

Chapter 5

FINDINGS, RESULT AND DISCUSSION

5.1 Findings of the study

The Researcher has taken the data from 16 colleges of Rohtak District. Researcher has given the standardized test to the Women Teacher Educators and also collected the Achievement available in the form of result of their respective subject. The researcher had interacted with the women teacher educators in a group as well as separately to observe and find out the coordination in their thoughts and in the implementation of their thoughts with respect to teaching profession. This study reflect the actual situation of the social freedom of women teacher educators of district Rohtak towards their profession. It helps the policy makers and college administration in various ways for upgrading the results of the students. The result was very much average if researcher take urban and rural women both. The findings of the study are as follows:

- 1) The hypotheses that there will be no significant effect of social freedom on the teaching of women teacher educators is not accepted and therefore there is a significant effect of social freedom on the teaching of women teacher educators. Social freedom thinking level of most of the women teacher educators is below average followed by above average. This also shows that most of the women teacher educators are leading the traditional life and likely to continue the same. 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.

- 2) The hypotheses that there will be no significant effect of social freedom on the teaching of rural women teacher educators is not accepted and therefore there is a significant effect of social freedom on the teaching of rural women teacher educators. Social freedom thinking level of most of the rural women teacher educators is above average. This shows that rural women teachers are somewhat want to change their traditional life and they do not want to continue the same. 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.
- 3) The hypotheses that there will be no significant effect of social freedom on the teaching of urban women teacher educators is not accepted and therefore there is a significant effect of social freedom on the teaching of urban women teacher educators. The urban women teacher educators' level of social freedom thinking is below average. This shows that most of the women teacher educators are leading the traditional life and likely to continue the same. 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.

5.2 Educational Implications

a. Implications for college:

The administration of the college and other Educational institutions should consider the social freedom of the women teacher Educators. The attitude of the male educator teachers and other staff should be positive regarding the women teacher educators so that a positive setup of mind can be established. The authorities needs to provide opportunities to play the leadership roles and should provide them chances of exploration. They should get 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. Special cell should be opened in every Educational Institution

b. Implications for family:

It is rightly said that positive reinforcement and reward creates a hope of excellence in the life. As per the Indian culture of family is concerned it is patriarchal and all the important decisions of women life depends upon the men. There is a need of shaping the frame of mind positively towards the rights of the women. Women has equal rights as men in the society. They are equally free as men are. Family should appreciate her efforts and should provide them opportunity to excel in the life and make them able to contribute in the national development. No atrocities against women should be there in the family and even society and the world.

c. Implications for women Teacher Educator

The constitution of India makes the provisions of the Fundamental Rights. These Fundamental Rights are enshrined in the part-III of the Indian Constitution. These rights equally enforceable for all the citizens of the country. It is important for the women teacher

educators to know their rights and they should grow through the Saksham Guidelines. Women should be aware about the provisions laid down in the constitution and they should also be aware about the commissions established for their protection.

5.3 National Importance of the Study

The study has national importance because it may give direction to all women teacher educators of the country. The study reflex the social freedom of the women teacher educators in various areas. It includes the freedom for work, freedom to used teaching aids in classrooms, freedom to provide suggestions for curriculum revision/curriculum development, freedom in accepting in time table and freedom in evaluation system. Teacher educators are providing training to teacher trainees and these teacher trainees are appointed in schools as primary, secondary and senior secondary teachers. The future of children is in their hands. Therefore teacher educators must be stress free. The study shows that most of the women teacher educators are full of stress and they want lot of changes in the education system of teacher education institutions. This study is very important for the family members of women teacher educators. The family must understand the significance of teaching in teacher education institutions. The required cooperation must be given by all family members and they must understand the dignity of the women and try to cooperate with them.

5.4 Suggestions for Further Research

- In this study the researcher considered the social freedom of the women teacher Educators in the District Rohtak. The other District of the state can also be considered in the further studies.

- In this study on the researcher considered only social freedom of the women teachers Educators. Other aspects like Economic, civil and political freedom of the women can also be considered in the further studies.
- The present study has covered only the one District of the state Haryana. The other states can also be covered in the further researches and studies can be conducted on large sample.
- Comparison of social freedom between Rural and Urban women teacher Educator can be done in further studies.
- The researcher also wanted to conduct the case study of the District but it was not possible within such short span of time.

5.5 Limitations of the Study

The presents study has answered few questions but also led some other questions. Due to lack of time, resources, knowledge and expertise research work has limitations. The limitations of the present study are as:

- The researcher wanted to compare the social freedom between the women teacher Educators of joint and Nuclear family. But due to lack of time it could not possible for researcher to conduct the same.
- The researcher also wanted to conduct a case study of women teacher Educators having high social freedom level and low social freedom level of the District but it was not possible within such short span of time.

