
A STUDY ON INVOLVEMENT OF URBAN WORKERS OF KOLKATA IN EDUCATION OF THEIR CHILDREN

Ajay Mandal, Research Scholar, Department of Education, Swami Vivekananda University,
Sagar, MP

Dr. Sher Singh, Associate Professor, Department of Education, Swami Vivekananda University,
Sagar, MP

ABSTRACT

Parenting is extremely important in today's environment since it promotes development of a child's social & emotional competency. Parents have provided a safe & healthy environment as well as appropriate learning experiences for their children at home, involved themselves in their children's academics through volunteering, communicating, getting involved in school and communicating, allocating resources in children's academics, acting as policy-makers, and also as effective teachers of their own children. The current study established a negative relationship b/w work hrs & academic participation in Teaching Activities (AI-TA) and Supervisory Activities (AI-SA), as urban worker parents who work long hours are unable to participate in academic involvement for their children's education. Urban employees have been underpaid in comparison to the job that they do. Thus, the study discovered that urban employees with higher incomes are better placed in terms of giving books, stationery, and tuition support to their children, as well as admitting their children to schools, than workers with lower incomes.

KEYWORDS: *Urban workers, educational involvement, children's education etc.*

INTRODUCTION

A thorough examination of the socioeconomic lives of domestic workers may reveal difficulties that impact their daily lives and, as a result, their attitudes about their children's academics. According to a research conducted by Dey (2014) on women domestic workers in Howrah district of West Bengal, majority of domestic workers under investigation lived in slums, either in their own or leased homes. The slum dwellings featured tile thatched roofs, brick-made walls, a few houses with electricity, a shared toilet facility, and drew water from a public faucet. The majority of the laborers cooked on chulas or kerosene stoves, with only a handful using gas ovens. Workers were discovered to be working in many families at a very low salary rate and with little job security, and they walked to their employment. The workers were mostly lower caste school dropouts, and their confessions cited reasons for dropping out as a) poor economic conditions, b) caring for younger siblings while both parents worked, c) unwillingness to go to school, d) being unable to compete with other students, e) being first generation students, and f) being isolated in school due to parental profession. As a result, children were occasionally discovered to be working in this area as child labor. In the beginning, the children followed and supported their moms at work in order to learn the chores. According to the women employees, their economic position was so severe that many of them chose this employment while they were young, and the majority of them remained to work after marriage. Many of the female workers were found to be divorced or to have unemployed husbands, & some were found to be leaving after marriage. Those whose wives worked were discovered to be unskilled & working as auto rickshaw drivers, rikshaw poolers, store employees, mechanics, factory machine runners, laborers, and so on. These individuals' entire family income was revealed to be relatively poor, and they acknowledged to choosing this occupation shortly after

having children in order to maintain the family. Furthermore, Eluri and Singh (2013) revealed that many employees' wives were alcoholics who regularly squandered their hard-earned money on drink, leaving family in dire financial straits. They said that despite working long hours, they are unable to satisfy their family's needs. They were discovered to be not only deprived of safe drinking water, housing, and education, but they also admitted to becoming physically weaker by the day due to a variety of occupational health issues such as backache, aching limbs, colds & fever, skin infections, kidney stones, early menopause, irregular menstrual cycles, and anaemia. Due to the double load of working at their own houses as well as for employers, the health concerns can involve emotional stress. Due to the insecurity of the employment, the workers experienced insomnia and worry of losing their jobs (Bhattacharya, Sukumar & Mani, 2016). As a result, domestic servants have faced several obstacles while caring for their own families. They not only work long hours at their employer's house, but they also spend a disproportionate amount of time traveling to work, work on erratic schedules, and sacrifice their personal lives for economic security.

