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Social Problems and Social Freedom in Rural And Urban Area Higher Secondary School Girls Students

Abstract

The Present Research aim of this study is to determine Social Problems and Social Freedom in Rural And Urban Area Higher Secondary School Girls Students relationship between these determinants. The study is conducted on the 100ruralarea higher education school Girls students from the age group of 14 to 25 years. And 100 Urban Higher Education school Girls students were taken the same age group. For the data collection was use psychological test for. Women Social Freedom Scale test developed by Bhusan. and Second test was Social Problem Scale developed by Bawa and A. Kumar. data analysis and concluded result t test was used. For this dimension implies that in positive sense there was significant difference between Higher Educational Urban and Area school girls students. The result are show that present problems indian girls living and Maturity level Effectiveness level rural area Girls students significantly differ on Social problems score as compared to Urban area higher school girls students and Social freedom scale Score as compare to rural Girls students. Higher education Urban Area Higher education school Girls students have shown better Social Freedom level and Social problem compared to rural area schools girl's students.

Keywords: Social Problems and Social Freedom Urban And rural Area Girls

Introduction

A social problem is a condition that at least some people in a community view as being undesirable. Everyone would agree about some social problems, such as murders and DWI traffic deaths. Other social problems may be viewed as such by certain groups of people. Teenagers who play loud music in a public park obviously do not view it as a problem, but some other people may consider it an undesirable social condition. Some non-smokers view smoking as an undesirable social condition that should be banned or restricted in public buildings.

Every newspaper is filled with stories about undesirable social conditions. Examples include crime, violence, drug abuse, and environmental problems. Such social problems can be found at the local, state, national and international levels. You will be focusing in the Public Policy Analyst on social problems in your own community.

Specific community locations Your own community consists of your school and your school district, your village, town or city, your county. The four examples of social problems above could possibly exist in all of these communities. For example, there could be a problem of increased stealing within your school or throughout the school district and village areas female Likewise, local police agencies village, town, city and country maintain statistics on crimes such as thefts within their jurisdiction. When you describe the social problem in step one you must specify the geographical setting. Some examples include Lehman High School, the Bronx High School District, the Bronx, New York City, or New York State. As mentioned before, PPA will be used only for local and state social problems. In this respect, the focus of the sociologist's attention is group behaviour. That is, the effect that the groups people join or are born into (family, work, education and so forth) have upon people's social behaviour.

The definitions included words like "scientific", "systematic" and "objective" – ideas that tell us something about the both the way sociologists study social behaviour and the kind of knowledge they are trying to produce about social life. While we will develop these ideas in much greater detail in another part of the course ("Theory and Methods"), we need to note a couple of things about them now.

Objective basically means that sociologists try to create knowledge that is factual, rather than simply based on opinion. In simple terms, sociologists try to avoid personal bias intruding into their research. Systematic ways of studying social behaviour. By this is meant that sociologists try to use methods of research (questionnaires, observations, experiments and so forth) that are governed by certain rules of evidence. For example, a sociologist will try to test his or her ideas in some way. We will see an example of this in a moment when we look at the difference between Naturalistic (common sense) and sociological explanations of human behaviour. Systematic ways of studying social behaviour. By this is meant that sociologists try to use methods of research (questionnaires, observations, experiments and so forth) that are governed by certain rules of evidence. For example, a sociologist will try to test his or her ideas in some way. We will see an example of this in a moment when we look at the difference between Naturalistic (common sense) and sociological explanations of human behaviour.

Problems of study

The problem of the present study is Social Problems and Social Freedom in Rural and Urban Area Higher Secondary School Girls Students.

Objectives of the study

The main objectives of present study are as under:

1. To study of the Social Problems and Social Freedom in rural and Urban Area Higher Education School Girls Students.
2. To study and compare the various dimension of Social Problems and Social Freedom in rural and Urban Area Higher Education School Girls Students.

Hypothesis

The main hypotheses of present study are as under:

1. There is no significant difference between rural Area higher Education schools Girls students in Various dimension of Social Problems.
2. There is no significant difference between rural Area higher Education schools Girls students in Various dimension of Social Freedom.
3. There is no significant difference between Urban Area higher Education schools Girls students in various dimension of Social Problems.
4. There is no significant difference between Urban Area higher Education schools Girls students in various dimension of Social Freedom.
5. There is no relations between Social Problems and social Freedom in Secondary and Rural and Urban Area Higher Education Girls Students.

Variables

The variables of present study are having given in following.

Independent variable

Rural and Urban Area higher Education schools Girls students.

