

# Awareness of Legal Rights and Its Practices among Prospective Women Teachers

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## Abstract

This study looked at the legal rights and practices of prospective women teachers. The primary purpose of this examination is to identify women prospective educators who are conversant with legal rights and practices. This study's sample included 300 prospective women teachers. In this circumstance, the descriptive method was applied. They were chosen using simple random sampling. According to the review findings, teacher educators' awareness of legal rights and practices varied greatly depending on the college type, location of college, marital status, and parents' education.

**Keywords:** *Awareness, Fundamental Rights, Legal Rights and Women prospective Teachers.*

## Introduction

Each country's citizens have certain legal rights and obligations. The Rights of the Citizens, as well as the related legal framework and processes, should be known to them. (Narayana, 2016:629). The Indian Constitution grants women the same freedom as males and authorises the State to take steps to increase people's propensity for productivity in order to counteract the growing economic, educational, and political disadvantages that these groups face. Fundamental Rights give equality of freedom to all inhabitants in matters relating to labour, reject oppression of any resident, and adjust fairness under the constant examination of the law and equal security of the law. The Constitution's Articles 14, 15, 15(3), 16, 39(a), 39(b), and 39(c) and 42 are of express relevance. (Das and Saibabu, 2014). The challenges the women have faced are innumerable. They may be sexual assault, rape, domestic violence, divorce, and other forms of violence. Therefore, women must have legal rights (Subasini, N., Sasikumar N, Kalaiyarasan G, Ramnath R. and Mahendra Prabhu M, 2021:1418). Compared to women in many other nations in the world, women in independent India have more rights. However, a large percentage of women are especially ignorant about these benefits. Country women with limited education lack moral awareness. The Indian constitution makes an effort to treat women with equality, liberalism, and dignity (Sushma R, Satnarain J, 2018). Gaining legal understanding might be crucial for achieving gender equality in all aspects of social and political life. The legal awareness programme, as its name suggests, aims to help citizens of a nation comprehend the laws, Acts, Rights, and statutory provisions that are provided

for their safety, prosperity, and equal access to opportunity. This promotes a just society where everyone is treated equally by the law, leading to world peace and prosperity for all (Kumar, R. 2018:649). For instance, Article (21A) of the Constitution guarantees children between the ages of six and fourteen, the right to free and compulsory education.

### **Literature Review**

According to Rajwinder Singh, Jaspal Singh, Showkeen Bilal Ahmad Gul, (2014), when it comes to knowledge of and usage of legal rights, working women and non-working women differ significantly. Plans for achieving the aforementioned objectives regarding the Fundamental Rights safeguarded by Parts III and IV of the Constitution have been included in the study's conclusions, which were published (Das S, Saibabu, N. 2014). According to research of Yunus and Varma (2015) different legal provisions for women's wellbeing are strengthening under the Indian Constitution. A sizable section of the public is uninformed of their legal rights. A majority of working and unemployed women expressed good attitudes regarding the constitution and legal rights, according to survey of Das (2015). According to study of Ramaiah K, Nagamani K, Latchaiah P and Kishore M (2015), women are perceived as being strengthened by their access to education, employment opportunities, and changes in gender-neutral design. The bulk of the women in the study by Shabhunath (2016), is illiterate, uninformed, and destitute, and is therefore unaware of their legal status and rights. According to Sohal Rahi P, Bhatia R. and Sharma S. (2020) our country's legal system has done its utmost to transform how women live their lives, enabling them to do so with dignity and without being treated as property. According to (Divya M, 2017), The study by Dyvya, M. (2015) would provide advanced understanding on the subject of women's rights and privileges in India. Women educators' awareness of their legal rights in relation to the significance of their subject and locale, differs significantly (Manjula Devi and Ranjithamani, 2017). Finding of the study of Roy C. A. (2002) shows that legal knowledge in such situation becomes all the more crucial and the need for spreading it undisputable. Women's legal rights in the Indian Constitution are studied by Subasini N, Sasikumar N, Kalaiyarasan G, Ramnath R, and Mahendra Prabhu M (2021:1418). The primary goal of this article is to analyse legal rights based on Indian law and conventions.