It is vital to examine domestic workers' attitudes toward their children and how far they strive for further education despite living in such deplorable conditions. Domestic worker studies in Indian society demonstrate that when surviving in such a poor socioeconomic situation, it is least anticipated of such worker parents to spend their time to their children's education. Nonetheless, ambitions, goals, & educational inputs made by these low-income employees are astonishing. Women employees were discovered to prioritize education more than male workers, and many of them acknowledged to working as domestic workers to fund their children's education (Sen & Sengupta, 2016). Furthermore, when these employees provide care to other houses, their children are cared for by neighbors or relatives in their absence. Nonetheless, these illiterate worker parents have high ambitions for their children in terms of occupation or general well-being in the future, but they are unsure about what employment they will be able to take up later in life. According to Murphy (1992), parental ideas impact children's actions in their early years of childhood, & children are made by the images held by their parents. As a result, parents attitudes about their children are expected to guide academic activity.

The current study is thus interested in measuring the academic participation and educational goals of these working parents for their children's education so that legislative actions might be implemented to support any such endeavor.

Academic participation and parental aspirations for their children education may be connected in several ways. While parental academic involvement has been found to be positively correlated with students' school achievement (Desforges and Abouchar, 2003; Fan & Chen, 2001; Epstein, 1995), parental educational aspiration played significant roles in shaping students' aspirations, achievements, and attainment (Reed, 2012), leading to positive student outcomes that further strengthen the parents' aspirations.

Parental participation in the conventional method might be described as activities both at school & at home (Bower and Griffin, 2011). It has shown itself more precisely through aiding children in completing school academics, talking with instructors, communicating good educational ideals to children, participating in school activities, visiting school events, and so on (Hill & Craft, 2003). Academic involvement, as a result, operated as a mix of dedication & active engagement on part of parent to school & student (La Bahn, 1995), which might later turn out to be a crucial factor in deciding children's growth & academic successes. McWayne, Fantuzzo, Hampton, and Cohen (2004) published an article in the Journal Psychology in the Schools that drew attention when the authors mentioned that parents who actively promoted

learning at home, had direct & regular contact with school, & experienced fewer barriers to involvement had children who demonstrated positive engagement with their peers, adults, & learning.

While researchers worked to design better and more successful parent engagement models throughout time, parent aspiration and expectation emerged as another influencer of child academic results. As a result, parental participation and ambitions reinforced one other and played roles in influencing children's academic results. Not only have parental involvement activities confirmed that parental academic involvement may be multidimensional, but Menheere and Hooze (2010) assured that parents differ in many ways, with differences frequently found in terms of socioeconomic and demographic variables such as parental income level, education level, gender, and migration. Hill & Taylor (2004) revealed that parents from lower socioeconomic strata experience relatively greater impediments to engagement, such as nonflexible work hours, a lack of finances, transportation issues, & stress from living in disadvantaged neighborhoods, than wealthier parents. According to Desforges and Abouchar (2003), parent variances can be detected due to parent behavior, mindset, background, communication skill, education level, socioeconomic and cultural background, and aspiration.

According to Merriam Webster, ambition is a strong desire to attain something lofty or great. According to the World English Dictionary Encarta (1999), aspiration is the desire or ambition to reach, seek, or obtain a certain goal. Parents have been interested in their children's education because they have high expectations and faith in their children's academic accomplishments. Parents have always had the upper hand in selecting where their children should go, whether to school, job, or home, and how their earnings should be spent (Banerjee & Duflo, 2011). As a result, parents have a crucial role to play in fostering and channeling their children's desires. Parents were also discovered to socialize with their children in such a way that they are successful in encouraging their children and raising their children's ambition to achieve specified educational goals. conducted significant study in order to investigate the reasons of aspirations and argued that there are two main conceptual ideas surrounding parent ambitions. While one theory emphasizes aspirations as rational calculations that individuals use to assess the feasibility and usefulness of pursuing their educational aim, the other theory views aspirations as genuine wants or socio-psychological orientations to achievement, success, or social mobility. Individuals' physical, emotional, and cultural contexts are studied and dealt with in order to achieve expectations.

