

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

Doleshwari Hota

Ph.D. Research Scholar, School of Education, MATS University, Raipur (C.G.)

Prof. Dr. Parvinder Hanspal

Director, Research Supervisor, School of Education MATS University, Raipur (C.G.)

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Abstract:

This research presents a comparative analysis of the impact of the socio-economic status of educated working women and labour women on the academic achievement of their children. The study found that the children of educated working women perform better academically than the children of labour women. The main reasons for this are the mothers' education, income, social awareness, and availability of educational resources. The study also compared urban and rural areas, and it was concluded that in both areas the academic achievement of children of educated working women was higher. The data were analysed using the independent sample t-test, in which all the hypotheses were rejected, clearly indicating that socio-economic differences play a significant role in children's academic success. This research provides important guidelines for policy formulation, educational reform, and social inclusion.

Keywords: Educated women, labour women, socio-economic status, academic achievement

Introduction

In the present time, women are not only fulfilling family responsibilities but are also making a strong presence in the economic, social, and educational fields. Especially, educated working women and labour women represent two important sections of society whose roles are extremely significant in shaping the family's economic structure and the future of children. Due to differences in the socio-economic status of these two groups, the effects on their children's academic achievement may also differ.

Educated working women, because of better economic resources, higher educational levels, and social awareness, are able to provide quality education, a supportive environment, and motivation to their children. On the other hand, labour women, due to limited resources, lack of time, and social challenges, are often unable to provide the expected support for their children's education.

The objective of this comparative study is to analyse the academic achievements of children from these two groups and to understand the nature and extent of the impact of socio-economic factors. This study can provide useful guidelines for policymakers and educationists.

Socio-Economic Status

Socio-economic status is determined on the basis of an individual's or family's education, income,

occupation, and social standing. This status directly influences lifestyle, availability of opportunities, and children's education. It determines a person's identity in society and the direction of development.

Academic Achievement

Academic achievement refers to the knowledge, marks, skills, and performance attained by a student in the field of study. It depends on effort, learning ability, family background, and the educational environment. Academic achievement is considered the foundation of future success.

Need of the Study

The role of women in social development is extremely important, especially when they are educated and working or belong to the labour class. There is a clear difference in the socio-economic status of these two groups, which affects various aspects of life, particularly children's education. Educated working women are economically empowered and can provide better educational environments, guidance, and resources to their children. On the other hand, labour women, due to limited income, illiteracy, and social challenges, are unable to adequately meet their children's educational needs.

In this context, it is essential to conduct a comparative study of the impact of the socio-economic status of these two groups on their children's Academic achievement. This study can help identify unequal educational opportunities in society and assist in policy formulation and improvement of schemes. It will also help in understanding the factors that cause some children to lag behind academically and how effective interventions can be made for them.

Importance of the Study

The impact of the socio-economic status of educated working women and labour women on their children's academic achievement is a complex social issue that requires in-depth study in the present time. This study not only helps in understanding the quality and equality of education but also clarifies how a mother's education, income, and social status can support or hinder a child's educational progress.

Through this study, it can be understood how educated and economically capable women are able to provide better guidance and resources to their children, while labour-class women face various problems. This research can inspire education policymakers, social organizations, and the government to take steps to ensure equal educational opportunities for children from all sections and reduce social inequality.

Review of Related Literature

- Singh and Chaudhary (2015) conducted a study on "The Impact of Socio-Economic Status on the academic Achievement of School Students." Based on the study, it was concluded that socio-economic status does not play a significant role in the academic achievement of school students.
- Moche be (2014) conducted a study on "The Impact of Parents' Socio-Economic Status on the academic Achievement of Selected School Students in Nigeria." The study concluded that parents' socio-economic status and parents' educational level had no significant impact on students' academic performance. Additionally, it was found that parents' socio-economic competence and students' health status had a significant impact on students' academic performance.

Objectives of the Study

1. To conduct a comparative study of the impact of the socio-economic status of educated working women and labour women on the academic achievement of their children.
2. To conduct a comparative study of the impact of the socio-economic status of educated working women and labour women in urban areas on the academic achievement of their children.
3. To conduct a comparative study of the impact of the socio-economic status of educated working women and labour women in rural areas on the academic achievement of their children.

