

An analysis of Problems of Educated working mothers of Distt Fazilka in Punjab

Dr.Ranjit Kaur Bhalla

*Principal Lala Jagat Naryan Education College
Jalalabad (West), Distt. Fazilka, Punjab*

Abstract: Women in India have always been topics of concern since ancient times. They can be the appropriate example of perfect home-makers. With their incomparable quality of the calmness of mind they easily handle even the toughest situation as well. The Indian women are completely devoted to their families. They exclude self confidence in all forms; both personally and professionally. In the modern times, women in India are given freedom and rights such as freedom of expression and equality, as well as right to get education. Women in contemporary India are doing the same what a male can do. Various prestigious positions are held by Indian women. They are enjoying the 'ladies first' facility in various field. as a result of their newly gained freedom India n women have distinguished themselves in various spheres of life as politicians, orators, lawyers, doctors ,administrators and diplomats. They are not only entrusted with work of responsibility but also perform their duties very honestly and sincerely. There is hardly any sphere of life in which India n women have not taken part and shown their worth. There is no denying the fact that women in India have made a considerable progress in the last fifty years but yet they have to struggle against many handicaps and social evils in the male dominated society. In this present study problems of educated working mothers of Fazilka (Distt.) will be analyzed.

I. INTRODUCTION

Women play many roles during various stages of their life. As a daughter, wife, mother and sister etc. they are having unique position in the society. In spite of their contribution in the life of every human being they have disadvantageous position in the society. On the one hand they are worshipped, respected as the embodiment of all virtues and tolerance but on the other hand they are exploited, victimized suppressed and discriminated in every sphere of their life, Women in India constitute half of the world's population, perform nearly two -thirds of work hours, receive one tenth of the world's income and own less than hundredth of world's property but have no voice in shaping their life according to themselves. There are many problems which women in India have to go through daily. These problems have become the part and parcel of their life and they have accepted them as their fate. Violence against women within the family is a global phenomenon. However its ramifications are more complex and its intensity much greater in India. The most pathetic aspect of such atrocities is domestic violence.

The National Family Health Survey, 2000 (NFHS-2) reports about the inequality and violence pervading in our country. Sixty-eight percent of the under the survey reported that they needed permission from husbands or in- laws to go to the market and 76 percent had to seek consent of their husbands before they could visited friends or relatives. Only 60 percent could use money the way they wished. In addition, one in every five women experienced domestic violence from the age of 15 onwards. Very often, women used to suffer violence against them in silence for fear of adverse repercussions.

II. NEED OF THE WOMEN EDUCATION

According to Bindra, Mehta and Bhatia (1983). A Silent economic revolution has taken place in the states of women in India , as in other developing countries, due to the progressive forces at work. This is reflected in steadily increasing number of women employed in diverse occupations and in their high educational attainment. Women are becoming forward in large number in search of suitable job opportunities in all fields as a result of this today women work in the fields of offices, schools, colleges and hospitals to supplement the family income.

According to Nair (1983) the education girl would make better house keeper, better mother, and a better wife than an uneducated one, The educated mother will have a better idea of child care, nutrition food for the entire family, cleanliness of the house and a better awareness in the realms of personal hygiene and health of the members of her family.

Sarswatti (1985) ways that education is also seen as instrument in increasing the girls's social status in

the community. "People come for advice if you are educated" or Husband thinks highly of an educated wife and consults her". Educated boys in the village prefer educated spouses and subsequently, the status of the educated girl rises in the marriage market. Some women commented that "Life is generally better if one is educated".

III. EDUCATED WORKING MOTHERS

In a discussion in a competition master (March, 1983). It is said that when there are no economic hardships to play for the extra conveniences and comforts of life, for all contingencies, unforeseen expenditure and marriage etc. freedom from worry and trouble is virtually assured. It is being increasingly realized that the husband and children of most working women are continually neglected because the women have to leave their homes for offices and other places of employment early in the morning and return home in the evening tired and restless. They have hardly any time to attend to their children, to educate them properly, to give them material attention. They urgently need. In reality working mothers have to do double duty, and she has to work at home as well as in her office. Human strength and stamina being limited, either office work suffers or domestic responsibilities are not adequately discharged.