Dependent variable

Various dimension of Women Social Freedom Scale test developed by Bhusan. and Second test was Social Problem Scale developed by Bawa and A. Kumar.

Sample:

The main aims of the present research is “Social Problems and Social Freedom in Rural And Urban Area Higher Secondary School Girls Students” Total 200 students were randomly selected from various Urban and rural area Schools of Sabarkantha district, out of which 100 Urban Area higher Education schools Girls students.and 100 were from rural area higher Education schools Girls students.The sample was equally divided in regard to gender also.

Tool:

Women Social Freedom Scale

Social Freedom will be measure with the help of Women Social Freedom Scale developed by Bhusan. It is 24 items scale including few dimensions of women’s social freedom from inter ferrous of parents and husband, freedom from social taboos, customs and rituals, freedom concerning sex and marriage and economic freedom and social equality.

Social Problem Scale

Social Freedom will be Measure the help of woman created by Bawa and A. Kumar This scale consists 88 items in 10 areas. Socio-economic, II. Child Abuse and Child Labour, Socio Political, Educational Problems, V. Crimes & Criminals, Drugs and Alcoholism, Related Problem, Family Problems, Adulteration, Violence against Women.

Procedure

After establishing report woman problem and woman social Freedom rating scale inventory were administered individuals to every subject. The permission for data collection was taken from the concerned authorities of the Schools. All the participant were approached at their Schools. They were told that the purpose of the data collection is only for a research and their responses would be used for research purposes only. The collected data was analysed by Mean, SD and 't' test.

Statically analysis

The main aim of the present research is to study and compare to woman problem and woman social Freedom personality between Urban and rural Area higher School Girls students. Scoring was done as per scoring key of the inventory to examine significantly difference between working and non-working women. For data analysis „t“ test was used.

RESULTS

Table: 1 N=100 urban Area School Girls Groups Show in Mean, SD, and „t“ ratio of various group of age on score of various dimensions of women's social freedom from interference of parents and husband, freedom from social taboos, customs and rituals, freedom concerning sex and marriage and economic freedom and social equality Social Problems of rural Area higher secondary girls students Group N Mean SD 't' Significant.

Table: 2 N=100 Rural Area School Girls Groups Show in Mean, SD, and „t“ ratio of various group of age on score of various dimensions of women's social freedom from interference of parents and husband, freedom from social taboos, customs and rituals, freedom concerning sex and marriage and economic freedom and social equality Social Problems of rural Area higher secondary girls students Group N Mean SD 't' Significant.

Table 1

Variable	Area	Gender	Mean	'T'	Significant
Social Problems	Urban	Girls	3.84	4.10	0.01
Social Freedom	Urban	Girls	4.09	4.81	0.01

Table 2

Variable	Area	Gender	Mean	'T'	Significant
Social Problems	Rular	Girls	3.21	3.34	0.01
Social Freedom	Rular	Girls	4.09	4.81	0.01

Discussion

In result table an attempt is to find out the different between Urban and rural Area Education Girls students in various dimension of Social problems and Social freedom score with „t“ test value of Urban higher Education Girls of social problems score is 3.84, which is significant act 0.01 level t 4.10 value .It means urban areas girls students n are significant differ on social freedom Positive both groups areas score as compare to girls students. than rural area higher education school girls students have shown instability by getting high mean score M =3.34 then urban areas school girls students mean M=3.34 t“ value of urban and rural higher school girls students of social problem is 1.46 which is not significant. Urban and rural area Higher education schools girls students shown same result score by social freedom getting high same mean score M=4.09 then rural girls student M=4.81,t“ value of urban area higher secondary girls school students and rural areas secondary school girls students Faulty social freedom and problem is 2.71 which is significant at 0.05 level. It means urban area higher education’s girls students and rural area school students are significant differ on social problems score as compare to urban area secondary school girls students. The area was rural and urban Higher education school girls student have shown Faulty by social freedom getting high mean score M=4.09 then girls students same score M=4.81.79 „t“ value of urban and rural area higher schools girls students of Lack of Independency is 2.1 which is significant at 0.01 level. It means higher secondary school students are significant differ on Lack of Independency score as compare to urban girls student higher girls students have shown better overall social problems by getting high mean score M=3.84 then secondary school students M=3.10. Both result show that’s score search factor problem living problem in schools girls rural area presser of social environment, more avabile reasoning and urban area girls are modern society modify social living problem someone living and other. And social freedom scale proof their some item answer girls like a Socio-economic, Health.etc answer score was same urban and rural area girls higher school students .

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