CHAPTER II

OBJECTIVES AND METHODS
2.1 OBJECTIVES

The main objective of this study is to determine whether there is a relationship between a woman's socio-economic status and her clothing. Researches have shown that clothing indicates a person's status and that it gives the wearer a feeling of approval, recognition and belonging, either in one's own class or in the class above. People are judged on the basis of their appearance, hair styles, make-up and clothing. The manner in which people present themselves reflects how they feel about themselves and others. Clothing is one of the factors that creates a favourable or unfavourable impression in our social appearances. In other words, clothing and personal appearance which reflect one's self image are vital factors in the formation of first impression (Rayan, 1953).

Clothing is a basic necessity of life, but as man's civilization progressed, clothing was used not merely for protecting the body from the climatic hostilities, but rather to beautify oneself. As time passed, the values attached to clothing changed and new
needs and desires gave way to different styles of clothing. Soon visual impressions, patterns, fabrics gained admiration and people began to rate and rank types of clothing. Some clothing was considered more desirable than others. As Veblen has pointed out, the upper class values of conspicuous consumption gave rise to new status symbols and values for clothing. Obviously then, more expensive and stylish clothing was associated with the upper income groups and soon a stereotypic association between one's clothing and status emerged. This was reinforced by the socialites who were members of exclusive social clubs. Formal bow tie, black three-piece suit or tuxedo and a starched white ruffled shirt was the approved apparel for men seeking entry into clubs and posh hotels and restaurants. Women wore long floor length gowns of the finest material with matching shoes jewelry and hairstyle (Kefgen and Touchie-Specht, 1971). In fact, different types of clothing was prescribed for different occasions and time of the day.

At the turn of the World War II and with the rapid growth of the textile industry, the earnings of the
larger population increased. It is reported that whereas in 1929 fewer than 20 percent American families had annual income of $4,000 to $10,000. By 1960, more than 50 percent fell in that range (Tate and Glisson, 1961). Soon clothing became an important part of the family budget and a relationship between income and wardrobe content became apparent. Increased income led to the purchase of larger number of garments and the higher the income the greater was the desire for more fashionable wear (Tate and Glisson, 1961). The post-war period also saw the rise of the middle class especially with the growth of capitalism. Traditional values gave way to newer values and with more money in the pocket, the middle class member was freer to spend money on purchase of status symbols - clothes to match and feel equal to those of the upper classes. While the middle class was busy emulating the clothing style of the upper class, the latter was discarding the traditional formal stereotype clothing and their apparel was becoming more practical and informal and in some cases revolutionary. The length of women's gowns was gradually decreasing. Soon clothes were designed
to suit individual personalities and occasions (Tate and Glisson, 1961).

In India too, many changes were noticed. The heavily zari-embroidered sarees/suits worn by the ladies of leisure of the medieval period gave way to silk, chiffons, etc. The present day upper class women today wear simple but fashionable chiffons and silks devoid of zari embroidery, except of course for occasions such as marriage functions. The clothes of the middle class working women stand out in contrast to those of the upper class.

Since a person's identity is considered to be closely associated with clothing, members of the lower class/caste emulate the style of dress of the upper class/caste. A well-illustrated case is that of a low caste person who in an attempt to surreptitiously pass for a higher caste Sanskritizes his ritual and imitates the style of life of the upper caste. That is to say, he imitates not only the language, rituals and cooking habits, but he also emulates the style of clothing and jewelry (Srinivas, 1955).

It is a well-known fact that traditionally upper
and middle class Indian women remained within the precincts of their house as housewives (Bhatty, 1971). They were dependent on their father, husband and sons for their socio-economic needs. With the growth of industries and urban centres in India, and the western influence, Indian women began to enter the job market. This gradually changed their life styles and the new opportunities created new demands. Women began to seek a new status identity in their own right based on their occupational achievements. In the past, their status was determined by the status of their father/husband. Studies by western sociologists amply suggest that new occupational opportunities gave rise to new sets of values (Lipset and Zetterberg, 1974; Erikson, 1983; 1988; Goode, 1965; Tharnstron, 1974; Klien, 1964).

In view of the above stated observations the aims of the present study are as follows:

1) To classify working women into socio-economic status categories in terms of their occupation, income and education.

