



## Study of social problems of government, semi-government and public secondary school students of working mothers

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### Abstract

The paper presented is projected for analysis and interpretation of data collected to study the difference and a comparative study of social problems of Government, Semi-Government and Private secondary students of working mothers. Data have been collected from the Bageshwar, Nainital and Udham Singh Nagar district from Kumaun region of Uttarakhand state. The dimensions of measuring social problem were- school climate, Behavioural, Psychosocial, Drug Abuse, Academic, Health, Economic, Social-media, Family and Society related problems. The findings of the study reveal that the secondary school students of working mothers from government schools and semi-government schools had higher levels of social problems among them as compared to the students from public schools. Analysing the results it can be concluded that the social problems of secondary school students of working mothers were different across types of school.

**Keywords:** Working mothers, social problems, government schools

### Introduction

A child usually spends maximum time with his/her mother. It is, therefore, the mother alone who leaves a strong and a long-lasting impact on the child and lays the foundation for its future development. She acts as a model and the way in which she is perceived by the child determines many of the behavioral choices the child will make later. In the modern era the trend for getting a job by both the husband and wife is prevalent. It is the result of employment of both husband and wife that family roles of men and women are also changing. It is, therefore, reasonable to expect that the home environment in dual and single earner families will differ. The two most common motives that have led women into the labor force are economic needs and personal fulfillment, but most women would not leave their jobs even if economic pressure is reduced. They draw satisfaction by doing work and getting the money they are earning. Dual earners thus face special challenges as they try to balance work and family responsibilities. Kapoor (1970) <sup>[5]</sup> wrote, that in free India women have had been entering salaried remunerative occupations, and professions in increasing numbers. Due to reproduction control, labor saving devices in the home, and childcare facilities, women had more opportunities these days to combine career with Introduction through parenting. The teenage brain, Laurence Steinberg says, is like a car with a good accelerator but a weak brake. With powerful impulses under poor control, the likely result is a crash. The deficiencies in social skills brought out enormous setbacks in relating to their companions, and gradually provoked maladaptive social behavior and reduced their self-esteem (Mulder, 2008). During the adolescence, the socio-emotional system becomes more assertive during puberty, while the cognitive-control system gains strength only gradually and over a longer period of time.

### Objective

- To study the Social Problems of Secondary School Students of Working Mothers on the basis of their Types of School.

### Definition of variables

- Social Problem:** Social problems are behavior patterns or conditions that are considered objectionable or undesirable by many members of a society. Social problems of children mean those problems which were faced in school like- drug abuse, poor school climate, casteism, gender discrimination, lack of sanitation, effects of mobile and social media etc., on learning discipline.
- Secondary School Students:** Secondary school students are students of classes IX and X. They were the students who were passing through the period of adolescence, and this is the most important period of human life.
- Working Mothers:** Women who perform their domestic duties along with the work outside the home for a wage or salary to help economically and realize their potentialities are working mothers.
- Types of School:** In the present study school types refer to government, semi-government, and public schools.
  - Government Schools:** Government's schools were administered and funded by the state govt. and central govt. these schools have a common curriculum set at the national level.
  - Semi-Government Schools:** Semi-government schools were partially administered and funded by the govt. Curriculum is adopted by government schools.
  - Public Schools:** Schools were more or less funded by students' tuition and administered by a private body.

**Delimitation of the Study:** Keeping in view, the time, resources, money, and hard work involved in the process researcher had to delimit the study in the following manner:

- The study is delimited only to the Kumaun region of Uttarakhand state.

- The study is further limited only to secondary school students, i.e. the students of class IX and X.
- The problem is delimited only to those students whose mother works in any government or semi-government sector, working mothers.
- The proposed study is confined to a sample of approximately 1000 secondary school students only.
- Variable, Types of School Government, Semi-government, and Private Schools. Variables will be studied in the study.

**Hypotheses**

- There is no significant difference in social problems of secondary school students of working mothers on the basis of their types of school.

**Research Method**

Descriptive research design had been employed for the current study. This design was concerned with surveying, describing and investigating the prevailing phenomena or issues, conditions and relationships that exist among target population.

**Description of Locale**

Uttarakhand state is divided into two divisions Garhwal and Kumaun. Kumaun is the second administrative division of Uttarakhand. There are 6 districts in Kumaun division. Districts which are a part of Kumaun Division are: Almora, Nainital, Pithoragarh, Bageshwar, Udham Singh Nagar and Champawat.

**Population**

For the purpose of this study the target population includes secondary school students of Kumaun region from Government, Semi-Government and Public schools in the region.

**Sample of the Study**

The present study was descriptive research, based on the normative survey method. Researcher collected responses from 1000 respondents by using simple random sampling. The respondents, i.e., students were selected from Government, Semi-Government and Public schools of three districts of the Kumaun region as per the alternate alphabetical order namely, Bageshwar, Nainital and US Nagar. These districts represented the geography of the state very well since these districts include Hill, Semi-hill and Plains area respectively.

