

The Impact of Employed Women on The Social Development of Their School Going Children

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ABSTRACT

Keywords:

Women employment, Social mobility, Social development, Financial support.

This research was conducted to determine the impact of employed female Teachers on the social development of their school going children. Ten private schools were purposively selected and so female teachers, their husbands and one school child made the sample of the study. A questionnaire was developed involving five variables i.e. Financial Support to the house hold (FSH), Socialization/Culturalization of children (CSH), Provision of modern facilities at home (PMF), Budgeting time and social development of children. The questionnaire was pilot tested for reliability which yielded Cronbach Alphas from .77 to .90. The data so collected was process through SPSS-23 applying various statistical tools. The data analysis confirmed that the employed female teachers do considerably contribute towards the social development of children and social mobility of their families.

INTRODUCTION

Generally, education plays a vital role in the social development of the people. Social status of the family has positive effect on the social development of children Franks (2011). Odey (2008) confirmed the significance of the female teachers on the social development of their children. Social development refers to the inculcation of social skills and emotional development of the children Sharma and Vaid (2005). Social development implies social competence.

The role of women in children education are highly appreciable wherein they monitor the activities of the children out of school imbibing self-discipline. Lines (2005) considers women's role as vital in encouragement of their children, in their education, in their time management and modelling the desired behavior, monitoring home and practically teaching children at home. Cotton and Wicklund (2001) highlight women's role in promoting children's education by participating in school functions and observing school obligations. Swap (2007) considers women's full participation is of great significance for equal and sustainable development.

Research Objective

The main objective of the Research was assessing the relationship between female employed teachers on the social development of their children.

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Mothers' Employment and Children Social Development

Wolfer & Moen (1996) indicated that adolescent girls whose mothers worked during the daughter's early years are more likely to stay in school. The employed mothers who value their parenting role are more likely to adopt authoritative child rearing and regulation allowing their children independence with adequate supervision (Hoffman 2000). Moreover, children of both parents employed households devote more daily hours to doing their homework under parental guidance and participate in household chores. Parental contact is related to higher achievements and intelligence, mature social behavior and gender flexibility (Gottfried, 1991: Radin, 1994), when mother's employment demand heavy schedule it may result in ineffective parenting. Working long hours and spending little time with children are related to less favourable adjustment (Moorehouse 1991). However, part time employment seems to have benefits for children of all ages because of less work load and availability of more time help mothers meet children needs (Hart et al; 1997).

Recent Trends in Women Employment

Consequent upon the science as technological advancement and improving living standards, single unit families have replaced the traditional joint family system. These families are shifting to urban areas where the new township has emerged. The life in these townships has taken new shape. People expect all essential facilities of life in their household which involve more investment hence urge for more earning and more financial resources has emerged. In these circumstances, a single earning member of the family cannot meet the requirements. Therefore, the modern trend of women employment means more income and financial resources. In Pakistan, constitutionally there is no discrimination in employment opportunities on a gender basis. The government has enacted various provisions safeguarding and protecting women in the workplaces. Women are also coming forward to join man-dominated professions like engineering, banking, and all other commercial enterprises. In Pakistan women have achieved prestigious positions like judges of the high court and Supreme Court of Pakistan, vice chancellor of universities, members of parliament, and ministers at provincial and federal government; even we have women as ambassadors as well. Women are doing well in commercial enterprises and industries having their own chamber of commerce.