5.6 Conclusion

No country can be developed without the equal contribution all the stakeholders of that particular country. The human resource of the country contributes a lot in the progress

and development of the nation. And the progress of the nation is impossible without the contribution of men and women both. The point of discussion in the country like India is the Education of the women and their social freedom. As it has revealed in the study that Social freedom thinking level of most of the women teacher educators is below average followed by above average. This also shows that most of the women teacher educators are leading the traditional life and likely to continue the same. There is a need of implementing such programme which become the strong supporters of women's education and there social freedom in the society. There is need of strategies to be adopted for raising literacy levels and education among women has to keep in view the vast social cultural, geographical and economic variations. As per the social freedom of women is concerned, there is a need of throwing light on it. Women in India who are in job or earning their livelihood by their own are also depend on the male members of the family. There is only first and foremost step regarding attaining full social and economic freedom is providing equal Education to them without any fear and partiality. 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. Along with this social freedom of women teachers can be achieved with the efforts of family. It is rightly said that positive reinforcement and reward creates a hope of excellence in the life. As per the Indian culture of family is concerned it is patriarchal and all the important decisions of women life depends upon the men. There is a need of shaping the frame of mind positively towards the rights of the women. Women has equal rights as men in the society. They are equally

free as men are. Family should appreciate her efforts and should provide them opportunity to excel in the life and make them able to contribute in the national development. No atrocities against women should be there in the family and even society and the world.

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. As it was found that Social freedom thinking level of most of the rural women teacher educators is above average. This shows that rural women teachers are somewhat want to change their traditional life and they do not want to continue the same. 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.

The administration of the college and other Educational institutions should consider the social freedom of the women teacher Educators. The attitude of the male educator teachers and other staff should be positive regarding the women teacher educators so that a positive setup of mind can be established. The authorities needs to provide opportunities to play the leadership roles and should provide them chances of exploration. They should

get 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. Special cell should be opened in every Educational Institution

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 urban women teacher educators' level of social freedom thinking is below average. This shows that most of the women teacher educators are leading the traditional life and likely to continue the same. 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.

The constitution of India makes the provisions of the Fundamental Rights. These Fundamental Rights are enshrined in the part-III of the Indian Constitution. These rights equally enforceable for all the citizens of the country. It is important for the women teacher educators to know their rights and they should grow through the Saksham Guidelines. Women should be aware about the provisions laid down in the constitution and they should also be aware about the commissions established for their protection.

SUMMARY

In almost all societies over the world the first question parents and relatives ask when the new-born emerges into this world is the same: is it a boy or a girl? The urgency and the intensity in the question reveal the great importance that human societies attach to sex differences. This is a manifestation of the fact that every societies differentiates between its men and women and prescribes separates sets of values, norms and role specifications for the two gender categories. Although such a differentiation, in principle, does not lead to the superiority and dominance of one group over the over, in practice gender dissimilarity is translated into gender inequality. No wonder therefore, the gender inequality is perhaps the oldest form of structural inequality and hence the resultant domination and exploitation of one sex by the other.

After independence of India revolutionary as well evolutionary changes the people saw in status and the position of the women in Indian society. It has been mentioned in the constitution of India that everybody us equal before law. There is no discrimination on the basis of the sex. Right to Equality is the Fundamental Right Enshrined in the Indian constitution. It is the drastic change in the history of India that the status and role of women is getting change from ancient to modern. But the status and position of women in India it yet a topic of discussion and needs specific attention. If we compare status and position of women of modern era with ancient period, it has changed a lot. As per the participation of women in teaching is concerned it is easy to say that the role of women in teaching were rare. We rarely saw them in the teaching but as the time is changing the concept is going to change, in every school we finds the women in teaching and they have their marvelous

performance as well from primary to University level. Literacy rate of women in India is perhaps less than male but the situation is in towards the positive direction.

The present investigation is a forward step on the way, where various researchers have laid foundations of their researches. In the present study, the investigator has made an attempt to study the social freedom among the women teacher educators working in the government and self-finance colleges of education in comparative perspectives.

Need 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. **Rama Devi (1963)** reported on the basis of her study that the attitude of Indian women was still not far away from the traditional one, although educated and working women have less traditional attitudes and acceptance. **Jacobson (1977)** observes that in India "even in rapidly growing urban areas traditional rites and values relating to women find wide acceptance and in countless number of nation's women veil their faces and quietly accept dictates of their elder's". According to **Gore (1977)** in an Indian joint family a women learns to subordinate her desires to those of her husband and in-laws. Even the college girl students are basically the same age old Indian women aspiring to become good housewife **Verma (1972)**. However, literature shows that in recent year's roles, functions and status of Indian women have undergone some remarkable change (**Baig, 1976; Jain, 1976; Kapur, 1974; Mehta, 1970; Nanda, 1976**). The educated urban girls in particular manifest greater freedom in adding to family income play assertive role in family affairs (**Kapur, 1970**). 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: (i) women in India are still subjected to discrimination, ill treatment and enjoy lower status as compared to men, and (ii) 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. In the light of the above research gap the investigator justifies the need to conduct a study stated as under.