Simply put, an individual's socioeconomic level may indirectly impact one's goals due to its effects on the surroundings. Poverty, in case of poor, now plays a major role since it results in decreased goals, dysfunctional attitudes, inactivity, and emotions of helplessness, which, when passed down to the children, leads to intergenerational poverty (Dalton, Ghosal & Mani, 2014). Academic involvement and educational goal must thus be studied simultaneously in relation to a certain class and situation. Certain theoretical viewpoints may be connected to both academic interest and educational goal. In the following section, both variables are examined.

OBJECTIVES OF THE STUDY

1. to understand about educational goals of urban workers for their children

HYPOTHESES OF THE STUDY

1. Working hours & desire of urban employees to extend their education for sake of their children's education do not have a substantial correlation.
2. Family income and academic dedication to children's education among urban workers are not strongly associated.
3. The educational background of urban workers has little influence on their willingness and engagement in their children's education.

LITERATURE REVIEW

Schildberg-Hörisch (2016) examined the impacts of income on educational attainment and the consequences of rising labour force participation rates of women with children through time using data from United States, Canada, Europe, & Germany. The study thus showed not just the need of wealth for better educational performance, but also that parental engagement in work diminishes parental time with children.

DiNola (2016) conducted a survey of undergraduate students at Kansas State University, and the findings were statistically analyzed. The poll discovered that full-time working mothers were more work-oriented and adaptive than part-time working mothers. Children from low-income families usually spent majority of their time with their grandparents since their parents (or, in some cases, both) were too busy working long hours outdoors.

Das and Umbyt (2017) utilized six rounds of the National Sample Survey, performed at different intervals, as part of a World Bank study to estimate the chance of women working with pre-primary level children. The study's findings revealed that women, regardless of their job, want to combine work & family life. Because majority of women respondents worked in unregulated, informal occupations in rural and urban regions where appropriate child care facilities are essentially non-existent, there has been a greater demand for part-time jobs by these women. The study found that women place a larger focus on the quality of child raising since they care deeply about their children's education. The research also revealed that moms desired to spend more time instructing and mentoring their children in whatever manner they could.

Yamomoto and Hosokawa (2017) investigate impact of gender & mothers' educational levels on their children's educational goals & expectations. He collaborated with 109 moms of first-grade pupils at a public school in Osaka, Japan. Gender had a major influence on mothers' educational aspirations rather than mothers' educational levels, according to the findings. Furthermore, mother educational ambitions and expectations for males were greater than for daughters.

Prakash (2017) focused on the history and notion of prostitution. There are other arguments for and against legalizing prostitution. According to the report, the largest red light district is in Kolkata and Mumbai, where most women from small towns are trafficked and forced to work as prostitutes. They are forced to live in filthy conditions & are afflicted with dangerous ailments such as breast cancer, AIDS, and other sexually transmitted diseases. Thus, the researcher proposed that legalizing prostitution will tackle the problem of human trafficking

while simultaneously allowing sex workers and customers to work without fear of being exploited. After arguing in favor of legalizing prostitution, the author went on to argue against it, claiming that legalizing will not address the issues of prostitutes overnight, but will instead reward pimps and traffickers who will labor under the legal banner and prosper. As a result, the researcher advocated for the welfare of prostitutes & their children. Prostitution laws in India should be updated, & enforcement authorities and those dealing with them should strictly enforce them.

