

SOCIAL FREEDOM OF GIRLS IN RELATION TO FAMILY ENVIRONMENT OF SENIOR SECONDARY SCHOOL STUDENTS

Dr. Mukhtiar Singh * Siddi Ranjan**

ABSTRACT

Human society underwent an immense struggle in its evolution from traditional to modern times and due to the industrial revolution the world had shifted its outlook from local to global and from retrogressive to progressive. As social freedom is the freedom of choice, it involves the availability of options to a person and the freedom to choose either of them without the fear of being punished or judged. Family environment refers to the climate prevailing in the home, which varies from culture to culture, society to society, family to family (Moss and Moss, 1986). The study was planned to study the relationship between Social Freedom and Family Environment. The study reveals that there exists a significant difference in social freedom of girls of senior secondary urban and rural school students and there is significant difference in the family environment of girls of senior secondary urban and rural school students. It also shows that there exists significant positive correlation between social freedom and the family environment of girls of senior secondary school students.

Keywords: Family Environment, Social Freedom, Correlation, Significant Difference, Rural and Urban.

***Associate Professor, Govt. College of Education, Sector 20 D, Chandigarh.**

**** M.Ed. Student, Govt. College of Education, Sector 20 D, Chandigarh.**

INTRODUCTION:

In the past women were believed to be maids which are dependent on men. They were not provided higher education; they were banned from roaming around, working or dealing outside. Traditional family style was mainly patriarchy. Status of women has improved considerably both from the work point as well as from the home point. Even society has changed the attitude towards women, their education and started giving importance to their career. Swami Vivekananda-“The best thermometer to the progress of a nation is its treatment of its women.”

Women comprising about half of the population of the world, are an imperative human resource for any country. Mellis (1996) while commenting on liberty and the subjection of women where identifying the inequality is prevalent in society, he wrote “The principle which regulates the existing social relation between the two sexes- the subordination of one sex to the other is wrong in itself, and now one of the chief hindrances to human improvements; and that it ought to be replaced by a principle of perfect equality, admitting new power or privilege on one side, nor disability on the

other.” Wollstonecraft (1982) on vindication of the rights of women, it is other to see as to why education and other rights are as important for women as they are for men; it all trickles down to either denying or the impending attitude of the society towards women rights that rights that leads to their exploitation and oppression. Hence, this study explores social freedom in relation to the home environment and focuses on control from an educated women’s perspective.

Although society has been changing ever since the time it came into existence, one thing that remained forever was human’s desire for freedom. He desires to be free from boundaries that impede him, laws that bind him and constraints that are an obstacle in the faith or his free will. This desire for freedom ever remained and shall continue (Kaur, 2017). The power of exercising freedom is regarded as an object of desire by men. This desire for freedom is prevalent among everyone irrespective of the class they belong to (Mill, 1907). The concept of freedom has many definitions and dimension to it.

Human society underwent an immense struggle in its evolution from traditional to modern times and due to the industrial revolution the world had shifted its outlook from local to global and from retrogressive to progressive. The concept of freedom can be traced back in ancient times. The Vedas, the ancient Indian scriptures, believed in spiritual liberation that is freedom of the soul called ‘salvation’. Socrates, the famous Greek philosopher believed in the freedom of the conscience as a right of an individual and his moral duty to resist the state if it interfered with this freedom. When the new-born emerges into this world, the first question parents and relatives ask is the same in almost every society: is it a boy or a girl? This question reveals the importance of gender in human societies. When we talk about freedom of women then it does not mean a fight between men and women but it's all about human worth. The emphasis is not to end inequality of women but to restore universal justice. As we all are aware of the fact that half of the population in the world is constituted by women. The idea of social freedom can be traced back to the writings regarding individual and social freedom by Mill (1907) “On social freedom; or the necessary limits of individual freedom arising out of the condition of our social life.” According to Oppenheim (1968), the concept of freedom mostly refers to social freedom, as political connotations writings seldom provide explicit definition of freedom in descriptive terms. Oppenheim (2004) further states, “Freedom of religion is freedom to practice any religion or name; that is not being prevented from adopting any faith and not being punished for doing so.” Society has been dynamic ever since. This process of change involves the evolution of food, clothing and living as well as the evolution of thoughts and perspective; emerging of the progressive ones and shedding of the retrogressive ones. One such ever evolving perspective is that of society towards women. As social freedom is the freedom of choice, it involves the availability of options to a person and the freedom to choose either of them without the fear of being punished or judged.

Family is the primary social unit. Family relationships play an important role in individuals’ life patterns from early childhood through adulthood. Much of an

individual personality pattern originates at home, Crow and Crow (1965). Clavsen (1966) says that the family has definable composition and a reasonably stable organization of joint activities, role relationship and definite values and goals. Family is the foundation stone of the development of the human personality. "A child living in an unfavourable environment falls behind in natural norms" Stephen (1956). Family is the first place where a child encounters his first social environments. In the family the child knows and learns about social relationships, and basic social traits which help to develop adjustment abilities. "Family with its physical, intellectual and emotional aspects shapes a child's life in his journey towards self-fulfilment" (Greuval, 2014). Family environment refers to the climate prevailing in the home, which varies from culture to culture, society to society, family to family (Moss and Moss, 1986). Therefore, the family environment is the internal and external condition which is encountered by a person in his or her family. These conditions contribute to the social, physical, emotional and moral development of the child.