### **Methods**

#### **Research Instruments**

The current review endeavors to discover the awareness on legal rights and its practices among prospective women teachers. Since the issue is combined with "survey" type, they chose the descriptive survey strategy for directing the review using investigator. This review endeavours to bring out significant subtleties of lawful rights and its practices among women prospective teachers in B. Ed colleges. Descriptive survey method was found suitable for this review. In present study the prospective women teachers in karaikudi educational district

will be taken as population. The variable selected by the investigator to study legal rights and its practices among women perspective instructors, the researcher utilized questionnaires on the legal rights and legal practices. Reliability of the Legal rights scale was established by the investigator using Alpha Method. The reliability of the instrument to gauge lawful rights is observed to be 0.84 solid outcomes. Legal rights instrument comprises of upwards of 30 items. Every item has three reactions for example agrees, dislike the ideas, and disagree. The most extreme score for this scale is 90 and 30 is the base score. There is no time breaking point to finish the exploration device. However the majority of the imminent educators finished within 30 minutes. Reliability of the Legal practices scale was established by the investigator using Alpha Method. The reliability of the instrument to gauge lawful rights is observed to be 0.79 solid outcomes. Legal practices instrument comprises of upwards of 30 items. Every item has three reactions i.e. agree, dislike the ideas, disagree. The most extreme score for this scale is 90 and 30 is the base score. There is no time breaking point to finish the exploration device however the majority of the imminent educators finished inside 30 minutes.

### Sample and Sampling Techniques

The method involved with testing is one of the most crucial parts of the absolute philosophy of continued specific research study. It is a demonstration of deciding the number of components in a populace is to be tested and how they are to be chosen as test, remembering lack of time, cash and assets. The example for the current review comprised of 300 women who are imminent educators in Karaikudi, Sivaganga District, and Tamilnadu, India. The women planned as educators from both provincial and metropolitan regions were considered for the review. The investigator utilized random sampling technique for the current research.

### Sample Distribution

The researcher selected five colleges located in and around karaikudi area for the study. They are listed in table 1. The distributions of the sample chosen for the current review are given in table 2.

Table 1

| Sl. No. | Name of The College                             | Sample     |
|---------|-------------------------------------------------|------------|
| 1       | Alagappa College of Education                   | 60         |
| 2       | Sri Raaja Raajan College of Education For Women | 60         |
| 3       | Tkac of Education For Women                     | 60         |
| 4       | Vivekananda College of Education                | 60         |
| 5       | St Joseph College of Education                  | 60         |
|         | <b>Total</b>                                    | <b>300</b> |

**Showing the distribution of sample in college wise**

**Table 2**

**Showing the distribution of sample in variable wise**

| S. No | Type Of Sample              | Sub Samples  | Size of Sample |
|-------|-----------------------------|--------------|----------------|
| 1     | Nature of College           | Women        | 121            |
|       |                             | Co-Education | 179            |
| 2     | Type of College             | Government   | 59             |
|       |                             | Private      | 241            |
| 3     | Location of student Teacher | Rural        | 205            |
|       |                             | Urban        | 95             |
| 4     | Location College            | Rural        | 240            |
|       |                             | Urban        | 60             |
| 5     | Instruction of medium       | Tamil        | 221            |
|       |                             | English      | 79             |
| 6     | Marital Status              | Married      | 80             |
|       |                             | Unmarried    | 220            |
| 7     | Parental Education          | Literate     | 197            |
|       |                             | Illiterate   | 103            |

**Procedure**

The researcher chose prospective women educators in five colleges utilizing random sampling strategy. From every college, women, who planned to be instructors were chosen in a random manner. From Karaikudi gathered 300 samples from the prospective women teachers in B. Ed colleges. The reactions of the respondents are recorded. Points of interest of the individual ladies are gathered through survey. The investigation of information is utilized for collecting information.