Albright and D'Adamo (2017) emphasized the role of decriminalization in reducing human trafficking in their research. According to the authors, decriminalization allows employees to work securely and reduces their vulnerability and marginalization by preventing abuse and exploitation. Work and trafficking, according to the researchers, are not the same thing. Victims of human trafficking are pressured and compelled to participate in the trade. They say that criminalizing commerce increases exploitation and trafficking, and hence argue that criminalizing works should be resisted. They stressed four reasons: first, criminalization increases violence and makes them an easy target for abuse and exploitation, leading to a rise in trafficking. Second, erosion of trust causes them to conceal the nature of their employment from the service provider who works for their wellbeing. Because they were criminalized, they were afraid that a judicial judgment would result in their incarceration, therefore they chose to conceal their suffering. Third, criminalization increases vulnerability since the expense of incarceration drives people into poverty, which leads to trafficking. Finally, criminalization causes employees to be marginalized; society looks down on them, and they are denied access to their rights. According to the findings, decriminalization is critical for the acknowledgment of workers' human rights.

Waheed et al. (2017) undertook a research to document sexual & reproductive health behaviors among female employees, including abortion, pregnancy, and maternal health practices. The study discovered that the sexual reproductive health needs of Dhaka's female employees were not being satisfied. The survey also discovered that the majority of female employees do not seek postnatal care for their children after giving birth. As a result, the study advised that female workers be provided with sexual health and reproductive services through DICs. It also advised policymakers & program implementers to prioritize employees' health during pregnancy and childbirth in order to lower death rates.

In her book *Rebuilding Our Schools from the Ground Up: Listening to Teachers, Children, and Parents*, Carnie (2017) discussed how to enhance the home-school link. This is done to maximize the possibility of parents' responsibilities in realizing their children's goals.

To evaluate links b/w academic load and the prevalence of sedentary and physical activity by grade level, Xihe Zhu et al. (2017) conducted a study. During a typical week, school-aged children (n = 48,118) reported their physical activity, impression of sufficient physical activity, explanations for insufficient exercise, homework hours, & screen usage. General linear models and sophisticated sample logistic regression models were used to analyze the data. Indicators of prevalence discovered that during the transitional grades (6th, 9th, & 12th) & high school years, children engaged in less physical activity and spent less time watching screens, but spent more time on their schoolwork. The biggest reason for not getting adequate physical activity was academic load (76.6%).

Shah and Nakhat (2018) observed that when parents spent enough quality time with their children, they communicated well. A survey of 521 children & 100 parents was conducted in

Gurugram, Mumbai, where migrants from impoverished states including Uttar Pradesh, Bihar, Uttarakhand, & Madhya Pradesh congregate. According to study, low-income, illiterate parents who lived in dismal circumstances and worked long hours in informal sector were unable to provide systematic care for their children's education. When the parents arrived home, they were fatigued from their daily battle for existence. Because of their extreme poverty, the youngsters often managed their own education and extracurricular activities in an abusive and negligent environment.

Guo, Lv, Zhou, Liu, Liu, Jiang, and Luo conducted a study on Chinese parents' academic participation and expectations in order to explore differential influence of family wealth & parental education on children's reading success between males and girls (2018). Parental education, family income, and parental anticipation were all found to be associated to reading success in both boys & girls. While family wealth had an indirect influence on girls' reading achievement, parental education had both direct and indirect effects. Perhaps parents were influenced by the belief that daughters would be lost after marriage and that more family affluence would result in higher parental expectations for better educational success for males rather than girls. There was also research done on ethnic minority parents.

Sharma and Wotipka (2018) performed a research on 28 mothers in Forbesganj, Bihar, including an in-depth interview to examine mothers' gendered aspirations for their children. The findings revealed that women desired a different life for their children based on role models chosen by the mother from her society.

Ramanaik et al. (2018) stated that weaker parental ambitions present themselves via settlement of daughter's future with marriage after conducting longitudinal qualitative case studies with 36 teenage girls in Bagalkote & Vijayapura districts in northern Karnataka.

Nilika Dutta (2018) conducted study in 2018 on how street children aged six to eighteen in Indian metropolises of Mumbai & Kolkata may have access to healthcare and education. The study also aimed to evaluate the contribution of social work interventions to protection of street children's rights. The approaches for quantitative and qualitative research were mixed. 100 youngsters were selected via casual sampling. Individual data were gathered by semi-structured interview scheduling and observation without participant engagement. The studies found that the major reason of the increase in the number of street children was extreme poverty. Because their illiterate parents were ignorant of the educational options available to them, the majority of children did not attend school. Despite the fact that most had lost their innocence as a result of early exposure to harsh reality, making them often difficult to deal with, nongovernmental groups were working to assure kid participation & personal identity development.

