CHAPTER 3

THE RESPONDENTS: PROFILE AND SOCIAL BACKGROUND
One of the important aspects of the study of a profession is the social background of the people who have joined it. A descriptive account of demographic, social and educational background of the teacher educators will help us in understanding the complex nature of the factors contributing to their attitudes and orientations to academic work. In other words, these factors have an influence in shaping their personalities, in determining their behaviour patterns and in developing their attitudes to their profession. In this chapter we will discuss the social background of the teacher educators of Calcutta University for determining the factors which have influenced their attitude and commitment to work.

In order to make a comprehensive and systematic discussion of social background we have divided the chapter into three sections:

Section I : Personal Profile - presents distribution of teachers by sex, age, religion, caste, urban-rural background, marital status and educational background.

Section II : Family of procreation - gives all the information about spouse and children of the teachers.

Section III : Family of orientation - deals with the information on parents of the respondents regarding their education, occupation and income.

Henceforth they will be referred to as teachers.
SECTION I: PERSONAL PROFILE

Sex

As already mentioned, ours is a comparative study between men and women teachers. Traditional sex role socialisation presumes that men should work, build a career for themselves and provide economic support to the family. Women, on the other hand, should accept the role of housewives and mothers. Most parents see the education of boys as an investment for it prepares them for their potential role as breadwinners. Education of girls is viewed as an expenditure which, if possible, should be avoided. This social constraint directly affects the educational opportunities and consequently job opportunities of women in Indian society. This has also led to the expectation that men, as a group, might show more work involvement than women who would find role conflict between family roles and work roles. However, traditional socialisation norms are undergoing change and the extent to which sex as a variable will continue to influence different aspects of professional work is an important question with regard to the teaching profession.

In our study, out of 150 teachers educators (henceforth teachers) there are 81 men (54.0 percent) and 69 women (46.0 percent) who are working as full time teachers in the different teacher training colleges under Calcutta University. Our sample covers all the full time teacher educators of Calcutta University.
Besides sex, age is an important variable in so far as it may influence the professional commitment of teachers. Women teachers may not be so involved in their professional work because of their household commitments. But as they reach their middle age their family obligations and responsibilities lessen and they may like to become more committed to professional work. The situation may be reversed in the case of men who may be more committed to work in their young age but gradually become less committed as they reach their middle age.

The following table describes the age distribution of teachers:

<table>
<thead>
<tr>
<th>Sex</th>
<th>Below 35 years</th>
<th>35-44 years</th>
<th>45-54 years</th>
<th>55 and above</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>2 (2.5)</td>
<td>14 (17.3)</td>
<td>44 (54.4)</td>
<td>21 (25.9)</td>
<td>81 (100.0)</td>
</tr>
<tr>
<td>Women</td>
<td>7 (10.1)</td>
<td>20 (20.0)</td>
<td>31 (44.9)</td>
<td>11 (15.9)</td>
<td>69 (100.0)</td>
</tr>
<tr>
<td>Total:</td>
<td>9 (6.0)</td>
<td>34 (22.6)</td>
<td>75 (50.0)</td>
<td>32 (21.3)</td>
<td>150 (100.0)</td>
</tr>
</tbody>
</table>

From the table it is seen that 50 percent of teachers are in the age group of 45-54 years. Out of 81 men and 69 women teachers, 44 men (54.4 percent) and 31 women teachers (44.9 percent)
belong to this group. There are just 9 (6.0 percent) teachers in the lowest age group i.e. those who are below 35 years. Among them 7 (10.1 percent) are women teachers and only 2 (2.5 percent) are men. Thus women teachers exceed men teachers in the lower age groups; whereas men teachers are larger in number than women teachers in the higher age groups.

Language and Religion

Among our respondents 140 teachers (93.3 percent) are Bengalees. Remaining 10 teachers have Hindi, English, Punjabi or Kanarese etc. as their mother tongue. Religionwise distribution shows that 144 teachers are Hindus, 2 are Muslims and 4 are Christians.

Caste

One of the structural features of society that may have a bearing on educational opportunities is caste. In the pre-British Indian society, higher education was the monopoly of the traditionally high castes. Lower castes and untouchables had no access to higher educational institutions. This situation, however, did not change with the introduction of Western education. People from traditionally high castes still have had the privilege of higher education.

Various studies have shows how it is usually the people from relatively higher castes who are able to take advantage of higher educational opportunities. In a study of Rajasthan University
teachers it has been found that university teaching is the monopoly of the upper castes and pre-dominantly of the twice born castes. The proportion of minority groups and the Scheduled Castes is very insignificant. Caudino is also of the opinion that most of the college teachers come from urban Hindu upper castes and educated white collar homes.

Out of 150 respondents 118 teachers (78.6 percent) are from upper castes including Brahmins. Among them 60 are Brahmins (40.0 percent) and 58 teachers are from upper castes other than Brahmins (38.6 percent). There is only one teacher who belongs to SC/ST (for details See Table 1 in Appendix). Evidently the profession is highly dominated by the teachers from upper castes which comprises almost equal distribution of men and women teachers.

