CHAPTER-IV
CHAPTER FOUR.

MOTIVATIONAL FACTORS FOR EDUCATION AND EMPLOYMENT AMONG WOMEN.

In this chapter, an attempt is made to analyse the motivational factors for education and employment among the urban women. The chapter further explores their attitude towards the suitable type of education and employment. In addition, the consequences of employment for the study sample are also analysed and discussed.

I. MOTIVATIONAL FACTORS FOR EDUCATION

The term education is context-specific, referring to different things in different situations. In the traditional sense, as a process of learning, education is meant to include everything that an individual acquires in the form of skills or training that helps better living. But in the present modern context, education mostly means a formal system of education which is obtained through institutional network of schools and colleges. Formal education today is recognised as a device of acquiring knowledge, skills, career and higher status. Although modern societies have come to accept education as a primary need of every person, it still is considered a prerogative of men to a considerable measure and women are not greatly encouraged to avail themselves of this benefit. Under the new educational policy (1985), it was realised that female education in the country was far from being satisfactory on various counts.

"It is clear that despite considerable acceleration in the recent years because of deliberate measures to facilitate their (girls) education, they are still way behind the boys. To a great extent, this disparity is more the result of economic and cultural biases of society, then
the accessibility of educational facilities. Many parents still hesitate in sending girls to coeducational institutions and are particularly adverse to those in which there are no women teachers. Even the performance of girls compares favourably with that of boys, relatively fewer girls seek admission to professional courses, other than those pertaining to medicine, teachers training and nursing". 

The Government of India, therefore, has decided to introduce various schemes for the development of female education along with the education of other backward classes. As a result, this situation seems to be changing slowly and consequently, the urban women have started receiving formal schooling in increasing number to make their lives more meaningful.

In the light of the advantages of modern education for women as stated above and observed by many research studies, the present study assumes acquisition of knowledge, employment, higher status, better life, proper methods/means of raising children and family, and for better marriage opportunity as motivational factors to women's education. Table 4.1 given below provides information about the motivational factors for the education of respondents.

1. New Educational Policy, 1985; Government of India; New Delhi; PP: 58, 59.


**Table 4 - 1**

**Motivational factors for education.**

<table>
<thead>
<tr>
<th>Motivational factors</th>
<th>Group A</th>
<th>Group B</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Knowledge</td>
<td>86</td>
<td>115</td>
<td>201</td>
<td>50.25</td>
</tr>
<tr>
<td>b) Employment</td>
<td>122</td>
<td>69</td>
<td>191</td>
<td>47.75</td>
</tr>
<tr>
<td>c) Higher Status</td>
<td>88</td>
<td>59</td>
<td>147</td>
<td>36.75</td>
</tr>
<tr>
<td>d) Better life</td>
<td>93</td>
<td>88</td>
<td>181</td>
<td>45.25</td>
</tr>
<tr>
<td>e) Proper raising</td>
<td>17</td>
<td>42</td>
<td>59</td>
<td>14.75</td>
</tr>
<tr>
<td>of children &amp; family</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Marriage</td>
<td>06</td>
<td>04</td>
<td>10</td>
<td>2.50</td>
</tr>
<tr>
<td>g) Other: e.g.,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>38</td>
<td>13</td>
<td>51</td>
<td>12.75</td>
</tr>
<tr>
<td>encouragement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total n=200  n=200  N=400  100.00

[ Note: The totals exceed the actual numbers because respondents have listed multiple choices. ]

This table reveals that 201 (50.25 per cent) out of the total sample of 400, respondents have considered acquisition of knowledge as one of the major motivational factors for acquiring education, 91 (47.75 per cent) respondents have indicated employment, 147 (36.75 per cent) higher status, 181 (45.25 per cent) better life, 59 (14.75 per cent) proper raising of children and family and 10 (2.5 per cent), marriage as important motivational factors of their education and 51 (12.75 per cent)
respondents have indicated other reasons like parents' encouragement as a motivational factor.

In Group A, out of 200 employed respondents, 86 (43 per cent) have expressed knowledge, 122 (61 per cent) employment, 88 (44 per cent) higher status, 93 (46.5 per cent) better life, 17 (8.5 per cent) proper raising of children and family and 6 (3 per cent) respondents have considered marriage as one of the motivational factors for seeking education. In addition, 38 (19 per cent) respondents have given parents' encouragement as one among the major reasons for their education.

As shown in table 4.1, in Group B, among 200 unemployed respondents, 115 (57.5 per cent) have considered knowledge. 69 (34.5 per cent) employment, 59 (29.5 per cent) higher status, 88 (44 per cent) better life, 42 (21 per cent) proper raising of family, 4 (2 per cent) marriage as one of the motivational factors for their education and 13 (7.5 per cent) respondents have given parents' encouragement as a motivational factor.

These figures show that respondents of both the sub-groups of the study sample have accepted acquisition of knowledge, employment, higher status and better life as significant motivational factors for education. However, a relatively larger number of women perceived acquisition of knowledge as the most important motivational factor among all.

An analysis of the data shows that in Group A among the category of employed respondents 86 (43 per cent) out of 200 have indicated acquisition of knowledge as one of the motivating factors for their education. In Group B, among the unemployed respondents, 115 (57.5
per cent) out of 200, (relatively a larger number of them) have expressed acquisition of knowledge as a motivating factor for their education. It shows that the quest for knowledge is considered an important motivational factor that encourages women to pursue education in certain cases. In fact, the acquisition of knowledge is recognised as one of the main objectives of education.

Among 200 respondents of Group A, 122 (61 per cent) have reported seeking employment as one of the significant motivational factors for education whereas, in Group B, out of 200 unemployed respondents 69 (34.5 per cent) have expressed this motivating factor for their education. This shows that relatively a higher percentage (61 per cent) of employed respondents have given this factor as against only 34.5 per cent of unemployed respondents. It can be argued here that the socio-economic background of women plays a part in considering employment as a motivating factor for education. It is observed that in the Indian context, women accept jobs mostly when there is an economic compulsion. Many research studies have proved this observation. For instance, Jain's (1988) study concluded that

"Economic need is the fundamental reason for female employment" in India.