Spock (1984) says that criminologists have given much attention to the working mothers. The gainful employment of mother outside the home, they have pointed out, leads to neglect of the child in home. Just at time when he needs parental care and supervision most, and yet more and more mothers are taking jobs. There are three reason namely economic consideration of raising the standard of living of life, the idea of having personal freedom and equality with men, and desire to actively participate in the social political and economic life of the nation.

IV. RELATED STUDIES

Ferree, (1976) found that despite the strains of carrying a double work, the women with full time outside job is happier and feels herself to be better off than the full time house wife.

Mumtaj and Noor (1982) have found about the effects of employment of married women an family. that employment of married women had certain ill effects on the children. children were neglected partioularly so on the case of infants and primary school going aged children.

Shah, (1983) discovered that married employed women face more adjustment problems than unmarried employed women. It seems that the society has accepted the professional role of women along with the domestic one.

Hunt and Kiker's (1984) study shows that both working and non-working mothers spend virtually. the same amount wage earner household was found to spend more time with school age children.

V. OBJECTIVES OF THE STUDY

To identify the problems faced by educated working mothers.

1. To find whether the problems faced by educated working mothers in local areas and daily passengers are similar.
2. To know whether the educated working mothers living in joint family face similar problems as their counterparts in single family.
3. To know whether the educated mothers working in schools and colleges face similar problem as their counterparts in Hospitals, Banks and other offices.

Sample

A sample of 100 educated working mothers was drawn from school and colleges, Hospitals, Banks and other offices of Fazilka Distt.

Delimitation of the problem

The present study is limited to educated mothers working in the schools and colleges, Hospitals, Banks and other offices of Fazilka Distt in Punjab.

Tools

Questionnaire/ schedule was major tools used for collection of data.

Statistical Technique Used

For the purpose of listing significant portable which the educated working mothers faced, mean of each item was calculated. Means and S.D. of different categories of educated working mothers of joint families and single of family, daily passengers and local, hospitals, schools, colleges, banks and offices were also calculated. Means and S.D. of different categories of educated working mothers of joint families and single of family, daily passengers and local, hospitals, schools, colleges, banks and offices were also found. General mean and S.D. of the whole group were also found out. 't'-test was applied to find out the significance of difference between means of these categories in general end areaswise. Split-half method of finding reliability of half test. Full length reliability was found by using speaman Brown's formula.

VI. FINDINGS OF THE STUDY

After putting the educated working mother under categories, values of 4,3,2, and 1 were assigned to response categories 'Agreefully', 'Agree to quite extent','Agree slightly ' and 'Disagree ' respectively. For the purpose of item analysis Mean of each of the items analysis mean of each of the items was calculated which have been shown in Table 1.1

Table 1.1 Mean Of The Items

Sr. No.	Mean								
1	2.44	16	2.28	31	3.28	46	2.90	61	2.43
2	3.00	17	2.72	32	3.42	47	2.25	62	3.28
3	2.42	18	2.54	33	3.54	48	2.45	63	3.25
4	2.88	19	2.40	34	2.95	49	2.66	64	2.90
5	3.30	20	2.81	35	2.60	50	2.65	65	2.87
6	2.87	21	2.91	36	2.18	51	3.14	66	3.09
7	2.01	22	1.75	37	2.67	52	2.50	67	3.25
8	2.65	23	1.82	38	2.48	53	2.61	68	3.20
9	2.80	24	3.28	39	2.23	54	2.90	69	3.18
10	3.41	25	3.29	40	2.46	55	3.12	70	31.9
11	2.72	26	2.65	41	2.43	56	2.67		
12	2.25	27	2.96	42	2.47	57	2.51		
13	2.67	28	2.05	43	2.83	58	3.23		
14	2.32	29	3.17	44	2.67	59	2.90		
15	2.29	30	3.27	45	2.69	60	2.27		

Out of seventy items, two (22,23) were rejected on the basis of means. These two items had means less than two. It indicated a response of ' disagree' so it was not considered a problem. Then the significance of difference between means of local and daily passengers, living in single and joint families, working in schools college and Hospitals, Banks and other offices were calculated by applying t-test with regard to different area of problems.

