

## **Social Freedom and Modernization of Women in Chandigarh**

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**Abstract:** The present study aimed at finding out the social freedom and modernization of women in Chandigarh city. For conducting the study, data was collected from 100 undergraduate female students (50 professional and 50 non- professional) from Panjab University campus and its affiliated colleges. Data was collected by administering Women Social Freedom Scale (2014) by L.I. Bhusan and Modernization Scale (2012) by R.S. Singh, A.N. Tripathi and Ramjee Lal. The results of t-test analysis revealed that a significant difference exists between the professional and non-professional undergraduate female students on the variables social freedom and modernization. Professional students exhibited more social freedom than non-professional students. From the value of coefficient of correlation ( $r$ ) = 0.440 it was concluded that a significant low positive correlation exists between social freedom and modernization.

**Keywords:** Chandigarh, Education, Modernization, Social Freedom, Women

**Introduction:** The society has come a long way in its evolution from the primitive to the present times. Industrial revolution proved to be a cornerstone in bringing about urbanization leading to a paradigm shift in the outlook from local to global, from retrogressive to progressive and from traditional to modern. Changing social scenario led to the changing roles of both men and women in the society which posed a challenge as it required women to shed the stereotypes and participate actively in the work force at the forefront. With increasing education among women their avenues of participation in the society increased which has led to their better participation as nation builders. Modernization brought about by the rapid urbanization and globalization also affected the desire for social freedom among women. Thus, the present paper is an attempt to explore the relationship between modernization and social freedom of women and discuss its nuances.

### **Women Social Freedom**

Women being an imperative part of the society have always been pitted as the 'weaker sex'. With the increase in education among the society and among women, they have gathered strength and

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are now questioning the age old rituals and customs which have been pushing them in the corner in the name of tradition. By proving themselves through their achievements, women are writing off narratives that were neither written by them nor documented keeping their desires and perspective in mind. They want to break free the shackles where on one hand they are treated as a goddess and on the other hand being a victim of violence, misogyny and other crimes. With modernization and urbanization things are accelerating at the technological front, yet, what not has been accelerated enough is accepting women in new roles, as decision makers and as architects of the nation. For this, women seek more control of their lives and freedom in the society. Therefore, this desire of freedom *from* the narratives which establish male status quo and at the same time the freedom *to* set new narratives which have been conveniently ignored till now amounts for, social freedom of women.

L.I. Bhusan (2014) while preparing the Women Social Freedom scale discusses women social freedom under the framework of four parameters, which are, a) freedom from the control and interference of parents and husband; b) freedom from social taboos and customs imposing conventional roles and restrictions on women; c) freedom pertaining to sex and marriage and; d) economic and social freedom and equality.

Amin (2014) explores social freedom as a moral concept which is distinctive from other freedoms. It is observed from two dimensions emphasizing different aspects. Social freedom pre-supposes the presence of free-will, which is the ability to chooses from various given options.

(Kolm, 2004) discusses the existence of social freedom when an individual can act without any duress by others. Individuals, groups and institutions can interference but in a non-forceful way.

### **Modernization**

Modernization, in its most fundamental sense is a transition from 'what existed before' to 'what exists now'. It refers to the alteration in ideas, lifestyles, attitudes and thinking from regressive to progressive. Industrial revolution which has been a cornerstone in the history of mankind led to a complete make-over of the personal and professional scenario. Thereafter, urbanization set in leading to changing family and work systems. Rapid technological and scientific advancements over the years led to globalization where we talk of world as 'one big global village'. Therefore, modernization refers to the change of the society from local to global, from regressive to progressive, from traditional to modern and a more accepting society.

Fieldman and Hurn (1966) discuss modernization to be those social changes leading to the establishment of similar institutions and organizations as found in developed societies. Process of modernization includes, "urbanization, bureaucratization, political mobilization, etc".

Jamwal (2014) describes modernization as the process of transformation of people's lives owing to urbanization and industrialization.

Hussain et al (2015) defines modernization as the process of transition from simple to complex as the society moves increasingly towards an industrial set-up. It is a course of action of change adopted by the people in terms of thinking, clothing and living. Sociologists refer to it as a route to

rationalization.

### **Review of the related literature**

Chengati (1993) revealed that female students scored higher in 'modernity' than the male students. Similar trend was observed on the dimensions, 'Socio-cultural modernity, political modernity and health modernity'. The study indicated that the inculcation of traits of modernity are more in females than males.

Kedem-Friedrich & Al-Atawneh (2004) investigated the effect of modernization on the well-being 150 women from Bedouin. The results reveal that "more modern the objective circumstances of women's lives and/or more modern the husbands' attitudes (as perceived by their wives), the greater is their subjective well-being (SWB)."