Thus, it can be a motivating factor mostly for those who have monetary needs and financial commitments.

The achievement of higher status is expressed as another significant motivational factor for education by 44 per cent (88 out of 200) of employed respondents and 29.5 per cent (59 out of 200) of unemployed respondents. This reveals that when compared with the

---

2 Jain, Shashi (1988); Status and Role Perception of Middle class Women; Puja Publishers; New Delhi; P: 200.
unemployed, a higher percentage of employed respondents have given this motivating factor for their education. Respondents' economic background, attitude towards higher status, peer group influence, and the realisation about education as a status-raising factor seem to influence the idea of higher status as a motivating factor for education. Thus, the aspiration for higher status can be a strong motivating factor for higher education for those who are from the lower socio-economic background, who have a greater concern for higher status and for those who conceive of higher education as a symbol of modernity and high social position.

Among the 200 respondents of Group A, 93 (46.55 per cent) have felt the desire for better life as one of the motivational factors for their education. In Group B, out of the total 200 unemployed respondents, 88 (44.5 per cent) have indicated this as a motivating factor. In other words, a sizeable number of both employed and unemployed women have considered the prospectus of better life as a motivating factor.

The reason for this preference is obvious. Modern formal education is considered both as a symbol of, as well as a vehicle to, modern living. Education today is widely recognised as a source of enlightenment that makes an individual more rational. By doing so, it helps better living both inside and outside the family. In the case of women, for instance, education encourages development of broad mindedness and modernity. It helps to develop a better understanding with family members and others. It facilitates an understanding of the world better and to keep pace with the developments in society. Education also helps in carrying out the work outside the home better and to teach and train children properly. Therefore, it is quite expected
that women have expressed desire for better life as a motivational factor for their education.

Data further indicate that 17 (8.5 per cent) out of 200 respondents of Group A and 42 (21 per cent) out of 200 respondents of Group B have said that the desire to bring up children and family better had motivated them to get education. The growing academic needs and requirements of children today demand their parents, especially the mothers, to be educated, so that they can guide their children better. Moreover, women need to be educated for better management of family affairs, for the maintenance of family health and to handle outside jobs of the family better. This becomes more important for those who stay at home.

In Group A among 200 employed respondents, 38 (19 per cent), and 13 (6.5 per cent) out of 200 respondents of Group B have given parents' encouragement as one of the motivating factors for their education. This shows that, a higher percentage (19 per cent) of Group A respondents have given this factor as against only 6.5 per cent of Group B. It may be due to the socio-economic and educational background of their parents. As it has been observed if parents are educated, they encourage their daughters to get education so that they can pursue various careers or can lead a better life. The growing demand for educated brides in middle and upper classes also compel the parents to provide education for their daughters.

Thus, regarding the motivational factors for the education of women, the present study finds that there is no single factor, but a variety of socio-economic factors which motivate women to obtain education. Acquisition of knowledge, employment, higher status and better life are found significant. In addition, proper raising of children and family and
parents’ encouragement are also considered motivational factors for the education of women. This study, further suggests that motivational factors for education among women vary with certain factors. This variation seems to be associated with economic background of the family, personal ambitions, peer group influence, pattern of socialisation and the educational status of parents.

(a) *Attitude towards type of education.*

Formal types of education today are broadly categorised as professional education and liberal/general education on the basis of their content, methodology and orientation. By professional education is generally meant technical education or such other education that prepares an individual for the practice of a particular profession. General education on the contrary does not train a person for any particular occupation. In this study, education provided in B.E., M.B.B.S, B.V.Sc, L.L.B and such other courses is considered professional education, and education given in liberal arts, science and commerce as general education.

It has been observed that with the dawn of modern India, urban women of the upper classes were allowed to receive education, though gradually. Further, professional education was mostly meant for boys whereas girls were encouraged to receive general / liberal education which was expected to facilitate better performance of their domestic roles. After independence, the education of women has been generally encouraged in India. Hence the attitude of people in general and women in particular appears to be changing today towards education. As a consequence, women are receiving education in increasing number and they are also encouraged to get professional education. Against this background, this study has attempted to examine the attitude of women
towards the type of education that they perceive as suitable and required for them. To collect the relevant data in this regard, respondents were asked: "what type of education do women need? Explain". Their responses are presented in the following table 4.1 (a).

<table>
<thead>
<tr>
<th>Table - 4.1 (a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferable type of education for women.</td>
</tr>
<tr>
<td>Type of education</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>a) General/liberal</td>
</tr>
<tr>
<td>b) Professional</td>
</tr>
<tr>
<td>c) Both</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

This table shows that out of the total sample of 400 respondents of the study, 72 (18 per cent) respondents have preferred general/liberal education for women. 180 (45 per cent) have preferred professional education and 148 (37 per cent) respondents have preferred both types of education as suitable for women.

In Group A among 200 employed respondents 37 (17.5 per cent) have preferred general/liberal education, 91 (45.5 per cent) have preferred professional education and 72 (36 per cent) have preferred both types of education as suitable for women.

As shown in the table, in Group B out of 200 unemployed respondents, 35 (17.5 per cent) have preferred general / liberal
education. Among the 165, who remain 89 (44.5 per cent) have preferred professional education and 76 (38 per cent) have opted both types of education as required for women.

An analysis of data in relation to the opinion of respondents about the preferable type of education reveals that out of total 400 respondents, 72 (18 per cent) have felt general education as suitable for women. This type of education is preferred by respondents mainly because, it helps women to manage the family affairs better, to handle outside jobs of the family independently, to take care of children better, to achieve higher status and also to get jobs in the case of a need. The respondents also felt that professional education is not preferred normally for women because this type of education is considered expensive for the family especially in the case of girls who leave their parents after marriage.

Among 400 respondents, 180 (45 per cent) have considered professional education for women necessary. It has been pointed out by the respondents that to achieve equality with men, women should get professional education which is considered prestigious and currently dominated by men. Professional education was suggested for women by the respondents, mainly because it helps to pursue a career, to achieve economic independence and higher status. It has been also felt by respondents that without a job a woman has no economic security. Hence, she needs professional / job-oriented education that can provide her a career and secure life.

