

RESEARCH ARTICLE

Influence of Socio-Economic Variables on The Career Development of Women in Samastipur District of Bihar

Padmalaya Jena¹ and Punam Kumari²

1.PG. Scholar

2. Professor and Head,
Department of Extension
Education and Communication
Management, CoCSc.,

Dr. Rajendra Prasad Central
Agricultural University,
Samastipur, Bihar.

Corresponding author e-mail:
[padmalayajena.pj@gmail](mailto:padmalayajena.pj@gmail.com)

ABSTRACT

The interplay of several socio-economic variables determines the status of women in any society. Women are still subjected to mistreatment and enslavement as a result of discriminatory social traditions, lack of sufficient education, and lack of professional training. The objective of the current study was to ascertain the influence of Socio-economic status of women on their career development. It was done using a sample of 120 women respondents in the Pusa block of the Samastipur district of Bihar. The findings of the study revealed that majority of the respondents (44.16%) belonged to middle age group (36-50 yrs). Most of the respondents (34.16%) had completed their high school education. More than half of the respondents (53.4%) were having a nuclear family and had upto 5 members in their family. Most of the respondents (80.7%) were housewives and 69.1 per cent of respondents reported a medium annual family income ranging between Rs 1, 60,000- Rs.4, 60,000. The study further revealed that family type and family size were found to be negatively correlated with career development at 5 per cent level, caste and income were found to be positively correlated with career development at 5 per cent level whereas Education, Occupation, Mass media, Household items and Prestige items were found to be positively correlated at 1 per cent level with it. However, variables such as Age, Marital status, House type and livestock were insignificant with career development.

Key words: Career development; Discrimination; Gender biasness; Women.

Despite the constitution's guarantee of equal rights for men and women, it is a well-known fact that women in India do not have the same status as that of men. The traditional ideologies of India imply that women's roles are primarily focused on domestic chores such as kitchen work and child rearing (Bhagwat, 2016). In addition to this, they have been regarded as sex objects and inferior to men. Moreover, the resultant effect of gender biasness is gender disparity which is the bell and whistle of patriarchal society, and demeans women in a multitude of ways. Girls from low socio-economic background do not receive as much attention from their parents as boys do from the moment they are born (Mohamadou, 2017). Men are served food first and get the lion's share of food because they are considered to be the breadwinners and sons are to be the parent's anchor of old age. Sons get the best food in terms of both quality and quantity, whereas daughters' food is insignificant

(De, 2017). Preparing her in strenuous household chores so that she can adjust to the difficult role of wife to mother is prioritized, while the son, who is viewed as the savior of old age and future breadwinner, is sent to school (Jhansi and Kalal, 2022). If a girl does better in school than her brother, the son is given priority in receiving higher education (Pal 2004). Girls are not permitted to communicate with individuals of the other gender. They are not permitted to grab their own profession. Discrimination acts as a psychological hurdle to change with far-reaching repercussions for their academic, professional, economic, and social life (Alsharif, 2018). Women's career choices are hampered by cultural conceptions and society's perception (Myers et al. 2020). Traditional Indian mentalities assume that once a woman starts working and earning money, she no longer needs her husband and can make her own decisions, and that the man would progressively lose control over her. This frame

of mind imposes control over women and forces them to give up their career related ambitions as a mark of high social status. Society, which is suffering from 'son complex' provides her nothing but a future heavily contaminated with biasness and injustice at all levels. Therefore, the current study was designed to assess the influence of socio-economic factors on career development of women.

METHODOLOGY

The current investigation was carried out in Pusa Block of the Samastipur District of Bihar due to its close proximity to the university where the researcher was conducting her research. The village of Bishunpur Birauli was selected for the study out of the forty villages that constitutes Pusa block. The sample was selected using a random sampling procedure. 120 households were chosen at random from the village's total of 1145 households in order to retrieve information for the study. Accordingly, the sample for the study consisted of 120 female households as respondents. Additionally, 643 family members of respondents were surveyed to determine their educational status. To get pertinent information from the respondents a structured interview schedule was prepared and used. Probing along with observational technique were employed as methods of data collection to elicit relevant information from the respondents. Several reliable and highly credible sources, such as published reports, research papers, statistics manuals, and government directories were used to gather secondary data. Findings and conclusions were derived using frequency, percentages and correlation analysis.

