



# Comparative Study of Working and Non Working Women in Guiding Educational Development of Children

Y. Prabhavati Devi

Krishi Vigyan Kendra, Chandel, ICAR, Manipur Centre

---

## ABSTRACT

The main objective of this study was to find out the role of working and non working women in guiding educational development of children. For the study, 300 working and 300 non working women having children of at least 5 years old were selected randomly from Imphal East district, Manipur. Comparison has been made between the two groups. For collecting data the respondents were directly interviewed personally on the basis of the structured schedule. The data were analyzed in the light of the objectives. Percentages were calculated from the raw score obtained by the subject. Chi Square test was used to calculate the significant impact and the variations between the two categories. The finding of the present study showed that there was significant difference between working and non working women in guiding the children's educational development.

**Key word:** Education, development, randomly, working and non-working women.

---

## INTRODUCTION

Working women refers to those who work outside the domestic engagements like working in government offices, business establishments, private firms etc., whereas non-working women mean only those women who are engaged in non-profitable household daily domestic chores only. Women play multiple roles as housewife, mother and wage earner in the family. In every society around the world, women are assigned by custom to be the primary caretakers of the infants and children. The activities performed by women such as breastfeeding, preparing food, seeking preventative and curative medical care are crucial for children's healthy development (Singh, 2018). Women also play important roles as generators of family income by engaging in household farms, businesses or as wage employees. Especially in the developing countries such works are considered to be essential to family survival (Glick, 2002). A mother's role is important not just because she has special skills. She is with her children spending much longer time than any other person and her instructions reflect a very strong influence on attitudes, abilities and behavior of the children

(Ravnbol, 2011). Most of the children who are successful and well-adjusted generally come from homes where parental attitudes are favourable and a wholesome relationship is existed between children and parents (Aeri and Jain, 2017). Mothers give the children love, affection and care since birth. Nowadays child-care and child education becomes a major issue in most of the countries of the world. It is a universal truth that children require mother's love and daily care the most (Almani *et al*, 2012).

On one side, the tradition holds that women should continue their former life and play a mother's role and on the other hand, many of the roles are modified as a result of women's prolonged daily engagement and absence from home. In such a context, an attempt was made to assess the socio economic profile of working and non working women and also to find out the difference between working and non working women in guiding educational development of the children.

## MATERIALS AND METHODS

For conducting the study three stage sampling designs were used for the selection of sample. The Imphal Municipal areas form the first stage of

---

Corresponding Author's Email: prabhayumnam@rediffmail.com

sampling, while different areas of Imphal District were taken as the second stage of sampling. Working and non-working mothers having younger children of at least 5 yr old were taken as the third stage of sampling. A total of 600 samples were taken for the study. For collecting data the respondents were directly interviewed personally on the basis of the structured schedule. Data of the present study were analyzed in two phases. In the first phase, data on background information of the respondent household and data gathered to extract various information keeping in view objectives of the study were calculated. Percentage was also calculated from the raw scores obtained by the subject. In the second phase Chi Square Test was also used to see the difference between the two groups of sample

under study. The total numbers of frequency of scores for both the groups were calculated.

### RESULTS AND DISCUSSION

The data (Table 1) depicted the demographic profile of the respondents who fall under different categories of age groups, working hours, educational levels, family types and family monthly income.

#### Women’s role in guiding the children’s educational development

In the present study, women’s role in guiding the children’s educational development showed that the number of working women and non-working women who took care of their children during study hour was 38% and 36 per cent, while 54 per

**Table1. Socio economic profile of working and non- working women.**

Working Women			Non-Working Women	
Age group	Frequency	Per cent	Frequency	Per cent
20 – 30	72	24	132	44
30 – 40	168	56	120	40
40 – 50	60	20	48	16
<b>Working hour</b>				
5 - 8 hr./day	172	57.3	153	51
> 8 hr./day	128	42.7	147	49
<b>Educational level</b>				
VIII-X	00	00	24	08
X-XII	06	02	150	50
XII- B.A	198	66	120	40
B.A- Above	96	32	06	02
<b>Family type</b>				
Nuclear	148	49.4	135	45
Joint	152	50.6	165	55
<b>Family income</b>				
Up to Rs. 10,000/-	12	04	153	51
10,000 - 20,000/-	45	15	147	49
20,000 - 30,000/-	145	48.3	00	00
30,000 and above	98	32.7	00	00