Kaur and Kaur (2015) studied the social freedom of 60 girls in the age group of 18-19 years from Panjab University and its affiliated colleges. There was no significant difference in the social freedom of the girls from university and its affiliated colleges.

Ghosh (2016) studied the social freedom of 300 women from Ranchi district, Jharkhand. Data was collected using L.I. Bhusan's Women Social Freedom Scale. The researcher concluded that higher desire for social freedom was observed among, i) working women than non-working women, ii) higher qualified than comparatively lesser qualified women and iii) unmarried than married women.

Qazi (2107) conducted a study on 480 women from Uttar Pradesh and investigated the effects of social freedom and modernization on their psychological well-being along with quality of life. Results revealed that urban women displayed more social freedom and modernization than rural women. Social freedom of married women was more than that of unmarried women and with an increase in education, social freedom and modernization increased.

### **Objectives**

1. To study the social freedom of professional and non-professional undergraduate female students.
2. To study the modernization of professional and non-professional undergraduate female students.
3. To study the relationship between social freedom and modernization of undergraduate female students.

### **Hypothesis:**

1. There exists no significant difference between the social freedom of professional and non-professional undergraduate female students.
2. There exists no significant difference between the social freedom of professional and non-professional undergraduate female students

3. There exists no significant relationship between social freedom and modernization of the undergraduate female students.

**Methodology:** Present research was done employing the following research design:

**Method:** Descriptive survey method was used to conduct the present research.

**Sample:** The data was collected from a total of 100 (50 from professional courses and 50 from non-professional courses) undergraduate female students from Panjab University and its affiliated colleges in Chandigarh by using the quota sampling method.

**Tools:** For the present research the following tools were used to collect the data from the respondents:

1. Women Social Freedom Scale (2014 ed) by L.I. Bhusan and;
2. Modernization Scale (2012 ed) by R. S. Singh, A.N. Tripathi and Ramjee Lal

**Statistical Techniques:** Measures of central tendency such as mean, mode and median to ascertain the nature of the data, coefficient of correlation and t-test was used.

#### **Analysis and Interpretation:**

**Hypothesis-1:** There exists no significant difference between the social freedom of professional and non-professional undergraduate female students.

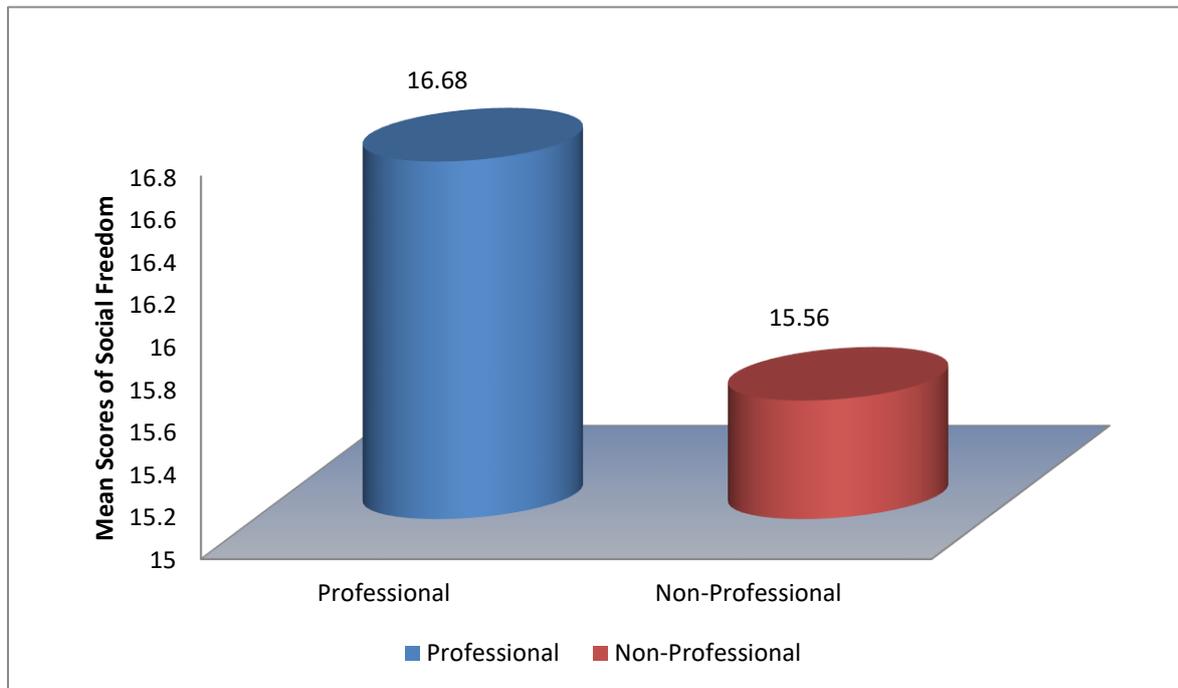
**Table-1: Significance of Difference of Social Freedom of Professional and Non-Professional undergraduate female students**

| Group            | N  | Mean  | Median | Mode  | S.D.  | t-value | p-value |
|------------------|----|-------|--------|-------|-------|---------|---------|
| Professional     | 50 | 16.68 | 16.5   | 16.14 | 2.736 | 2.246   | *0.027  |
| Non-Professional | 50 | 15.56 | 16     | 16.88 | 2.224 |         |         |