Urban-rural background

Now we look at the urban background of our respondents in so far as it exposes persons to higher education and work. Surveys of higher education have shown that it is confined to the urban areas. An All India Survey sponsored by N.C.E.R.T. has shown that college teachers are drawn from urban educated and white collar homes. A greater proportion of women college teachers had urban white collar occupational background, while college men teachers come from rural occupational background. The following

table (3.2) describes the urban-rural background of our respondents:

**Table 3.2: Urban-Rural Background of the Respondents**

<table>
<thead>
<tr>
<th></th>
<th>Urban</th>
<th>Rural</th>
<th>Semi-Urban</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>25 (30.9)</td>
<td>29 (35.8)</td>
<td>27 (33.3)</td>
<td>81 (100.0)</td>
</tr>
<tr>
<td>Women</td>
<td>55 (79.7)</td>
<td>5 (7.2)</td>
<td>9 (13.0)</td>
<td>69 (100.0)</td>
</tr>
<tr>
<td>Total</td>
<td>80 (53.3)</td>
<td>34 (22.7)</td>
<td>36 (24.0)</td>
<td>150 (100.0)</td>
</tr>
</tbody>
</table>

In the teacher training colleges 80 teachers (53.3 percent) were brought up in the urban-areas. Among them 25 are men teachers (30.9 percent) and 55 teachers are women (79.7 percent). Only 34 teachers (22.7 percent) were from rural areas. This includes 29 men (35.8 percent) and only 5 women teachers (7.2 percent). Thus more women teachers come from the urban areas in comparison to men. Even if we take semi-urban areas into consideration, we find that women teachers from urban and semi-urban areas are larger in number than men teachers.

**Marital Status**

Marital status is a significant variable in our study. Married women teachers may not be involved in their professional work as a result of increased household responsibilities. Further, mothers have to accept greater responsibilities in child bearing
and child rearing. Consequently professional commitment may differ among married men and women teachers. Again, professional involvement may differ among men and women teachers with different marital status and also among married and unmarried women teachers. These factors may have some bearing on our study. The following table describes the marital status of our teachers.

**Table 3.3: Marital Status of the Teachers**

<table>
<thead>
<tr>
<th>Sex</th>
<th>Married</th>
<th>Unmarried</th>
<th>Separated/ Divorced/ Widowed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>77</td>
<td>2</td>
<td>2</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>(95.1)</td>
<td>(2.5)</td>
<td>(2.5)</td>
<td>(100.0)</td>
</tr>
<tr>
<td>Women</td>
<td>44</td>
<td>18</td>
<td>7</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>(63.8)</td>
<td>(26.1)</td>
<td>(10.0)</td>
<td>(100.0)</td>
</tr>
<tr>
<td>Total</td>
<td>121</td>
<td>20</td>
<td>9</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>(80.7)</td>
<td>(13.3)</td>
<td>(6.0)</td>
<td>(100.0)</td>
</tr>
</tbody>
</table>

The table shows that out of 150 teachers, 121 teachers (80.7 percent) are married and 20 teachers (13.3 percent) are unmarried. Out of 81 men teachers 77 teachers are married (95.1 percent) whereas there are 44 married women teachers (63.8 percent) out of a total 69 women teachers. Thus unmarried women teachers are larger in number than men teachers, as we find that in our study there are 18 (26.1 percent) women and 2 (2.5 percent) men teachers who are unmarried.
Marital status and age

Let us now correlate marital status of our respondents with their age.

Table 3.4: Marital Status and Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Marital Status</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unmarried</td>
<td>Married</td>
<td>Sep/Div/Widowed</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M*</td>
<td>W*</td>
<td>M</td>
<td>W</td>
<td>M</td>
<td>W</td>
<td>M</td>
</tr>
<tr>
<td>Below 35</td>
<td>-</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>35 - 44</td>
<td>-</td>
<td>-</td>
<td>13</td>
<td>18</td>
<td>1</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>45 - 54</td>
<td>1</td>
<td>9</td>
<td>43</td>
<td>19</td>
<td>-</td>
<td>3</td>
<td>44</td>
</tr>
<tr>
<td>55 and above</td>
<td>1</td>
<td>6</td>
<td>19</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>18</td>
<td>77</td>
<td>44</td>
<td>2</td>
<td>7</td>
<td>81</td>
</tr>
</tbody>
</table>

There are only two unmarried men teachers in our sample and both of them are above 45 years. On the other hand, out of 18 unmarried women teachers, 15 (83.3 percent) are above the age of 45 years. Of those who are separated/divorced/widowed, 1 man and 5 women teachers (71.4 percent) are also above 45 years of age. Again we find that out of 77 married men teachers 43 teachers (55.8 percent) belong to the age group of 45-54 years, whereas, out of 44 married women teachers 18 teachers (40.9 percent) are from the age group of 35-44 years and the age of 19 (43.2 percent) teachers is between 45-54 years.

*M and W respectively indicate Men and Women teachers in this and also in other tables of the thesis.
This shows that most of the unmarried teachers and teachers who are separated/divorced or widowed are middle aged. In case of married teachers also we notice that most of them are above 45 years. This does not conform to our expectation that unmarried teachers will hail from lower age group.

**Educational qualification of the respondent**

All the teachers in the training colleges under Calcutta University have professional training at the Bachelor's level (B.Ed.) since that is the minimum qualification for recruitment into such colleges. However, all of them may not have a masters degree in education. In our study we have noted the highest educational qualifications of teachers which include highest level of general education and also professional training or highest degree in teacher education.

The highest educational qualification of teachers is shown in the following table. The qualifications are divided in the following categories:

1) Graduation without Masters degree in education; 
2) Graduation with Masters degree in education; 
3) Post graduate without Masters degree in education; 
4) Post graduate with Masters degree in education; 
5) Ph.D. without Masters degree in education; and 
6) Ph.D with Masters degree in education.
The following table describes the highest educational qualification of our respondent.