Mean and S.D of daily passengers and local, living in single and joint families, working in schools , Colleges

and Hospitals, Banks and other offices were calculated separately. t values of these were also calculated which have been shown in Table 1.2.

Table 1.2: Mean, S.D Critical Ratio Of The Different Categories

	DAILY PASSENGER	LOCAL	JOINT FAMILY	SINGLE FAMILY	SCHOOL COLLEGES	HOSPITALS BANK & OTHER OFFICES
MEAN	193.67	188.36	188.14	199.97	187.99	193.50
S.D.	36.05	39.83	37.50	38.95	39.10	35.10
C.R.	1.31**		9.38**		1.45**	

Levels from table 1.2 it was clear that educated working mothers of different categories were faced with different types of problems.

t-test showed that the difference between means of problems of local and daily passenger educated working mothers was significant at both (0.05 and .01) levels of significance ($t = 1.31$). Difference between means of problems of educated working mothers living in single and joint families was significant at both (0.05 and .01) levels ($t=9.38$). Different between means of problems of educated working mothers in case of colleges- schools and other offices was also significant at both (.05 & .01) levels of significance ($t = 1.45$).

Following results have been obtained regarding the testing of hypotheses.

1. The hypothesis of no difference between problems of daily passenger and local educated working mothers can be rejected at both .05 and .01 level of significance ($t= 1.31$)
2. The null hypothesis on problems of educated working mothers, living in single and joint families can be rejected at both (.05 and .01) levels of significance ($t=9.38$).
3. The hypothesis of no difference between problems of educated mothers working in schools- colleges and in Hospitals, Banks and other offices can be rejected at both (0.05 and .01)

Area -1 Household problems

Mean, S.D and C.R of household problems of the different categories were calculated which have been shown in table 1.3.

Table 1.3: Household Problem

	DAILY PASSENGER	LOCAL	JOINT FAMILY	SINGLE FAMILY	SCHOOL COLLEGES	HOSPITALS BANK & OTHER OFFICES
MEAN	39.57	33.67	33.5	37.36	39.46	38.54
S.D.	8.57	10.17	16.17	11.64	8.38	9.34
C.R.	3.20**		1.32		.50	

The table 1.3 showed that:

The hypothesis of no difference between problems of daily passenger and local educated working mothers can

be rejected at both (.05 and .01) levels of significance ($t= 3.20$). The null hypothesis on the problems of educated working mothers living in single and joint families can be accepted at both the levels (.05 & .01) levels ($t= 1.32$). The hypothesis of no difference between problems of educated mothers working in schools - colleges and in Hospitals, Banks and other offices can be accepted at both the levels (.05 and .01) of significance ($t=.50$).

AREA-2 Financial Problems

Mean, S.D and C.R of Financial problems of different categories of educated working mother were calculated which have been shown in Table 1.4

Table 1.4: Financial Problems

	DAILY PASSENGER	LOCAL	JOINT FAMILY	SINGLE FAMILY	SCHOOL COLLEGES	HOSPITALS BANK & OTHER OFFICES
MEAN	15.97	18.43	12.69	18.37	15.94	18.71
S.D.	6.02	5.72	8.33	7.71	5.21	7.58
C.R.	2.12**		3.48**		2.05*	

It is clear from the table 1.4 that:

The hypothesis of no difference between problems of daily passengers and local educated working mothers cannot be rejected at .01 level of significance but can be rejected at .05 level of significance ($t=2.12$). The hypothesis of no difference between the problems of educated working mothers living in joint and single families can be rejected at both (.05 and .01) levels of significance ($t=3.48$). The hypothesis of no difference between working in Hospitals, Banks and other offices and in schools - colleges can be rejected at .05 level and can not be rejected at .01 level of significance ($t=2.05$).