*\*Significant at 0.05 level of significance*

From the perusal of table 1, we observe that the t-value between the social freedom of professional and non-professional students is 2.246 and p-value = 0.027 which is significant at 0.05 level of significance. Hence, there is a significant difference between the social freedom of professional and non-professional undergraduate female students. Therefore, hypothesis 1, "There exists no significant difference between the social freedom of professional and non-professional undergraduate female students", is rejected. Moreover, higher mean scores of professional students show that they exhibit higher social freedom than the non-professional students. The graphical representation of the same is shown in Figure-1

**Fig-1: Mean Scores of Social Freedom of Professional and Non-Professional undergraduate female students**



**Hypothesis-2:** There exists no significant difference between the modernization of professional and non-professional undergraduate female students.

This hypothesis was tested using t-test and results are as shown in Table-2:

**Table-2: Significance of Difference of Modernization of Professional and Non-Professional undergraduate female students**

| Group            | N  | Mean   | Median | Mode   | S.D.   | t-value | p-value |
|------------------|----|--------|--------|--------|--------|---------|---------|
| Professional     | 50 | 152.76 | 154.5  | 157.98 | 16.803 | 3.039   | **0.003 |
| Non-Professional | 50 | 144.06 | 144    | 143.88 | 11.293 |         |         |

*\*\*Significant at 0.01 level of significance*

From the perusal of Table-2, we gather that the t-value between the modernization of professional and non-professional students is 3.039 and p-value = 0.003 which is significant at 0.01 level of significance. Hence, there is a significant difference between the modernization of professional and non-professional undergraduate female students. Therefore, hypothesis 2, “There exists no significant difference between the modernization of professional and non-professional undergraduate female students”, is rejected. Moreover, higher mean scores of professional

students show that they exhibit higher modernization than the non-professional students. The graphical representation of the same is shown in Figure-2.

**Fig-2: Mean Scores of Modernization of Professional and Non-Professional undergraduate female students**



**Hypothesis-3:** There exists no significant relationship between social freedom and modernization of the undergraduate female students.

**Table-3: Coefficient of Correlation between Social Freedom and Modernization of undergraduate female students**

| Variable       | N   | Correlation (r) | p-value |
|----------------|-----|-----------------|---------|
| Social Freedom | 100 | 0.440           | *0.000  |
| Modernization  | 100 |                 |         |

*\*Significant at 0.01 level of significance*

From the table-3 it is observed that the value of coefficient of correlation (r) between social freedom and modernization is 0.440 and p-value = 0.000 which is significance at 0.01 level of significance. It can be inferred that there is a low positive correlation between social freedom and modernization which is statistically significant. Hence, the hypothesis-3, "There exists no significant relationship between social freedom and modernization of the undergraduate female students", is rejected.

**Conclusions:**

Following conclusions can be drawn from the above results and discussion:

1. There is a significant difference between social freedom of professional and non-professional female undergraduate students.
2. Professional female undergraduate students have more social freedom than non-professional female undergraduate students.
3. There is a significant difference between modernization of professional and non-professional female undergraduate students.
4. Professional female undergraduate students have more modernization than non-professional female undergraduate students.
5. There is a positive correlation between social freedom and modernization. Therefore, social freedom increases as the modernization increases and vice-versa.

**Educational & Social Implications:**

This study will help in understanding the trend of social freedom and modernization of modern educated women. Social freedom and modernization are both indicators of each other as both work as cause and effect for each other. Hence, the present study will help the social scientists, educationists and sociologists in comprehending the nuances of the both with respect to the various courses undertaken by the students in higher education. As seen by the results of the study, professional students scored more on both social freedom and modernization as compared to the students of non-professional courses, therefore needful steps should be taken to bridge the gap between the two types of courses by the educationists and the policy makers. Thus study will help the guidance workers and counselors in addressing the conflicts (if any) emanating among the students with respect to the changing scenario of the society and the education they are gaining.

**Delimitations:**

1. The sample size was limited to 100 only.
2. The study was conducted in Chandigarh city only.
3. The study was limited to the undergraduate students only.
4. The analysis of various dimension of modernization like, socio-religious, marriage, position of women and education was not included in the present study.

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