**Table 3.5: Highest Educational Qualification**

<table>
<thead>
<tr>
<th></th>
<th>Low*</th>
<th>Medium*</th>
<th>High*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>9</td>
<td>52</td>
<td>20</td>
<td>81</td>
</tr>
<tr>
<td>(11.1)</td>
<td>(64.2)</td>
<td>(24.7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>8</td>
<td>50</td>
<td>11</td>
<td>69</td>
</tr>
<tr>
<td>(11.6)</td>
<td>(72.5)</td>
<td>(15.9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>17</td>
<td>102</td>
<td>31</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>(11.3)</td>
<td>(68.0)</td>
<td>(20.6)</td>
<td>(100.0)</td>
</tr>
</tbody>
</table>

We see that 102 (68.0 percent) teachers have medium educational qualification. Among them 52 are men (64.2 percent) and 50 are women teachers (72.5 percent). There are 17 teachers (11.3 percent) including 9 men (11.1 percent) and 8 women teachers (11.6 percent) who have low educational qualification. On the other hand, there are 31 teachers (20.6 percent) who have high educational qualification. Among them 20 are men (24.7 percent) and 11 are women teachers (15.9 percent). It shows that a majority of teachers have medium educational qualification where percentage of women teachers is slightly higher than that of men teachers. It is also noted that more men teachers have high educational qualification than women teachers.

*Low indicates categories (i) and (ii)
Medium indicates categories (iii) and (iv)
High indicates categories (v) and (vi)
as mentioned in the text of the earlier page under the heading "Educational qualification of the respondent".
SECTION II: FAMILY OF PROCREATION

This section gives information about spouse and children of the respondents. Here we discuss the distribution of the education, occupation and income of the spouses of the respondents, the different types of families in which they live, size of the family, total number of children, whether the children are dependent or independent and if dependent, the number of dependent children.

Educational level of spouse

Generally Indian women do not marry men whose educational background is lower than their own. But men generally marry women with similar or lower educational qualifications. This is well-reflected in our study. The educational qualifications are grouped as follows:

i) Below matriculate;
ii) Matriculate/Intermediate;
iii) Graduate/Graduate with professional degree/diplomas;
iv) Post graduate/Post Graduate with professional degree/diplomas;
v) Research/medical Engineering degrees.
The highest educational level of spouse is shown in the following Table:

**Table 3.6: Highest Educational Level of Spouses**

<table>
<thead>
<tr>
<th>Sex</th>
<th>Very Low*</th>
<th>Low*</th>
<th>Medium*</th>
<th>High*</th>
<th>NA*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>13 (16.0)</td>
<td>12 (14.8)</td>
<td>35 (43.2)</td>
<td>19 (23.4)</td>
<td>2 (2.5)</td>
<td>81 (100.0)</td>
</tr>
<tr>
<td>Women</td>
<td>-</td>
<td>1 (1.4)</td>
<td>14 (20.2)</td>
<td>36 (52.1)</td>
<td>18 (26.1)</td>
<td>69 (100.0)</td>
</tr>
<tr>
<td>Total</td>
<td>13 (8.7)</td>
<td>13 (8.7)</td>
<td>49 (32.7)</td>
<td>55 (36.7)</td>
<td>20 (13.3)</td>
<td>150 (100.0)</td>
</tr>
</tbody>
</table>

It is seen that wives of 13 (16.0 percent) and 12 (14.8 percent) teachers have very low and low educational qualifications respectively. On the other hand, husband of only one woman teacher has low educational qualification and none has qualifications lower than that. Further spouses of 49 teachers (32.7 percent) including 35 men (43.2 percent) and 14 women teachers (20.2 percent) have medium educational qualification. At the other extreme of high qualifications there are 19 men (23.4 percent) and 36 women teachers (52.1 percent). It is seen that spouses of women teachers have higher educational qualifications than that of men teachers.

*Very Low indicates below matriculate;
Low indicates matriculate/intermediate;
Medium indicates Graduate/Graduate with professional degrees/diplomas;
High indicates Post-graduate with professional degrees/ research/medical/Engineering degrees; and
NA indicates Not applicable.
Occupation of Spouse

We have divided occupations into a few categories for purposes of classifying the occupation of the spouse and the father (see FN). However, we may mention that neither occupations of the spouses nor of the fathers fall into all the categories. For instance, the spouses are pursuing occupations which fall under 4 categories while those of fathers can be adjusted against 5 occupational categories. Some of these are not common to the spouses and fathers. Yet, we wanted to have one scheme of classification instead of two.

There is also the social expectation that the husband should have higher occupational status than wife; otherwise there is likely to be status incongruence. The occupations of spouses, given in the questionnaire are regrouped into four categories (vide item nos.1, 4, 5, 8 of the foot note taking the type of occupation and income into consideration.

FN: The occupational categories are:
1 Senior administrative and managerial positions in public and private sectors and senior liberal professions including college and university teachers.
2 Self employed persons in business etc.
3 Junior administrative and managerial positions and junior liberal professions including teacher at school.
4 Junior administrative and managerial position and junior liberal profession including clerical service.
5 Teaching at school.
6 Clerical service.
7 Small scale business and farming.
8 Housewives.
The following table describes the occupational distribution of the spouses of our teachers:

**Table 3.7: Occupational Distribution of Spouses**

<table>
<thead>
<tr>
<th>Sex</th>
<th>Senior administrative/Junior</th>
<th>Senior liberal profession in-cluding clerical service</th>
<th>Teaching at school</th>
<th>Wives</th>
<th>NA*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>6 (7.4)</td>
<td>1 (1.2)</td>
<td>19</td>
<td>53</td>
<td>2</td>
<td>81</td>
</tr>
<tr>
<td>Women</td>
<td>43 (62.3)</td>
<td>6 (8.7)</td>
<td>2</td>
<td></td>
<td>18</td>
<td>69</td>
</tr>
<tr>
<td>Total</td>
<td>49 (32.7)</td>
<td>7 (4.7)</td>
<td>21</td>
<td>53</td>
<td>20</td>
<td>150</td>
</tr>
</tbody>
</table>

From the table it is clear that out of 81 men teachers, only the wives of 6 are in senior level jobs. The rest are either not working or in lower status jobs. On the other hand, out of 69 women teachers, the husbands of 43 teachers (64.3 percent) are in senior level jobs. The husbands of only 8 (11.4 percent) teachers are working in jobs of lower status.