Women's social freedom depends upon her home environment, social status, family status and family education. Social freedom of a female means the freedom which the family or society does not control. Women are free, when she controls her own life, her property, her religion, her business and her future. Spread of education has started a change in the male dominant society; there is now a little change in the status of women. Even society has a change in the attitude towards women, their education and importance of their career.

EMERGENCE OF THE PROBLEM

Women have been considered a source of power since the mythological era. But in reality, women occupy a back seat to men. Women's minds are essentially dedicated and capable. The truth is justified by the *Bhagvad Geeta* wherein Lord Krishna describes his explanation in the ladylike quality of higher intelligence. For centuries women have been treated as weak, obedient, shy and fearful, partners of women have been of men and that have enjoyed a lesser status in society. In the past women were believed as maids or goddesses which totally depend on man. They don't provide higher education; they are banned from outside. They only have to work inside the house and take care of their children. Their education was stopped by saying- *Dusre ghar jake chulha choka karna hai, toh padh likh kar kya karogi*. But today the role of women in the society is changing and the change in their traditional role is in great demand of time. Women's rights are also secured under the constitution of India mainly in bringing equality, dignity and freedom from unfairness. These changes take place by supporting higher education. It is known that good nutrition, early stimulus and a stimulating environment are most likely to increase social freedom, help talent hunting and harness it among females to maximum. The parents of girls and society have to support their secondary education instead of marriage and support girls' talent for proving herself at the beginning. It will give a fruitful result to our society because it is a truth that "If you educate a man, you educate an individual, however if you educate a woman, you educate a whole family". So, women's education and

their secondary school must be completed by family support and we have to understand that women's education is the primary right of women and it is necessary for our society. There are so many reasons that most of the parents stop their daughter's education-some are because of their safety, limited money, dowry system etc, but these factors can be stopped by our awareness and our support. If a girl has freedom to study and has social freedom, she can earn by herself but for this we have to support the secondary education of women. Personally, I am internally affected about this condition of women in society.

OBJECTIVES OF THE STUDY

1. To study the difference in social freedom of girls of senior secondary urban and rural school students.
2. To study the difference in family environment of girls of senior secondary urban and rural school students.
3. To study the correlation between the social freedom and family environment of girls of senior secondary school students.

HYPOTHESES OF THE STUDY

1. There exists no significant difference in social freedom of girls of senior secondary urban and rural school students.
2. There exists no significant difference in the family environment of girls of senior secondary urban and rural school students.
3. There exists no significant correlation between social freedom and the family environment of girls of senior secondary school students.

SAMPLE OF THE STUDY

The study was conducted on 100 urban and rural girls senior secondary school students. Total sample of 100 girls students were selected by random sampling. After selecting two schools randomly, 50 girls' students of Govt. Senior Secondary School Khudda Lahora, Chandigarh (Rural) and 50 girls' students of Govt. Model Senior Secondary School, Sector-19 B, Chandigarh (urban).

TOOLS USED

1. Family Environment Scale by Bhatia and Chadha (1993)
2. Women Social Freedom Scale by Bhushan (2017)

PROCEDURE OF THE STUDY

In a piece of research it is impossible to study the whole of the population for which the problem is being investigated. Every research design therefore has to resort to sampling. The data from the selected was collected personally by the investigators after getting the due permission from the authority. In the present study, two standardized tools were administered on 100 girls of senior secondary school in rural and urban areas. To study the relationships between women's social freedom and the family environment, instructions for each test as specified in the manual were given to them before administering the test. The scoring of all the tests was done as per the instructions given in the manual of scoring guides of the various tests used.

DELIMITATIONS OF THE STUDY

The study delimited to only 100 girls senior secondary school students of Chandigarh city only.

ANALYSIS AND INTERPRETATIONS OF THE DATA

Table1: Descriptive statistics and t-test statistics for Social Freedom of Girls of Senior Secondary School Students

Variable	Group	N	Mean	Standard deviation	t-stat	P
Social Freedom	Urban	50	35.62	6.017	3.498	.001
	Rural	50	30.38	8.718		

Table 1 shows the mean scores of social freedom of girls of urban students (Mean=35.62, standard deviation =6.017) was more than that of the rural students (Mean=30.38, Standard deviation=8.718).The significance of difference in these scores was tested using t-test and the results revealed significant difference in social freedom of urban and rural senior secondary school students ($t_{(.05)} = 3.498$, $p = .001$).

Hence, hypothesis H_{01} , 'there exists no significant difference in social freedom of girls of senior secondary urban and rural school students' stand rejected.

Table 2: Descriptive statistics and t-test statistics for Family Environment of Girls of Senior Secondary School Students

Variable	Group	N	Mean	Standard deviation	t-stat	P
Family Environment	Urban	50	228.66	16.980	2.181	.032
	Rural	50	235.12	12.259		

Table 2 shows that the mean scores of family environment of girls urban students (Mean=228.66, standard deviation =16.980) was less than that of the rural students (Mean=235.12, standard deviation =12.259). The significance of difference in these scores was tested using t-test and the results revealed significant difference in family environment of urban and rural senior secondary school students ($t_{(.05)} = -2.181$, $p = .032$).