Data further show that among the total of 400 respondents, 148 (37 per cent) have considered both general and professional types of education for women as preferable. As they have expressed, the
suitable type of education for a woman depends on her personal interest, aptitude and parents' educational and economic status. Respondents felt that general education is enough for those women who want to become good housewives and mothers, but for the ambitious and career oriented women, professional education is the suitable type.

Thus, this study finds that a large majority of 82 per cent of respondents have suggested either professional or both professional and general education for women. This shows a certain change in the attitude of women towards the type of education as a means of obtaining career, economic independence and higher status along with the desire for better performance of domestic roles. As established by the data, the liking for professional/job-oriented education is gradually increasing among urban women. Without any exception, all respondents have felt education as essential for women. Such a change in attitude of women preferring professional or job-oriented education for women seems to be the consequence of the growing necessity of women's employment and change in the outlook and ambitions of women towards life. Thus, it can be said that, the present urban women consider education as a primary need that make their lives useful and meaningful. In addition, preference for professional and/or job-oriented education is slowly increasing among urban women in the direction of attaining economic independence and gender equality in family and society.

(b) **Desirable level of education for women**

Desirable level of education here means the minimum level which helps an individual to utilise the skills of education and to enjoy its benefits in the practical life.
Regarding the desirable level of education for women as understood by respondents, data reveal that among the total 400 respondents, 317 (79.25 per cent) have considered graduation as the desirable level of education for women. Among the rest, 49 (12.25 per cent) respondents have preferred matriculation, 20 (5 per cent) post-graduation, 12 (3 per cent) Pre-University level and 2 (0.5 per cent) have preferred none as the desirable level of education for women. It has been felt by the respondents that for the better living both within the family and outside, education up to graduation is required for women today. It is found from the data that, graduation as the desirable /minimum level of education helps women to perform domestic roles better, to achieve higher status, to keep pace with the changes in society and to take up employment at the time of economic crisis in the family. In addition, respondents have also expressed the need for some vocational training along with graduation. This, according to them, is needed so that they can earn some money and can become economically independent.

Thus, the present study finds graduation as the desirable level of education for urban women today. This is not surprising. Graduation, today, is accepted as the desirable/minimum level of education for women as it leads to better enjoyment of the fruits of education. This finding of the present study is in correspondence with the finding of Jena’s (1993) study which also finds graduation as the minimum level of education for women.

"It was found that majority (57.1 per cent) of our respondents were of the view that females should be allowed to get education up to graduation level. 36.7% of the respondents were of the view that women should be given education up to post-graduation level."
A few respondents expressed that women should be allowed to get higher secondary education".  

I. MOTIVATION FOR EMPLOYMENT AMONG WOMEN

Employment is believed to have brought certain changes in the lives of educated urban women. Although the participation of women in the primary sector is not new in India, their participation in secondary and tertiary sectors is relatively recent. Constitutional provisions, other legislative measures, economic pressures, personal ambitions and the like encourage educated urban women to take up gainful employment outside the home. Keeping in view the growing importance of women's employment and its impact on their lives, the present study has attempted to examine the motivational factors for women's employment, their attitude towards the type of employment as suitable for women and the consequences of their employment as perceived by the respondents themselves.

Many previous studies report that a combination of several socio-economic and psychological factors motivate educated urban women to pursue occupational careers. With this insight, the following possible motivational factors for women's employment are considered: desire for achievement of economic independence for self, supplementing family income, utilisation of education and available time, and achievement of higher status. The following table presents data on the motivational factors for employment as perceived by the respondents.

---

<table>
<thead>
<tr>
<th>Motivational Factors</th>
<th>Group A</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Economic Independence</td>
<td>120</td>
<td>60.00</td>
</tr>
<tr>
<td>b) Supplementing family income</td>
<td>87</td>
<td>43.50</td>
</tr>
<tr>
<td>c) Utilisation of education</td>
<td>71</td>
<td>35.50</td>
</tr>
<tr>
<td>d) Utilisation of time</td>
<td>39</td>
<td>19.50</td>
</tr>
<tr>
<td>e) Higher status</td>
<td>57</td>
<td>28.50</td>
</tr>
<tr>
<td>Total</td>
<td>n=200</td>
<td>100.00</td>
</tr>
</tbody>
</table>

[Note: The totals exceed the actual numbers because respondents have listed multiple choices.]

This table shows that out of the total 200 employed respondents of Group A, 120 (60 per cent) have listed the desire for economic independence as the most important motivational factor for their employment. Among the rest, 87 (43.5 per cent) have indicated supplementing family income, 71 (35.5 per cent) as the utilisation of education, 39 (19.5 per cent) utilisation of time and 57 (28.5 per cent) have considered higher status as the most significant motivational factor for their employment. This shows that educated urban women today take up jobs mainly for the reasons like desire for economic independence, supplementing family income, utilisation of education and time and higher status. Among these factors as indicated by the figures, economic factors like desire for economic independence and supplementing family income are found to be more significant motivational factors. It may be true because in the Indian context, women's employment is mostly encouraged for economic reasons.
Data on motivational factors for employment are further analysed in terms of level of education, employment status, income level and age of respondents to find out the correlation between specific motivating factors for employment and personal factors of respondents such as the above.

An analysis of data indicates that 120 (60 per cent) respondents out of the total 200 have indicated a desire for the achievement of economic independence as one of the important motivational factors for accepting employment. This shows that a majority of women in the study sample have taken up employment to achieve economic independence.

It is found that 52.88 per cent (55) of graduates and 67.70 per cent (65) of post-graduate respondents have stated achievement of economic independence as an important motivational factor for their employment. This shows that the sense of economic independence is considered relatively more important among the post graduates than the graduates. In other words, as the level of education of women goes up, the desire to strive for economic independence among them also goes up. It is often argued that with higher education, women become more conscious about self-reliance, self-respect and independent recognition. This may be the reason for the sense of economic independence which is more acute among the highly educated than the other group.

Data further show that 45 per cent of professionals, 50 per cent of administrators, 53.33 per cent of teachers, and 66.66 per cent of respondents with clerical jobs have expressed economic independence as a major motivational factor for their employment. These figures indicate that adequate number of respondents of all job positions considered economic independence as a motivating factor. However, a
relatively higher percentage of women with clerical jobs have given this as the motivational factor for their employment. It indicates a positive correlation between the sense of economic independence and lower cadre jobs.