Area -3 Health Problems

Mean, S.D and C.R. of health problems of different categories were calculated which have been shown in Table 1.5.

Table 1.5

	DAILY PASSENGER	LOCAL	JOINT FAMILY	SINGLE FAMILY	SCHOOL COLLEGES	HOSPITALS BANK & OTHER OFFICES
MEAN	38.15	32.18	28.54	31.15	38.10	35.30
S.D.	6.78	9.46	13.22	3.86	8.16	5.29
C.R.	3.68**		2.67**		2.08**	

The hypothesis of no significant difference between the problems of daily passenger and local educated working mothers concerning their health can rejected at both (.05 and .01) levels of significance ($t=3.68$). It was assumed that there was no significant differences between the problems of educated working mothers living in joint and single families can be rejected at (.05 and .01) levels of significance ($t=2.67$). The hypothesis of no difference between the problems of educated mothers working in schools and colleges and Hospitals, Banks and others offices can not be rejected at .01 level but can be rejected at .05 level ($t= 2.08$).

Area 4 professional problems

Mean ,S.D. and C.R. of the professionals problems of the different categories were found which were shown in table 1.6.

Table 1.6: Professional Problems

	DAILY PASSENGER	LOCAL	JOINT FAMILY	SINGLE FAMILY	SCHOOL COLLEGES	HOSPITALS BANK & OTHER OFFICES
MEAN	32.66	39.14	28.78	33.08	39.56	31.90
S.D.	8.88	9.13	11.98	10.36	9.58	8.55
C.R.	3.66**		1.60**		1.15**	

*Significant at .05 level

** significant at both (.05 and .01) levels of significance.

The table 1.6 shows that :

The hypothesis of no difference between the problems of daily passenger and local educated working mothers concerning their professions can be rejected at both (.05 and .01) levels of significance (t = 3.66). It was assumed that there was no significant differences between the problems of educated working mothers living in joint and single families can not be rejected at both (.0t & .01) levels of significance (t=1.16).

Area 5 social problems

Mean, S.D., and C.R. of social problems of the different categories were calculate which have been shown in

Table 1.7

	DAILY PASSENGER	LOCAL	JOINT FAMILY	SINGLE FAMILY	SCHOOL COLLEGES	HOSPITALS BANK & OTHER OFFICES
MEAN	30.00	38.61	22.59	30.41	38.41	31.11
S.D.	8.75	8.78	12.61	9,28	9.77	7.98
C.R.	1.89		3.41		1.19	

The hypothesis of no difference between the problems of daily passengers and local educated working mothers concerning their social set up can be rejected at bth (.05 and .01) levels of significance (t= 1.89). It was assumed that there was no significant differences between the problems of educated working mothers living in single and joint families can be rejected at both (.05 and .01) levels of significance (t=3.41). The hypothesis of no difference between the problems of educated mothers working in colleges- schools and Hospitals, Banks and other offices can be rejected at both (.05 and .01) levels of significance (t=1.19).