**Result And Discussion**

**Legal Rights from various Mediating Variables**

For the first research with legal rights tool , prospective women teachers responded to the Likert scale from 1 to 3 for each item of the questionnaire that consisted of 30 items of legal rights developed from the bottom-up approach along with their mediating variables mean and standard deviation, which are presented in Table 3.

## Awareness of Legal Rights and Its Practices among Prospective Women Teachers

**Table 3**

**'t' values of prospective women teachers with regard to legal rights among various Mediating variable.**

| S. no | Mediating Variables | Number of teachers (N) | Mean(M) | Standard Deviation (SD) | "t" test Value |
|-------|---------------------|------------------------|---------|-------------------------|----------------|
| 1     | Women               | 121                    | 80.21   | 7.18                    | 6.08*          |
|       | Co-education        | 179                    | 84.79   | 5.78                    |                |
| 2     | Government          | 59                     | 84.44   | 4.45                    |                |
|       | Private             | 241                    | 82.58   | 7.17                    | 1.90           |
| 3     | Rural               | 205                    | 82.50   | 7.01                    |                |
|       | Urban               | 95                     | 83.91   | 6.08                    | 1.68           |
| 4     | Rural               | 240                    | 82.53   | 7.17                    |                |
|       | Urban               | 60                     | 84.60   | 4.41                    | 2.13*          |
| 5     | Tamil               | 221                    | 82.62   | 7.26                    |                |
|       | English             | 79                     | 83.84   | 5.01                    | 1.36           |
| 6     | Married             | 80                     | 84.08   | 7.02                    |                |
|       | Unmarried           | 220                    | 82.53   | 6.62                    | 1.75           |
| 7     | Literate            | 197                    | 83.33   | 6.57                    |                |
|       | Illiterate          | 103                    | 82.20   | 7.07                    | 1.37           |

(Note. \* =  $p < 0.05$ )

From the above table, it is seen that the first variables women college prospective women teachers' mean score (80.21) is found to be less than that the co-education college prospective women teachers mean score (84.79). The determined 't' test value 6.08 is more prominent than the basic worth 1.96 at 0.05 degree of critical.

For the second variables, it is seen that in the Government college prospective women teachers mean score (84.44) is found to be greater than that in the private college prospective women teachers mean score (82.58). The determined 't' test value 1.90 is not exactly that the basic worth 1.96 at 0.05 degree of critical.

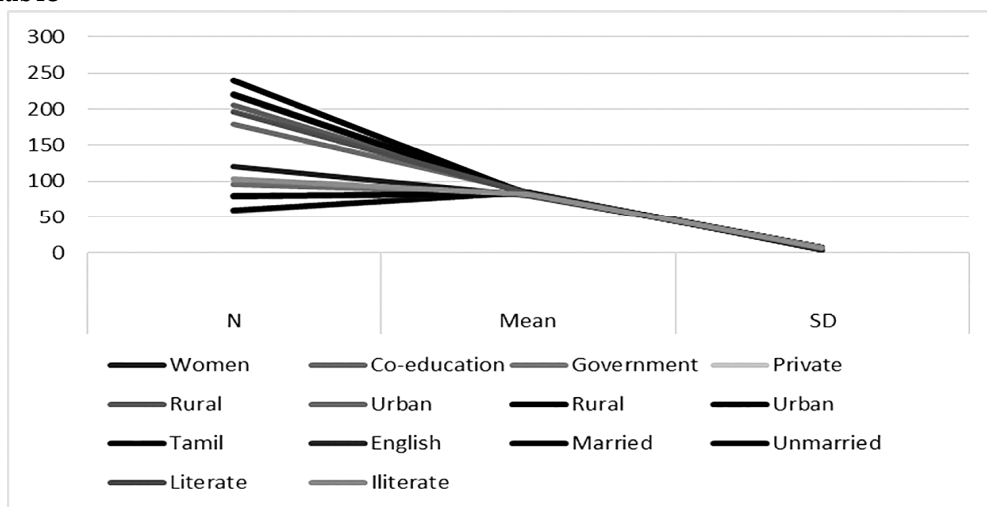
For the third variables, it is seen that the Rural college women prospective teachers mean score (82.50) is found to be less than that the Urban college women prospective teachers mean score (83.91). The determined 't' test value 1.68 is not exactly that the basic worth 1.96 at 0.05 degree of critical.