2) To examine the relationship between their socio-economic status and clothing - viz., type of
clothing/fabric preferred; their attitudes towards expenditure, design appearance and symbolic nature of clothing.

3) To determine the extent to which differences exist in Burqa wearing practices of working and non-working women.

4) To determine the relationship between socio-economic status and the amount of power that a working woman (as opposed to a non-working woman) has in decision making within the family.

5) To verify whether decision making is influenced by level of education, income and age.

6) To determine the working woman's status in terms of the honour, co-operation, recognition accorded to her in the place of work.

7) To determine the extent of participation in cultural, social, political activities of working and non-working women.

In the light of the above stated objectives, the present study proceeds to examine and identify the changes in the socio-economic status of working woman of Aligarh city. Apart from this, the study will
examine the position accorded to working women by their colleagues and family members. It is hoped that this study will prove useful in verifying the data to show whether there exists any relationship between the socio-economic status of women and their clothing habits.

Thus it is hypothesized that -

1) Clothing habits and attitudes towards clothing will vary according to socio-economic status of working women and non-working women.

2) Working women as compared with non-working women will wield greater decision-making power within their families.

3) Decision making power in the family is influenced by level of education, income and age.

4) Working women as compared with non-working women will have greater freedom of participation in cultural, social and political activities outside their homes.

5) The higher the level of cadre position the higher the status of women.
2.2 RESEARCH SETTING

The present study was conducted in the city of Aligarh, which until the 18th Century was known as Kol or Koil. This is the principal city in the district of Aligarh, situated in western Uttar Pradesh. Aligarh is basically a university town (C category) with its own industrial complex. It is famous for its lock industry. Besides the Aligarh Muslim University, three well-known colleges in Aligarh are affiliated to the Agra University. These are Dharam Samaj College, Baraseni College and Tikka Ram Women's College and they impart instruction at the undergraduate-postgraduate levels to a substantial population of the city. With its mixed population of Hindus, Muslims, Christians and Sikhs, Aligarh may be classified as a "cosmopolitan university town".

Aligarh is not a large industrial city. There are no large factories or industrial establishments except for the lock industry which has expanded over the years. There is a small industrial estate outside the city limits. Thus the city does not have the typical
industrial character. Aligarh is largely an educational, administrative and business center. The government officials, university and college teachers, lawyers and doctors, and a large number of businessmen constitute the elite of Aligarh.

The population of the city in 1981 (Census 1981) was 3,20,861. The city has been growing steadily, the rate of growth during 1971-81 being 27.16 per cent. The 1981 census shows a population of 1,71,829 males and 1,49,032 females, a sex ratio of 872 females per 1000 males in the city of Aligarh (Census 1981, Aligarh City).

The rates of literacy and education in Aligarh city are higher as compared to other parts of the state. Male literacy is as high as 54.4 per cent (93,498) and female literacy stands at 36.45 per cent (54,328). The average is 46.07 per cent while the literacy rates on the all-India level is 46.89 per cent male and 24.82 per cent female. (Census of India, 1981 Series I).

A little over 25 per cent (80,275) of the population of Aligarh city consists of educated employees.
The proportion of employees among males is about 45 per cent (77,237) but among the women it is only 2.03 per cent (3038). (Records of District Statistics Office, Aligarh).

According to the information obtained from the employment office of Aligarh, the position of educated employees of the city of Aligarh on 31 December 1988 was as follows:

Table 2.1
Educated Employees of Aligarh City.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Sector</td>
<td>39,407</td>
<td>36,995</td>
<td>2,412</td>
<td>1,684</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private Sector</td>
<td>17,042</td>
<td>15,358</td>
<td>1,684</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>56,449</td>
<td>52,353</td>
<td>4,096</td>
<td>1,684</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2.1 shows that there is a definite increase in the percentage of working women in the city during the period of 7 years from 1981-88, i.e., it has increased from 3038 in 1981 to 4096 in 1988 (an increase of 34.82 per cent).

The number of educated women, i.e., matriculate and above, is not very high, and the number of gain-
fully employed women is still lower. Most of these women work as teachers either in schools or colleges/universities. The next largest concentration is in various offices where they work as office assistants. The third category is that of nurses. There are a few lady doctors and lawyers. Most of the lady doctors' population is concentrated in the J.N. Medical College and the Malkhan Singh City Government Hospital.