Hence, hypothesis H_{02} , 'there exists no significant difference in family environment of girls of senior secondary urban and rural school students' stands rejected.

Table3: Correlation coefficient between Social Freedom and Family Environment

Relationship Between social Freedom and Family Environment		Family Environment
Social Freedom	PearsonCorrelation	.232 [*]
	Sig.(2-tailed)	.020
	N	100

It is evident from the table 3 that there exists positive and significant relationship between social freedom and family environment ($r = .232$, $p = .02$).

Hence, hypothesis H_{03} , 'there exists no significant correlation between social freedom and family environment of girls of senior secondary school students' stand rejected.

FINDINGS AND CONCLUSION

Analysis of data and interpretation of results reveals the following findings:

There exists significant difference in social freedom of girls of senior secondary urban and rural school students. There exists significant difference in family environment of girls of senior secondary urban and rural school students. There exists significant positive correlation between social freedom and family environment of girls of senior secondary school students.

References

- Devi U. (1982). *Status and Employment of women in India*, B.R. Publishing Corporation. Delhi ,41.
- Kanjiya JB, Joshi GR.2013 *A study of social freedom and Depression Among women*. International Multidisciplinary Journal of Applied Research,1(9).
- Kapur P.1974 *The changing status of working women in India*. Delhi Vikas Publication.
- Kumar D, Deo JM, Sonam K.2011 *Emotional Intelligence, Social Freedom and women's personal space*.Journal of India academy of applied psychology.
- Kaur, N. (2017). *Freedom and Excellence: A Nuanced Approach*. Asian Journal of Research in Social Sciences and Humanities, 7(12), 76. doi:10.5958/2249-7315.2017.00556.1
- McCord, W.(1992). *The Origins of Freedom*. Contemporary Sociology, 21(2), 176-178. Retrieved from <http://www.jstor.org/stable/2075411>
- Mill, J. S. (1907). *On social freedom: or the necessary limits of individual freedom arising out of the conditions of our social life*. The Oxford and Cambridge Review, 57-83. Retrieved from <https://liberologi.wordpress.com/2011/10/01/on-social-freedom-by-john-stuart-mill/>
- Agera, C.(2010). *Truth of Freedom*. Journal of Human Values, 16(2), 127-142. Retrieved from <https://doi.org/10.1177%2F097168581001600201>
- Dryer, D. (1964). *Freedom*. The Canadian Journal of Economics and Political Science / Revue Canadienne D'Economie Et De Science Politique, 30(3), 444-448. doi:10.2307/139715
- Kaur, N. (2013). *The Indispensability of Women Social Freedom for Sustainable Development*. OIDA International Journal of Sustainable Development, 6(10), 63-66. Retrieved from <http://ssrn.com/abstract=2389775>
- Mill, J.S.(1907). *On social freedom: or the necessary limits of individual freedom arising out of the conditions of our social life*. The Oxford and Cambridge Review, 57-83. Retrieved from <https://liberologi.wordpress.com/2011/10/01/on-social-freedom-by-john-stuart-mill/>
- Oppenheim, F. E. (2004). *Social freedom: Definition, measurability, valuation*. Social Choice and Welfare, 22(1), 175-185. Retrieved from <https://doi.org/10.1007/s00355-003-0281-3>
- Shnayderman, R. (2013). *Social Freedom, Moral Responsibility, Actions and Omissions*. The Philosophical Quarterly, 63(253), 716-739. doi:10.1111/1467-9213.12067
- Chopra, H. (1991). *Impact of Rehabilitation Programme on Social Adjustment and Family Environment of Schizophrenics*. Unpublished Doctoral Thesis, University of Delhi, Delhi, India.

- MOOS, R.H.(1974),*Manual for Family Environment Scale* (Form R).
Consulting Psychologist Press Inc., California.
- Arora,M.B.(1972).Nari Mukti Ki Lahar: Bharti Yuwatian Kya Sochti Hain?
(Women-lib movement: What do the Indian girls think?). Dharmayug, July 9,
27-29.
- Bem,S.L.(1997).Onutilityofalternativeproceduresforassessingpsychologicalandrogyny.
Journal of Consulting and Clinical Psychology, 45, 196-205.
- Friedle,E.(1975).WomenandMen:*An Anthropologist's View*,NewYork:Holt.
- Gore, M.A. (1977). *Indian Youth: Process of Socialization*. New Delhi: Wiswa Yuwa
Kendra.
- Jain.Devaki(1975).*Indian Women*.New Delhi: Publication Division,Govt.OfIndia.
- Vasudeva,P.and Lehal, N.(1986).Personality correlates of sex role attitudes amongst
Indian female college students. *The Indian Journal of Social Work*, 46(4),515-
521.
- Wollstonecraft, M. (1982). *A Vindication of the Rights of Woman*. London: Penguin Books.