



The Social Freedom of Student Teachers in Context to Their Marital and Socio-Economic Status

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Abstract: We all know that tomorrow belongs to those who prepare themselves for today. Student teachers in the Teacher Education Institutions prepare themselves with the acquisition of knowledge, skills and values. They have to serve and play multiple roles like home maker and wage earner for the smooth functioning of diverse kinds of work to build the society and nation in the closest, clearest and extreme way. With the aid of descriptive survey method, this study aims to explore the social freedom perceived by Student teachers selected randomly from B.Ed. Colleges of Bhagalpur city, Bihar state to administer the Women Social Freedom Scale on a sample of 160 Female Student teachers. Under parametric statistical techniques, t-test and F-test were applied for the data analysis. The study revealed that Student teachers differed significantly in social freedom in context to their marital status. The unmarried student teachers had a higher level of social freedom as compared to married student teachers. The student teachers of different socio economic status also differed significantly in their social freedom. At present, Student teachers have to achieve a lot and in reality they still have to travel a long way. They still have to pave through all the social prejudices so as to achieve the social freedom they expect; and the people yet have to allow and accept them to be equal counterparts in the way ahead.

Index Terms: Student teachers, Social Freedom, Marital and Socio-Economic status

INTRODUCTION

Social freedom refers to the degree of being able to feel, like, say, and act oneself truly in any social situation without fear of rejection or failure. In its realm, all cases are more-or-less narrowly defined by the customs, laws, perceptions and prejudices of the particular society in which one lives. In Indian society, one of the greatest honors ascribed to women is Devi. Manu, the great, said long ago, where women are honored there reside the god. According to ancient Hindu scriptures, No religious rite can be performed with perfection by a man without his better half. Women hold not only central but equivalent position with men. However, the position of Indian women deteriorated in the later era and they suffered immensely because of un-acceptance from the male dominant society. Women refused to acknowledge the most basic freedoms: to be born, to be fed, to study, to work, to have control over property and money, to dress according to their choice. They even refused to express love and accept a partner irrespective of caste or gender to bear a girl-child or to handle one's own reproduction and

sexuality. They were unable to get freedom oneself from unhappy marriages; and to be free of the fear environment. Most of the decisions are taken either by fathers, brothers, husbands or families; and her daring often results in violence and even death. Raja Ram Mohan Roy played a significant role in changing the position of women in pre-independent era. As an outcome of freedom, Indian women distinguished themselves in various spheres of life as teachers, administrators, politicians, lawyers, doctors, and diplomats. They are not only committed to work and accountability but perform their duties sincerely and very honestly as well. There is hardly any sphere of life in which women have not taken part and shown their worth. Indian women exercise their right to vote, contest for Parliament and Assembly, and compete in other spheres of life with men. This clearly indicates that Indian women enjoy more liberty and equality in present scenario than before. They have acquired more liberty to contribute to the affairs of the country as well as they are equally shaping their future and sharing responsibilities for their family and their country like their male counterparts.

Presently in the Indian societies, governments and non-governmental organizations in India developed the platforms to empower and give equality to women to realize their full, vigorous potential. The women social freedom is a critical determinant of the well-being, socio-economic status and political power.

In a wide spectrum, Social freedom refers to being self-governing, independent thinking, capable of making wise judgments and able to make well-informed decisions for the improvement through their own effort and work showing one facet of their autonomy, closely related to independence in carrying out their responsibilities and decisions directly. The role of Student teachers in education is to accelerate the pace of harmonious development of children, especially behavioral, moral, social, technological, economical and professional. They, in the contemporary world, have multiple roles to play which are extremely important and influential in educating and shaping the character, caliber, and future of an individual. Those who are whole heartedly devoted to the role write the history and build the nation.

REVIEW OF THE LITERATURE

L. I. Bhushan (1987), an Indian researcher, conducted a study entitled “the Influence of women's desire for social freedom on their decision making power” in Jammu and Kashmir. The result indicates that Desire for Social Freedom (DSF) has positive impact on democratic Decision Making Power (DMP) and feminine DMP in the family; while masculine DMP and familial DMP is negatively influenced by DSF.

