

A Comparative Study of the Impact of the Socio-Economic Status of Educated Working and Labour Women on the Educational Attitude of Their Children

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Abstract:

The objective of the present research is to conduct a comparative study of the impact of the socio-economic status of educated working women and labour women on the educational attitude of their children. In the present social scenario, along with the increase in women's education and work participation, changes are also being observed in the family environment and conditions related to children's education. In this study, using the survey method, children of educated working women and children of labour women from urban and rural areas were included as the sample. The collected data were analysed through the independent sample t-test.

The results clearly revealed that the educational attitude of children of educated working women was found to be statistically more positive compared to that of children of labour women. This difference was found to be significant at the 0.01 level not only at the overall level but also in both urban and rural areas. The study concludes that the mother's education, income level, working conditions, and family educational environment play an important role in the formation of children's educational attitude. The findings of the present research may prove useful for educational policy formulation, development of educational plans, and socio-educational reforms.

Keywords: Educated women, Labour women, Socio-economic status, Educational attitude

INTRODUCTION

In the present scenario, women's educational progress and participation in the workforce are continuously increasing, as a result of which significant changes are being observed in family structure and the environment related to children's studies. Educated working women and labour women represent two different socio-economic classes of society. Clear differences are found between these classes in income level, educational background, nature of work, social status, and availability of educational resources, which influence their children's perspective, interest, and attitude towards education.

The socio-economic status of any family directly and indirectly affects the educational opportunities available to children, study materials, parental support, and encouragement. Generally, children of educated working women receive a favorable educational environment, better resources, and higher educational expectations. In contrast, children of labour women face many educational difficulties due to economic deprivation, lack of time, and social inequalities. In this context, this comparative study holds special importance because it will help in understanding how different socio-economic conditions affect children's educational attitudes. The findings obtained from the study may prove helpful in educational policy formulation, development of educational programs, and efforts related to social upliftment.

Socio-Economic Status:

Socio-economic status is determined on the basis of the education, income, occupation, and social level of an individual or family. This status directly affects lifestyle, availability of opportunities, and children's education. It determines a person's identity in society and direction of development.

Educational Attitude:

Educational attitude reflects an individual's thinking, feelings, and behaviour towards education. If this thinking is positive, the individual takes interest in learning and respects school and teachers. In case of a negative attitude, the individual avoids studies and considers education a burden. This attitude is not limited only to students but is also observed among teachers and parents. It is shaped by family, social, school, and personal experiences and deeply influences an individual's academic success.

Need of the Study:

The need for studying the present research topic arises because the socio-economic status of educated working women and labour women directly and indirectly affects their children's thinking, interest, and motivation towards education. Differences are found between the two groups of women in educational level, income, working conditions, and family environment, which affect children's educational attitudes. This comparative study will help identify which socio-economic factors are responsible for children's positive or negative educational attitudes, thereby making educational plans and policies more effective.

SIGNIFICANCE OF THE STUDY

The socio-economic status of educated working women and labour women plays a decisive role in shaping their children's educational attitudes. Factors such as income, level of education, nature of work, and family environment influence children's interest in learning, motivation, and educational goals. Through this comparative study, the differences found in the educational attitudes of children from both groups can be clearly identified. This will help in developing an understanding of the socio-economic conditions under which children's educational orientation is more positive, thereby providing a more effective direction to educational reforms, policy-making, and social welfare programs.

REVIEW OF RELATED LITERATURE

- Berken, Mace, and De Baker (2004) found in their research that parents' occupation, their position in society, and their lifestyle bring changes in their children's success.
- Smith (2005), in a study on the impact of quality of education and socio-economic status on school children's academic achievement, found that children belonging to higher educational levels and higher socio-economic status scored more marks than children belonging to lower educational levels and lower socio-economic status.
- More (2016) conducted a study titled "A study of problem-solving ability, educational attitude, aspiration level, and belief of secondary-level students." The study found that problem-solving ability at the secondary level can be taught through multidimensional methods, in which the use of experience, effort, trial and error, and communication media is important. By bringing changes in educational attitude, students' perspectives towards education can be changed. Therefore, emphasis was laid on continuous training of attitudes, creation of an interesting environment, and making the school environment fear-free. The aspiration level of secondary-level students was high, but lack of stability was observed. A decline was found in the belief level of high-school students, for which continuous encouragement and motivation were considered important.
- Sharma (2017) conducted a study titled "A study of educational attitude and scientific outlook as determinants of academic achievement in problem-solving ability of higher secondary students." The study found that at the higher secondary level, students' problem-solving ability is very high, and their educational attitude also shows high positivity, which is a major determinant of their academic achievement. Problem-solving ability and educational attitude are considered important factors in the development of scientific outlook among students. The problem-solving ability, educational attitude, and scientific outlook of higher secondary students are viewed as major determinants of their academic achievement.

Objectives of the Study:

1. To study the impact of the socio-economic status of educated working women and labour women on the educational attitude of their children.
2. To study the impact of the socio-economic status of educated working women and labour women in urban areas on the educational attitude of their children.
3. To study the impact of the socio-economic status of educated working women and labour women in rural areas on the educational attitude of their children.