RESULTS AND DISCUSSION

Socio-economic profile of women

Age: The results shown in Table 1 depicts that 45 per cent of the respondents belonged to middle age group (36-50 years) followed by 44.16 per cent of young age group (18-35 years) respondents while 10.84 per cent respondents were in old age group (51-70 years). These findings were in consistence with the findings of *Santhi and Kalirajan (2019)* and *Kumari et al. (2022)* which highlighted that the majority of the respondents were in the middle age group.

Cast: It has been observed from Table 1 that almost 41 per cent of the respondents belonged to other backward classes followed by general and SC which accounted for 32 per cent and 27 per cent respectively.

Prior research investigations conducted by *Upadhyay et al. (2021)* support the findings of the current study which found that the majority of respondents belonged to OBC category.

Marital status: Results presented in Table 1 indicated that all of the respondents were married.

Education: A detailed analysis of Table 1 reveals that majority of the respondents had completed their high school education which representing highest percentage i.e., 34.16 per cent followed by 28.35 per cent of the respondents who had completed middle school whereas 19.17 per cent of the respondents were able to read and write. In addition, 7.5 per cent of the respondents were illiterate and only 6.66 per cent and 4.16 per cent of the respondents were graduates and attended primary school respectively. Despite the fact that the majority of the women respondents were educated, only 6.66 per cent of them had done graduation because of a lack of opportunities, resources and the dominance of social beliefs.

Family education: There were 643 members (excluding the respondents) in the respondent households. The findings in Table 1 indicates that 19.40 per cent of the had completed middle school and almost same percentage of family members had completed primary school and high school which comprises 17.75 per cent and 17 per cent respectively. About 14 per cent of the family members were illiterate and 13 per cent were able to read and write. Additionally, 10.25 per cent of the respondents were able to only read and only 8.30 per cent of the family members had done graduation or pursuing graduation. Only few of the family members had pursued higher studies due to inadequate educational facilities, lack of awareness of the value of education and the predominance of gendered norms.

Family type: It is evident from the Table 1 that more than half of the respondents which comprise 53.4 per cent had upto 5 members while 46.6 per cent of respondents had more than 5 members in their respective families. The results showed that people living in rural areas desire an improved lifestyle for which the respondents mostly preferred to stay in nuclear families. The prior conclusions of *Sood (2007)*, provide support to the findings of the current study.

Family size: Results in Table 1 indicated that majority of the respondents were having a nuclear family representing 53.4 per cent of the study followed by 46.6 per cent of respondents who followed joint family

Table 1. Distribution of rural women based on their socio-economic characteristics (N=120)		
Variables	No.	%
<i>Age</i>		
Young age (18-35)	53	44.16
Middle age (36-50)	54	45
Old age (>50)	13	10.84
<i>Caste</i>		
General	39	32.5
OBC	49	40.84
SC	32	26.66
<i>Marital status</i>		
Married	120	100
Unmarried	0	0
<i>Education</i>		
Illiterate	9	7.5
Read only	0	0
Read and write	23	19.17
Primary	5	4.16
Middle	34	28.35
High school	41	34.16
Graduate and above	8	6.66
<i>Family education (N=643)</i>		
Illiterate	92	14.30
Read only	66	10.25
Read and write	83	13.00
Primary	114	17.75
Middle	125	19.40
High school	109	17.00
Graduate and above	54	8.30
<i>Family size</i>		
Upto 5 members	64	53.40
Above 5 members	56	46.60
<i>Family type</i>		
Nuclear	64	53.40
Joint	56	46.60
<i>Occupation</i>		
Housewife	97	80.70
Agricultural labor	12	10.00
Cultivation	3	2.50
Caste occupation	0	0.00
Business	4	3.40
Service	4	3.40
<i>Annual income</i>		
Low (<1.6 lakhs)	15	12.50
Medium (1.6-4.6 lakhs)	83	69.10
High (>4.6 lakhs)	22	18.40
<i>House type</i>		
Kutcha	1	0.83
Semi pucca	30	25.00
Pucca	89	74.17

norm. The same justifications that were given for families with up to five members apply here as well. The findings of the study derive support from the studies of *Sood (2007)*.

Occupation: The findings in Table 1 clearly indicate that majority of the respondents i.e., 80.70 per cent of the respondents were housewives. About 10 per cent of the respondents were worked as agricultural labourers and 2.5 per cent of the respondents had cultivation as their primary occupation whereas same percentages of respondents were involved in business and service which comprises 3.40 per cent. It is evident from the results that most of the women respondents were housewives due to predominance of conservative/orthodox beliefs, family restrictions and gendered norms which hinders women's career development. The result of this study was in accordance with the findings of *Sood (2007)* and *Sharma (2008)* who found that maximum number of respondents were housewives.