In addition data point out that 61.48 per cent (91) respondents from low and middle income groups and 55.76 per cent (29) from the high income group have said that they took up employment to achieve economic independence. It explains that desire for economic independence considered is important in both groups but it is relatively more among women from the lower and middle income groups. Thus, the achievement of economic independence as a motivational factor for women's employment appears to be related to their economic background and personal ambitions also.

In other words, lower cadre jobs and lower and middle income level background of respondents are correlated with the achievement of economic independence as a motivational factor for their employment. It may be because these respondents might have perceived economic independence as their future economic security. In that case, it is true that economic security can be a motivational factor for employment mostly for those who are from the lower and middle classes. Especially in the present modern, urban context, women in general seem to have developed more or less a feeling of insecurity. The study indicates that it is relatively higher among lower and middle class urban women. The increasing incidents of dowry harassment, dowry deaths, divorce and desertion have started creating the feeling of insecurity among women and as a result, the lower and middle class women are finding security in employment.
Among respondents in the age group of 39 years and below, 67.79 per cent and in the age group of 40 years and above and 48.78 per cent have preferred achievement of economic independence as a motivating factor for their employment. This proves that a majority of these women aspiring for economic independence and self-reliance belong to the younger age groups. Therefore, the younger age of respondents is correlated with this motivating factor. As commonly observed, younger women differ from elderly women in their pattern of socialisation and in career ambitions. It may be possible that due to the reasons that the present young urban women are more ambitious and do not totally rely on the security provided by marriage that they look for independent earnings. Therefore, women want to achieve economic independence and economic security with employment to lead a secured life.

Thus, the present study reveals that, 60 per cent of respondents have given desire for economic independence as a motivational factor for their employment and therefore it can be considered as a significant motivational factor. This study further finds that this motivational factor is observed to be associated with higher level (post-graduation) of education, lower cadre jobs, lower or middle income brackets and younger age group of respondents.

Out of the total 200 respondents, 87 (43.5 per cent) have expressed the desire to supplement family income as one of the important motivational factors for their employment. This shows that a relatively significant number of women are motivated by this factor in accepting gainful employment. Data show that 51.35 per cent of respondents who belong to lower and middle income groups and only 21.15 per cent respondents from the higher income group have given
'desire for supplementing family income' as a motivating factor for their employment. Overall, over half of the women cited this factor as having motivated them for employment. Hence, there is a positive correlation between desire for supplementing family income as a motivational factor and lower and middle income background. The rising cost of living in urban areas is in fact compelling wives in lower and middle class households to take up employment to supplement the family income. Thus, it can be concluded that the desire for supplementing family income mostly motivates the women of lower and middle income groups for employment to a higher degree, than women of high income groups. Many research studies point out that many a middle class married woman accepts jobs mainly due to economic problems in her family. Swarajyalakshmi's (1992) study states that in her sample, a majority (87 per cent) of women accept and are continuing in jobs mainly due to economic compulsions.

Data further show that out of 200 employed respondents of Group A, 71 (35.5 per cent) have considered desire for the utilisation of education as a motivational factor for their employment. It has been observed that 28.4 per cent of graduates and 42.70 per cent of postgraduates have given this factor. Since a higher percentage of postgraduates considered desire for utilisation of education as a motivating factor, post-graduation, as a higher level of education, has a positive relation with this motivational factor. Thus, it can be said that more women with higher education prefer employment for the proper use of their education.

It is found from the data that, 67.5 per cent (27) of professionals, 25 per cent (10) of administrators, 30 per cent (18) of teachers and 26.66 per cent (16) holding clerical jobs have preferred utilisation of
education as a motivating factor. These figures reveal that well over a simple majority of professionals have given this factor as responsible for their employment. Thus, utilisation of education as a motivating factor has a relationship with the professional education of respondents. It is also logical in that, when a woman has professional education that prepares her for some particular vocation like medicine, law or management, it is quite natural that she takes up a job also with the intention of utilising her education skills.

Data further indicate that 30.40 per cent (45) of respondents who belong to lower and middle income groups and 41.17 per cent (21) of respondents having higher income have given utilisation of education as a motivational factor for their employment. It shows that a higher percentage of these women are from the higher income group. Thus, it can be said that women from sound economic background mostly take up employment for non-economic reasons like utilisation of education. Many researchers like Kapur (1960-1970), Rani (1976) Khanna & Verghese (1978), Arora (1990) etc., have also observed that on most occasions, women of higher strata accept jobs for non-economic reasons unlike the women of lower socio-economic strata.

Thus, it is found that the utilisation of education is one of the motivational factors for women's acceptance of employment. It is further found that this motivating factor has a positive correlation with a higher level of education, professional job background and higher income level of respondents.

Data on the utilisation of time as one of the motivational factors for women's employment show that 39 (19.5 per cent) respondents have given this factor as responsible for their employment. It has been
observed that relatively higher percentage (20.27) of respondents who fall in low and middle income groups have named this motivational factor as against 17.30 per cent of respondents who belong to higher income group. These figures reveal a mild positive relationship between utilisation of time as a motivational factor for the employment of respondents and their lower or middle income background.

Data further suggest that among the 200 employed respondents, 28.5 per cent (57) have said that the desire for higher status has motivated them to take up gainful employment. It is found that desire for higher status has motivated 25.96 per cent (27) of graduate and 31.25 per cent (34) of post-graduate respondents to go in for employment. This shows that a relatively larger number of post graduates have given this as the motivating factor. Hence, post-graduation as a higher level of education has some relationship with the aspiration for higher status as a motivating factor in women's employment. The possible reason is that post-graduation generally accords a higher status than mere graduation in the family as well as in society.

Among those who gave achievement of higher status as the motivating factor for employment, 33.05 per cent (39) respondents are in the age group of 39 years or below and 21.95 per cent (18) respondents 40 years or above. This shows that a relatively higher percentage of younger women have given this motivating factor than the elderly women. So it can be said that younger women have relatively greater concern for status than the elderly women. It may be said that the progressive pattern of socialisation and personal ambitions of young women are mainly responsible for the greater concern toward higher status.
Thus desire for higher status is considered one of the important motivational factors for women's employment. It is also found that this motivational factor is associated with post graduation and younger age background of respondents to some extent.