Singh (2013) conducted a study entitled the Challenges of Women Social Freedom at Mathura and Agra City in India-A Case Study. There exists discrimination, ill treatment and lower status for Indian women. They are still slaves as they were ages ago. As a result there is an urgent need and concern for all such customs and rituals predominantly among educated women and educated working women. It is pleasant to talk about women liberation; but, no one has really given those rights for real freedom despite all the laws.

H. Adhikari (2013) yet in another study entitled “Freedom Vis a Vis Independence: An Overview in Light of Feminism, Women's Development and Empowerment”. It was found that the key factors like educational development and participation in the workforce changed the situations of women in society. The study explored women’s views on their freedom and independence in context to their romantic relation, marriage, marriage partner and marital relation, family relation, mothering and economic relation. The findings indicated opposition to male domination and the majority of the respondents still sought for the male attachment as essential in their lives. They foster their need for freedom variously in their daily lives without interference of others (especially males). They would like romantic relations and premarital sex. They would like to manage their marital relationship depending on love, liberty and respect. Their preference is for nuclear family and they would be the sole decision-makers. They would bear and rear single child jointly. They would like to maintain their physique and beauty by not allowing breast feeding. They would play dual roles of making home and wage earner for their economic self-independence. So, they were fostering the mindset for liberty in certain life affairs which was the prime hindrance of their equity and justice.

Kanjya and Joshi (2013) in their study revealed a significant difference in social freedom between the married and unmarried women. But there was no significant difference in the social freedom among the joint and divided families’ women.

M. Jain (2014) conducted a study in Kashmir region of Jammu and Kashmir State of India. Age, dwelling, marital status, educational status, family status and personal income of women had shown highly significant impact on their general desire for socio-economic freedom; and desire for freedom from marriage, sex and social equality.

S. M. Ghosh (2016) investigated the Social freedom among the women. A sample of 300 women of Ranchi city was selected on the basis of profession, educational qualifications and marital status to execute Women Social Freedom Scale developed and standardized by Dr. The findings of this study revealed: i) There were significant differences among working and non-working women on social freedom ii) Significant difference was found between high and low qualified women iii) Unmarried women showed high desire for social freedom in comparison to married women.

Rajkumari and M. Kumar (2018) investigated the Social Freedom of Women College Students. In past women were regarded as maid or goddess which was dependent on men. They don’t provided higher education; they were banned from roam around, work or dealing outside. They have to bring up the children with household work. Traditional family style also was patriarchy. At present, the status of women both at the work-front as well as the home front considerably improved. Even in society, there is a change in the attitude towards women, their education and career. They are actively engaged in livelihood for their families.

S. Mathur (2019) investigated Attitude of teachers towards social freedom of women. The major findings were: Age, sex, teaching experience and academic discipline did not tend to affect the attitude of social freedom of women pre-higher, secondary, higher secondary stage towards creative learning and social freedom of women. Only teaching experience affect the attitude of teachers of higher

secondary stage towards social freedom of women. The teachers of pre-higher secondary stage tended to have more unfavorable attitude towards social freedom of women than those of teachers of other stages.

S. Shakila (2020) investigated Attitude towards Social Freedom of Women among the B.Ed. Trainees. She finds the favorable attitude towards Social Freedom of women of B.Ed. trainees. There is a significant difference between the mean Attitude towards Social Freedom of women scores of male and female B.Ed. trainees studying in college of education. There is no significant difference between the mean Attitude towards Social Freedom of Women scores of Married and Unmarried B.Ed. trainees studying in college of education. A significant difference exists between the mean scores of Attitude towards Social Freedom of women among the Arts and Science B.Ed. trainees. There is no significant difference between the mean Attitude towards Social Freedom of women scores of rural and urban B.Ed. trainees studying in college of education. There is a significant difference between the mean Attitude towards Social Freedom of women scores of Nuclear family and joint family B.Ed. trainees studying in college of education. There is no significant difference between the mean Attitude towards Social Freedom of women scores of Hindu, Muslim and Christian B.Ed., trainees studying in college of education. There is a significant difference between the various B.Ed., trainees whose parents are Uneducated, studied up to School and College level.