The fourth variables, it is seen that the Rural location college of women prospective teachers mean score (82.53) is found to be less than that the Urban location college of women

prospective teachers mean score (84.60). The determined 't' test value 2.13 is more prominent than the basic worth 1.96 at 0.05 degree of critical.

The fifth variable, it is seen that the Tamil medium college of women prospective teachers mean score (82.62) is found to be less than that the English medium college of women prospective teachers mean score (83.84). The determined 't' test value 1.36 is not exactly that the basic worth 1.96 at 0.05 degree of critical.

**Figure 1. Prospective women teachers with regard to legal rights from various Mediating variable**



In the sixth variable, it is seen that the married women prospective teachers' mean score (84.08) is found to be greater than that the unmarried prospective women teachers mean score (83.84). The determined 't' test value 1.75 is not exactly that the basic worth 1.96 at 0.05 degree of critical.

In the seventh variable, it is seen that the literate parents' education qualification of prospective women teachers mean score (83.33) is found to be greater than thaose of Illiterate parents education qualification, mean score (82.20). The determined 't' test value 1.37 is not exactly that of the basic value 1.96 at 0.05 degree of critical.

### Legal practices from various Mediating Variables

For the second research on legal practices, prospective women teachers responded to the Likert scale from 1 to 3 for each item of the questionnaire that consisted of 30 items of legal practices developed from the bottom-up approach along with their mediating variables mean and standard deviation, which are presented in Table 4.

**Table 4**  
**'t' values of prospective women teachers with regard to legal practices among various mediating variables**

| S. no | Mediating Variables | Number of teachers (N) | Mean(M) | Standard Deviation (SD) | "t" test Value |
|-------|---------------------|------------------------|---------|-------------------------|----------------|
| 1     | Women               | 121                    | 69.33   | 10.73                   | 6.0*           |
|       | Co-education        | 179                    | 76.73   | 10.27                   |                |
| 2     | Government          | 59                     | 76.86   | 8.22                    |                |
|       | Private             | 241                    | 72.98   | 11.53                   | 2.43*          |
| 3     | Rural               | 205                    | 72.79   | 11.53                   |                |
|       | Urban               | 95                     | 75.82   | 9.71                    | 2.22*          |
| 4     | Rural               | 240                    | 72.94   | 11.53                   |                |
|       | Urban               | 60                     | 76.97   | 8.27                    | 2.54*          |
| 5     | Tamil               | 221                    | 73.06   | 11.58                   |                |
|       | English             | 79                     | 75.66   | 9.24                    | 1.79           |
| 6     | Married             | 80                     | 75.93   | 11.40                   |                |
|       | Unmarried           | 220                    | 72.95   | 10.85                   | 2.06*          |
| 7     | Literate            | 197                    | 75.34   | 10.58                   |                |
|       | Illiterate          | 103                    | 70.71   | 11.36                   | 3.50*          |

(Note. \* =  $p < 0.05$ )

From the above table, in first variable it is seen that the women college prospective women teachers mean score (69.33) is found to be less than that the co-education college prospective women teachers mean score (76.73). The determined 't' value 6.0 is more prominent than the basic value 1.96 at 0.05 degree of critical.

In Second variable, it is seen that in the Government college prospective women teachers mean score (76.86) is found to be greater than that the private college women prospective teachers mean score (72.98). The determined 't' test value 2.43 is more prominent than the basic value 1.96 at 0.05 degree of critical.

In third variables, it is seen that in the Rural college prospective women teachers mean score (72.79) is found to be less than that the Urban college women prospective teachers mean score (75.82). The determined 't' test value 2.22 is more prominent than the basic value 1.96 at 0.05 degree of critical.

