

Social Freedom of Women Teacher Educators and its Ramification on Teaching



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Abstract

Equal access to education for women and girls will be ensured. Special measures will be taken to eliminate discrimination, universalize education, eradicate illiteracy, create a gender-sensitive educational system, increase enrolment and retention rates of girls and improve the quality of education to facilitate life-long learning as well as development of occupation/vocation/technical skills by women. Reducing the gender gap in secondary and higher education would be a focus area. Sectorial time targets in existing policies will be achieved, with a special focus on girls and women, particularly those belonging to weaker parts including the Scheduled Caste/Scheduled Tribes/Other Backward Classes/Minorities. Gender sensitive curricula would be developed at all levels of educational system in order to address sex stereotyping as one of the causes of gender discrimination. There is the big issues of social freedom of women. The present study is focusing on the women teacher educators' social freedom and its effect on their teaching and it is a part of Research work.

Keywords: Social Freedom, Women Teacher Educator

Introduction

"The quality of nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively but in critical measure upon the quality of their education. The quality of their education depends more upon than any other single factor i.e. upon the quality at their teachers."- American Commission

Concept of Social Freedom

The term 'social freedom' refers here to women's desire to be free from social taboos, conventions, rituals and roles which provide them with lower status in society. In order to pinpoint the specific behavior, roles and taboos, of which the women want to get rid of, an open ended interview of 30 college girls (who were all active members of different societies displaying leadership) was taken. On the basis of content analysis and discussion on them with a team of five teachers of psychology, the following dimensions of women's social freedom were identified:

1. Freedom from control or interference of parents and husband.
2. Freedom from social taboos, customs and rituals which impose conventional roles and restrictions on girls/women.
3. Freedom concerning sex and marriage.
4. Economic freedom and social equality.

Women Teacher Educators

Teacher is more experienced person who tends to modify the behavior of the less experienced person through teaching, training and/or institutions. The women teacher educators are the professionals working in teacher training institutions and teaching teacher trainees at either level i.e. pre-primary, primary or secondary. In present context, the professionals who are giving training to the pupil teachers in the B. Ed. colleges have been taken as the teacher educators.

Aim of the Study

Our society being basically traditionalist, the 'women-lib' movement has not succeeded in attracting the Indian women the same way as it did influence the women in the west. The Indian family pattern has become somewhat more permissive and many of the traditional family values have undergone transformation (Sinha, 1984). The Government of India published an authentic document in 1975 regarding facts and figures on status of India women. These facts brought out two things to lights; one is women in India are still subjected to discrimination, ill treatment and

enjoy lower status as compared to men, and there is growing concern and resentment particularly among educated women and educated working women against all such customs and rituals which lower down their status in society, and they carry strong desire for social freedom. Researcher had read many studies related to the current study and found that no study has been done in the area of social freedom of women teacher educator. Social freedom or women teacher educator is very essential because destiny of children are made in the classroom. In the light of the research gap the investigator justifies the need to conduct this study.

Objectives

1. To study the level of social freedom and its effect on teaching of women teacher educators.
2. To study the social freedom and its effect on teaching of rural women teacher educators.
3. To study the social freedom and its effect on teaching of urban women teacher educators.

Hypothesis

1. There will be no significant effect of social freedom on the teaching of women teacher educators.
2. There will be no significant effect of social freedom on the teaching of rural women teacher educators.
3. There will be no significant effect of social

ANOVA						
	Df	SS	MS	F	Significance F	
Regression	1	2923.042	2923.042	908.965	0.000	
Residual	98	315.148	3.216			
Total	99	3238.190				
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%
Intercept	43.990	0.830	53.025	0.000	42.343	45.636
X Variable 1	1.519	0.050	30.149	0.000	1.419	1.619

Interpretation of the Result

The value of correlation between the Social freedoms of women teacher educators and effect of teaching with respect to achievement comes out to be 0.950. It means these variables are highly and positively correlated. It means if we increase one variable than the other variable will also increase. How much it will increase it is calculated by regression analysis. The regression analysis is run in the excel with dependent variable is student performance which is used as a measure of teaching of women teacher educators. The regression equation comes out to

$$\text{Students Performance} = 43.9895 + 1.518 \times \text{Social Freedom}$$

The value of Coefficient comes out to be significant judged by the significant value. If significant value is less than 0.05. We should reject the null hypothesis that Coefficient value is zero. In our case the significant value comes out to be nearly equal to zero or it is less than 0.05 so the coefficient value in our case is significant. The model is significant because of ANOVA table the p value comes out to be less than 0.05.

freedom on the teaching of urban women teacher educators.

This study has some delimitation. The study was conducted on Sixteen B. Ed. Colleges of Rohtak District only out of 46 B.Ed. Colleges. The hundred Women Teacher Educators of B. Ed. Colleges were taken. A standardized tool was used for research purpose i.e. Women Social Freedom Scale developed by Prof. L. I. Bhusan and published by National Psychological Corporation, Agra. The findings and interpretation of the result is as follows:

Objective 1

To study the level of social freedom and its effect on teaching of women teacher educators.

Hypotheses 1

There will be no significant effect of social freedom on the teaching of women teacher educators.

Table No. 1: Women Teacher Educators Correlation and Regression Summary Output

Regression Statistics	
Multiple R	0.950
R Square	0.903
Adjusted R Square	0.902
Standard Error	1.793
Observations	100

In other words If we increase the one unit value of S F (Social Freedom) than student performance will increase by the value of 1.518.