## Comparative Study of Working and Non Working Women

**Table 2. Comparison of working and non working women in guiding children's educational development.**

Parameter	Working women		Non working women		SD (=)
	N	%	N	%	
Taking care during study hour					
Wife	114	38	108	36	0.33
Husband	162	54	174	58	0.83
In-laws	00	00	18	06	18
Other family members	18	06	00	00	00
Neighbour	06	02	00	00	00
X <sup>2</sup> = 19.16 is significant at 0.05					
Engaged private tutor during study hour					
Always	120	40	162	54	10.89
Frequently	48	16	12	4	108
Occasionally	60	20	48	16	03
Rarely	24	08	36	12	04
Never	48	16	42	14	0.86
X <sup>2</sup> = 126.75 is significant at 0.05					
Encouraged to get good mark in examination					
Giving reward	168	56	50	16.7	278.48
Praising verbally	126	42	30	10	307.2
Patting	06	02	100	33.3	88.36
Praising in front of other	00	00	120	40	120
Any other	00	00	00	00	00
X <sup>2</sup> = 794.04 is significant at 0.05					
Look after everyday class-work					
Always	168	56	150	50	2.16
Frequently	54	18	42	14	3.43
Occasionally	36	12	48	16	03
Rarely	30	10	50	16.7	08
Never	12	04	10	3.3	0.4
X <sup>2</sup> = 16.99 is significant at 0.05					
Checking monthly progress report of children					
Always	204	68	144	48	60
Frequently	24	08	36	12	04
Occasionally	42	14	48	16	0.75
Rarely	24	08	54	18	16.67
Never	06	02	18	06	08
X <sup>2</sup> = 89.42 is significant at 0.05					

cent of husband of working and 58 per cent of non-working women took care of their children during study hour.

In case of keeping private tutors for their children, the percentage of working and non-working women who always kept private tutors were found to be 40 and 54 per cent, respectively, whereas 16 and 14 per cent working women did not keep private tutor for their children. Further, there was a significant difference between the two groups in these aspects. Difference was also found between these two groups with respect to whether they encouraged their children to get good marks in examination or not. Majority of working women (56%) and non-working women (50%) do always look after their children's everyday class-work while only 18 per cent working women and 14 per cent non-working women occasionally look on children's everyday class-work which is found to be statistically significant. In checking the monthly progress report of their children, majority of the working women (68%) and non-working women (48%) always check the monthly progress report of their children but the working and non-working women who check the monthly report of their children frequently are 8 and 12 per cent, respectively. Result of the present study also showed that there was a significant difference between working and non working women in guiding children's educational development.

### CONCLUSION

Women play an important role in developing family and society. They can put their entire efforts and managing skills in the whole things very smoothly, no matter whether she works at work place

or as a house-wife or in parenting of children. From this study, it was found that most of the working women look after everyday class work, home work, checking monthly progress report and also take care during study hour. From the study, it was also found that husband, in laws, other family members and neighbour also helped during the study hour of children. Some of the women engaged private tutor during study hour as they do not much time to look after their children. The working women balance the two cordial roles of a partner in nation building and molding of the family values. There is also a little relaxation necessary in between the working hours, devoting time for the children and the family members, which indirectly will contribute to the total being of the family, society and nation. This study will help the future researchers in their pursuit for further study and innovative new perspectives.

### REFERENCES

- Aeri P and JainD (2017). *Effect of employment status of mothers on conceptual skills of pre schoolers*. Department of Human Development, Guru Nanak girls college, Haryana, India <https://doi.org/10.1080/09718923.2010.11892858>
- Almani A S, Abro A and Mugheri R A (2012). Study of the effects of working mother on development of children in Pakistan. *Int J Humanities and Soc Sci* 2(11): 164-171
- Glick P (2002). *Women's employment and its relation to children's health and schooling in developing countries; conceptual links, empirical evidence and policies*. Cornell Food and Nutrition Policy Program Working paper No.131: Cornell University.
- Ravnbol C I (2011). Women motherhood early childhood development, *UNICEF Report*.
- Singh Lal Kumar (2018). Impact of working mothers on their children's development. *Innovation the Res Concept* 3(03) :18-20.

Received on 05/02/2020 Accepted on 15/04/2020