Hypotheses of the Study:

H₀₁: There will be no significant difference in the educational attitude of children of educated working women and labour women.

H₀₂: There will be no significant difference in the educational attitude of children of educated working women and labour women in urban areas.

H_{03} : There will be no significant difference in the educational attitude of children of educated working women and labour women in rural areas.

METHOD OF THE STUDY

In the present research study, the survey method was used.

Testing of Hypotheses:

Hypothesis H_{01}

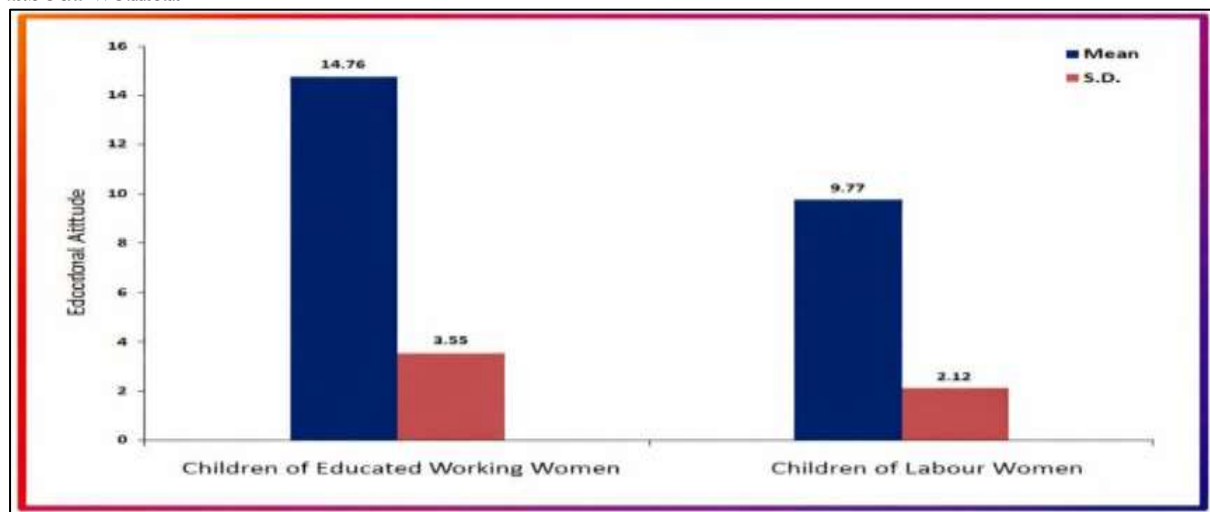
There will be no significant difference in the educational attitude of children of educated working women and labour women. This hypothesis was analysed using the independent sample t -test. The results are presented in Table 1.

Table 1. Comparison of Educational Attitude of Children of Educated Working and Labour Women

Variable	Educated Working Women's Children's (N=300)		Labour Women's Children's (N=300)		Mean Diff.	't'
	Mean	S.D.	Mean	S.D.		
Educational Attitude	14.76	3.55	9.77	2.12	4.98	20.83

$t(df=598)$ at .05 level 1.96 and 2.59 at .01 level

Figure 1. A Comparative Graph of the educational attitude of the children of educated working and labour women



According to Table 1, the mean score of educational attitude of children of educated working women is 14.76 with a standard deviation of 3.55. According to Table 1, the mean score of educational attitude of children of labour women is 9.77 with a standard deviation of 2.12. The difference between the mean scores of both groups is 4.98, and the t value of 20.83 is statistically significant at the 0.01 level, indicating that the educational attitude of children of educated working women is significantly higher than that of children of labour women.

Based on the results obtained from the study, a significant difference was found in the educational attitude of children of educated working women and labour women; therefore, **Hypothesis H_{01} is rejected.**

Hypothesis H_{02}

There will be no significant difference in the educational attitude of children of educated working women and labour women in urban areas. This hypothesis was analysed using the independent sample t -test. The results are presented in Table 2.

Table 2. Comparison of Educational Attitude of Children of Educated Working and Labour Women in Urban Areas

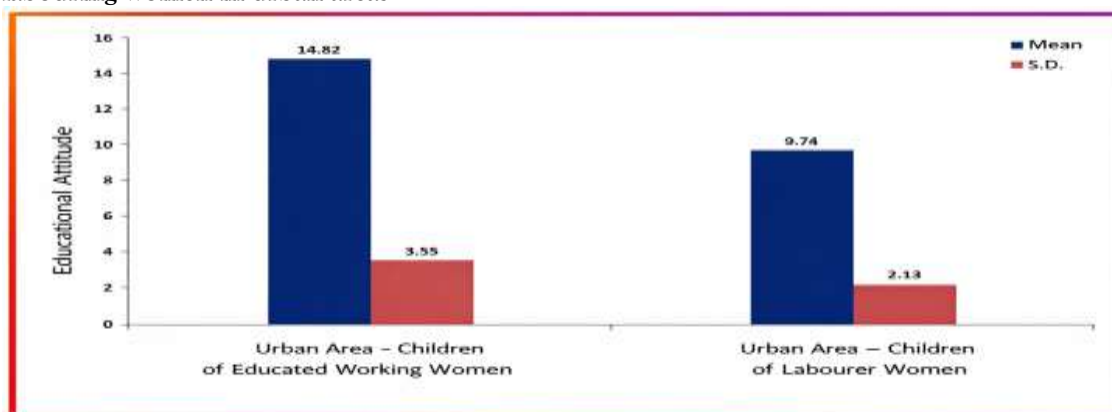
Variable	Children of educated working women in urban areas (N=150)		Children of working women in urban areas (N=150)		Mean Diff.	't'
	Mean	S.D.	Mean	S.D.		
Educational Attitude	14.82	3.55	9.74	2.13	5.07	14.97