Sample

The field work for the study was conducted in Aligarh city. Keeping in mind the characteristics of the employment situation in Aligarh city the sample was selected mostly from teaching institutions and offices based in teaching institutions. The major employers in this city are the Aligarh Muslim University and the other educational institutions. A break-up of the institutions/offices from which the sample was selected and the break-up of total number of female employees are shown in Table 2.2. Two criteria were used for the selection of the sample. Since the study deals with gainfully employed women, only those women who had
matriculate or higher education and who had been working for three years were eligible for this sample.

### Table 2.2

School/institution-wise Distribution of Workers.

<table>
<thead>
<tr>
<th>Name of Institution/Office</th>
<th>Total Number of Workers</th>
<th>Total Number of women Workers</th>
<th>% of Women employed in the Institution/Office</th>
<th>Number of Sample Selected for the present study</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMU</td>
<td>3362</td>
<td>439</td>
<td>13.05</td>
<td>123</td>
</tr>
<tr>
<td>AMU Schools</td>
<td>328</td>
<td>145</td>
<td>44.20</td>
<td>40</td>
</tr>
<tr>
<td>Our Lady of Fatima School</td>
<td>78</td>
<td>74</td>
<td>94.80</td>
<td>25</td>
</tr>
<tr>
<td>Zakir Husain Model School</td>
<td>72</td>
<td>51</td>
<td>70.80</td>
<td>20</td>
</tr>
<tr>
<td>Aligarh Public School</td>
<td>52</td>
<td>41</td>
<td>78.80</td>
<td>21</td>
</tr>
<tr>
<td>Nationalized Banks</td>
<td>986</td>
<td>26</td>
<td>2.60</td>
<td>4</td>
</tr>
<tr>
<td>Northern Railway, Aligarh</td>
<td>276</td>
<td>3</td>
<td>1.08</td>
<td>1</td>
</tr>
<tr>
<td>Post Office, Aligarh</td>
<td>176</td>
<td>4</td>
<td>3.44</td>
<td>2</td>
</tr>
<tr>
<td>Telephone Exchange</td>
<td>259</td>
<td>6</td>
<td>2.31</td>
<td>2</td>
</tr>
<tr>
<td>Govt. of India Press</td>
<td>458</td>
<td>2</td>
<td>0.43</td>
<td>1</td>
</tr>
<tr>
<td>Tikaram Women´s College</td>
<td>65</td>
<td>62</td>
<td>98.38</td>
<td>15</td>
</tr>
<tr>
<td>Tikaram Schools</td>
<td>125</td>
<td>115</td>
<td>92.00</td>
<td>20</td>
</tr>
<tr>
<td>Neehar Pub. School</td>
<td>62</td>
<td>58</td>
<td>93.54</td>
<td>10</td>
</tr>
<tr>
<td>Mahila Inter Colleges</td>
<td>251</td>
<td>141</td>
<td>56.19</td>
<td>12</td>
</tr>
<tr>
<td>District Hospital Aligarh</td>
<td>172</td>
<td>27</td>
<td>15.69</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>1200</strong></td>
<td><strong>18.01</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

isToi
The total number of such working women was 1,200. A sample of 300 (25 per cent) working women was selected from various institutions/offices in Aligarh city as shown in Table 2.2.

The sample was then divided on the basis of age and the distribution of respondents by occupation, age, education and income are represented in the Tables 2.3, 2.4, 2.5 and 2.6 respectively.

From each institution/office lists of names of women workers were obtained and using the random table, 25 per cent sample was selected from each list. These selected respondents were contacted and requested to answer the questions on the interview schedule. When some selected respondents did not wish to cooperate or were not available, the name list was again consulted and fresh names were selected on the basis of random table. Thus, a representative random sample from all occupations was selected. However, a 25 per cent sample from each institution/office could not be selected because either the respondents were not willing to cooperate or they were not available for interview (see Table 2.2).
Table 2.3

Occupational Breakup of Respondents.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Non-teaching:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Office Staff</td>
<td>85</td>
<td>28.33</td>
</tr>
<tr>
<td>b) Receptionists</td>
<td>4</td>
<td>1.33</td>
</tr>
<tr>
<td>c) Nurses</td>
<td>7</td>
<td>2.33</td>
</tr>
<tr>
<td>d) Instructors</td>
<td>6</td>
<td>2.0</td>
</tr>
<tr>
<td>e) Librarians</td>
<td>20</td>
<td>6.66</td>
</tr>
<tr>
<td>f) Officers</td>
<td>4</td>
<td>1.33</td>
</tr>
<tr>
<td>2. School Teachers</td>
<td>92</td>
<td>30.66</td>
</tr>
<tr>
<td>3. University and College Teachers</td>
<td>82</td>
<td>27.33</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2.4

Distribution of Respondents by Age.

