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Socio-Economic Values Among Female & Male Child of Working & Non-working Educated Women

ABSTRACT

Now-a-days working women are trying to raise the socio economic level of their families through jobs or business which increases the possibility of an adverse effect on the values of their children. Children are the future builders of the nation therefore it becomes essential to provide them an appropriate soothing environment so that their values, abilities, capabilities and personality can be developed according to the need of self and society. Mother plays a vital role in the life of a child, from the moment child is born, mothers instincts, affections, standards, values and ideals eventually shape her child. It is a matter of discussion till now whether the values of the children of working and non working educated women differ or to what extent mother's employment affects the values of her children. For this purpose 800 students studying in class XI in CBSE schools at Meerut & Ghaziabad have been selected randomly. Out of these 800 students, mother of 322 students were found working and of rest 478 were non-working. 138 female & 184 male children were having working mothers & 216 female & 262 male children were having non working mothers. For this purpose Background information pro forma (self made) & Personal value Questionnaire by G.P. Sherry and Verma were used. The result was analysed by using mean, Standard deviation & t test.

It was observed that for female child of working & non working women differ significantly in religious, economic, knowledge, power, and family prestige, democratic, hedonistic and social value. However, no significant difference was found in aesthetic and health value. Further male child of working and non-working women differ significantly on their economic value, religious value and aesthetic value. However, no significant difference was found in knowledge, power, family prestige, democratic, social, hedonistic and health value in respect of the male child of working and non-working women.

1. INTRODUCTION

In the modern developing society, man rarely performs dual role but modern development has created such situation for the woman that she has to perform dual role. This situation has both negative and positive aspects. Women take up job outside the house to augment family resources as well as perform their traditions household duties. The changing social and economic conditions have compelled the women to participate almost in every sector. They actively contribute in the promotion of economic

- development in different capacities namely
- as housewife, mother, labour, officer,
- scientist, technocrat, and executive, etc.
- Their increased participation in the
- economically productive work,
- particularly outside the four walls, has
- made them self dependent. Education has
- brought them from the subordinate
- position to an equal level with men. This
- change has infused self-confidence among
- this section of human population.
- Socio economic level of the family
- affects the intelligence, study habits,
- educational achievements, values as well
- as personality of children. A study by

Cambel (1952) verifies this fact. Cambel found that family environment and income of parents affects the physical and mental development and educational achievements of children to a great extent.

At present on one hand working women are trying to raise the socio economic level of their families through jobs or business, on the other hand, the employment of women increases the possibility of an adverse effect on the values of their children.

Children are the future builders of the nation. Therefore it becomes essential to provide them an appropriate soothing environment so that their values, abilities, capabilities and personality can be developed effectively according to the need of self and society. That is why it is necessary to investigate the effect of maternal work on the personality of children, because a mother plays a vital role in the life of a child. From the moment the child is born, mothers instincts, affections, standards, values and ideals eventually shape her child. A mother is said to be the first school for child.

Now the question arises if child's values are affected by the employment of mother or not. It is generally argued that the children of working women are more achievement oriented. On the contrary, some people argue that the mother should be completely devoted to her children for their proper development. It is a matter of discussion till now whether the values of the children of working and non working educated women differ or to what extent mother's employment affects the values of her children or the impact of mothers' employment is similar on male & female child or not.

2. THE DEFENITION

Educated Working Women : The educated working women are those women who have obtained proper education and after completing there education they have engaged themselves in some kind of profession which helps them to contribute to their family income. They also manage family with their job.

Educated Non Working Women : Educated non-working women are those women who have obtained proper education. They are looking after their family and have not engaged themselves in any profession which helps them to contribute to their family income.

3. VALUES

Values play an important role in an individual's life. They are socially approved desires or goals – conceptions or standard by which things are approved or disapproved. The term 'value' may refer to interests, pleasures, preferences, duties, moral-obligations, desires, wants, needs, attractions and many other modalities of selective orientations. There is no agreement as to how values are defined. The term value has been previously defined as 'which satisfies a human need or a human desire' and as 'the quality of things' which evokes some appreciative responses. Values have been understood by educationists as the normative standards by which human beings are influenced in their choices among the alternative courses of action which they perceive.

4. DIFFERENCE BETWEEN THE MALE CHILD OF WORKING AND NON-WORKING EDUCATED WOMEN ON VALUES

It was observed that for female child, the values were significant at 0.01 levels in

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religious value, economic value and knowledge value & at 0.05 levels; it was significant for power value, family prestige, democratic value, hedonistic value and social value. It leads to the inference that the female children of working and non-working women differ significantly on their religious value, economic value, knowledge value, power value, family prestige value, democratic value and social value.

However, no significant difference was found in aesthetic value and health value in respect of the female child of working and non-working women. It may be due to the reason that the both working and non working women, in Indian society want to give best possible facilities & comforts to their children & does not hesitate in spending desired money on providing best possible facilities, it leads to non significant difference in aesthetic, health & hedonistic value.

The formulated Hypothesis that “there is no significant difference between the female child of working and non-working educated women on values” is rejected for religious value, economic value, knowledge value, power value, family prestige value, democratic value, hedonistic value and social value. Where as this hypothesis is accepted for aesthetic value and health value Therefore the Hypothesis is partially accepted.

5. DIFFERENCE BETWEEN THE MALE CHILD OF WORKING AND NON-WORKING EDUCATED WOMEN ON VALUES

It was observed that for male child, t-values were significant at 0.01 levels in economic value & at 0.05 levels; it was

significant for religious & aesthetic value. It leads to the inference that male child of working and non-working women differ significantly on their economic value, religious value and aesthetic value.

However, no significant difference was found in knowledge value, power value, family prestige value, democratic value, social value, hedonistic value and health value in respect of the male child of working and non-working women. It may be due to the reason that the both working and non working women, in Indian society want to give best possible facilities & comforts to their children & does not hesitate in spending desired money on providing best possible facilities, it leads to non significant difference in knowledge value, power value, family prestige value, democratic value, social value, hedonistic value and health value.

The formulated Hypothesis that “there is no significant difference between the male children of working and non-working educated women on values” is rejected for economic value, religious value and aesthetic value. Whereas this hypothesis is accepted for knowledge value, power value, family prestige value, democratic value, social value, hedonistic value and health value. Therefore the Hypothesis is partially accepted.

It was also observed that mean for both male & female child of working women was higher for social, democratic, economic, knowledge, power, family prestige & health value. The mean for both male & female child of non working women was higher for religious, hedonistic & aesthetic values.

7. IMPLICATIONS

The findings of this study have practical implications to parents, teachers, psychologists, guidance counselor. The study is also useful for the future of students because schools are not only giving them bookish knowledge but also guide them for their future according to their values. The young blood have an infinite power which, if directed towards wrong side can become dangerous to the community as well as nation. At present the values of the society are changing very

- fast and we often talk about degradation
- of our values. It is right time to pay
- attention on the future of the society i.e.
- children. With the help of the study
- teachers, administrators as well as parents
- can pay special attention on the changing
- values of the children which will be of
- great help of entire humanity. They
- should provide moral education
- through books, co-curricular activities
- like debates, discussions and seminars.
- They should have values & should give
- value based education to the students.

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