Annual Income: Table 1 discloses that about 69.10 per cent of respondents reported a medium annual family income ranging between Rs 1, 60,000- Rs.4, 60,000 followed by 18.4 per cent of the respondents who belonged to high annual income category with an annual income of more than Rs 4, 60,000. Furthermore 12.5 per cent of the respondents had a low annual income of less than 1, 60,000.

House type: It has been observed from Table 1 that out of 120 respondents a largest number of respondents i.e., 89 lived in Pucca houses which accounts for 74.17 per cent followed by 30 numbers of respondents who lived in Semi pucca house which represents 25 per cent of the overall study. Only one of the respondents lived in Kutcha house i.e., 0.83 per cent of the study.

A detailed analysis of Table 2 revealed that majority of the respondents which comprises 97 per cent of the study didn't get motivation from their relatives to choose their career whereas only 3 per cent of the respondents came in favour of this statement. The result also showed that 96 per cent of the respondents are not permitted to attend college outside of their home state for higher education, compared to only 4 per cent of the respondents who were leaving their home state for higher studies. Furthermore, according to 95 per cent of the respondents they didn't receive enough financial support from their family to pursue their dream job, they didn't have the liberty to opt career of their choice and their relatives didn't encourage them to be self-independent and self-sufficient while

Table 2 Distribution of rural women on the basis of their career development (N=120)

Statements	Strongly Agree		Agree		Not at all agree	
	No.	%	No.	%	No.	%
Do you get freedom to select your career?	8	6	0	0	112	94
Do you get sufficient financial assistance from your family to pursue your dream job?	6	5	0	0	114	95
Do you get moral support from your family to choose your career?	8	6	0	0	112	94
Do you get motivation from your family to choose your career?	8	6	0	0	112	94
Do you get motivation from your relatives to choose your career?	4	3	0	0	116	97
Do your parents allow you to pursue higher education?	50	42	0	0	70	58
Do your parents allow you to pursue professional education?	13	11	0	0	107	89
Do your parents spend equal amount of money on education irrespective of gender?	12	6	0	0	108	94
Do your parents care about your education and go to great extent to meet your educational needs?	10	8	0	0	110	92
Do you have the right to go for your own decision to choose your career?	6	5	0	0	114	95
Do your parents permit you to attend College outside of your home State for higher studies?	5	4	0	0	115	96
Do your parents encourage you to be self-independent and self-sufficient?	8	6	0	0	112	94
Do your relatives encourage you to be self-independent and self-sufficient?	6	5	0	0	114	95

only 5 per cent of the respondents agreed with these assertions. Additionally, it was observed that 94 per cent of the respondents didn't have the freedom, moral support and motivation from their families to choose their career. Regardless of gender, their parents didn't even spend an equal amount of money on their education and they didn't promote independence and self-reliance in them. It is also evident from the study that parents of 92 per cent of respondents didn't care about their daughter's education and fulfilled their educational needs in contrast to parents of 8 per cent of respondents who met their daughter's educational demands. The findings also indicated that 89 per cent and

58 per cent of the respondents are not allowed to pursue either professional education or higher education whereas only a small proportion of respondents of the study are pursuing higher education and professional education which comprises 42 per cent and 11 per cent respectively.

From Table 3 it is summarized that age, marital status, housing and livestock were not found to have a significant influence on career development of women. The variables which had a significant influence on career development of women are explained in detail:

Caste: According to Table 3, the caste of the respondents was statistically significant at 5 per cent level with p value of 0.196. It implies that fewer restrictions were imposed on women from upper caste. They have more freedom and opportunities to choose their career. Consequently, it is clear that women from lower castes were prevented from pursuing their careers due to prevalence of gendered norms and lesser opportunities.

Education: Education helps in developing logical thinking that lead to rational decision-making in individuals. From Table 3 it is found that education was statistically significant at 1 per cent level, with p value of 0.463. It implies that career development among women increases with higher education levels and vice versa.

Family type: Table 3 depicts that family type was negatively and significantly correlated with career development of women at 5 per cent level with p value -0.207. It illustrates that career development decreases among women living in joint families as they engage themselves more in household chores and they got

Table 3. Correlation analysis between various Socio-economic variables and career development of women

Variables	(r)	Significance level
Age	0.033	0.723
Caste	0.196*	0.032
Education	0.463**	0.000
Marital status	0.058	0.530
Family type	-0.207*	0.023
Family size	-0.181*	0.047
Occupation	0.420**	0.000
Income	0.211*	0.020
Housing	0.141	0.125
Mass media	0.458**	0.000
Livestock	-0.136	0.139
Household items	0.236**	0.009
Prestige items	0.389**	0.000

**Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at the 0.05 level (2-tailed)

less educational opportunities. In contrary, career development is more in women from nuclear families.