<table>
<thead>
<tr>
<th>Age</th>
<th>No. of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 and below</td>
<td>110</td>
<td>36.66</td>
</tr>
<tr>
<td>36 and above</td>
<td>190</td>
<td>63.33</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100</td>
</tr>
</tbody>
</table>

Since the main objective of this study is to examine the relationship between the socio-economic status of working women and clothing, another sample of 100 non-working women was selected so as to make a
Table 2.5
Distribution of Respondents by Level of Education.

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-graduation and above</td>
<td>212</td>
<td>70.66</td>
</tr>
<tr>
<td>Graduation and below</td>
<td>88</td>
<td>29.33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 2.6
Distribution of Respondents by Level of Income.

<table>
<thead>
<tr>
<th>Income Level</th>
<th>Income/mensem</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low income</td>
<td>Rs.1150 to 2899</td>
<td>180</td>
<td>60</td>
</tr>
<tr>
<td>Middle Income</td>
<td>Rs.2900 to 3999</td>
<td>46</td>
<td>15.33</td>
</tr>
<tr>
<td>High Income</td>
<td>Rs.4000 and above</td>
<td>74</td>
<td>24.66</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

(Classification of income level is taken from Swamy's Compilation of Central Civil Services - Revised pay rules, Forth Pay Commission, pp.27.)

comparison with the working women group. Efforts were made to select the non-working women sample by controlling educational level, age group and occupation of husband. The sample was selected from amongst non-working women with the same educational background and age group as that of working women. In the case of
non-working women sample, the total income of the family was in the same range as that of the working women sample. There were a total of 400 non-working women who fell in the above stated category. A 25 percent sample out of the total of 400 was selected randomly.

Types of Data Collected:

The data collected for this study can be categorized as primary and secondary. The main source of the primary data was the information obtained through the interview schedule. Each respondent was contacted in the home/office and interviewed. The main source of secondary data was unpublished and published material from reports and published books, articles, etc.

2.3 FIELD TECHNIQUES

Independent Variables

An attempt is made to measure the socio-economic status of working women by taking into consideration their educational background, income and occupation. The criteria for determining socio-economic status were based on accepted parameters of income as classified...
Swamy (Table 2.6). But, since income alone cannot be considered as an adequate measure of socio-economic status (SES), the educational level and occupation were also taken into consideration. A modified version of occupation listed in the Census of India (1981) was used. The classification of socio-economic status was derived on the basis of income, education and occupation as follows:

**High Socio-economic Status:**

- **Income of respondent** ... Above Rs.4000/month
- **Occupation** ... University and College teachers
- **Education** ... Post-graduation and above

**Medium Socio-economic Status:**

- **Income of respondent** ... Rs.2900-Rs.3999/month
- **Education** ... Graduation and above
- **Occupation** ... Deputy Librarians, Deputy/Assistant Registrars, School Teachers

**Low Socio-economic Status:**

- **Income of respondent** ... Rs.1150-Rs.2988/month
- **Education** ... Below graduation
- **Occupation** ... Office Assistants, Receptionists, Instructors, Stenographers
In order to classify the sample into three socio-economic status groups, each respondent was scored 3 or 2 or 1 for each income/education/occupation category. Three points each were accorded to income above Rs.4000/month, education above post-graduation level and occupation (if the respondent was a university or college teacher). Similarly, lower income/education/occupation secured 2 or 1 as per criteria stated above. Thus, a respondent who scored an optimum 9 would fall in the upper SES, 6 in middle SES category and a total score of 3 would be categorized as low SES.

Since the scores ranged between 3 (minimum) and 9 (maximum), the mean score as calculated was 4.5. Thus all respondents who scored 9 or 8 were categorized as high SES and those who scored 4 or less were categorized as low SES. All others were placed in the middle SES category.

Apart from socio-economic status, the sample population was also divided on the basis of income, education and age. Each of these parameters was used as an independent variable.