In fourth variables, it is seen that in the Rural location college prospective women teachers mean score (72.94) is found to be less than that the Urban location college of prospective

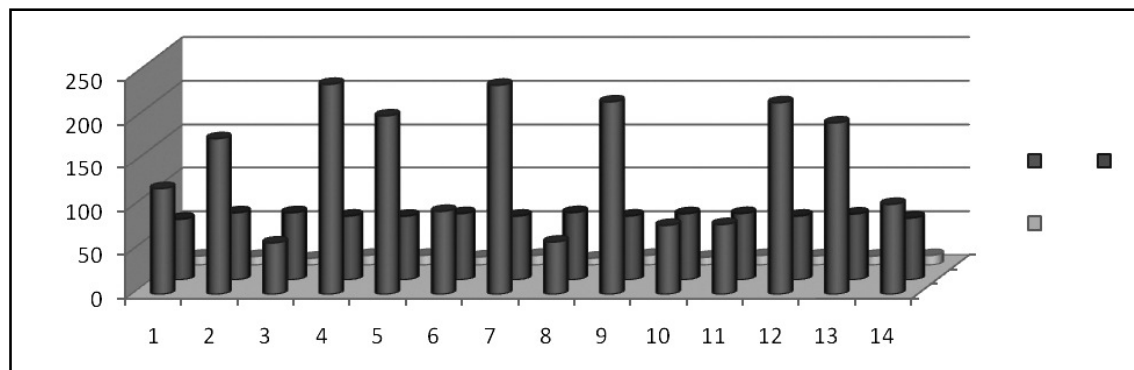
women teachers mean score (76.97). The determined 't' test value 2.54 is more prominent that the basic value 1.96 at 0.05 degree of critical.

In fifth variables, it is seen that in the Tamil medium college prospective women teachers mean score (73.06) is found to be less than those in the English medium college prospective women teachers mean score (75.66). The determined 't' test value 1.79 is not exactly that of the basic value 1.96 at 0.05 degree of critical.

In sixth variables, it is seen that the married women of prospective teachers mean score (75.93) is found to be greater than that the unmarried prospective women teachers mean score (72.95). The determined 't' test value 2.06 is more prominent that the basic value 1.96 at 0.05 degree of critical.

In seventh variables, it is seen that the literate parents' education qualification of prospective women teachers mean score (75.34) is found to be greater than that of Illiterate parents' education qualification of prospective women teachers mean score (70.71). The determined 't' test value 3.50 is more prominent than the basic value 1.96 at 0.05 degree of critical.

**Figure 2 Prospective Women teachers with regard to legal practices from various Mediating variables.**



### Educational Implications

- The students of the various institutions have got awareness on legal rights, which will reduce gender inequality
- The university and college students have come to know about legal rights and its practices which lead their family education and professional environment successfully.
- The knowledge of women on various rights will promote their social and economic status.
- The women who knows the rights will eliminate the violence against women physically, mentally and socially

- Women perspective teachers with legal rights awareness become self-dependent.
- Women perspective teachers will foster their dynamic force in friendly, political and monetary parts of the life.
- In general, the legal rights strengthens the women teachers way of living
- Awareness of the legal rights and its practices reduces the teacher's problems in political, economic, social and cultural aspects.

Thus, this study has many implications towards the upliftment of the women students in various aspects.

### **Conclusion**

The Legal Rights and its Practices and the knowledge are improved among the prospective women teachers under various social settings. It is understood that awareness of the prospective women teachers on women rights are high level on various aspects, since women's interest towards education based on their Legal Rights Practices are low. The women students are equipped through the schemes and concessions by the government of state and central. If they are made conscious of legal rights at all the levels of Educational Institutions, there will be awareness among prospective women teachers about their Legal rights, which is not up to the mark. Hence, the study recommends the governments of state and central to concentrate on the awareness of the prospective women teachers on their various rights. They can vividly see better performance in their future activities on the Legal Rights Practices.

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