**Income of Spouse**

We have divided income into different categories for purpose of classifying the income of the spouse and the father. However, it may be mentioned that neither income of the spouses

*NA indicates not applicable here and also throughout the thesis*
nor of the fathers fall into all the categories. Nevertheless we have adopted one scheme of classification instead of two as shown below:

1. No income
2. Upto Rs.200/-
3. Rs.201/- to Rs.700/-
4. Rs.701/- to Rs.1500/-
5. Rs.1501/- to Rs.3000/-
6. Rs.3001/- and above
7. N.A./N.R. (No response)

Occupational status of spouses is closely related with their income which gives us an idea about economic status of the teachers. The table 3.8 describes the income of spouses of our teachers. In the table "No income" and "Medium" refer to item nos.1 and 4 respectively; while "high" indicates item nos.5 and 6 of the classification scheme mentioned above.

**Table 3.8: Income Distribution of Spouses**

<table>
<thead>
<tr>
<th></th>
<th>No income</th>
<th>Medium</th>
<th>High</th>
<th>NA/NR</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>53 (65.5)</td>
<td>20 (24.7)</td>
<td>6 (7.4)</td>
<td>2 (2.5)</td>
<td>81 (100.0)</td>
</tr>
<tr>
<td>Women</td>
<td>-</td>
<td>7 (10.0)</td>
<td>42 (60.7)</td>
<td>20 (29.0)</td>
<td>69 (100.0)</td>
</tr>
<tr>
<td>Total</td>
<td>53 (35.3)</td>
<td>27 (18.0)</td>
<td>48 (32.0)</td>
<td>22 (14.7)</td>
<td>150 (100.0)</td>
</tr>
</tbody>
</table>
The income of the spouses of 48 teachers (32.0 percent) falls in the "High" income group, of which 6 (7.4 percent) are men and 42 (60.7 percent) are women teachers; whereas spouses of 27 teachers (18.0 percent) have "Medium" income. Among them 20 are men (24.7 percent) in comparison to 7 women teachers (10.0 percent) lastly, spouses of 53 men teachers are housewives and have no income.

**Type of family**

The respondent may live in different types of families - nuclear family, joint family and extended joint family. Nuclear family of the respondent consists of his/her spouse and unmarried children. Joint family of married teachers consists of spouse, unmarried/married children and parents of the respondent or spouse. In case of unmarried teachers, the respondent lives with parents, unmarried brothers and/or sisters. Extended joint family, in case of married respondent, consists of spouse, unmarried/married children, parents of the respondent, brothers, sisters and other relatives. In case of unmarried ones, the respondent lives with parents, unmarried brothers and sisters and other relatives. Again, the respondent may live in joint family with in-laws or in extended joint family with in-laws. Joint family with in-laws consists of his/her spouse, unmarried/married children and in-laws of the respondent. In case of extended joint family with in-laws, the respondent lives with spouse, unmarried/married children, in-laws of the respondent and other relatives.
These variations of the type of family may affect the household responsibilities of the teachers and their professional commitment. Women teachers who live in joint family may have more household work and responsibilities than those who live in nuclear family or the reverse may also be true in that they may have less responsibility as the household work is shared by other members of the family. The distribution of teachers in different types of families is given below:

Table 3.9: Type of Family

<table>
<thead>
<tr>
<th>Sex</th>
<th>Nuclear Family</th>
<th>Joint Family (J.F.)</th>
<th>Extended Joint Family</th>
<th>J.F. with in-laws</th>
<th>Extended J.F. with in-laws</th>
<th>Alone</th>
<th>Any others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>52 (64.2)</td>
<td>15 (18.5)</td>
<td>13 (16.0)</td>
<td>-</td>
<td>-</td>
<td>1 (1.7)</td>
<td>-</td>
<td>81 (100.0)</td>
</tr>
<tr>
<td>Women</td>
<td>28 (40.5)</td>
<td>4 (5.8)</td>
<td>15 (21.7)</td>
<td>10 (14.5)</td>
<td>6 (8.7)</td>
<td>4 (5.8)</td>
<td>2 (2.9)</td>
<td>69 (100.0)</td>
</tr>
<tr>
<td>Total</td>
<td>80 (53.3)</td>
<td>19 (12.7)</td>
<td>28 (18.7)</td>
<td>10 (6.7)</td>
<td>6 (4.0)</td>
<td>5 (3.3)</td>
<td>2 (1.3)</td>
<td>150 (100.0)</td>
</tr>
</tbody>
</table>

Out of 150 respondents, 80 teachers (53.3 percent) live in nuclear families. Forty-seven teachers (31.4 percent) live in joint families/extended joint families with parents, while 16 women teachers (10.7 percent) are living in joint families or extended joint families with in-laws. Out of 81 men teachers 52 are in nuclear families (64.2 percent) and 28 are living in joint families/extended joint families (34.5 percent) whereas
among 69 women teachers, 28 teachers (40.5 percent) are in nuclear families, 19 (27.5 percent) live in joint families/extended joint families and 16 (23.2 percent) are in joint families/extended joint families with in-laws. Women live in a far greater variety of families than do men. For example, men live either in nuclear families or with their parents. Women, on the other hand, live not only in nuclear families or with parents but also with in-laws. The table 3.9 shows that the women teachers are distributed along all types of families while for men quite a few categories remain blank.

Marital Status and type of family

The distribution of teachers of different marital status living in different types of families is set out in Table 3.10. There are 2 unmarried men teachers all of whom live in joint families with their parents. Again, out of 18 unmarried women teachers, 14 teachers (77.8 percent) live in joint families with their parents while 3 teachers (16.7 percent) live alone. Further out of 2 men teachers who are separated/divorced/widowed, one lives in a nuclear family while the other lives alone. In the case of women teachers who are either separated/divorced/widowed one lives in a nuclear family, 3 (42.9 percent) in joint families while another one lives in joint family with their-in-laws.