The items on which information was collected
included the role of the respondents in taking important economic decisions and decisions concerning children's education, etc.; the extent of freedom in spending family income, the practice of traditional customs which are discriminating, the extent of freedom in moving outside the family without an escort; the extent of appreciation, co-operation and respect which a working woman receives from male employees; and the extent of participation in social/organizational activities. Questions were also asked on type of dress preferred, preference of clothing material, fashion consciousness and attitude towards clothing.

The interview schedule was pretested by interviewing 30 working and 10 non-working women to ensure its item consistency. The responses were analyzed and some questions had to be eliminated and/or replaced.

**Analysis of Data:**

The analysis of the data was carried out on the basis of the following variables:

(1) Age
(2) Education

(3) Level of income.

Age: In dealing with the question of socio-economic status and clothing of working women, age factor is important. It varies in different periods of their lives. Accordingly, the respondents were divided into two groups by age.

Table 2.7

<table>
<thead>
<tr>
<th>Age</th>
<th>Working</th>
<th>Non-working</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 years and below</td>
<td>110</td>
<td>48</td>
</tr>
<tr>
<td>36 years and above</td>
<td>190</td>
<td>52</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100</td>
</tr>
</tbody>
</table>

Education: The level of education is also an important factor in the life of working women. It is related with her job prospects, additional income, her aspirations and sense of fulfillment. More and more women are trying to get graduate and post-graduate education. Though the minimum qualification required for an office assistant is only high school and for a school teacher is only high school with training; this study showed that a great number of respondents were
post-graduates. The respondents were divided into two educational categories as shown in Table 2.8.

Table 2.8
Level of Education of Working and Non-working Women Samples.

<table>
<thead>
<tr>
<th>Educational Qualifications</th>
<th>Working</th>
<th>Non-working</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-graduation and above</td>
<td>212</td>
<td>40</td>
</tr>
<tr>
<td>Graduation and below</td>
<td>88</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100</td>
</tr>
</tbody>
</table>

Level of Income: Generally the level of income is considered as the level of employment of an individual. For convenience, in this study we have accepted the classification of government employees into three groups as was notified in "Swamy’s compilation of Central Civil Services - Revised Pay Rules". According to this formula all employees are divided into 3 income groups as follows:

Class - A Rs.4000 and above
Class - B Rs.2900-Rs.3999
Class - C Rs.1150-Rs.2899.
(Class D or IV is excluded)

For convenience, these three groups were identified high, middle and low income groups respectively. For
each of these variables, comparison was made between working and non-working women and within the working group between the levels of income/employment (low, middle, high).

The chi-square test was used in most cases to establish the association between the variables. The level of significance for acceptance of relationship was .05. Where the chi-square test was not applicable or where the tables are self-explanatory, the data is presented as such.

**Dependent Variables:**

It is a widely accepted fact, that styles of life are closely associated with socio-economic status, education and age.

Since the present study is an attempt to establish the relationship between these independent variables and styles of life of working woman, an interview schedule was developed for the purpose. This interview schedule was designed to elicit information regarding type of clothing/fabric/style used by the respondents; their role within the family in terms of important
decisions like children's education, expenditure, the practice of traditional customs, participation in political/cultural activities. Apart from this, information regarding the respondents' role and status in their place of work was also sought. Apart from seeking information through the interview schedule, the present researcher made observations and interviewed the respondents to seek additional information about jewelry, make-up, style and colour of shoes and all other associated fashion aids used by the respondent. The observations were recorded on the interview schedule after completion of the interview.

The distribution of resources and roles within the family are important aspects and can be considered as important elements in determining the status of various members of the family. In order to indicate the role of women in the decision making process of her family, the following areas have been selected:

1) Money-centered decisions

2) Children-centered decisions.

Extent of involvement in money-centered decisions or decisions in the economic sphere is very important
in measuring one's status. Three levels of power structure, namely, low, medium (equal) and high have been identified. These correspond to the decisions usually taken in the family by only the husband, joint decision taken by husband and wife and decision taken independently by the wife (in this case the respondent). The respondents were asked questions regarding their role in decision-making in their families on each of the three items, viz., a) Family budgeting; b) Purchase of real estates; and c) Purchase of household articles.