Hypothesis

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

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

H₀₃: There will be no significant difference in the academic achievement of the children of educated working women and labour women in rural areas.

Method of the Study

The survey method was used in the present research study. In research, the method of study is understood as the process through which information on a subject is collected scientifically, the obtained data are analysed, and conclusions are drawn.

Testing of Hypothesis

Hypothesis H₀₁: There will be no significant difference in the academic achievement of the 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 the Academic Achievement of the Children of Educated Working Women and Labour Women

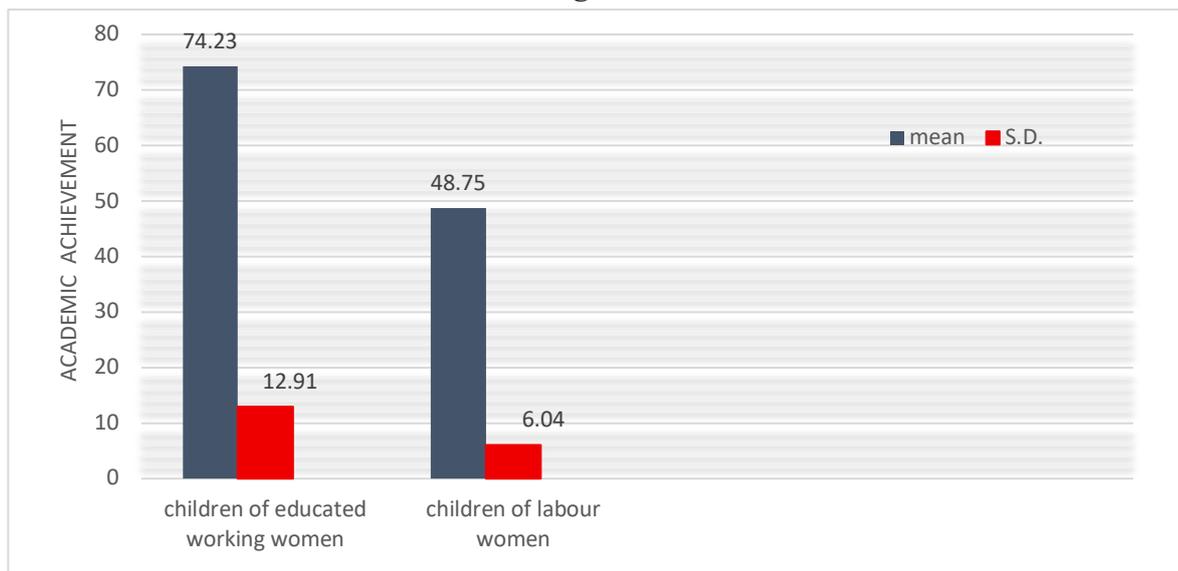
Variable	Children of educated working women (N=300)		Children of labour women (N=300)		Mean Diff.	‘t’
	Mean	S.D.	Mean	S.D.		
Academic achievement	74.23	12.91	48.75	6.04	25.48	30.94

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

According to Table 1, the mean academic achievement of the group of children of educated working women was 74.23 and the standard deviation was 12.91. According to Table 1, the mean academic achievement of the group of children of labour women was 48.75 and the standard deviation was 6.04. The calculated difference between the means of the two groups was 25.48, and the value of t = 30.94 was found to be statistically significant at the 0.01 level of significance. Accordingly, the academic achievement of the children of educated working women is significantly higher than that of the children of labour women.

Figure 1
Comparative Graphical Representation of the academic Achievement of the Children of

Educated Working Women and Labour Women



Based on the results obtained from the study, a significant difference was found in the academic achievement of the children of educated working women and labour women. Therefore, **Hypothesis H₀₁ is rejected.**

Hypothesis H₀₂: There will be no significant difference in the academic achievement of the 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