Area 6 Emotional Problems

Mean , S.D and C.R of the emotional Problems of the different categories of educated working mothers were calculated which have been shown in Table 1.8

Table 1.8

	DAILY PASSENGER	LOCAL	JOINT FAMILY	SINGLE FAMILY	SCHOOL COLLEGES	HOSPITALS BANK & OTHER OFFICES
MEAN	35.62	38.69	30.47	37.20	38.93	36.09
S.D.	7.30	1.06	11.07	6.32	6.49	6.85
C.R.	2.55**		2.32**		1.88	

Table 1.8 shows that :-

The hypothesis of no significant difference between the problems of daily passenger and local educated working mothers concerning their emotions can be rejected at .05 level but can not be rejected at .01 level of significance ($t= 2.55$). It was assumed that there was no significant difference between the problems of educated working mothers living in joint and single families concerning in joint and single rejected at .05 level and can not be rejected at .01 level of significance ($t= 2.32$). The hypothesis of no significance ($t=2.32$) difference between the problems of educated mothers working in schools - colleges and in Hospitals, Banks and other offices can not be rejected at both (.05 and .01) levels of significance.

Implications

Present study has important implications for women's Associations, educated working mothers themselves, society Children and husband.

For women's Associations:- These association should know the problems of educated working mothers and try to solve them.

For Educated working Mothers:- Educated working mother who is busy in struggling with her problems may waste her energy and will not be her complete self during interaction with the members of her family and will not do justice to her job. Thus she may not have an impact of her personality on others in the family and at the place of work.

For Society:- Education working mother who is involved in her own problems will not be able to work efficiently so as to be a use-full member of the society. The society should recognize the problems of educated working mothers and try to solve them.

Children and Husbands:- Working mother who is involved in her problems will not be able to attend to her husband and children properly. As a result the children will suffer most. Although there can not be a problem-free life but all members of the family can work together to minimize her problems.

VII. CONCLUSIONS

1. Daily passenger and local educated working mothers had faced different types of problems but educated working mothers living in single and joint families working in schools and colleges, Hospitals, Banks and other offices faced similar problems in their homes concerning their household problems.
2. Economic or Financial problems caused different amount of imbalance between the different categories of subjects.
3. Different categories of the subjects have different problems with regard to their health problems such as fatigue, tension, long hours of work and travel.
4. Professional problems like non-co-operation, groupism, uncertainty of job, criticism of boss, uncongenial atmosphere contribute significant difference between the daily passengers and local, working in schools-colleges, Hospitals, Banks and other offices, but not significant difference had been found between living in single and joint families.

5. Social problems which are faced by educated working mother were different for different categories of mothers.

6. An analysis of the emotional problems reflected the sense of rejection from husband, children, in-laws and colleagues causes tension on them. Significant differences between daily passengers and local, living in joint and single families has been found but not significant between those working in schools and colleges, Hospitals, Banks and other offices.

REFERENCES

- [1]. Bhatia, Baldev and Kamla: - " The Philosophical and Sociological Foundation of Education", Delhi, Dowaba House Book Sellers and Publishes.
- [2]. Ferree,M.: - "The confused American house wife; Psychology today, 1976
- [3]. Gupte, Suraj:- "The working mother and her problems", Know your Children, New Delhi, Vidya Bhavan, published by S.K Ghat, 1983.
- [4]. Hate, C.A:- "Changing status of Women", in Post Independent India", Bombay, Allied Publishers, 1969.
- [5]. Hunt, J.C. and Kiker, B.F.:- "Parental Time devoted to Children in two and one wage earner families" Sconomics of Education Review, Vol. 3, No.1, 1981.
- [6]. Mumtaj, K.A. and Noor, A.- "Status of rural Women in India", B.S.Uppal Publishers, Uppal Publishing house,New Delhi, 110002, 1983.
- [7]. Shah, c.z.:-"Married and Unmarried employed their adjustment problems". The Progress of Education, Vol. LVII No.4, Puna, Puna Vidyarthi, Griha Parkashen, Nov., 1983.
- [8]. Sharma, Savitra:- "Women Student In India", Status and Personality, Published Company, New Delhi. 1982.
- [9]. Spock, Benjamine:- "Baby and Child Care", Bombay Allied Publisher, Pvt. Ltd., 1981.
- [10]. Vasudeva:- "Social Class and Material Status", As Correlation of Modernisation." Asian Journal of Psychological and Education, 1984, Vol.14 No.1-4.