In their book 2021, Sudeshna Lahiri and Rupa Ghosh analyze the varied roles of domestic workers as parents and employees. Domestic Helpers tend after their employers' families from morning to sunset. The obvious question is who is accountable for their children at home? Domestic workers are presently seeking to overcome the financial obstacles and restrictions of their job by actively participating in their children's academic life, despite unpredictable work patterns and low or no literacy rates. The current study's purpose is to explore association b/w academic activities and job hours using a descriptive survey research technique. The appropriate descriptive & inferential statistics were applied to data. The findings show a conflict between working hours and school attendance. Furthermore, higher degrees of

schooling have been linked to higher levels of academic involvement. As a result, the study suggests that additional government and educational programs be implemented to motivate parents. Parent-teacher conferences, as well as seminars and government-sponsored initiatives to educate parents and assist them as their children advance up the social ladder, may be valuable in this regard.

Dr. Ranjeeta Singh and Mrs. Umang Sharma (2022) worked hard to determine parental credentials, compare and analyze how parental education caused differences in academic achievement, & evaluate student academic success. Parents may be active with their children regardless of their credentials by simply being present & watching them. Life is becoming increasingly competitive. The majority of parents are willing to let their children to follow their interests & ambitions. Indian children rely on their parents in all aspects of their education because they regard their parents as a rich trove of information. The investigation was conducted using survey and descriptive approaches. To draw conclusions about the population from the sample, a representative sample from population is used. For sampling, researcher utilized a basic random sample approach.

Chenhui Wang and Suqi Li (2022) impact of academic stress by proxy on parents' learning support services was investigated by focusing on parents' health anxiety by proxy about their children when they began learning online during COVID-19 pandemic, with health anxiety by proxy mediating & parental education level moderating. The overwhelming majority of research on learning support services has focused on offline learning. This study, on other hand, investigated the relationships between parental education level, parental health anxiety, and parental proxy perceptions of academic stress and anxiety in connection to health in the context of online learning. According to the findings, academic stress and health must be addressed while providing suitable learning support services to children.

DATA ANALYSIS AND RESULTS

In addition, the associated null hypothesis (H02), which states that "there is no significant link b/w working hours & Academic Involvement among Urban Workers for Education of their Children," was estimated using coefficient correlations, as shown in Table 1.

TABLE 1: INTER-CORRELATION OF ACADEMIC INVOLVEMENT AND WORK HOURS

Pearson Correlation Coefficient	Hours of work Mean=7.26 SD=2.24	AI-TA Mean = 8.97 SD=4.446	AI-SA Mean = 16.50 SD=5.58
Hours of work Mean = 7.26 SD = 2.24	r = 1 Sig = 0.000	r = -0.251** Sig = 0.000	r = -0.317** Sig = 0.000

*0.05 level of significance

**0.01 level of significance

It could be concluded from Table 2 that:

1. At the 0.01 level of significance, the correlation coefficient demonstrated a significant relationship between labour hours and AI-TA.
2. The correlation coefficient revealed a significant relationship b/w working hours and AI-

SA at the 0.01 and 0.05 level of significance.

3. In terms of Academic Involvement, null hypothesis is thus NOT accepted for Hours of Work of Urban Workers at 0.01 and 0.05 level of significance (AI-TA).
4. At 0.01 and 0.05 level of significance, null hypothesis is thus NOT accepted for Hours of Work of Urban Workers in Relation to Dimension (AI-SA) of Academic Involvement.