It follows from the review of related literature that researchers carried out praiseworthy research work in the field of social freedom. In this context, the investigator organized the related studies and the factors that determine the level, namely gender, marital status, family background, location of their residence whether rural or urban. Some of the authors identified the social aspects as the most affecting factor and whereas some authors indicated the personal traits of the trainees showing a marked difference in the level of social freedom the B.Ed. trainees.

OBJECTIVES OF THE STUDY

- To compare the social freedom perceived by married and unmarried student teachers.
- To study the social freedom perceived by Student teachers of different socio-economic status.

HYPOTHESES OF THE STUDY

Ho₁: -There will be no significant difference in the mean scores of social freedom perceived by married and

unmarried student teachers.

Ho₂: -There will be no significant difference in social freedom perceived by student teachers of different socio-economic status.

METHODOLOGY OF THE STUDY

- Method of study: A descriptive survey method was followed in this study.
- Sample & sampling technique: The researcher in this study applied random sampling technique to select a sample of 160 Female Student teachers from 04 Teacher Education Institutions of Bhaalpur city in Bihar state.
- Tool of the study: “Women Social Freedom Scale” developed and standardized by Dr. L. I. Bhushan (2011) were utilized which has 24 statements with two responses agree or disagree. The scale has a good reliability of 0.75 and high validity too.
- Statistical Techniques: Parametric statistics like Mean, Standard Deviation, t-value, and F-value were used to analyze the data.

DATA ANALYSIS AND INTERPRETATION

Analysis of data and interpretation for findings were carried out in view the objectives of the study. The scores obtained from the administration of the tool were classified, tabulated and processed.

Ho₁: -There will be no significant difference in the mean scores of social freedom perceived by married and unmarried student teachers.

Table no.-01

Mean, Standard Deviation and t-value for the social freedom of married and unmarried student teachers

Marital status	N	Mean	S.D.	df	t-value	Remark
Married	70	12.84	2.05	158	7.21	Significant
Unmarried	90	15.87	3.29			

Interpretation:

It is evident from the above table that the calculated t-value is greater than the statistical table value (2.63) for 158df at 0.01 level of significance, therefore, it proves to be significant.

Result: - As t-value is significant, therefore, the hypothesis Ho₁ is not accepted.

Discussion: Married student teachers perceived a lower level of social freedom as compared to the unmarried. This result was found probably due to certain constraints; they usually find themselves with additional responsibility which they inevitably go through like bearing children and other household duties along with study. Unmarried student teachers on the other hand grow more as individuals and move ahead in their careers acquiring more education and greater financial independence to achieve their dreams and social identity. This result was a significant one and indicated the outlook of married and unmarried student teachers and their perceived social freedom.

Ho₂: There will be no significant difference in social freedom perceived by Student teachers of different socio-economic status.

Table no.-02

Social freedom scores of different Socio-Economic status

Source of Variance	Sum of Squares	df	Mean Square Variance	F-value	Remark
Between Group	593.82	2	296.91	5.596	Significant
Within Group	8330.4	157	53.06		

Interpretation:

Since the calculated F-value (5.596) is greater than the statistical table value (4.75) for 2 Between Group df and 157 Within Group df at 0.01 level of significance, therefore, it proves to be significant.

Result: - As F-value is significant, therefore, the hypothesis Ho₂ is discarded.

FINDINGS OF THE STUDY

The present study documents the following conclusions:

- There is a significant difference between the social freedoms of Student teachers in context to their marital status.
- The unmarried student teachers perceived a higher social freedom in comparison to married student teachers.
- Female Student teachers of different socio economic status also differed significantly in their social freedom.

IMPLICATIONS OF THE STUDY

- This study will help in undertaking future research.
- It will help the parents, teachers, social reformers, administrators and counsellors to spread awareness among the rural masses towards the pathetic situation of the females and their social freedom. It would also help the government and society to make objective plans to give more freedom to women in future.
- Findings of the present study will provide an opportunity to explore the measures for removal of the barriers of social freedom.

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