A three-point scale was used to indicate the power structure within the family. Decisions taken by the husband/male members only were scored 1; those taken jointly were scored 2; and those taken by the respondents were scored 3. The scores of these three items were added up and the mean score was calculated. Thus the higher the mean score, the greater was the power of the respondent in decision-making within the family. A mean score of 1 would indicate low decision-making power of the respondent and a mean score of 3 would indicate high decision-making power. A mean score of 2
would indicate an egalitarian partnership of husband and wife.

For the purpose of analyzing the division of labour in the household, nine areas of household activities were identified: a) cooking; b) serving food; c) purchase of groceries; d) washing clothes; e) washing utensils; f) cleaning the house; g) care of children; h) care of sick/aged; and i) helping children in studies. Scoring pattern as noted above was again followed. Respondents who received no help from husband or relatives or servants received a score of 1 and were classified as having low decision-making power. Those who shared the work with husband received a score of 3, and those who shared work with relatives/servants scored 2.

It was further assumed that employment enabled women to enjoy greater freedom in the family. Five customs prevailing in traditional families were selected.

Respondents were asked questions regarding practice of five customs. These were:

a) Female members eating after male members have
b) Female members standing in the presence of male members.

c) Separate sitting room for women.

d) Restriction on running errands.

e) Restriction on entertaining friends.

The responses were scored and the mean was calculated. The highest score was given to those who did not observe the listed customs.

Major factors in status of working women in the place of their work were determined by asking questions regarding -

1) the extent of recognition by male superiors

2) extent of co-operation by male colleagues

3) extent of respect by male subordinates.

Since employment is considered an important factor in elevating a woman's status, then it was assumed that the higher the level of employment the higher would be the social status of a working woman. In this study, status is weighted with recognition, co-operation and respect received from male employees.

In order to measure the extent of recognition
received from the male superiors, the following items were identified:

a) Co-operation,
b) Recognition of the work done,
c) Appreciation,
d) Non-cooperation,
e) Unequal distribution of work,
f) Unnecessary chastising,
g) Finding petty faults with the work done, and
h) Facing problems in performing assigned duties.

The scores of the respondents on these eight items related to their work were added up to determine the extent of recognition. For each item, three possible responses were given, viz., always, sometimes and never. In the case of first three items, the score values 3, 2 and 1 were allotted and for the remaining five items, the scale was inverted as the questions which were negatively worded, thus the score values were 1, 2 and 3. The mean was taken as average score. Thus those respondents who scored a mean value of 1 were considered low on recognition, those who scored 2 were medium and those who scored above 2 were
considered high on recognition. The high score group was considered at par with the male employees, while medium and low scores meant that respondents were not regarded as equals of men.

It is assumed that the equality of working women depends on their position in the office/department hierarchy. In other words, the higher the level of employment the higher will be the recognition and equality they received.

The following seven items were selected to identify the extent of co-operation received from male colleagues.

a) Help from the colleagues when needed,
b) Appreciation of good work,
c) Recognition from colleagues,
d) Being given all unpleasant work,
e) Neglect,
f) Unpleasant experiences, and
g) Facing problems in performing assigned duties.

Three possible responses were given, namely, *always, sometimes* and *never*. In the case of first three items the score values were 3, 2 and 1, and for
the remaining four items the values were 1, 2 and 3 because the questions were negatively worded. The mean was considered as the average score and those respondents who scored high are considered as having equal status with the male colleagues, while those who scored medium and low have been considered as having lesser status as compared to male employees.

The following items were selected for calculating the score on the extent of respect our respondents have received from their male subordinates:

a) Co-operation,

b) Recognition,

c) Obedience,

d) Ignore orders,

e) Teasing by subordinates, and

f) Problems in enforcing discipline.

As in the case of other two categories, for each item three possible responses were given, i.e., always, sometimes and never. In the case of the first three items the score values were 3, 2 and 1 respectively. For the remaining three items, this was inverted as the questions were negatively worded. The mean of the six
scores was taken as the average score. Those who scored a mean value of 1 were considered low on respect, those who scored 2 were considered medium and those who scored above 2 were considered high on respect.

To evaluate whether women participated in cultural and political activities, questions based on the following were asked:

1. Membership and participation in organizations.
2. Their attitude towards the participation in such organizations.
3. Extent of freedom of movement outside the home.
4. Their attitude towards their employment and equal status.

The responses were tabulated and analyzed.