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SOCIAL FREEDOM OF FEMALE ADOLESCENTS IN RELATION TO EDUCATIONAL ASPIRATIONS

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Abstract

The present study was an attempt to investigate social freedom of female adolescents in relation to educational aspirations. A data was collected randomly from the sample of 200 female adolescents of classes XI and XII selected from different rural and urban secondary schools of Amritsar district using tools Women Social Freedom Scale (WSFS) by L.I. Bhusan, 1987 and Educational Aspirations Scale (EAS) by Dr. S.K.Saxena, 1985. The results revealed that urban female adolescents have greater desire for social freedom and educational aspirations as compared with rural female adolescents. The science female adolescents have greater desire for social freedom and educational aspirations as compared with arts female adolescents. It is further found that there is positive and significant relationship between social freedom and educational aspirations of female adolescents.

Ours is the largest democracy in the world where almost half of the population is occupied by women. The Indian constitution has also made various provisions for the security and equality of women. Today women are not just restricted to only household work and cooking for her family. She is the flag bearer of the society. It is she who gives birth to the future of the world. She is responsible for rearing her children and giving them an opportunity to grow up in healthy and positive environment. But, despite this relatively a few women have been able to reach the top executive positions or decision-making positions in the legislature. But sadly, they are not able to move freely in society. During the last few years, acid throwing, sexual harassment at workplace, eve teasing, abduction, female feticide, child marriage, rapes domestic violence and trafficking has given an inclination of the horrible behaviour patterns prevailing in the society. Majority of women live a life of dependency that does not possess any social freedom. Thus, desire for 'social freedom' constitutes an important aspect of women's lifestyle, personality and adjustment and therefore needs to be measured and studied

scientifically. Social freedom implies the creation and preservation of condition in which each citizen can develop as an educated, creative and responsible personality. According to Camus (1961),” Freedom is nothing but a chance to be better.” Women social freedom under the framework of four parameters: - a) freedom from the control and interference of parents and husband. b) freedom from social taboos and customs imposing conventional roles and restrictions on women. C) freedom pertaining to sex and marriage d) economic and social freedom and equality.

.Education has also been considered as the most important factor for determining the status of women in the society. It is found to be both a cause and consequences of the improved status of women. The importance of education of women gets highlighted when one investigates the role to be played by women in nation building. The role goes much beyond the responsibilities assigned to them in tasks related to household maintenance, childcare etc. But still there are several constraints being educational inequalities, restricted job opportunities, unemployment and under employment, dual responsibilities of home making and occupational duties (for employed women), cultural prejudices prevailing against women in almost all sections of our society, and so on. These indicate the magnitude of the task if women are to be brought in the mainstream of national life in all the spheres and to provide equal opportunities for women. It is realized that women’s education is a single cure for many societal ills and is a main way to bring about social empowerment of women. Education not only enables women to attain great height of success in life but also boosts the confidence and morale of women to face the life problems and helps in developing a well-adjusted personality. But this is possible only when they have the required amount of educational aspirations. When level of aspirations is centred on the field of education it is referred as educational aspirations. It is considered as a concept, referring orientation towards educational goals spaced in a continuum of difficulty and social prestige and arranged in an educational hierarchy. Educational aspirations are a significant factor for the enhancement of the education of a person. It is a craving for achievement in education. It is crucial aspect of individuals attaining goals. High level of educational aspirations is an indicator of high level of achievement and success. Through this study an effort has been made to study social freedom of female adolescents in relation to their educational aspirations.

OBJECTIVES

1. To study and compare the social freedom and educational aspirations of rural and urban female adolescents.
2. To study and compare the social freedom and educational aspirations of arts and science female adolescents.
3. To study the relationship between social freedom and educational aspirations of female adolescents.

HYPOTHESES

1. There exists no significant difference in social freedom and educational aspirations of rural and urban female adolescents.
2. There exists no significant difference in social freedom and educational aspirations of arts and science female adolescents.
3. There exists no significant relationship between social freedom and educational aspirations of female adolescents.

METHODOLOGY

SAMPLE

A sample comprised of 200 female adolescents of classes XI and XII selected from different rural and urban secondary schools of Amritsar district using random sampling technique.

METHOD

The descriptive survey method was used to conduct study social freedom of female adolescents in relation to educational aspirations.

TOOLS USED

The following standardized tools were used to collect data.

1. Women Social Freedom Scale (WSFS) by L.I. Bhusan (1987)
2. Educational Aspirations Scale (EAS) by Dr. S.K.Saxena (1984)

STATISTICAL TECHNIQUES USED

Statistical measures such as mean, SD, SE_M and t-tests and product moment coefficient of correlation were used to interpret the obtained data.

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis 1

There exists no significant difference in social freedom and educational aspirations of rural and urban female adolescents.

Table 1

Mean scores of social freedom and educational aspirations of rural and urban female adolescents.

Variable	Rural			Urban			t-value	Significance
	N	Mean	S.D	N	Mean	S.D		
Social Freedom	100	14.74	3.08	100	16.00	2.87	2.99**	Significant
Educational Aspirations	100	33.70	10.50	100	39.89	12.17	3.85**	Significant

***Significant at 0.5 and 0.1 levels*

Table 1 shows the mean scores of social freedom and educational aspirations of rural and urban female adolescents. The mean scores of social freedom of rural female adolescents is 14.74 with SD 3.08 and mean scores of social freedom of urban female adolescents is 16.00 with SD 2.87. The calculated t-value is 2.99 which is greater than table values 1.96 and 2.58 at 0.5 and 0.1 levels of significant. This indicates that there exists significant difference in mean scores of social freedom of rural and urban female adolescents. The mean scores of social freedom of urban female adolescents is greater than mean scores of social freedom of rural female adolescents (16.00:14.74).