Family-size: According to Table 3 family-size was negatively significant at 5 per cent level, with p value of -0.181. It reveals that as the family-size increases career development among women decreases and vice-versa.

Occupation: From Table 3 it is indicated that occupation was statistically significant at 1 per cent level, with the p value of 0.420. It illustrates that career development among women were more in families with better and more occupations and vice versa.

Income: According to Table 3 family income was statistically significant at 5 per cent level, with p value of 0.211. It reveals that the career development among women is more pronounced in families with better financial status and well-off economy and vice-versa.

Mass media: From Table 3 it is indicated that mass media exposure was statistically significant at 1 per cent level, with p value of 0.458. It is evident that as the mass media exposure increases career development among women increases and vice-versa.

Household items: It has been observed from Table 3 that household items were statistically significant at 1 per cent level, with the p value of 0.236. It implies that families having more household items were affluent and represent wealth which influences career development among women.

Prestige items: It is evident from Table 3 that prestige items were statistically significant at 1 per cent level, with the p value of 0.389. It signifies that families that owned more prestige items were wealthier and prosperous and represent better living standard which promotes career development among women.

CONCLUSION

The study emphatically tried to determine the influence of socio-economic variables on the career development of women in the study area. It has been observed from the study that women and girls typically have less access to socioeconomic resources like education, income, social involvement, and material possession than their male counterparts in almost all societies. Traditional Indian mentalities barred women from working despite having great knowledge and potential. This frame of mind imposes control over women and forces them to give up their career related ambitions as a mark of high social status. The same fact

is proclaimed in this study. Therefore, it can be inferred from the study that women must be afforded equality throughout all spheres of life in order to actualize her full potential in the interest of the family and society at basic level and for the national development as a whole.

CONFLICTS OF INTEREST

The authors have no conflicts of interest.

REFERENCES

- Alsharif, S. A. (2018). The challenges associated with women career development at the state universities in Saudi Arabia: A ground theory approach. *Intl. J. Gender and Women's Studies*, **6**(2) : 18-30.
- Bhagwat, N. (2016). Gender equality: Estimation of biases and development of educational tool. *Indian Res. J. Ext. Edu.*, **12**(2) : 70-74.
- De, K. (2017). Effect of socio-economic status on nutritional status on adolescent girls of Paschim Medinipur, West Bengal, India. *Vitam Miner*, **5** (149) : 2376-1318.
- Jhansi, B., and Kalal, A.N. (2022). Socio-personal Profile of APMC women involved in post-harvest activities of dry chilli and their constraints—A comparative study. *Indian Res. J. Ext.Edu.*, **22**(4) : 13-21.
- Kumari, N.; Chahal, P. K.; Malik, J.S.; Ghanghas, B.S. and Arun, D.P. (2022). Decision-making behaviour and impact of post-harvest losses on tomato growers. *Indian Res. J. Ext. Edu.*, **22** (3) : 73-77.
- Mohamadou, G. (2017). Children development and socioeconomic status of parents: An analysis of families in the far north region of Cameroon. *European Scientific J.*, **13** (26) : 31-340.
- Myers, S.P.; Dasari, M.; Brown, J.B., Lumpkin; S.T.; Neal, M.D.; Abebe, K.Z., and Rosengart, M.R. (2020). Effects of gender bias and stereotypes in surgical training: a randomized clinical trial. *JAMA Surgery*, **155** (7) : 552-560.
- Pal, S. (2004). How much of the gender difference in child school enrolment can be explained? Evidence from rural India. *Bulletin of Eco. Res.*, **56** (2) :133- 158.
- Santhi, S. and Kalirajan, V. (2019). Study the profile characteristics of farm women with reference to decision making behaviour. *Asian J. Agric Ext. Econ. Soc.*, **21**(1):15.
- Sood, S. (2007). Attitude of mothers towards rearing of girl child in Kangra district of Himachal Pradesh (Doctoral dissertation, CSKHPKV, Palampur).
- Upadhyay, A.D.; Pandey, D.K.; Chauhan, J.K. and Pal, P. (2021). Analysis of socio-economic profile and gender equity among the labourer engaged in dry fish value chain in India. *Indian Res. J.Ext. Edu.*, **21**(4) : 139-144.