This hypotheses is rejected and therefore there is a significant effect of social freedom on the teaching of women teacher educators. It has been observed that if the women teacher educator gets social freedom in terms of selecting the subject, choice of work place, use of relevant teaching methods, teaching techniques, teaching aids and participate in curriculum implementation than her teaching becomes very effective. This shows the effect in the result of the students.

Objective 2

To study the social freedom and its effect on teaching of rural women teacher educators.

Hypothesis 2

There will be no significant effect of social freedom on the teaching of rural women teacher educators.

Table No. 2: Rural Women Teacher Educators Correlation and Regression

SUMMARY OUTPUT						
Regression Statistics						
Multiple R	0.964					
R Square	0.930					
Adjusted R Square	0.927					
Standard Error	1.935					
Observations	21					
ANOVA						
	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>	
Regression	1	947.836	947.836	253.230	0.000	
Residual	19	71.117	3.743			
Total	20	1018.952				
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>
Intercept	41.602	1.831	22.723	0.000	37.770	45.434
X Variable 1	1.654	0.104	15.913	0.000	1.436	1.871

Interpretation of the Result

The value of correlation between the Social freedom of rural women teacher educators and effect of teaching with respect to achievement comes out to be 0.964. It means these variables are highly and positively correlated. It means if we increase one variable the other will increase. How much it will increase it is calculated by regression analysis. The regression analysis is run in the excel with dependent variable is student performance which is used as a measure of teaching of rural women teacher educators. The regression equation comes out to

Students Performance = 41.602 + 1.653 × SocialFreedom

The value of Coefficient comes out to be significant judged by the significant value. If significant value is less than 0.05. We should reject the null hypothesis that Coefficient value is zero. In our case the significant value comes out to be nearly equal to zero or it is less than 0.05 so the coefficient value in our case is significant. The model is significant because of ANOVA table the p value comes out to be less than 0.05.

In other words If we increase the one unit value of SF (Social Freedom) than student performance will increase by the value of 1.653.

This hypotheses is rejected and therefore there is a significant effect of social freedom on the teaching of rural women teacher educators. It has been observed that if the rural women teacher educator gets social freedom in terms of selecting the subject, choice of work place, use of relevant teaching methods, teaching techniques, teaching aids and participate in curriculum implementation than her teaching becomes very effective. This shows the effect in the result of the students.

Objective 3

To study the social freedom and its effect on teaching of urban women teacher educators.

Hypothesis 3

There will be no significant effect of social freedom on the teaching of urban women teacher educators.

Table No. 3: Urban Women Teacher Educators Correlation and Regression

SUMMARY OUTPUT						
Regression Statistics						
Multiple R	0.944					
R Square	0.891					
Adjusted R Square	0.889					
Standard Error	1.748					
Observations	79					
ANOVA						
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>	
Regression	1	1920.680	1920.680	628.474	0.000	
Residual	77	235.320	3.056			
Total	78	2156				
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>
Intercept	44.803	0.946	47.361	0.000	42.919	46.687
X Variable 1	1.468	0.059	25.069	0.000	1.352	1.585

Interpretation of the Result

The value of correlation between the Social freedom of urban women teacher educators and effect of teaching with respect to achievement comes out to be 0.943. It means these variables are highly and positively correlated. It means if we increase one variable the other will increase. How much it will

increase it is calculated by regression analysis. The regression analysis is run in the excel with dependent variable is student performance which is used as a measure of teaching of urban women teacher educators. The regression equation comes out to

Students Performance =44.802+1.468× Social Freedom

The value of Coefficient comes out to be significant judged by the significant value. If significant value is less than 0.05. We should reject the null hypothesis that Coefficient value is zero. In our case the significant value comes out to be nearly equal to zero or it is less than 0.05 so the coefficient value in our case is significant. The model is significant because of ANOVA table the p value comes out to be less than 0.05.

In other words If we increase the one unit value of SF than student performance will increase by the value of 1.468.

This hypotheses is rejected and therefore there is a significant effect of social freedom on the teaching of urban women teacher educators. It has been observed that if the urban women teacher educator gets social freedom in terms of selecting the subject, choice of work place, use of relevant teaching methods, teaching techniques, teaching aids and participate in curriculum implementation than her teaching becomes very effective. This shows the effect in the result of the students.

Conclusion

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.

In view of the social and cultural handicaps that have operated against women's education and taking account of the multiple roles that women are required to play, the need for adopting a set of objectives specific to women's education is imperative. The objectives to be achieved by 2000 AD in regard to women's education which leads to social freedom among women are:

1. Elimination of illiteracy, universalization of elementary education minimization of the drop-out rate in the age group 6-14 years and maximum retention in the schools of both gender.
2. Enduring opportunities to all women for access to appropriate level, nature and quality of education and also the wherewithal for success comparable with men.
3. Substantial vocationalisation and diversification of secondary education so as to provide a wide scope for employment and economic independence of women which will be strong supports to attain the social and economic freedom in the women.
4. social freedom among women and women educators can be attained by making education an effective means for women's equality by (a) Addressing ourselves to the constraints that prevent women from participating in the educational process; (b) Eliminating the existing

sexist bias in the system; (c) Making necessary intervention in the content and processes of education to inculcate positive and egalitarian attitudes; and (d) Ensuring that teacher's perceive this as one of their essential roles.

5. It is very important to provide non-formal and part-time courses to women to enable them to acquire knowledge and skills for their social, cultural and economic advancement.
6. Impetus to enroll in various professional degree courses so as to increase their number in medicine, teaching, engineering and other fields substantially so that they get an opportunity to explore themselves.
7. Creating a new system of accountability, particularly in respect of the basic educational services, to the local community, inter alia, by active involvement of women.

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