**Research Tool**

Keeping the objectives of study in mind a tool was constructed in which ten dimensions of social problems were identified with the help of available literature and help of experts. 10 dimensions of Social Problems, were-

1. School Climate
2. Psychosocial Problems
3. Drug Abuse
4. Academic Problems
5. Behavioral Problems
6. Health Problems
7. Economic Problems
8. Social Media Influence
9. Family Problems
10. Society Related Problems

**Data analysis and interpretation-**

- **Objective:** To study the Social Problems of Secondary School Students of Working Mothers on the basis of their Types of School.

To study the difference in the social problems of secondary school students of working mothers on the basis of their types of school.

**Table 1:** Mean, S.D. and F-values of the various dimensions of social problems of Secondary School Students of Working Mothers on the basis of their Types of School

Dimensions of Social problems	Types of School	N	Mean	SD	F-value	Level of Significance
School Climate	Government	100	19.06	3.95	54.87	0.01
	Semi Government	50	21.58	1.72		
	Public Schools	220	16.17	3.80		
Psychosocial Problems	Government	100	19.44	5.49	65.42	0.01
	Semi Government	50	25.30	2.84		
	Public Schools	220	16.50	5.15		
Drug Abuse	Government	100	14.23	3.57	61.22	0.01
	Semi Government	50	12.76	0.96		
	Public Schools	220	10.48	2.82		
Academic Problems	Government	100	28.25	6.53	32.26	0.01
	Semi Government	50	30.08	3.33		
	Public Schools	220	23.18	7.48		
Behavioural Problems	Government	100	32.94	7.25	22.25	0.01
	Semi Government	50	31.92	1.65		
	Public Schools	220	28.37	6.08		
Health Problems	Government	100	12.94	3.13	26.93	0.01
	Semi Government	50	10.76	0.82		
	Public Schools	220	10.95	2.20		
Economic Problems	Government	100	14.99	3.66	12.02	0.05
	Semi Government	50	13.40	0.97		
	Public Schools	220	13.02	3.53		
Social Media Influence	Government	100	12.99	2.67	17.97	0.01
	Semi Government	50	12.68	1.56		
	Public Schools	220	11.34	2.52		
Family Problems	Government	100	17.39	4.71	31.92	0.01
	Semi Government	50	12.00	1.88		
	Public Schools	220	13.73	4.77		
Society Related Problems	Government	100	7.54	2.37	12.72	0.01
	Semi Government	50	5.60	0.88		
	Public Schools	220	6.41	2.63		

Data presented in Table 1.1 reveals that for first dimension of social problems which was school climate, the mean scores of secondary school students from government schools, semi-government schools and public schools was significant.

Mean scores for psychosocial problems dimension among secondary school students of working mothers varied significantly across types of school.

The mean scores of secondary school students of working mothers for third dimension of social problems i.e., drug abuse for government, semi-government and public schools respectively had varied significantly across types of school.

Mean scores for the dimension of academic problems among secondary school students of working mothers had varied significantly across types of school.

The mean scores of secondary school students of working mothers for fifth dimension of social problems which was behavioral problems for government, semi-government and public schools respectively vary significantly across types of schools.

The mean scores of secondary school students of working mothers for health problems dimension for government,

semi-government and public schools found different significantly.

Secondary school students of working mothers from government, semi-government and public schools for economic problems found significant.

Mean scores for social media influence dimension among secondary school students of working mothers varied significantly across types of school.

The mean scores of secondary school students of working mothers for ninth dimension of social problems which was family problems, was found significant at the desired level of significance.

The value for society related problems dimension was found significant and indicated a significant difference between mean scores across types of school.

To find which two type of schools out of three schools differ significantly in social problems scores of secondary school students of working mothers, a post-hoc analysis was carried out using least significant difference (LSD) method. The results of the post-hoc analysis was illustrated in Table 2.

**Table 2:** Multiple Comparisons using Post hoc LSD Test

Dependent Variables	I	J	Mean Difference (I-J)	Sig.
School Climate	Government	Semi Government	2.520	0.05
		Public Schools	2.887	0.05
	Semi Government	Government	2.520	0.05
		Public Schools	5.407	0.05
Psychosocial Problems	Government	Semi Government	5.860	0.05
		Public Schools	2.935	0.05
	Semi Government	Government	5.860	0.05
		Public Schools	8.795	0.05
Drug Abuse	Government	Semi Government	1.470	0.05
		Public Schools	3.748	0.05
	Semi Government	Government	1.470	0.05
		Public Schools	2.278	0.05
Academic Problems	Government	Semi Government	1.830	N.S.
		Public Schools	5.073	0.05
	Semi Government	Government	1.830	N.S.
		Public Schools	6.903	0.05
Behavioural Problems	Government	Semi Government	1.020	N.S.
		Public Schools	4.567	0.05
	Semi Government	Government	1.020	N.S.
		Public Schools	3.547	0.05
Health Problems	Government	Semi Government	2.180	0.05
		Public Schools	1.995	0.05
	Semi Government	Government	2.180	0.05
		Public Schools	0.185	N.S.
Economic Problems	Government	Semi Government	1.590	0.05
		Public Schools	1.967	0.05
	Semi Government	Government	1.590	0.05
		Public Schools	0.377	N.S.
Social Media Influence	Government	Semi Government	0.310	N.S.
		Public Schools	1.654	0.05
	Semi Government	Government	0.310	N.S.
		Public Schools	1.344	0.05
Family Problems	Government	Semi Government	5.390	0.05
		Public Schools	3.658	0.05
	Semi Government	Government	5.390	0.05
		Public Schools	1.732	0.05
Society Related Problems	Government	Semi Government	1.940	0.05
		Public Schools	1.126	0.05
	Semi Government	Government	1.940	0.05
		Public Schools	.814	0.05
Social Problems	Government	Semi Government	3.690	N.S.
		Public Schools	29.611	0.05
	Semi Government	Government	3.690	N.S.
		Public Schools	25.921	0.05