CONCEPTUAL FRAMEWORK

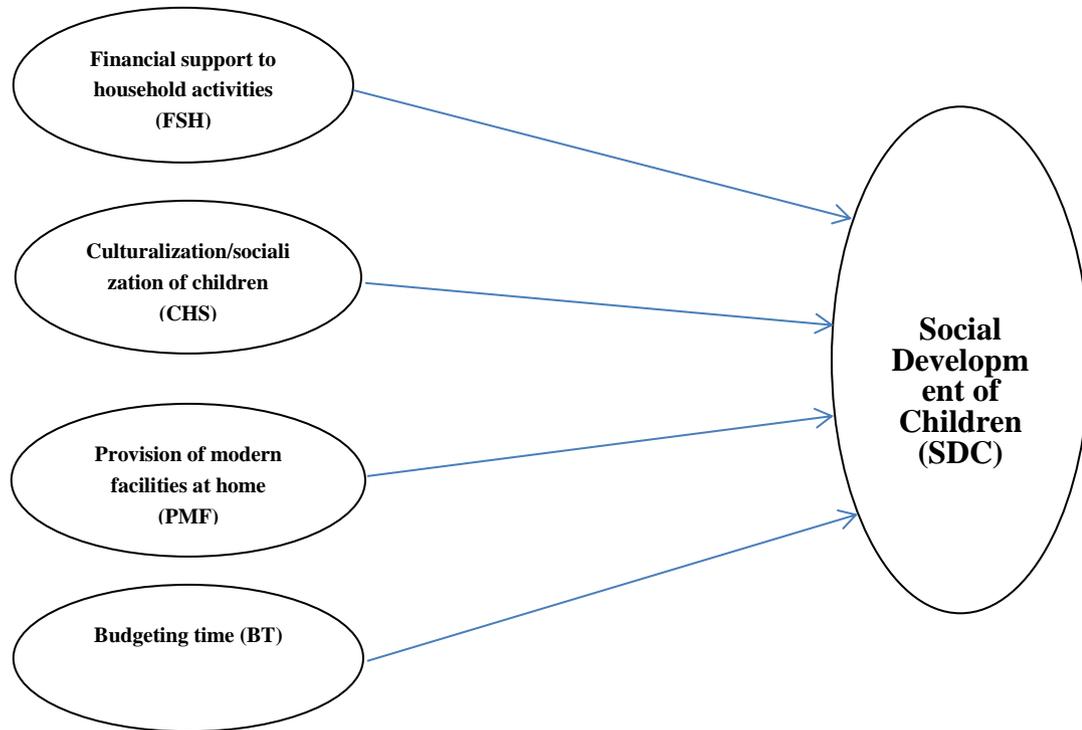
Bandura's Social Learning Theory

Bandura's social learning theory suggests that children learn behavior by observing the social environment they live in. Hence parents may provide a conducive, social and cultured environment at home to imbibe desirable behavior among children. The parents must set the example of good behavior; the child will follow the same. A positive reinforcement or reward may be used to encouraging children adopting good behavior. A mother may use praise, enlargement and a threat as a reward for good behavior. One important element in shaping the personality of the child is to make him used to dialogue and persuasion. This will help him to develop personality and skills. It is necessary for the mother to establish children rules they may observe to organize their various routines and activities.

Vygotsky's Social Development Theory

Social learning is the foundation for any kind of development in human beings (Lev Vygotsky 1896-1934). His theory of social development is one of the foundations of the constructivism. Every function

in the child cultural development occurs twice: Initially as interpersonal and consequently as intrapersonal. (Vygotsky, 1978). Human beings generally acquire life skills from a culture, e.g. speaking, writing and understanding social environments. Children acquire these skills as a social function and to communicate their needs, ultimately, these skills are internalized and transformed into higher thinking skills. Vygotsky focused on the interaction between people and the socio-cultural environment in which they live and interact (Crawford, 1996).



METHODS AND MATERIALS

The data was collected from ten randomly selected private secondary schools in Peshawar. The questionnaire was developed on 5-point Likert scale. The questionnaire was pilot tested which indicated Cronbach's Alphas ranging from .75 to .90 that is from acceptable to good range. The variables involved in the study included Financial Support household (FS), Culturalization/Socialization of the children (CSH), and Provision of various modern facilities at home and Budgeting Time (BT) as independent variables and Social development of children (SDC) as independent variable.

