

# **SOCIAL FREEDOM IN RELATION TO SOCIO ECONOMIC STATUS AMONG FEMALE PROSPECTIVE TEACHERS**

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## **Abstract**

Indian culture is one of the ancient cultures of the world and due to certain unique features it has taught many lessons to mankind. It includes the feature the help in the progress of social status and freedom of women. Studies have indicated that women do not constitute a homogeneous entity, nor can women be essential into a pious, caring, soft, peace-loving and non-aggressive group. At home women may be both the oppressor and the oppressed. Social reformers were concerned about women's issues and gradually women formed their own organizations in response to social change. Women's participation in the Freedom Struggle prepared them to take up roles as equal citizens under the constitution of free nation.

Social freedom mostly is based on national freedom, dignity, self-respect, self-esteem and responsibility on the part of people. This means that each member of the society is aware of their freedom (is educated), belongs to the society (participates in social life) and can achieve freedom. Socio economic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family economic and social position in relation to others, based on income, education and occupation.

The present study is conduct to study social freedom in relation to the socio economic status among female prospective teachers. There is a difference in the social freedom of male and female. And there is also a difference in the social status of married and unmarried female is found. By this research, the researcher wishes to develop her insight that to what extent socio economic status puts effects on the social freedom of female prospective teachers.

## **INTRODUCTION**

In a country with a history spanning 5000 years, a multiplicity of languages, customs and cultural practices, an hierarchy based on caste and class, and varieties of religions and sects, it is not easy to draw all these different threads together and weave them into a pattern. Why, in spite of progress in education and economy, is there evidence of gender discrimination and gender injustice. What efforts are being made to change the situation by women and wider society?

Political, administrative and ideological changes have raised fundamental questions for the deprived sections and for women. With the gradual withdrawal of the state from the vital areas of education, health, environment and social services, the suffering of the deprived sections has deepened while the role of civil society in democratic governance is crucial, the state cannot be absolved of its accountability. History has constantly emphasized the fact that the visibility of some women in the echelons of power does not necessarily enhance the status of the mass of women. Studies have indicated that women do not constitute a homogeneous entity, nor can women be essentialized into a pious, caring, soft, peace-loving and non-aggressive group. At home women may be both the oppressor and the oppressed. Undoubtedly, the use of women as agents of oppression, especially in communal and caste confrontations, were jolts to society, with serious implications on trends in research and on the women's movement.

Family is a crucial institution for women. Women in the family points out the distinction between household and family, and discusses matriliney and patriliney patterns in the contemporary context as well as their impact on women. The paper examines the implications of family structures on women; the family is the site of security and care and also a place where she suffers tensions and pressures. The paper also covers the socialization of girls in the family, women's entry into the world of work, the status of the aged in the changing family, domestic violence and family-state dynamics. It also emphasizes that the family can survive only with the support of other agencies. The history of women is not linear, nor does it have a well-organized structure. It is, in fact, an integral, though mostly invisible, part of the saga of civilization. Women's duties as good daughters, good wives and good mothers are well-defined in the Indian patriarchal society. Wifeness and motherhood are accepted as pivotal roles for women: by implication, these roles complete in themselves and women need not pursue any special discipline of knowledge, art or profession.

### **Socio-Economic Status**

**Socioeconomic status** (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education and occupation. When analyzing a family's SES, the household income, earners' education, and occupation are examined. The main content in this is income, education, occupation and the other factors are wealth and psychological effects.

## **Social Freedom**

The definition of social freedom has two parts. First, it means protection against threats to the nation's existence and well-being. Second, it means a search for measures and possibilities to achieve the goals of social development and improvement. Social freedom implies the creation and preservation of conditions in which each citizen can develop as an educated, creative and responsible personality. It is very important to note the difference between the common sense concept of freedom of choice and the social concept of freedom based first of all on economic and cultural measures. Social freedom gives priority to national consciousness and intellectual resources. Such comprehension of identity implies the protection of the vitally important interests of the person from threats arising from internal factors.

## **Social Freedom Of Women**

Social freedom in its most general sense concern with what we may or may not do because of the assent or constraint of other people. It includes question that concern abilities or constrains we have because of the impersonal and unconscious laws of nature or due to our intrinsic qualities. No one can constrain our freedom to fly by flapping our arms rapidly. One will neither be arrested, nor fixed, nor excommunicated for attempting to fly in this manner. Women "hold up half the world." They do so while often faced with great challenges, including discrimination and unequal treatment in church and society, sexual exploitation, poverty and disease, as well as dangerous environments. Concurrently, as organizations and groups work for equal rights for women and as women of many cultural and religious backgrounds band together, there is hope that the world order can slowly change towards equality and well-being for all women and men. Indian culture is one of the ancient cultures of the world and due to certain unique features it has taught many lessons to mankind. It includes the feature the help in the progress of social status and freedom of women.