Data presented in Table 1.2 reveals that there was a significant difference among secondary school students of working mothers from government schools and semi-government schools for the school climate related social problems (MD=-2.52). Similarly, a significant difference was found between government and public-school students for this dimension (MD=2.89).

A significant mean difference was observed for school climate related social problems among secondary school students of working mothers from semi-government and public schools (MD=5.41).

For dimension psychosocial problems of social problems, the mean difference of scores between students from government and semi-government schools (MD=-5.86), government and public schools (MD=2.94) and semi-government and public schools (MD=8.79) was found significant.

The mean difference of scores concerning drug abuse dimension of social problems between students from government and semi-government schools (MD=1.47), government and public schools (MD=3.75) and semi-government and public schools (MD=2.28) was found significant.

For the dimension, academic problems, the mean difference of scores between students from government and public schools (MD=5.07) and semi-government and public schools (MD=6.90) was found significant.

Data presented in Table 1.2 reveals that the mean difference of scores concerning behavioural problems dimension of social problems between students from government and public schools (MD=4.57) and semi-government and public schools (MD=3.55) was found significant.

Data reveals that for dimension economic problems of social problems, the mean difference of scores between students from government and semi-government schools (MD=1.59) and government and public schools (MD=1.97) was found significant.

The mean difference of scores concerning social media influence dimension of social problems between students from government and public schools (MD = 1.65) and semi-government and public schools (MD = 1.34) was found significant.

Data presented in Table 1.2 reveals that the mean difference of scores concerning family problems dimension of social problems between students from government and semi-government schools (MD=5.39), government and public schools (MD=3.66) and semi-government and public schools (MD=-1.73) was found significant.

For dimension society related problems of social problems, the mean difference of scores between students from government and semi-government schools (MD=1.94), government and public schools (MD=1.13) and semi-government and public schools (MD=-0.81) was found significant.

Dimension wise social problems of secondary school students of working mothers on the basis of their types of school. Data presented in Table 4.47 reveals that there was found a significant difference between mean scores of social problems among secondary school students of working mothers from government schools and public schools (MD = 29.61).

**Table 3:** Mean, S.D. and F-value of the social problems among Secondary School Students of Working Mothers on the basis of their Types of School

Types of School	N	Mean	S.D.	F – value	Level of Significance
Government	100	179.77	31.70	51.45	0.01
Semi Government	50	176.08	10.43		
Public Schools	220	150.16	26.44		

Data presented in Table 1.3 revealed that the F-value for social problems of secondary school student of working mothers across types of school was 51.45 which was found significant at the desired level of significance 0.01.

Hence, the null hypothesis, “There is no significant difference in social problems of secondary school students of working mothers on the basis of their types of school” stands rejected, and we may conclude that the social problems of secondary school students of working mothers was different across types of school.

**Results**

- The mean difference indicated that the secondary school students of working mothers from semi-government schools had higher levels of school climate related social problems as compared to the students from government and private schools.
- Secondary school students of working mothers from public schools had lowest level of school climate related social problem level among them.
- It can be inferred that the secondary school students of working mothers from semi-government and government schools had higher level of psychosocial problems as compared to the students of working mothers from public schools.
- The data presented that that the secondary school students of working mothers from government and semi-government schools had higher level of drug abuse related social problems as compared to the students of working mothers from public schools.
- The secondary school students of working mothers from semi-government and government schools had higher level of academic problems as compared to the students of working mothers from public schools.
- The secondary school students of working mothers from government and semi-government schools had higher level of behavioural problems related social problems as compared to the students of working mothers from public schools.
- It can be inferred that the secondary school students of working mothers from government schools had higher level of economic problems as compared to the students of working mothers from semi-government and public schools.
- The secondary school students of working mothers from government and semi-government schools had higher level of social media influence related social problems as compared to the students of working mothers from public schools.
- The secondary school students of working mothers from government and public schools had higher level of family problems related social problems as compared to the students of working mothers from semi-government schools.

- From the results it can be inferred that the secondary school students of working mothers from semi-government and government schools had higher level of society related problems as compared to the students of working mothers from public schools.
- The mean difference had indicated that the secondary school students of working mothers from government schools and semi-government schools had higher levels of social problems among them as compared to the students from public school.

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