In case of 77 married men teachers, on the other hand, 51 teachers (66.2 percent) live in nuclear families and 26 teachers
### Table 3.10: Marital Status and Type of Family

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Nuclear family with parents</th>
<th>Joint family with parents</th>
<th>Extended Joint family with parents</th>
<th>Extended Joint family with in-laws</th>
<th>Alone</th>
<th>Any other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M  W</td>
<td>M  W</td>
<td>M  W</td>
<td>M  W</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unmarried</td>
<td>2  13</td>
<td>1 2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(5.6) (100.0) (72.0)</td>
<td></td>
<td></td>
<td></td>
<td>(16.7)</td>
<td>(5.6)</td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>51  27</td>
<td>15  2</td>
<td>11</td>
<td>10</td>
<td>5</td>
<td>77  44</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(66.2) (61.4) (19.5) (4.5)</td>
<td>(14.3)</td>
<td></td>
<td>(22.7)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(100.0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Separated/Divorced/Widowed</td>
<td>1  1</td>
<td>1 (14.3)</td>
<td>1 (28.6)</td>
<td>1 (14.3)</td>
<td>2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(50.0) (14.3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>52  28</td>
<td>15  4</td>
<td>13  15</td>
<td>10</td>
<td>6</td>
<td>1  4</td>
<td>281  69</td>
</tr>
<tr>
<td></td>
<td>(100.0)</td>
<td></td>
<td>(100.0)</td>
<td></td>
<td></td>
<td>(100.0)</td>
<td></td>
</tr>
</tbody>
</table>
(33.8 percent) live in joint families with their parents; whereas out of 44 married women teachers, 27 teachers (60.4 percent) live in nuclear families, 2 in joint families (4.5 percent) and 15 teachers (34.1 percent) live in joint families with their in-laws.

It is seen that unmarried men and most of the unmarried women teachers live in joint families with parents. Again one widowed teacher lives with her in-laws. A good number of married men and women teachers live in nuclear families, while a larger proportion of married men teacher live in joint families with their parents than women teachers. It is also seen that a small percentage of women teachers live with their in-laws. This confirms to our expectation that married women teachers are more likely/live with their in-laws.

Size of the family

It is also necessary to know the number of family members who are living with the respondents. Larger the size of the family greater may be the household responsibilities of our respondents especially women. Table 3.11 describes the size of the respondent's family.
Table 3.11: Number of Family Members

<table>
<thead>
<tr>
<th>Sex</th>
<th>None</th>
<th>One</th>
<th>Two</th>
<th>3 - 5</th>
<th>6 - 10</th>
<th>More than 10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>1</td>
<td>4</td>
<td>17</td>
<td>48</td>
<td>9</td>
<td>2</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>(1.2)</td>
<td>(4.9)</td>
<td>(21.0)</td>
<td>(59.3)</td>
<td>(11.1)</td>
<td>(2.6)</td>
<td>(100.0)</td>
</tr>
<tr>
<td>Women</td>
<td>4</td>
<td>5</td>
<td>20</td>
<td>32</td>
<td>6</td>
<td>2</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>(5.8)</td>
<td>(7.2)</td>
<td>(29.0)</td>
<td>(46.4)</td>
<td>(8.7)</td>
<td>(2.9)</td>
<td>(100.0)</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>9</td>
<td>37</td>
<td>80</td>
<td>15</td>
<td>4</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>(3.3)</td>
<td>(6.0)</td>
<td>(24.7)</td>
<td>(53.3)</td>
<td>(10.0)</td>
<td>(2.7)</td>
<td>(100.0)</td>
</tr>
</tbody>
</table>

It appears that 80 teachers (53.3 percent) have 3-5 members in their family and 46 teachers (30.7 percent) have one or two family members. Teachers who have more than 6 members in their family constitute 12.7 percent of our study. It is evident that women teachers are larger in proportion than men teachers in having a small family of one or two, while they are lesser in proportion than men teachers in having larger members in their family.

**Number of children**

It is also necessary to know the total number of children of the respondents. Larger the number of children, greater will be responsibilities of the parents to bring them up. This will also be an analysis whether men teachers have more children than women or vice versa. Table 3.12 describes the total number of children of our respondents.
Table 3.12: Number of Children

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>More than Three</th>
<th>N.A.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>7 (8.6)</td>
<td>19 (23.5)</td>
<td>36 (44.4)</td>
<td>9 (11.1)</td>
<td>8 (9.8)</td>
<td>2 (2.5)</td>
<td>81 (100.0)</td>
</tr>
<tr>
<td>Women</td>
<td>9 (13.0)</td>
<td>22 (31.9)</td>
<td>17 (24.6)</td>
<td>3 (4.3)</td>
<td>-</td>
<td>18 (26.1)</td>
<td>69 (100.0)</td>
</tr>
<tr>
<td>Total</td>
<td>16 (10.7)</td>
<td>41 (27.3)</td>
<td>53 (35.3)</td>
<td>12 (8.0)</td>
<td>8 (5.4)</td>
<td>20 (13.3)</td>
<td>150 (100.0)</td>
</tr>
</tbody>
</table>

From this table it is evident that 53 teachers (55.3 percent) have 2 children. Among them 36 men (44.4 percent) and 17 women teachers (24.6 percent). There are 20 teachers (13.4 percent) who have more than 2 children. Among them, 17 are men (20.9 percent) and only 3 (14.3 percent) are women teachers. It is also found that more women than men teachers have either no child or only one child and women teachers do not have more than three children.