Table 1 shows that mean scores of educational aspirations of rural and urban female adolescents. The mean scores of educational aspirations of rural female adolescents is 33.70 with SD 10.50 and mean scores of educational aspirations of urban female adolescents is 39.89 with SD 12.17. The calculated t-value is 3.85 which is greater than table values 1.96 and 2.58 at 0.5 and 0.1 levels of significance. This indicates that there exists significant difference in mean scores of educational aspirations of rural and urban female adolescents. The mean scores of educational aspirations of urban female adolescents are greater than mean scores of educational aspirations of rural female adolescents (39.89: 33.70).

Hence the hypotheses stating “there exists no significant difference in social freedom and educational aspirations of rural and urban female adolescents” stands not accepted.

The results reveals that rural and urban female adolescents differ significantly in their social freedom desire and educational aspirations. The urban female adolescents have greater desire for social freedom and educational aspirations as compared with rural female adolescents.

Hypothesis-II

There exists no significant difference in social freedom and educational aspirations of arts and science female adolescents.

Table 2

Mean scores of social freedom and educational aspirations of arts and science female adolescents.

Variable	Arts			Science			t-value	Significance
	N	Mean	S.D	N	Mean	S.D		
Social Freedom	100	14.61	3.01	100	16.13	2.87	3.64**	Significant
Educational Aspirations	100	33.05	10.09	100	40.54	12.14	4.74**	Significant

**Significant at 0.5 and 0.1 levels

Table 2 shows the mean scores of social freedom and educational aspirations of arts and science female adolescents. The mean scores of social freedom of arts female adolescents is 14.61 with SD 3.01 and mean scores of social freedom of science female adolescents is 16.13 with SD 2.87. The calculated t-value is 3.64 which is greater than table values 1.96 and 2.58 at 0.5 and 0.1 level of significance. This indicates that there exists significant difference in mean scores of social freedom of arts and science female adolescents. The mean scores of social freedom of science female adolescents are greater than mean scores of social freedom of arts female adolescents (16.13:14.61).

The mean scores of educational aspirations of arts female adolescents are 33.05 with SD 10.09 and mean scores of educational aspirations of science female adolescents is 40.54 with SD 12.14. The calculated t-value is 4.74 which is greater than table values 1.96 and 2.58 at 0.5 and 0.1 level of significance. This indicates that there exists significant difference in mean scores of educational aspirations of arts and science female adolescents. The mean scores of educational aspirations of science female adolescents are greater than mean scores of educational aspirations of arts female adolescents (40.54:33.05).

The results reveal that arts and science female adolescents differ significantly in their social freedom desire and educational aspirations. The science female adolescents have greater desire for social freedom and educational aspirations as compared with arts female adolescents.

Hence the hypotheses stating “there exists no significant difference in social freedom and educational aspirations of arts and science female adolescents” stands not accepted.

HYPOTHESIS III

There exists no significant relationship between social freedom and educational aspirations of female adolescents.

Table 3

Coefficient of correlation between social freedom and educational aspirations of female adolescents.

Variable	N	r	Significance
Social Freedom	100	.312	significant
Educational Aspirations			

***Significant at 0.5 and 0.1 levels*

Table 3 shows the coefficient of correlation between social freedom and educational aspirations of female adolescents. The coefficient of correlation between social freedom and educational aspirations is .312 which is significant at .01 and .05 levels of significance.

Hence the hypothesis stating, "there exists no significant relationship between social freedom and educational aspirations of female adolescents."

The results reveal that there is positive and significant relationship between social freedom and educational aspirations of female adolescents.

CONCLUSION

1. There exists significant difference in social freedom and educational aspirations of rural and urban female adolescents. The urban female adolescents have greater desire for social freedom and educational aspirations as compared with rural female adolescents.
2. There exists significant difference in social freedom and educational aspirations of arts and science female adolescents. The science female adolescents have greater desire for social freedom and educational aspirations as compared with arts female adolescents.
3. There exists significant relationship between social freedom and educational aspirations of female adolescents. There is positive and significant relationship between social freedom and educational aspirations of female adolescents.

EDUCATIONAL IMPLICATIONS

1. In this research the social freedom of female adolescents was studied in relation with educational aspiration. With the growth of education and vocational opportunities, women have become more conscious of their rights of equality, freedom and revolted against conventional norms. Women are taking up know tradition roles and are developing new outlook of life. They are advocating free live and sex.
2. It should begin from the schools in which students' 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 then they may give freedom to women.
3. Government should help the social activists and NGOs to adopt new methods for inquiry, hence to facilitate research and to spread the message against the evils of crime against women by conducting periodical camps and offering counselling to the victims as well as general public this will help to spread the awareness about social freedom of women.
4. Respect for women, her needs and aspirations are essential because only then they can give their best to society. In order to iron out the unevenness in society, the women must be educated, and they should learn to assert their rights and shun the injustices heaped on them.
5. The promotion of women's education should begin from the rural areas. Awareness to educate a girl child in different villages should take place. The rural people's mindset is diverting towards the need of women's education. Moreover, various schools should get constructed in villages and the female child may feel safe and have to travel for shorter distances. Proper security for the women should be there so that the women may not hesitate in coming out of their houses.
6. The school teachers should give special attention to students those have below average and average academic achievement with high educational aspirations to enhance performance in academic. The school teachers must be involved in students learning process and he/she follows different teaching styles that it is more interesting and very effective to attract and fill the mind gap of the students.
7. In order to enhance the educational aspirations of adolescents, teachers should give due importance to increase aspirations level of adolescents by using suitable strategies.

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