t(df=298) at .05 level 1.97 and at .01 level

According to Table 2, the mean score of educational attitude of children of educated working women in urban areas is 14.82 with a standard deviation of 3.55, while the mean score of children of labour women is 9.74 with a standard deviation of 2.13.

The mean difference between the two groups is 5.07, and the t value of 14.97 is statistically significant at the 0.01 level. Therefore, the educational attitude of children of educated working women in urban areas is significantly higher than that of children of labour women.

Figure 2. A Comparative Graph of the educational attitude of children of educated working and labouring women in urban areas



Therefore, based on the results of the study, hypothesis number H_{02} that there will be no significant difference in the educational attitude of the children of educated working women and labour women in urban areas is rejected Hence, **Hypothesis H_{02} is rejected.**

Hypothesis H_{03}

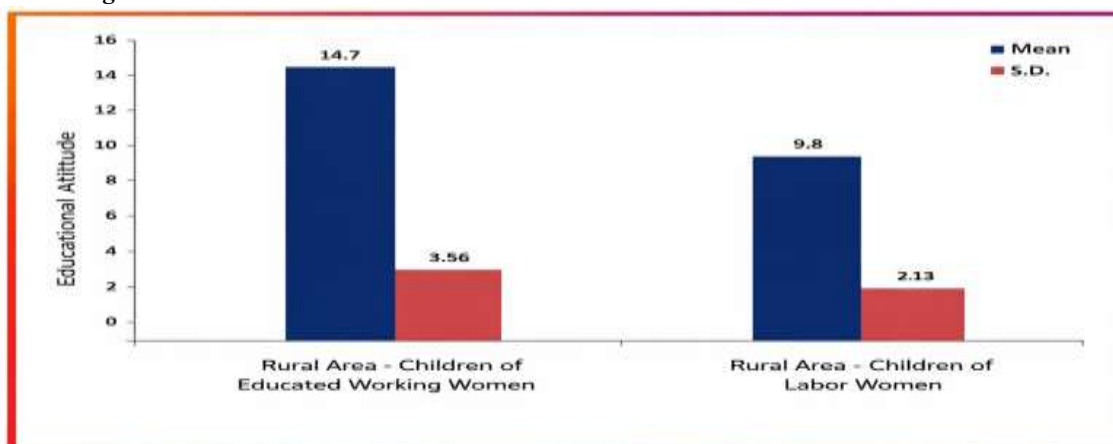
There will be no significant difference in the educational attitude of children of educated working women and labour women in rural areas. This hypothesis was analysed using the independent sample t-test. The results are presented in Table 3.

Table 3. Comparison of Educational Attitude of Children of Educated Working and Labour Women in Rural Areas

Variable	Children of educated working women in rural areas (N=150)		Children of working women in rural areas (N=150)		Mean Diff.	't'
	Mean	S.D.	Mean	S.D.		
Educational Attitude	14.70	3.56	9.80	2.13	4.90	14.43

T(df=298) at .05 level 1.97 and 2.59 at level

Figure 3. A Comparative picture of the educational attitude of children of educated working and labouring women in rural areas



According to Table 3, the mean score of educational attitude of children of educated working women in rural areas is 14.70 with a standard deviation of 3.56, whereas the mean score of children of labour women is 9.80 with a standard deviation of 2.13. The mean difference between the two groups is 4.90, and the *t* value of 14.43 is statistically significant at the 0.01 level.

Therefore, the educational attitude of children of educated working women in rural areas is significantly higher than that of children of labour women. Thus, **Hypothesis H03 is rejected.**

CONCLUSION:

This study clearly shows that the educational attitude of children of educated working women is significantly higher compared to that of children of labour women.

Suggestions:

1. Strengthening time management

Working women should adopt a strong time-management plan to provide quality time to their children so that educational support can be ensured.

2. Participation in educational activities

Mothers should regularly participate in children's academic activities (such as homework, projects, examination preparation, etc.) to develop interest and a positive attitude towards studies.

3. Development of a positive attitude towards education

Mothers should highlight the importance of education before their children and set a motivating example themselves to strengthen children's educational attitude.

4. Judicious use of economic resources

Proper management of available economic resources should be ensured to meet children's educational needs, such as tuition, study materials, and technological tools.

5. Creation of a positive family environment

A cooperative, calm, and motivating environment should be maintained at home to provide children with mental strength and educational motivation.

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