Number of children and age of teacher

The distribution of teachers of different age groups according to the number of children is set out in Table 3.13. Twenty-one (58.4 percent) men teachers between 45-54 years have 2 children, whereas they are only 7 (41.1 percent) women teachers who have 2 children of the same age groups. Besides, 4 (44.4 percent) men teachers of the age group of 55 and above have 3 children but there is no woman teacher of the above age group who has 3 children. Further, 3 (13.6 percent) women
<table>
<thead>
<tr>
<th>No. of Children</th>
<th>Below 35</th>
<th>Age of</th>
<th>Teachers (in years)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>None</td>
<td></td>
<td></td>
<td>M</td>
<td>1</td>
</tr>
<tr>
<td>One</td>
<td></td>
<td></td>
<td>M</td>
<td>-</td>
</tr>
<tr>
<td>Two</td>
<td></td>
<td></td>
<td>M</td>
<td>1</td>
</tr>
<tr>
<td>Three</td>
<td></td>
<td></td>
<td>M</td>
<td>-</td>
</tr>
<tr>
<td>More than Three</td>
<td></td>
<td></td>
<td>M</td>
<td>-</td>
</tr>
<tr>
<td>N.A.</td>
<td></td>
<td></td>
<td>M</td>
<td>-</td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td></td>
<td>M</td>
<td>2</td>
</tr>
</tbody>
</table>
teachers below 35 years have one child but there is complete absence of male teachers in this category. It is seen that men teachers exceed women teachers in having larger number of children in higher age groups, whereas women teachers have more children than men in younger age groups. In this context, the age of the husbands of the women teachers will be pertinent and comparable to that of the men teachers. Since husbands are usually older than the wives, we are likely to find that the husbands of our women teachers will be older than the men teachers in the younger age groups. Therefore, in fact one needs to compare the ages of the husbands of women teachers with that of men teachers.

**Number of children and occupational status of spouses**

Let us analyse whether the number of children are determined in any way by the occupational status of their spouses. The following table describes the number of children of teachers and the occupational status of spouses of the teachers. It is seen from Table 3.14 that out of 36 men teachers who have two children, spouses of only 2 (5.6 percent) are in senior administrative service and 23 (63.9 percent) are housewives. Again, spouses of 13 (75.5 percent) teachers are housewives who have three or more children. On the other hand, out of 39 women teachers, spouses of 34 (87.2 percent) are in senior administrative service who have one or two children. What is interesting is that among the men teachers with three or more children, in all the cases, their wives are either housewives or school teachers. What does
Table 3.14: Number of children and occupational status of spouses

<table>
<thead>
<tr>
<th>Number of children</th>
<th>Senior admin &amp; Senior liberal profession</th>
<th>Junior admin &amp; Junior liberal profession</th>
<th>Teaching at school</th>
<th>Housewives</th>
<th>N. A.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>W</td>
<td>M</td>
<td>W</td>
<td>M</td>
<td>W</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(14.3)</td>
<td>(66.7)</td>
<td>(14.3)</td>
<td>(1.2)</td>
<td>(28.6)</td>
<td>(22.2)</td>
</tr>
<tr>
<td>One</td>
<td>3</td>
<td>18</td>
<td>-</td>
<td>4</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>(15.8)</td>
<td>(81.8)</td>
<td></td>
<td>(18.2)</td>
<td>(10.5)</td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td>2</td>
<td>16</td>
<td>-</td>
<td>1</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>(5.6)</td>
<td>(94.1)</td>
<td></td>
<td>(5.9)</td>
<td>(30.6)</td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td>-</td>
<td>3</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(100.0)</td>
<td></td>
<td>(22.2)</td>
<td></td>
<td>(77.9)</td>
</tr>
<tr>
<td>More than Three</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(28.6)</td>
<td></td>
<td>(72.4)</td>
</tr>
<tr>
<td>N.A.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>43</td>
<td>1</td>
<td>19</td>
<td>2</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>(100.0)</td>
<td>(100.0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The above table shows that a larger majority of teachers (60.7 percent) have dependent children. Out of 81 men teachers *36 teachers include unmarried teachers and also teachers who have no children.
56 teachers (69.1 percent) have dependent children in comparison to 35 women teachers (50.7 percent) who have dependent children out of a total of 69. There are 6 women and only one men teacher who have independent children.

**Number of dependent children**

It is not only sufficient to know whether the teachers have dependent or independent children but we should also know the number of dependent children they have. The following table describes the number of dependent children of the teachers.

<table>
<thead>
<tr>
<th>Sex</th>
<th>None</th>
<th>One</th>
<th>Two</th>
<th>Three or more</th>
<th>N.A.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>2</td>
<td>30</td>
<td>31</td>
<td>9</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>(2.5)</td>
<td>(37.0)</td>
<td>(38.3)</td>
<td>(11.1)</td>
<td>(11.1)</td>
<td>(100.0)</td>
</tr>
<tr>
<td>Women</td>
<td>7</td>
<td>20</td>
<td>14</td>
<td>1</td>
<td>27</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>(10.1)</td>
<td>(29.0)</td>
<td>(20.3)</td>
<td>(1.4)</td>
<td>(38.0)</td>
<td>(100.0)</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>50</td>
<td>45</td>
<td>10</td>
<td>36</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>(6.0)</td>
<td>(33.3)</td>
<td>(30.0)</td>
<td>(6.7)</td>
<td>(24.0)</td>
<td>(100.0)</td>
</tr>
</tbody>
</table>

Among our respondents, 95 teachers (63.3 percent) have either one or two dependent children. In this case the proportion of men teachers is higher than that of women teachers. Among 10 teachers (6.7 percent) who have three or more dependent children, 9 are men teachers (11.1 percent). Further, there are 2 men (2.5 percent) and 7 women teachers (10.1 percent) who have no dependent children. Thus lesser number of women teachers have dependent children than men teachers. In addition, women teachers have also lesser number of dependent children than men teachers.
SECTION III: FAMILY OF ORIENTATION

Parents exercise primary influence in orienting and developing an individual's attitude towards life and work. Therefore, it is necessary to discuss the parental background of our respondents - their education, the occupations they pursue and the income they derive from such occupations. In this section we have discussed the education, occupation and income of fathers of our respondents only since mothers have very low educational qualifications and most of them have no occupation.