The current study may indicate that influence of work hours on academic participation of urban employees has a substantial negative connection ($r = -0.251^{**}$) b/w work hours and AI-TA (Academic Involvement in Teaching Activities). Furthermore, there is a substantial negative association ($r = -0.317^{**}$) between AI-SA (Academic Involvement in Supervisory Activities) & working hours. In current study, urban worker parents, particularly moms, work in numerous homes. These women usually work two shifts from morning to evening, making it difficult for them to participate in academic activities for their children's education. Similarly, urban worker fathers work long hours to support their families. When asked to react to statement I am watchful if my child is studying at home on a regular basis, 23.5% of the dads and 16.7% of the women working for more than five hours fully disagreed, as shown in Figure 1.

TABLE 2: RESPONSE CATEGORY ON SUPERVISING ACTIVITY IN RELATION TO GENDER AND WORK HOURS

RESPONSE/STATUS OF WORK	MALE	MALE %	FEMALE	FEMALE %
Totally disagree	0	0	15	16.3
Disagree	8	66.7	22	23.9
Neither agree nor disagree	0	0	3	3.3
Agree	4	33.3	46	50
Totally agree	0	0	6	6.5
Total	12	100.0	92	100.0

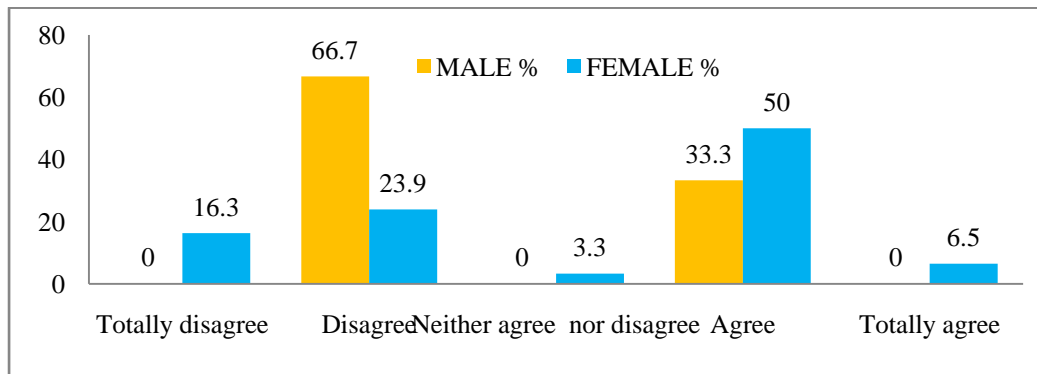


FIGURE 1: RESPONSE CATEGORY ON SUPERVISING ACTIVITY IN RELATION TO GENDER AND WORK HOURS

Long hours of labor for parents, as shown in Figure 1, may be a factor impacting parent academic participation. This conclusion was similar with findings of Roeters et al. (2012), who observed that when parents worked less hours, their engagement in parent-child activities rose. Parents with little means expressed concern that working two jobs or working overnights will interfere with their children's academic engagement (Gratz, 2006; Weiss, 2003; Phillips, 2002; Pena, 2000; Hara and Burke, 1998; Yap and Enoki, 1995).

In this study, family income refers to total monthly income of all earning members of the

child's immediate family. The matching null hypothesis (H03) specifies as an additional goal that "there is no significant association b/w family income & Academic Involvement among Urban Workers." Pearson Product-Moment Correlation was utilized in this study to analyze degree of relationship between monthly family income and Academic Involvement among Urban Workers. Table 3 shows results of the statistical study.