In order to understand the attitude of unemployed respondents of Group B regarding the necessity of employment for women and its motivational factors, they were asked: "Is employment necessary for women? why?". In response, out of the total 200, an overwhelming majority of 186 (93 per cent) respondents have felt employment as necessary for women. The respondents have considered desire for economic independence, supplementing family income and better standard of living as important motivational factors for women's employment. This shows that a large number of unemployed respondents have felt the necessity of employment for women mainly for economic reasons. However, a few respondents (14 out of 200) have preferred employment for reasons like utilisation of education and available time, and the achievement of self-gratification. Data show that an overwhelming majority of respondents from different levels of education, age, and class backgrounds have considered employment as necessary for women mainly for economic reasons. The rising cost of living, coupled with the availability of education for women resulting in their changing ambitions, is gradually increasing awareness towards the need for and the rate of, women's employment. In addition, job reservations for women in various fields are regarded as important in this regard.

Thus, the findings of the present study in relation to the motivational factors for women's employment may be summed up as the following: Desire for economic independence, supplementing family
income, utilisation of education and time and achievement of higher status are the motivational factors for the employment of educated urban women in that order of preference. This study, however, reveals that motivational factors for the education of women vary with their educational achievements and economic backgrounds. It is found that a majority of urban educated women are motivated to take up employment by the desire for economic independence. This motivational factor is related to higher education (post-graduation), lower cadre jobs, lower and middle income and younger age backgrounds of respondents. It is further observed that the desire for supplementing family income is reported as another important motivational factor. This factor is associated with the poor economic background of respondents. It is further found that women with post-graduation, professional education and sound economic background take up jobs also to utilise their educational skills and competence. Utilisation of time as a motivational factor is found to be related to lower economic background of respondents to some extent. It is also indicated by the data that desire for higher status as a motivational factor is associated with higher education and younger age backgrounds of respondents. In Group B, an overwhelming majority of respondents with different socio-economic and age backgrounds have considered employment as essential for women mainly for economic reasons like financial independence, supplementing family income and better standard of living. These motivational factors are proved significant in Group A also.

It can be concluded therefore that the educated urban women are motivated by both economic and non-economic factors for taking up employment. However, economic factors like economic independence and supplementing family income are found more important than non-
economic ones. Jena's (1993) study also agrees with this finding. In this study

"It was found that 53.6% of the respondents have taken jobs to have economic independence while 38.8% respondents replied that they have taken up jobs for rising family income. Data also indicated that 7.6 per cent of the respondents have taken up employment for enhancement of status".  

It is also found from the findings that motivational factors for women's employment vary with their level and type of education, economic background and age. However, it is difficult to say that educated urban women are motivated to go in for employment by any one specific factor; in fact, a host of factors in a compounded fashion seem to motivate the married urban women in seeking employment. For instance, although women from the lower class background accept gainful employment mainly for supplementing family income, other factors like achievement of economic independence, utilisation of time and education also serve as motivational factors, in association with supplementing family income. Hence, economic factors are important in motivating educated urban women for employment although non-economic factors are also considered responsible. This particular finding of the present study is supported by earlier research studies conducted by the Ministry of Labour, Government of India (Labour Bureau, 1964), Kapur (1970), Rani (1976), Wadhera (1976), Chakraborty (1978), Khanna & Verghese (1978), Blumber and Dwarki (1980), Ramanamma & Bumbewala (1987), Ramu (1989), Arora (1990), Mathur (1992), Swarajyalakshmi (1992) and the researcher's another study of (1994) etc. These studies also reveal that various socio-

4. Ibid, P: 129
economic and psychological factors motivate women to take up jobs in addition to economic factors.

III. ATTITUDE TOWARDS TYPE OF EMPLOYMENT:

It is found from the data that almost all employed and unemployed women of the study sample have perceived employment as essential for women although for varied reasons. This indicates that the present educated urban women have developed a positive attitude towards employment. However, it is observed that their attitude towards all types of employment is not the same. It is felt that educated urban women prefer teaching and clerical jobs as more suitable than others in maintaining a balance between the job and domestic duties. Their number in professional and administrative jobs is small at present although there is a slight increase in recent years. Jain’s (1988) study reports that

“Teaching is by far the most important single area of employment for the educated women. More than half of working women in our sample (50.50 per cent) were employed in teaching in schools, colleges and universities. The data prove the traditional notion that the teaching profession is most suitable for women as it is considered honourable and free from mal-practices. Moreover teaching is less time consuming”.  

In the light of this observation, the present study attempts to know whether there is any change in the attitude of women towards the type of employment as suitable. Table-4.3 given below provides information about the attitude of respondents towards the type of employment as suitable for women.

5. Jain, Shashi (1988); Status And Role Perception of Middle Class Women; Puja Publishers; New Delhi; p. 197.
### Table 4-3

**Attitude towards type of employment.**

<table>
<thead>
<tr>
<th>Type of employment</th>
<th>Group A</th>
<th>Group B</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Clerical</td>
<td>39</td>
<td>48</td>
<td>87</td>
<td>21.75</td>
</tr>
<tr>
<td>b) Teaching</td>
<td>96</td>
<td>94</td>
<td>190</td>
<td>47.50</td>
</tr>
<tr>
<td>c) Professional</td>
<td>30</td>
<td>11</td>
<td>41</td>
<td>10.25</td>
</tr>
<tr>
<td>d) Administrative</td>
<td>08</td>
<td>09</td>
<td>17</td>
<td>4.25</td>
</tr>
<tr>
<td>e) Part-time jobs</td>
<td>15</td>
<td>36</td>
<td>51</td>
<td>12.75</td>
</tr>
<tr>
<td>f) Self employment</td>
<td>33</td>
<td>55</td>
<td>88</td>
<td>22.00</td>
</tr>
<tr>
<td>g) Any one of the above</td>
<td>84</td>
<td>80</td>
<td>164</td>
<td>41.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>n=200</td>
<td>n=200</td>
<td>N=400</td>
<td>100.00</td>
</tr>
</tbody>
</table>

[Note: The totals exceed the actual numbers because respondents have listed multiple choices.]