Educational qualifications of fathers

In a patriarchal society, father is the head of the family and he helps to determine the career of his son and daughters. If the father is educated, it is also expected that he will be eager for the education of his children. In our study we like to see whether our respondents are as educated as their fathers. The following table describes the highest educational qualification of fathers of our respondents. The categories are the same as in the case of spouse (See footnote of Table 3.6)

<table>
<thead>
<tr>
<th>Sex</th>
<th>Very Low</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>12 (14.8)</td>
<td>35 (43.2)</td>
<td>23 (28.4)</td>
<td>11 (14.0)</td>
<td>81 (100.0)</td>
</tr>
<tr>
<td>Women</td>
<td>1 (1.4)</td>
<td>10 (14.5)</td>
<td>26 (37.7)</td>
<td>32 (46.3)</td>
<td>69 (100.0)</td>
</tr>
<tr>
<td>Total</td>
<td>13 (8.6)</td>
<td>45 (30.0)</td>
<td>49 (32.7)</td>
<td>43 (28.7)</td>
<td>150 (100.0)</td>
</tr>
</tbody>
</table>
There are 49 teachers (32.7 percent) including 23 men (28.4 percent) and 26 women teachers (37.7 percent) whose fathers have medium educational qualifications. The percentage of the fathers of men teachers (58.0 percent) in the very low and low educational categories is far higher than that of women teachers (15.9 percent). The position reverses in the case of fathers with high education. Here we find that fathers of 46.3 percent of women teachers have high education in comparison to only 14.0 percent of men teachers. This signifies that more women teachers have higher educational background than men teachers. For instance, the fathers of 86.4 percent of men teachers have either lower/medium qualification. In other words, they fall in the three lower categories. The fathers of 84.0 percent of women, on the other hand, have either medium or high qualifications, thereby falling in the three upper categories.

**Occupational Background of fathers**

It is also necessary to know the occupational background of fathers of the respondents. The occupations given in the questionnaire are divided into 9 groups. These occupations are conveniently and reasonably grouped into 5 categories (*vide* 1, 2, 3, 6 and 7 of the footnote of the occupation of spouse given earlier). We have regrouped the categories 1 and 2 as high level occupations and 3, 4 and 5 as lower occupations (*vide* Table 3.18). Again categories 2 and 5 include those who are in "business" and 1, 2 and 4 are for those who are in "service".
The occupational distribution of fathers is shown in Table 3.18.

**Table 3.18: Occupations of Fathers**

<table>
<thead>
<tr>
<th>Sex</th>
<th>Senior administrative persons</th>
<th>Self-employed</th>
<th>Junior admin &amp; Service</th>
<th>Clerical</th>
<th>Small business and farming</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior</td>
<td>14 (17.3)</td>
<td>4 (4.9)</td>
<td>29 (35.8)</td>
<td>16 (19.8)</td>
<td>18 (22.2)</td>
<td>81 (100.0)</td>
</tr>
<tr>
<td>Women</td>
<td>45 (65.2)</td>
<td>6 (8.7)</td>
<td>5 (7.2)</td>
<td>8 (11.6)</td>
<td>5 (7.2)</td>
<td>69 (100.0)</td>
</tr>
<tr>
<td>Total</td>
<td>59 (39.3)</td>
<td>10 (6.7)</td>
<td>34 (22.7)</td>
<td>24 (16.0)</td>
<td>23 (15.3)</td>
<td>150 (100.0)</td>
</tr>
</tbody>
</table>

The fathers of 22 men (27.1 percent) and 11 women (15.9 percent) teachers are in business. The rest are in service.

Again, fathers of only 18 men teachers (22.2 percent) have high occupational background while fathers of 51 women teachers (73.9 percent) are in high occupations. On the other hand fathers of 63 men teachers (77.8 percent) are in lower occupations in comparison to 18 women teachers (26.0 percent) whose fathers are in lower occupations. This signifies that more women teachers come from families of higher occupational background than men teachers.

**Income of father**

Table 3.19 sets out the distribution of respondents by the income of their fathers. We have adopted the same classification as in the case of spouse. Here we have taken item nos.2,3,4,5
and 6 (see text of the income of spouse). The categories are regrouped as follows from the same classification scheme. Categories 2 and 3 are grouped as low income group; category 4 is regarded as middle income group and categories 5 and 6 are grouped as high income group. Table 3.19 describes the income distribution of fathers of teachers.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
<th>N.A.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>50 (61.6)</td>
<td>18 (22.2)</td>
<td>11 (13.5)</td>
<td>2 (2.5)</td>
<td>81 (100.0)</td>
</tr>
<tr>
<td>Women</td>
<td>9 (12.9)</td>
<td>16 (23.2)</td>
<td>36 (39.1)</td>
<td>8 (11.6)</td>
<td>69 (100.0)</td>
</tr>
<tr>
<td>Total</td>
<td>59 (39.5)</td>
<td>34 (22.7)</td>
<td>47 (31.2)</td>
<td>10 (6.6)</td>
<td>150 (100.0)</td>
</tr>
</tbody>
</table>

There is almost equal distribution of men and women teachers in the middle income group. Fathers of 18 men (22.2 percent) and 16 women teachers (23.2 percent) belong to this group. Again, fathers of 50 men teachers (61.6 percent) and 9 women teachers (12.9 percent) are from lower income group. The situation is reversed in the case of high income group. There are only 11 men teachers (13.5 percent) in comparison to 36 women teachers (38.1 percent) whose fathers belong to higher income group. This implies that more women teachers come from families of higher income group than men teachers.
Socio-economic status (S.E.S.) of teacher and socio-economic status (S.E.S.) of father*

It is a Summated Index generated by education, occupation and income of father. In the case of respondent, index has been generated by summing the total family income (which includes respondent's income) and education of the respondent. Occupation of respondent has been omitted since there is very little variation in the occupation of college teachers.

