social freedom; law socio-economic status and high social freedom with law socio-economic status and law social freedom" was rejected. The relationship was found at 99%.

**1.5 Main Findings**

1. There was no significance difference in the mean score of married and unmarried women Teachers of secondary Schools in relation to Social-freedom and their socio-economic status. Since the calculated value of 't' less than the tabular value of 't'.
2. There was no significance difference in the mean score of married and unmarried women Teacher of Secondary Schools in relation to high socio-economic status and high social freedom. Since the calculated value of 't' less than the tabular value of 't'
3. There was no significance difference in the mean score of married and unmarried women teachers of secondary Schools in relation to medium socio-economic status and medium Social freedom. Since the calculated value of 't' less than the tabular value of 't'.
4. There was no significance difference in the mean score of married and unmarried women teachers of secondary Schools in relation to law socio-economic status and law Social freedom. Since the calculated value of 't' less than the tabular value of 't'
5. There was significance differences between high social freedom, medium social freedom and law social freedom of high socio-economic status of married women in secondary school.
6. There was significance differences between high social freedom, medium social freedom and law social freedom of medium socio-economic status of married women in secondary school.
7. There was significance differences between high social freedom, medium social freedom

and law social freedom of law socio-economic status of married women in secondary school.

8. There was significance differences between high social freedom, medium social freedom and law social freedom of high socio-economic status of unmarried women in secondary school.

9. There was significance differences between high social freedom, medium social freedom and law social freedom of medium socio-economic status of unmarried women in secondary school.

10. There was significance differences between high social freedom, medium social freedom and law social freedom of law socio-economic status of married women in secondary school.

### 1.7 Suggestion and Recommendation for the study

In my study, I would like to recommendate for reducing the restrictions over the women teachers for which they can provide their attention in teaching profession and any other works. It should begin from the schools and colleges in which the student community should be properly educated in favour of social freedom of women and they should take a vow that they will respect the women. Efforts should be made to raise the socio-economic status of people only than they can give freedom to women.

### 1.8 Suggestions for further studies

The followings were suggested for future study

1. Social freedom and social maturity among secondary women teacher of Balasore district.
2. Social freedom and domestic violence among Muhammudian women working in secondary and Higher Secondary School.
3. Social Freedom and Social maturity of women in Higher education correlational study
4. Social Intelligence and social freedom in relation to Socio-economic status of Women.
5. Comparative study of social freedom among Bhadrak and Balasore district women working in primary schools.
6. Social freedom of tribal and non-tribal college going adolescent Girls.
7. Tribal culture and social freedom college going adolescent girls.
8. Nomadic tribe and social freedom of Balasore district.
9. BPL parents of slow learner student and their social freedom.
10. Government policy and social freedom as a legal variable for education of study.

### Conclusion

Social freedom or women teacher educator is very essential because destiny of children is made in the classroom. To attain social freedom among women it is very much essential to consider economic freedom first. As the teacher may be considered as the promoter of the social freedom and agent to eradicate the malpractices from the society are also the victim of these malpractices i.e. they are not even getting an equal status in the family and society as the male teacher are. For attain this social freedom among women, vocational and occupational components have to be designed in accordance with the availability of resources and job opportunities in the regions. Voluntary organizations and women's groups active in the area should be involved in the task.

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