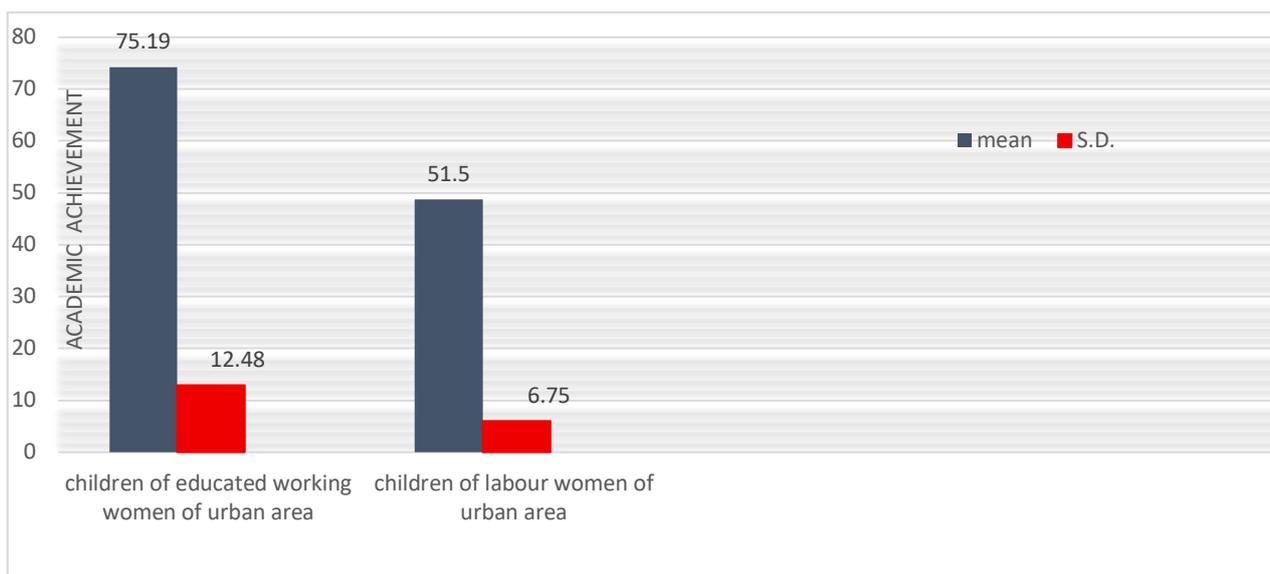
Comparison of the Academic Achievement of the Children of Educated Working Women and Labour Women in Urban Areas

Variable	Children of educated working women in urban areas (N=150)		Children of labour women in urban areas (N=150)		Mean Diff.	‘t’
	Mean	S.D.	Mean	S.D.		
Academic achievement	75.19	12.48	51.50	6.75	23.68	20.44

t(df=298)at.05 level 1.97 and 2.59 at. 01 level

Figure 2

Comparative Graphical Representation of the academic Achievement of the Children of Educated Working Women and Labour Women in Urban Areas



According to Table 2, the mean academic achievement of the group of children of educated working women in urban areas was 75.19 and the standard deviation was 12.48. According to Table 2, the mean academic achievement of the group of children of labour women was 51.50 and the standard deviation was 6.75.

The calculated difference between the means of the two groups was 23.68, and the value of $t = 20.44$ was found to be statistically significant at the 0.01 level of significance. Accordingly, the academic achievement of the children of educated working women in urban areas is significantly higher than that of the children of labour women in urban areas.

Based on the results obtained from the study, a significant difference was found in the academic achievement of the children of educated working women and labour women in urban areas. Therefore, **Hypothesis H₀₂ is rejected.**

Hypothesis H₀₃: There will be no significant difference in the academic achievement of the children of educated working women and labour women in rural areas. This hypothesis was analyzed using the independent sample t-test. The results are presented in Table 3.