TABLE 3: INTER-CORRELATION BETWEEN ACADEMIC INVOLVEMENT AND FAMILY INCOME

Pearson Correlation Coefficient	Monthly Family Income Mean = 6814.1667 SD = 1954.84	AI-TA Mean = 8.97 SD =4.45	AI-SA Mean = 16.50 SD = 5.58
Monthly Family Income Mean = 6814.1667 SD =1954.84	r =1 Sig = 0.0	r = 0.144** Sig = 0.04	r = 0.040 Sig = 0.436

*0.05 level of significance

**0.01 level of significance

Table 3 suggests that:

1. A substantial positive link exists between monthly family income of urban employees and AI-TA of Academic Involvement.
2. There is no substantial association between urban employees' monthly family income and the AI-SA characteristics of academic involvement.
3. As a result, Null Hypothesis (H2) that there is no significant association b/w family income & Academic Involvement among Urban Workers is NOT accepted at the.01 level of significance for the AI-TA component of Academic Involvement.
4. The Null Hypothesis (H2) is supported for AI-SA dimension of Academic Involvement at the 0.05 & 0.01 level of significance.

According to the current research findings, urban worker parents are active in either part-time or full-time jobs under numerous or single employers, with market determined wages ranging according to semi-urban or urban location and availability of labor supply in that area. In comparison to dads, urban worker mothers return home to take care of their own household tasks and children in addition to servicing several families. The teaching activities (AI-TA) component was shown to be substantially directly linked (Table 3) with employees' family income ($r = 0.144^{**}$, $sig = 0.004$) in this study. This demonstrates that parents must incur additional educational costs in order to carry out their teaching duties, such as assisting their children with study materials and stationery, as well as offering tuition. In an OECD research, it was shown that increased parental income enables parents to offer better schooling and child care, decreases family conflict and financial stress, and so helps parents get involved in effective parenting for improved educational achievements (Schildberg-Hörisch, 2016). (Blanden & Gregg, 2004). Considine and Zappala (2002) concentrated on family income because it was discovered to be one of the factors influencing child development and negatively affecting student academic achievement. Poverty for low-income parents consequently appears as a substantial impediment to children's educational performance (Drajea & O'Sullivan, 2014). The current investigation with urban employees had comparable results. Kundu (2008) accepted that income acts as a great support to these workers, especially for women when their husbands do not contribute a decent amount to their families, and thus these female Urban workers tool up multiple part-time jobs to ensure financial stability for their families and to supplement educational expenses for their children while working with female urban workers in Kolkata.

Higher-income urban employees have also been shown to be better affluent in terms of giving books, stationery, and tuition support to their wards, as well as admitting their children to schools with superior infrastructure than lower-income workers. Supervisory activities (AI-SA dimension) involved actions linked to frequent monitoring of children's study habits at home and at school by direct observation or indirectly through attending parent teacher meetings to learn more about the kid for his or her improved school performance. As a result, the AI-SA dimension was discovered to be extremely weakly associated ($r = 0.040$) with employees' financial strength, implying that almost no meaningful association exists.

The amount of education level of urban employees was shown to range from no schooling to education level with elementary and above primary level achievement. As a secondary goal, the associated null hypothesis (H3) argues that there is no substantial influence of urban workers' educational level on academic involvement in their children's schooling. Table 4 shows study's findings.

TABLE 4: EFFECT OF EDUCATIONAL LEVEL OF URBAN WORKER ON ACADEMIC INVOLVEMENT

Dimensions of Academic Involvement	Levels of Education	N	Mean	SD	F	p
AI-TA	Below primary level	154	6.14	3.16	123.314*	0.000
	Primary level	184	8.04	3.22		
	Above primary level	162	12.03	4.14		
	Level					
AI-SA	Below primary level	154	13.22	5.51	52.154*	0.000
	Primary level	184	17.07	4.45		
	Above primary level	162	18.51	5.09		

*Level of significance 0.05

Table 4 shows that:

1. There is an important disparity in mean ratings of groups of urban residents with below primary school education, primary level education, and above primary schooling on all categories of educational involvement at the 0.05 level of relevance.
2. As indicated in Table 5, a post-hoc test for the Academic Involvement in Teaching Activities atHome (AI-TA) facet of Academic Involvement was done to evaluate variations in mean ratings among groups of urban workers.