ANALYSIS AND DISCUSSION

Reliability Test

Reliability test was applied to determine the reliability of test items used in the questionnaire. The reliability of all the variables was found in acceptable to good ranges as given in Table:

| Variables | Cronbach's Alpha |
|------------------------------------------------------|------------------|
| Financial Support to Household (FS) | .85 |
| Culturalization/Socialization of the Children (CSH) | .88 |
| Provision of Various Modern Facilities at Home (PVF) | .90 |
| Budgeting Time :(BT) | .83 |
| Social Development of Children (SDC) | .75 |

Descriptive Statistics

Descriptive statistics indicated the mean values of all the variables greater than the mid value meaning by that all respondents were agreement side with two points raised.

One Sample t-test

Analysing variables using One-sample t-test for the variable FSH Indicated the mean value as 3.8744 statistically greater than the neutral value (3). As per table given below:

| One-Sample Statistics | | | | | |
|-----------------------|----|--------|----------------|-----------------|-------|
| | N | Mean | Std. Deviation | Std. Error Mean | Error |
| FS | 43 | 3.8744 | .46296 | .07060 | |

One-Sample Test

Test Value = 3

| | T | Df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
|-----|--------|----|-----------------|-----------------|-------------------------------------------|--------|
| | | | | | Lower | Upper |
| FSH | 12.385 | 42 | .000 | .8744 | .7319 | 1.0169 |

One sample t-test for variable CSH

| One-Sample Statistics | | | | | |
|-----------------------|----|--------|----------------|-----------------|-------|
| | N | Mean | Std. Deviation | Std. Error Mean | Error |
| CH | 43 | 3.8692 | .47217 | .08210 | |

One-Sample Test

| | Test Value = 3 | | | | | |
|----|----------------|----|-----------------|-----------------|-------------------------------------------|--------|
| | t | Df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| CH | 10.842 | 42 | .000 | .8692 | .7244 | 1.0558 |

One sample t-test for variable CSH indicated the mean value as 3.8692 which is statistically significant showing the agreement by the respondent that employed women contribute in culturalization and socialization of their children.

One sample t-test for the variable PMF

Table 4.6(a)

One-Sample Statistics

| | N | Mean | Std. Deviation | Std. Error Mean |
|-----|----|--------|----------------|-----------------|
| PMF | 43 | 3.8120 | .47702 | .09100 |

One-Sample Test.

| | Test Value = 3 | | | | | |
|-----|----------------|----|-----------------|-----------------|-------------------------------------------|--------|
| | T | Df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| PMF | 9.477 | 42 | .000 | .8120 | .6788 | 1.0461 |

One sample t-test for the variable PMF indicated the mean value is 3.8120 which is greater than the midpoint indicating the agreement of the majority of the respondents that employed women contribute to the provision of various modern facilities at home given at above table:

One sample t- test for variable BT

One-Sample Statistics

| | N | Mean | Std. Deviation | Std. Error Mean |
|----|----|--------|----------------|-----------------|
| BT | 43 | 3.1705 | .60076 | .09161 |

One-Sample Test

| | Test Value = 3 | | | | | |
|----|----------------|-----|-----------------|----------------|-------------------------------------------|-------|
| | t | D f | Sig. (2-tailed) | Mea Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| BT | 1.862 | 42 | .070 | .1705 | -.0143 | .3554 |

One sample t- test for variable BT indicated the mean value is 3.1705 which is statistically significant. This means that employed women manage their time properly for all essential activities at home.

CONCLUSION AND RECOMMENDATION

Conclusion

The analysis of the data indicated that female employed teachers do contribute in the social development of their children. They are also instrumental in the improvement of the social mobility of their families. Following conclusions were drawn:

- Employed women have positive impact on the social development of their children.
- The husbands of the employed women do have certain reservations regarding their employment wives but husbands generally support women employment.
- Children though suffer in extra due to the absence of their mother but still they support their mother's employment.
- Employed women do contribute significantly towards the social mobility of her family.

Recommendations

Following measures may be adopted:

- Issues in the women education may be addressed to enhance the rate of female literacy.
- Social development sectors may adopt measure to create awareness among the masses regarding the contribution of women employment on children' social development.
- Governments may take initiatives to control the negativity of the women employment.
- All laws and government initiatives regarding women empowerment may be implemented in letter and spirit.

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