## **STATEMENT OF THE STUDY**

“SOCIAL FREEDOM IN RELATION TO SOCIO ECONOMIC STATUS AMONG FEMALE PROSPECTIVE TEACHERS”

## **OBJECTIVES OF THE STUDY**

- 1) To study the social freedom of female prospective teachers in relation to their socio economic status.

- 2) To study the social freedom of married female prospective teachers in relation to their socio economic status.
- 3) To study the social freedom of unmarried female prospective teachers in relation to their socio economic status.

## **HYPOTHESIS OF THE STUDY**

- 1) There is no significant relationship between social freedom and socio economic status of female prospective teachers.
- 2) There is no significant relationship between social freedom and socio economic status of married female prospective teachers.
- 3) There is no significant relationship between social freedom and socio economic status of unmarried female prospective teachers.

## **METHODOLOGY**

### **Sample of The Study**

The sample of the study consisted of 70 female prospective teachers. 35 married female prospective teachers and 35 unmarried prospective teachers.

### **Tools Used**

- 1.) “**Women Social Freedom Scale**” (WSF) by **L.I. Bhusanto** to collect the raw data to know the social freedom of married and unmarried female prospective teachers.
- 2.) “**Socio-Economic Status Index**”(SESI) **Constructed By Prof. R. P. Verma, Prof. P.C. Saxena, Dr. UshaMishra** to collect the raw data to know the socio-economic status of married and unmarried female prospective teachers.

### **Procedure**

Descriptive survey method of research was employed for the present study.

### **Statistical Techniques Used**

To find the relationship between Social freedom and socio economic status of the female prospective teachers the product moment correlation method is used.

## **DATA ANALYSIS AND INTERPRETATION**

The data have been analyzed and interpreted separately for each of the main objectives and presented in different sections.

### **Result Table -1**

1) OBJECTIVE: - To study the social freedom of female prospective teachers in relation to their socio economic status.

1) HYPOTHESIS: - There is no significant relationship between social freedom and socio economic status of female prospective teachers.

Table showing the coefficient of correlation 'r' Table-1.1

Sample	R
Female prospective teachers – 70	0.13

**Interpretation:**The calculated of 'r' is 0.13 which lies in the category of low degree of correlation. Therefore there is found low degree of correlation between social freedom and socio-economic status of female prospective teachers.

### **Result Table -2**

2) OBJECTIVE 1:- To study the social freedom of married female prospective teachers in relation to their socio economic status.

2) HYPOTHESIS 1:- There is no significant relationship between social freedom and socio economic status of married female prospective teachers.

Table showing the coefficient of correlation 'r' Table-2.1

Sample	R
Married Female prospective teachers - 35	0.339

**Interpretation:**The calculated of 'r' is 0.33 which lies in the category of moderate degree of correlation. Therefore there is found moderate degree of correlation between social freedom and socio-economic status of married female prospective teachers.

### **Result Table -3**

3) OBJECTIVE 1:- To study the social freedom of unmarried female prospective teachers in relation to their socio economic status.

3) HYPOTHESIS 1:- There is no significant relationship between social freedom and socio economic status of unmarried female prospective teachers.

Table showing the coefficient of correlation 'r' Table-3.1

Sample	R
Married Female prospective teachers – 35	0.466

**Interpretation:**The calculated of 'r' is 0.466 which lies in the category of moderate degree of correlation. Therefore there is found moderate degree of correlation between social freedom and socio-economic status of unmarried female prospective teachers.

## **CONCLUSION**

Based on the findings of this study, it is revealed that there is found low degree of correlation between social freedom and socio-economic status of female prospective teachers. Socio economic status of female prospective teachers is correlated only to some extent. In the case of Married female prospective teachers there is found moderate degree of correlation between social freedom and socio-economic status. Social freedom and socio-economic status are positively correlated which shows married female prospective teachers social freedom is positively correlated with socio-economic status. There is found moderate degree of correlation between social freedom and socio-economic status of unmarried female prospective teachers. Unmarried female prospective teacher's social freedom and socio-economic status are positively correlated.

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