This table shows that 87 (21.75 per cent) out of the total sample of 400, respondents have stated clerical jobs as suitable for women, 190 (47.5 per cent) have indicated teaching jobs, 41 (10.25 per cent) professional jobs, 17 (4.25 per cent) administrative jobs, 51 (12.75 per cent), part time jobs of any kind, 88 (22 per cent) self-employment and 164 (41 per cent) respondents have considered all types of jobs as suitable for women.

Among the total 200 respondents in Group A, 39 (19.5 per cent) have suggested clerical jobs, 96 (48 per cent) teaching jobs, 30 (15 per cent) professional jobs, 8 (4 per cent) administrative jobs, 15 (7.5 per
cent) part time jobs, 33 (16.5 per cent) self-employment and 84 (42 per cent) have had no preference as they felt that all jobs suit women.

In Group B, out of the total 200 unemployed respondents, 48 (24 per cent) have considered clerical jobs, 94 (47 per cent), teaching, 11 (5.5 per cent), professional, 9(4.5 per cent), administrative jobs, 36 (18 per cent), part time jobs and 55 (27.5 per cent) have preferred self employment as suitable for women. 80 (40 per cent) respondents have felt that all types of jobs are suited to women in general.

This explains that in both the sub-groups a higher percentage of respondents have preferred teaching jobs as best suited to women and next to this choice, the respondents felt that all types of jobs are suited to women.

An analysis of data shows that 18.5 per cent of the employed and 24 per cent of the unemployed respondents have felt clerical jobs as good for women for the reason that clerical jobs have less responsibility and have limited and well-defined working hours. Hence these jobs are thought to help women in managing both domestic and office roles adequately.

Data further establish that 48 per cent of Group A and 47 per cent of Group B respondents have preferred teaching jobs as best suited for women because these jobs are generally accepted as respectable jobs; they have limited working hours, and more number of holidays and vacations. Hence, it is argued that women can manage their families better with teaching jobs.
It is observed from the data that 15 per cent of the employed and 5.5 per cent of the unemployed respondents have suggested professional jobs as good for women for the main reasons that these jobs, by being labelled as prestigious, challenging and glamorous, help women to achieve higher status, better social recognition and esteem in society.

As the data show, only 4 per cent of the employed and 4.5 per cent of the unemployed respondents have expressed administrative jobs as good for women mainly because these jobs are prestigious.

It is revealed further that 7.5 per cent of the employed and 18 per cent of the unemployed respondents have preferred part time jobs as suitable for women for the reason that they help women to take care of their family better along with earning money. This shows that a relatively higher percentage of unemployed respondents have considered part-time jobs as good. The possible reason is that unemployed women who consider domestic roles as more important and spend much time in their performance, might have felt that part time jobs won't come in the way of their domestic roles.

Regarding the suitability of self-employment for women, data indicate that 16.5 per cent of the employed and 27.5 per cent of the unemployed respondents have reported self-employment as appropriate for women. They have preferred such jobs for the same reason that they help to take care of the family better.

Data also show that, 42 per cent of the employed and 40 per cent of the unemployed respondents have considered all types of jobs as suitable for women. These respondents felt that the woman is capable of
doing any kind of job and she is as efficient and intelligent as a man in every job. Hence, there should not be any restriction on women in the selection of jobs. Respondents have in fact suggested that girls also must be motivated like the boys to take up any job according to their interest and aptitude. This indicates a definite positive change in the traditional attitude of at least certain urban women towards the type of employment. The psychological dimension of this issue calls for further sociological attention.

From the above analysis, it is inferred that although almost all women consider employment as necessary, most of them suggested only such jobs as clerical, teaching, part-time jobs and self employment, which will not affect the better performance of the domestic roles. This shows that even though women are encouraged to take up any employment, the major responsibility of child care and household duties are still attached to their wives' roles. Hence the selection of jobs by educated women is restricted greatly by their domestic responsibilities because they consider domestic roles as more important than their job roles. In fact, most women perceive their job as an addendum to their routine rather than a vital social role. It may be due to the reason that Indian women, even today, are socialised to accept domestic roles as more important than the job roles. A job in the case of women is not considered as a part of personal development; rather it is often taken up due to economic compulsions.

Thus, the present study has culled out two major opinions from its respondents regarding the type of employment suitable for women. One opinion considers teaching jobs as best suited for women. The other opinion considers all types of jobs as suitable for women. These two opinions are further analysed in terms of the personal factors of
respondents like level of education, job position and age factor in order to arrive at proper conclusions.

As data show, 190 out of the total sample of 400 respondents - almost an equal percentage in both the sub-sample groups- have preferred teaching jobs as ideally suited for women. 96 respondents among them are employed. The level of education and age of respondents have no significant impact on their positive attitude towards teaching jobs. However, it is found that 35 per cent (14) of professionals, 37.5 per cent (15) of administrators 63.33 per cent (38) of teachers and 48.33 per cent (29) of clerks have considered teaching jobs as the preferred job. A majority of these respondents are teachers. Hence, this opinion is correlated with the teaching job background of the respondents. It may be due to their personal experience that encouraged these respondents to perceive the teaching job as better than other jobs. Moreover, the teaching job is generally a preferred type of employment among women as it is considered respectful and provides ample time to perform their domestic roles as noted before.

However, the teaching job is liked by those who hold other jobs as well. A recognisable percentage of respondents from professional, administrator and clerical occupational backgrounds also deemed teaching jobs as more suited for women. The possible reasons for this preference are personal interest, domestic responsibilities and awareness about the advantages of teaching jobs in terms of respect, performance and holidays.

Data further reveal that, out of 400 respondents, 164 (41 per cent) have considered all types of jobs as good for women. Almost an equal percentage of employed as well as unemployed respondents have
expressed this opinion. Hence, the traditional attitude that considers teaching, clerical, nursing and such other jobs as only suitable for women is found to be changing to some extent. 37.59 per cent (100) of graduates, 47.36 per cent (63) of post graduates and cent per cent (1) of doctorates have expressed this opinion. Thus, a positive opinion towards all types of jobs and higher level of education are positively associated to some extent. Higher education is generally believed to be a significant factor that increases an individual's self-confidence and power of reasoning. By doing so, it brings an attitudinal changes in the person. Hence it can be said that higher education of women changes their attitudes towards type of employment positively.