TABLE 5: POST-HOC STUDENT-NEWMAN TEST ON THE EFFECT OF EDUCATION ON ACADEMIC INVOLVEMENT IN TEACHING ACTIVITIES (AI-TA)

Student –Newman Post-Hoc test for AI-TA				
Levels of Education of Urban Workers	N	Subset for alpha = 0.05		
		1	2	3
Below primary level	154	6.14		
Primary level	184		8.04	
Above primary level	162			12.03
Sig.		1.0	1.000	1.0

The Post-Hoc test explained inTable 5 shows that:

1. In terms of Academic Involvement in Teaching Activities, mean evaluations of urban

workers with below primary level education, primary level education, & above primary level education varied substantially (AI- TA).

2. Student–Newman A post-hoc test was also conducted to evaluate the Academic Involvement in Supervisory Activities (AI-SA) component of the Academic Involvement of Urban Workers. The outcome is shown in Table 6.

TABLE 6: STUDENT -NEWMAN POST-HOC TEST ON THE EFFECT OF EDUCATION ON ACADEMIC PARTICIPATION INSUPERVISORY ACTIVITIES (AI-SA)

Student –Newman Post-Hoc test for AI-SA				
Levels of Education of Urban Worker	N	Subset for $\alpha = 0.05$		
		1	2	3
Below primary level	154	13.22		
Primary level	184		17.07	
Above primary level	162			18.51
Sig.		1.0	1.0	1.0

The Post-Hoc test explained in Table 6 shows that:

1. In terms of Academic Involvement in Supervisory Activities, the mean evaluations of urban workers with below primary level education, primary level education, & above primary level education differ substantially (AI- SA).
2. The Null Hypothesis (H3) that there is no substantial impact of urban employees' educational level on Academic Involvement in Teaching Activities is thus rejected (AI-TA).
3. The Null Hypothesis (H3) that there is no substantial impact of urban employees' educational level on Academic Involvement in Supervisory Activities (AI-SA) for Urban Workers is therefore rejected.

FINDINGS OF THE STUDY

1. Working hours were also shown to be adversely linked ($r = -0.251^{**}$, $sig = 0.000$) with academic engagement of Domestic Worker parents. AI-SA also had a significant negative association ($r = -0.317^{**}$, $sig = 0.000$). (Academic Involvement in Supervisory Activities).
2. There is a positive significant correlation b/w monthly family income of domestic workers and Academic Involvement Teaching Activities (AI-TA) ($r = 0.144^{**}$, $sig = 0.004$), but no such significant relationship was found between monthly family income of domestic workers and Supervisory Activities dimension of Academic Involvement (AI-SA) ($r = 0.040$, $sig = 0.436$).
3. With regard to Teaching Activities of Academic Engagement, education level of parents had a substantial influence on academic involvement of domestic workers. Supervisory Activities at the educational level have a major impact on Academic Involvement. There was an important disparity in mean ratings across groups of household employees with below primary level learning, primary level education, and above primary schooling on all academic activity characteristics. The Student-Newman Post-Hoc test demonstrated a further disparity in mean scores across household worker groups in both the Teaching and Supervision elements.

CONCLUSION

The current study may be summarized by noting that urban worker parents were found to be active in teaching and supervising activities for their children's education to best of their capacity. The current study also established a negative relationship b/w work hrs & academic participation in Teaching Activities (AI-TA) and Supervisory Activities (AI-SA), as urban worker parents who work long hours are unable to participate in academic involvement for their children's education. Urban employees have been underpaid in comparison to the job that they do. Thus, the study discovered that urban employees with higher incomes are better placed in terms of giving books, stationery, and tuition support to their children, as well as admitting their children to schools, than workers with lower incomes. The AI-SA dimension, on the other hand, has been found to be extremely weakly connected with employees' financial strength. When it came to education level, it was discovered that parents with higher levels of education had more parental engagement in teaching as well as monitoring.

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