Table 3

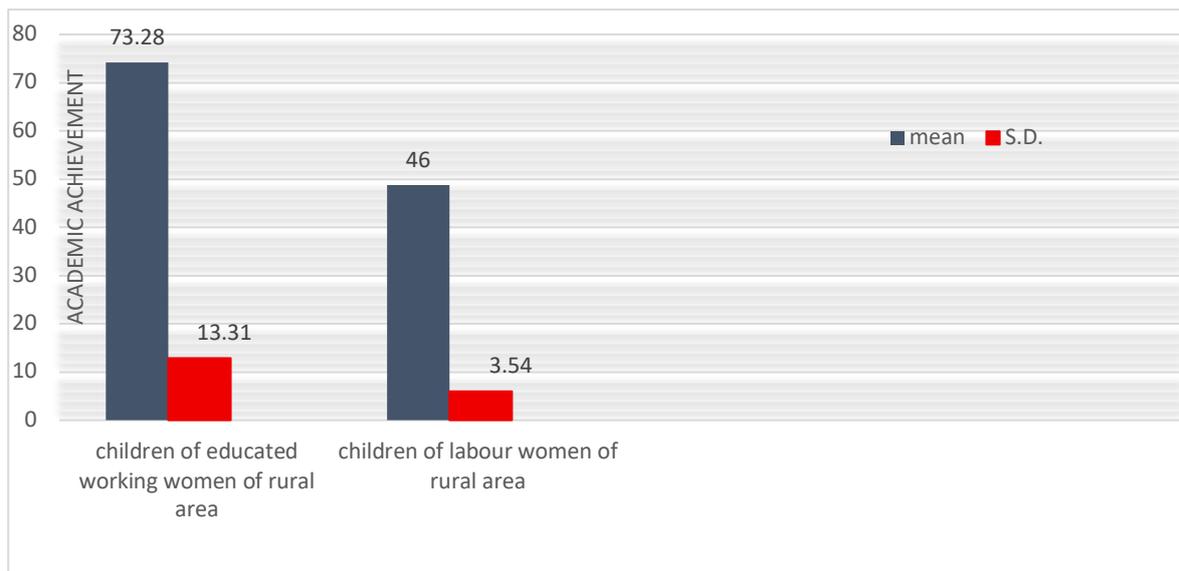
Comparison of the academic Achievement of the Children of Educated Working Women and Labour Women in Rural Areas

Variable	Children of educated working women in rural areas (N=150)		Children of labour women in rural areas (N=150)		Mean Diff.	‘t’
	Mean	S.D.	Mean	S.D.		
Academic achievement	73.28	13.31	46.00	3.54	27.27	24.25

$t(df=298)$ at .05 level 1.97 and 2.59 at .01 level

Figure 3

Comparative Graphical Representation of the Academic Achievement of the Children of Educated Working Women and Labour Women in Rural Areas



According to Table 3, the mean academic achievement of the group of children of educated working women in rural areas was 73.28 and the standard deviation was 13.31. According to Table 3, the mean academic achievement of the group of children of labour women in rural areas was 46.00 and the standard deviation was 3.54.

The calculated difference between the means of the two groups was 27.27, and the value of $t = 24.25$ was found to be statistically significant at the 0.01 level of significance. Accordingly, the educational achievement of the children of educated working women in rural areas is significantly higher than that of the children of labour women in rural areas.

Based on the results obtained from the study, a significant difference was found in the academic achievement of the children of educated working women and labour women in rural areas. Therefore, **Hypothesis H₀₃ is rejected.**

Conclusion

This study clearly shows that mothers’ education and socio-economic status influence children’s academic achievement. The children of educated working women are more successful in education, while the limited economic and educational status of labour women becomes an obstacle to their children’s academic progress. Therefore, appropriate social and policy-level efforts are necessary to provide equal educational opportunities to all children

Suggestions

1. Provision of Equal Educational Opportunities: The government and society should ensure that children of the labour class also receive education of equal quality. For this, the infrastructure and teaching systems in government schools should be strengthened.
2. Women’s Education and Skill Development: Special education and skill development programs should be run for labour women so that their socio-economic status improves and they can support their children’s education more effectively.
3. Development of Support Systems: Childcare centres flexible working hours, and maternity facilities should be promoted for working women so that they can participate more actively in their children’s education.

4. Awareness and Sensitization Campaigns: Awareness should be raised among women in both rural and urban areas about the importance of education and their role in their children's academic progress.
5. Scholarships and Financial Assistance: Scholarships, free coaching, books, uniforms, and other educational resources should be provided to children from the labour class.
6. Community-Based Initiatives: Local communities and voluntary organizations should be involved so that children's education becomes a collective responsibility and labour women can also receive support.

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