It is further observed that among these 164 respondents, 84 are employed. Of them, 47.5 per cent (19) of professionals, 52.5 per cent (21) of administrators, 33.33 per cent (20) of teachers and 40 per cent (24) of clerks have felt that all kinds of jobs are suitable for women. These figures point out that relatively a higher percentage of administrators and professionals have expressed this opinion than teachers and clerks. Therefore, this opinion finds some correlation with administrative and professional job backgrounds. It is quite obvious that women holding administrative and professional jobs can judge better, the suitability of such jobs for women than others.

Data also show that 43.79 per cent (120) of respondents who are in the age group of 39 years or below and 34.92 per cent (44) of respondents who fall in the age group of 40 years or above have shown a positive attitude towards all types of jobs as suited for women. This shows that a comparatively higher percentage of younger women have exhibited this opinion than elder women. Women of younger age group are generally more progressive both in thought and action than the
elders. The progressive pattern of socialisation, peer group influence and the changing needs of younger women appear to influence their progressive attitude towards life in general and type of employment in particular.

After analysing the data in relation to the attitude of educated urban women in relation to the type of preferred employment the present study concludes that teaching jobs are popular among educated urban women to a considerable extent. It is observed that a teaching job background has a significant correlation with the positive attitude of respondents towards teaching jobs. Some earlier research studies by Jain (1988) and Arora (1990) have also revealed that teaching jobs are more popular among women than other jobs. Arora's study (1990) in particular, points out that in his study sample,

"Although women themselves are working in different fields still a majority of them considered teaching as the most suitable job for women probably due to the reason that it is in this field only that they can strike a balance between the role of a housewife and that of a working woman".  

In addition, this study reveals some possible change in the attitude of educated urban women towards the type of employment as well. A good number of urban women have exhibited a progressive attitude towards all types of jobs as suitable for women. The study further reports that this progressive attitude of urban women is positively associated with their higher level of education, administrative and professional job and younger age backgrounds.

This particular finding of the study is supported also by some other researchers. Studies by Kapur (1970), Khanna & Verghese (1978), Kaur (1983), etc. have established that the traditional attitude of educated urban women is gradually changing in relation to various aspects of life.

This study concludes that the selection of jobs among educated urban women is largely restricted by the constraints in their domestic roles. Around 50 per cent of urban educated women still perceived teaching jobs as the most suitable ones for women. This perception is largely found to be the result of their domestic responsibilities and traditional pattern of socialisation. This has made the performance of domestic roles as more for women than in engaging in career development, particularly in the career of their choice. The studies by Jain (1988) and Jaiswal (1993) agree with this conclusion. Jain’s (1988) study concludes that

"Family obligations do not permit substantial occupational mobility amongst women. They are very selective in their choice for a job. ..... They are restrained to join a job because of its social propriety and norms of female modesty. Teaching is the only job which has attracted a majority of the working women". 7

Jaiswal’s (1993) study also reports that

"women still seem to be influenced by their family and kinship ties in choosing jobs". 8

8. Jaiswal, R.P (1993); Professional Status of Women; Rawat Publications; New Delhi; P : 128
IV. CONSEQUENCES OF WOMEN'S EMPLOYMENT.

Employment in the case of women is considered a significant factor that is perceived to leave a deep impact on their domestic roles and statuses. It also affects the economic standards of their family, familial relationships etc. as discussed earlier. Hence, the present study tries to analyse the consequences of women's employment on themselves and on their families. In the light of the research findings of the earlier studies, this study assumes that women’s employment results in economic independence, higher status, self-gratification for themselves and better living standards for their families. Data on consequences of women’s employment as felt by respondents are presented in the table given below.
Table 4 - 4
Consequences of women's employment.

<table>
<thead>
<tr>
<th>Consequences</th>
<th>Group A</th>
<th>Group B</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Economic Independence for self</td>
<td>195</td>
<td>189</td>
<td>384</td>
<td>96.00</td>
</tr>
<tr>
<td>b) Higher status</td>
<td>186</td>
<td>180</td>
<td>366</td>
<td>91.50</td>
</tr>
<tr>
<td>c) Self gratification</td>
<td>156</td>
<td>152</td>
<td>308</td>
<td>77.00</td>
</tr>
<tr>
<td>d) Better living standards</td>
<td>191</td>
<td>190</td>
<td>381</td>
<td>95.25</td>
</tr>
<tr>
<td>e) Others : e.g.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Increase in self confidence</td>
<td>32</td>
<td>37</td>
<td>69</td>
<td>17.25</td>
</tr>
<tr>
<td>ii) Improvement of knowledge</td>
<td>24</td>
<td>18</td>
<td>42</td>
<td>10.50</td>
</tr>
<tr>
<td>iii) Role conflicts</td>
<td>95</td>
<td>125</td>
<td>220</td>
<td>55.00</td>
</tr>
<tr>
<td>Total</td>
<td>n=200</td>
<td>n=200</td>
<td>N=400</td>
<td>100.00</td>
</tr>
</tbody>
</table>

[Note: The totals exceed actual numbers because respondents have listed multiple choices.]

This table reveals that out of total 400 respondents, 384 (96 per cent) have felt that employment results in economic independence for self, for 366 (91.5 per cent) higher status, for 308 (77 per cent) self-gratification and 381 (92.25 per cent) have said that employment results in better living standard for the family. The respondents have mentioned other consequences also. Among 400 women, 69 (17.25 per cent) have
said that employment leads to an increase in self confidence, for 42 (10.5 per cent) improvement in knowledge, and for 220 (55 per cent) respondents, it leads to role conflicts.

In Group A, among the 200 employed respondents, 195 (97.5 per cent) have said that employment provides economic independence for self, 186 (93 per cent) have felt that it provides higher status, according to 156 (78 per cent) it leads to self gratification, and 191 (95.5 per cent) have felt that living standards of the family increases due to their employment. These women have mentioned other consequences of their employment as well. Out of 200 respondents, 32 (16 per cent) respondents have felt that employment increases self-confidence in women, 24 (12 per cent) have said that employment improves knowledge and 95 (47.5 per cent) women have pointed out that employment leads to role conflicts.