Statement of the Problem

“Social Freedom and its Ramifications on Teaching: An Analysis in Context of Women Teacher Educators”

Operational Definition of Variables

a. Social Freedom

In this study the Social Freedom refers to women’s desire to be free from social taboos, conventions, rituals and roles which provide them with lower status in society. In this study social Freedom refers to freedom of women teacher educators from control or interference of parents and husband, freedom from social taboos, customs and rituals which impose conventional roles and restrictions on women teacher educators. Along with this social freedom refers here to freedom of women teacher educators concerning sex and marriage. The study also considers social freedom of women teacher educators in the form of Economic freedom and social equality.

b. 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.

Objectives of the Study

- 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 freedom on the teaching of urban women teacher educators.

Delimitations of the study

The current study has delimitations with respect to the sample collection. There are 46 B. Ed. Colleges in Rohtak District and researcher had selected 16 B. Ed. colleges randomly. Researcher had taken only women teacher educators of B. Ed. colleges as per the requirement of the study. The present study has been conducted on 100 Women teacher educators of B. Ed. Colleges.

Research Gap

The researcher has read various researches related to the social freedom of women. These studies were related to the rural and urban area of women, different communities and of different economic status. No study was directly or indirectly related to the social freedom of women teacher educators. Therefore the researcher has decided to work on Social freedom and its ramifications on teaching: An analysis in context of women teacher educators. The researcher decided to take the four dimensions of women's social freedom i.e. Freedom from control or interference of parents and husband, Freedom from social taboos, customs and rituals which impose conventional roles and restrictions on girls/women, Freedom concerning sex and marriage and Economic freedom and social equality.

Method Used

In this study the researcher used Survey method. Survey method was used to study the level of social freedom and its effect on teaching of women teacher educators, to study

the social freedom and its effect on teaching of rural women teacher educators, to study the social freedom and its effect on teaching of urban women teacher educators.

Population

While considering the importance and application of the study, the researcher considered all the women teacher Educator of the B.Ed. colleges of District Rohtak of State Haryana as population.

Sample of the Study

For the present study the investigator selected sixteen colleges out of 46 colleges of Rohtak district. The study was conducted on women teachers educators of B. Ed. colleges were the sample size was 100. The sample was further divided into different groups such as rural-urban, married-Unmarried dichotomy. Simple random sampling technique was used by the investigator for the present study.

Tool Used

Women Social Freedom Scale developed by Prof. L. I. Bhusan and published by National Psychological Corporation, Agra

Procedure of Data Collection

As per the procedure of the data collection is concerned in the study. First of all, researcher collect the standardized Women Social Freedom Scale developed by the Prof. L. I. Bhusan. While considering the importance and need of the study researcher selected

the sixteen B.Ed. colleges out of 46 B.Ed. colleges of Rohtak District of Haryana. The selection of the colleges were based on the simple random sampling method using Census study in which the researcher considered all the women teacher Educators of these colleges. Before administering and filling the questionnaire the researcher took the permission from the Principal of that particular college. After getting permission the researcher explained the purpose of the study to all the respondents one by one and make them sure that their responses will be kept confidential and will be used only for Educational and research purposes. Then the researcher distributed the questionnaire one by one to the respondents and asked them for filling the same as per their understanding. All the respondents filled the questionnaire carefully and with due concern. Then researcher collected the questionnaire from the respondents as per the process of filling the questionnaire get complete. After collecting all the questionnaire from the respondents the researcher starts the process of scoring by assigning the numbers 1 and 0.

Statistical Techniques Used

The researcher has used the

- a) Mean (Average)
- b) Standard Deviation (SD)
- c) z-test
- d) Regression for the analysis of the data

Findings of the study

The Researcher has taken the data from 16 colleges of Rohtak District. Researcher has given the standardized test to the Women Teacher Educators and also collected the Achievement available in the form of result of their respective subject. The researcher had

interacted with the women teacher educators in a group as well as separately to observe and find out the coordination in their thoughts and in the implementation of their thoughts with respect to teaching profession. This study reflect the actual situation of the social freedom of women teacher educators of district Rohtak towards their profession. It helps the policy makers and college administration in various ways for upgrading the results of the students. The result was very much average if researcher take urban and rural women both. The findings of the study are as follows:

1. The hypotheses that there will be no significant effect of social freedom on the teaching of women teacher educators is not accepted and therefore there is a significant effect of social freedom on the teaching of women teacher educators. Social freedom thinking level of most of the women teacher educators is below average followed by above average. This also shows that most of the women teacher educators are leading the traditional life and likely to continue the same. 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.
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Educational Implications

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Suggestions for Further Research

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