The Summated Scale varied from 5-15 as each of the component was ranked on a 5 point continuum. However, for the purpose of presentation of data, these are divided into three broad categories: low, medium and high. Care is taken that each of the broad categories would have about one-third of the cases of the sample. In the case of fathers, low, medium and high category ranges between 3-7; 8-11 and 12-15 respectively. In the case of respondents, low category covers 2-4 of the Summated Scale, medium Scale covers 5 and 6 and the rest falling in the highest category. Table 3.20 describes the SES of teacher and SES of father.

The SES of the fathers of 47 men teachers (58.0 percent) is low. Among them 37 men teachers (78.7 percent) have retained same SES, while 10 (21.3 percent) teachers have experienced upward mobility. Fathers of only 9(11.1%) men teachers have high

*Education and occupation of mother is omitted since out of 150 respondents, mothers of 112 teachers (74.7 percent) are just literate/below matriculate, while mothers of 139 respondents (92.2 percent) are housewives.
### Table 3.20: SES of teacher and SES of father

<table>
<thead>
<tr>
<th>SES of father</th>
<th>SES OF Teacher</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<td>Low</td>
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<td>Low</td>
<td>37 4 (78.7) (50.0)</td>
<td>8 3 (17.0) (37.5)</td>
<td>2 1 (4.3) (12.5)</td>
<td>47 8</td>
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<td>Medium</td>
<td>17 9 (68.0) (40.9)</td>
<td>7 8 (28.0) (36.4)</td>
<td>1 5 (4.0) (22.7)</td>
<td>25 22</td>
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<tr>
<td>High</td>
<td>4 17 (44.4) (43.6)</td>
<td>4 12 (44.4) (30.8)</td>
<td>1 10 (11.1) (25.6)</td>
<td>9 39</td>
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<td>Total:</td>
<td>58 30</td>
<td>19 23</td>
<td>4 16</td>
<td>81 69</td>
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(100.0) (100.0)
SES. On the other hand, SES of the fathers of only 8 (11.6 percent) women teachers is low and that of 39 women teachers with high SES (56.5 percent). Of them 29 teachers (74.4 percent) have undergone downward mobility since their SES is either low or medium and 10 women teachers (25.6 percent) have retained the same SES.

**Summary**

From the analysis of data of this chapter it appears that women teachers are late entrants in the training colleges. As a result, their percentage is lower in the higher age groups and higher in lower age groups. Most of the teachers are Hindus with Bengali as their mother tongue. Dominance of men and women teachers from upper castes is evident in our study. Although most Indian women are underrepresented in other prestigious professions, at least in the training colleges they are well-represented. On the other hand, the lesser percentage of men and women teachers from lower caste categories, where women teachers are even more poorly represented, signifies lack of educational opportunities for both the sexes in these categories and more so for women. Thus, women, among the weaker sections, suffer from triple handicaps, namely, that of being low caste and poor and secondly of being women.

It is also revealed from our study that most of the teachers hail from urban and semi-urban areas. This may be due to the
fact that educational opportunities are centred round metropolitan cities and big towns. The reason that women teachers are predominantly from urban areas may be because that there is still prejudice against sending girls for higher education and jobs in rural areas. Moreover, women teachers get lesser opportunities for higher education and career in these areas. It is in the urban areas that parents are not only willing to allow their daughters to go for work; but in addition, the cost of living in the urban areas also driving a large number of women to go out for jobs.

A large number of teachers, both men and women, are married. Of those who are unmarried, women are larger in number than men teachers. Again, a majority of unmarried teachers and also those who are separated or divorced or widowed are middle aged. We had expected that unmarried women teachers would be younger in age and would be in the initial stages of their professional careers. However, this is not the case. In the case of married teachers also, we notice that most of them are above 45 years of age.

Majority of teachers have medium educational qualifications where proportion of women teachers is slightly higher than that of men teachers. It is also noted that more men have high educational qualifications than women teachers.
Unmarried men and most of the unmarried women teachers live in joint families with their parents. It is also found that a significant percentage of teachers are living in nuclear families, most of whom are married. Women teachers are lesser in number than men teachers in the above category. More married men teachers than women live in joint families with parents and a smaller percentage of married women teachers live in joint families with in-laws. A majority of teachers have 3-5 members in their families. Women teachers, however, live in smaller family than men teachers.

It was also noted that a majority of teachers have one or two children. Further, women teachers with one child exceed men teachers. Moreover, most of those teachers who have three or more children are men teachers. This implies that if women are highly educated and are working, they are more likely to limit the size of their families. In addition, a large number of women teachers whose spouses are in senior administrative and managerial jobs have only one or two children. On the other hand, spouses of men teachers who have three or more children mostly housewives. It is also noted that more men teachers than women have larger number of children in the higher age groups whereas women teachers have more children than men in the younger age groups. Further, women teachers have also lesser number of dependent children than men teachers. This situation may be explained by the fact that a wife is
expected to be younger than her husband at the time of marriage and therefore children of women respondents have grown up and become independent much earlier than the children of men teachers.

Our findings fit the cultural norm that men generally marry women who are slightly less or equally educated but women marry men with higher academic background than their own or at least with equal academic qualifications. Moreover, a significant percentage of the spouses of women teachers are in senior administrative and senior liberal professions. This implies that the socio-economic status of women teachers is higher than that of men teachers. In addition, spouses of a substantial proportion of men teachers are housewives.

Surveys of teachers have shown that women teachers have a higher socio-economic background than men. Teaching provides social mobility for men but not for women. Our study also is in conformity with earlier studies when we see that majority of women teachers come from families with higher educational and occupational background and also from higher income groups.