Among the 200 unemployed respondents of Group B, 189 (94.5 per cent) have expressed that women's employment results in economic independence for self, 180 (90 per cent) have said that it results in higher status, 152 (76 per cent) have felt that it brings a sense of self gratification and 190 (95 per cent) have said that it leads to better living standards for their families. These women have mentioned other consequences also. Among the 200 women of Group B, 37 (18.5 per cent) have said that employment increases self-confidence, to 18 (9 per cent) that it improves knowledge and 125 (62.5 per cent) have said that women's employment results in role conflicts.

An analysis of data in this regard reveals that an overwhelming majority of both employed and unemployed respondents with different levels of education, income, employment status (in the case of Group A
respondents) and age groups have mentioned economic independence, higher status for self, and better living standards for the family as the major consequences of women's employment. It may be argued in this context that a majority of educated urban women are said to have accepted the jobs mainly with the intention of achieving economic independence, higher status and better economic standards; hence, women's employment is perceived to lead to these consequences in the urban Indian context today.

Almost an equal percentage (77) of both employed and unemployed respondents have felt that a sense of self-gratification is one of the major consequences of women's employment. Today, employment is generally recognised as a major source of self-gratification for urban educated women. Employment brings self-gratification for women by providing them proper time utilisation, earning capacity, a provision for self-expression and a sense of achievement.

Data also reveal that among the 400 respondents, 220 (55 per cent) have perceived women's employment as leading to role conflicts because employed women generally find it difficult to take proper care of children and families along with their job expectations. Such a role conflict is mainly due to the reason that employment imposes certain new rules and responsibilities on women in addition to the existing ones at home, often with contradictions. The dual roles of women have varied and contradictory expectations often compete for their limited time, energy and attention which leads to frustration and conflict at home or in the office. Or, as found often, one of the roles and its responsibilities get neglected resulting in tensions among women and their family members. However, various devices are available today to reduce the role conflicts by providing women additional time, and reducing their physical or
psychological fatigue. For instance, labour saving devices like electric and electronic equipments in the kitchen as also two wheeler vehicles for local transportation help women to manage their dual roles more efficiently and with less tension. Co-operative attitude of the husbands and family members is considered as another important factor in reducing role conflict among women.

Thus, in relation to consequences of women’s employment, the present study shows that women’s employment leads to certain major consequences like economic independence, higher status, self gratification, better living standards and role conflicts. Economic independence and better living standards are reported as relatively more important among these consequences. These two factors, in fact, are perceived as major causes as well as consequences of women’s employment. However, higher status, self-gratification and role conflicts are reported as some of the major outcomes. The study further reports that, employment of women not only leads to the expected consequences, it also leads to some unintended consequences. For example, while a woman takes up a job with a desire for better living standards, such employment results also in the improvement of living standards of her family, and leads to economic independence for self, higher status and on the negative side, possibly role conflicts.

The findings of the present study on the consequences of women’s employment are in correspondence with the findings of previous studies like those of Hate (1930), Kapur (1970), Khanna & Verghese (1978), Dabla (1991), Swarajyalakshmi (1992), Abidi (1993) and the researcher's own study (1994) as discussed in chapter one. These studies also found employment of the woman as resulting in all the consequences mentioned above.
In summary, the findings of the present study in relation to motivational factors for education and employment of women, their attitude towards the type of education and employment and about the consequences of women's employment are: Not one single factor but a variety of socio-economic factors motivate women to get education. Acquisition of knowledge, employment, higher status and better life are found to be the significant motivational factors for their education. In addition, proper raising of children and family and parental encouragement are the other factors for motivation. Motivational factors for the education of women are found to vary with economic background, personal ambitions, peer group influence, pattern of socialisation and the educational status of parents. It is found that urban women of today consider education as a primary need, and professional and job-oriented education is gradually gaining popularity among them. With regard to the desirable level of education for women, this study reveals graduation as the minimum/desirable level of education for women.

Regarding the motivational factors for women's employment, it is found that the desire for economic independence, supplementing family income, utilisation of one's educational skills and free time, and achievement of higher status are some of the important factors motivating educated urban women to secure employment. The economic factors are found to be relatively more significant than others. This study finds particularly, the desire for economic independence as the most important motivational factor. The study indicates that motivational factors for women's employment vary with their level of education, type of education, economic background and age factor. In relation to the type of employment as suitable for women, the present study finds that teaching jobs are still popular among educated urban
women to a considerable extent. It is further found that compared with other occupational backgrounds of the respondents, the teaching job background of the respondents has a significant correlation with a positive attitude towards teaching jobs themselves. In addition, this study found that a good number of educated urban women have developed a positive attitude towards all types of jobs. This progressive attitude of women towards the type of employment is correlated with their higher level of education, administrative or professional job background and younger age group. On the consequences of women’s employment, the present study concludes that certain major consequences perceived by the respondents are economic independence, higher status, self-gratification, better living standards and role conflicts. This study reports economic independence, security and supplementing of family income and better living standards as the three major causes as well as consequences of employment of urban educated women. This study also points out that employment of women leads to both intended and unintended consequences.

When the study data are analysed within the theoretical framework of socialist feminism, it lead us to conclude that there is a slight change in the attitude of urban women towards the necessity of education and employment in their lives. Some change is also observed in relation to the type of education and employment suited for women. In spite of equal opportunities in terms of education and employment, a large number of urban women are still less educated and unemployed. They are unable to avail themselves of these opportunities to the extent desired. Women in most cases are not encouraged to pursue professional/job-oriented education and the jobs other than teaching, clerical and the like. Hence it can be argued that the lives of Indian women are still ruled by the traditional patriarchal principles
considerably. As a result, they are made to accept their gender roles as their prime roles among all. Therefore, gender equality would be possible only when women organise struggles against patriarchy both at the individual and the community levels. Moreover, men and women should be properly socialised with progressive values that would establish gender equality.

The impact of education and employment of women on their changing gender role expectations and other related issues will be discussed in the next chapter.

*******