



STATUS OF ACADEMIC INVOLVEMENT AMONG URBAN WORKERS FOR THE EDUCATION OF THEIR CHILDREN

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ABSTRACT

This study focuses on urban working parents who struggle with great poverty, hardship, and illiteracy while sacrificing their own family and child care needs in order to preserve other people's family and work life balance. The current study aims to investigate the status of academic involvement among urban workers for the education of their children. The study examines the links and numerous elements that impact the aspiration and engagement of urban workers in Kolkata using a random sample of 500 domestic worker parents and a descriptive survey research technique. 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. More precisely, it was discovered that part-time urban worker parents were more active in both teaching and monitoring activities than full-time worker parents.

KEYWORDS: Academic involvement, children's education, urban working parents

INTRODUCTION

Education is the best gift parents can give their child since it only provides them with non-cognitive and cognitive talents. Thus, regardless of how parents choose to educate their children, parental intellectual engagement is critical for a child's entire development. The issue is particularly pressing for low-income parents, who are frequently said to be illiterate, poor, and unable to participate intellectually in their children's education.

Education has immense power because of its role in guaranteeing one's survival and success in life. People with an education are more suited to generate thoughts, gain life views, and gain information. It finally helps a nation achieve inclusive progress by unlocking one's inner potential, inspiring confidence, making a person economically productive, and so on. Knowing that India has world's best educational system & that more than any other country, roughly 26 million children attend school there makes the advantage look more profitable.

Furthermore, due to the combined implementation of Right to Education (RTE) Act 2009 and compulsory school attendance up to age of 14, enrolment in Indian primary schools has surged during the last 20 years. According to a recent study, despite fact that net school enrolment in India has grown over the country's post-liberalization period, school attendance has not improved even when compared to China.

According to a 2015 World Bank poll, more than 95% of children attend elementary school, yet just 44% of 16-year-old students complete class X. Furthermore, a country that will soon have the world's largest and youngest working-age population will suffer severely from the fact that about 50% of youngsters at the age of 10 are unable to read books at the class II level



(World Bank, 2015). To deliver a true education to every child in India, it is critical to empower the stakeholders—students, teachers, and parents (Ganig & Gulati, 2017).

Parents may have the most impact on these three aspects since they are supposed to be aware of their children's interests, strengths, and deficiencies. Making education comprehensive and sustainable requires parents to communicate and collaborate with their children's teachers.

The National Sample Survey Office (NSSO) issued its 71st round survey in 2016, revealing small improvements in dropout or discontinuation rates among all students (ages 5-29), both in rural & urban areas, during preceding 10 years. While the proportion of male dropouts in rural areas was 33.4 in 2007-2008, it fell to 32.7 (or nearly one percentage point) in 2014. The share in urban areas declined from 39.6 in 2007-08 to 38.2 in 2014. Rural ladies had a little drop.

It increased significantly from 31.7 in 2007-2008 to 32.5 in 2014. In metropolitan regions, the proportion of female dropouts remained largely steady. Female dropout rates climbed from 38.2 percent in 2007-2008 to 38.5 percent in 2014. (NSSO, 2016). Even little drops in dropout rates reflect how strongly Indian parents have been encouraged to support their children's education (Chakraborty, 2008). Despite parental aspirations, economical constraints thwart their objectives. Poverty, poor parent education, having too many siblings, having to conduct parent-related activities at home, parental neglect, & lack of interest in academics are most common reasons given for not finishing regular school (Gouda & Sekher, 2014; Govindaraju & Venkatesan, 2010). According to studies, rural communities, marginalized groups, impoverished urban districts such as slums and shanties, and even segregated habitats in villages face even greater challenges. Nambissan (2014)

The current study's parent respondents are those whose children commonly exhibit the features mentioned in the preceding paragraph. The parents chosen for the study are marginalized, illiterate, impoverished, usually migrant, utilized as child laborers, have broken homes, and more than half do not own a home or have access to basic essentials. These parents work long hours and under difficult conditions in the homes of others as caregivers, maids, or domestic workers. In addition, they receive very little social security. These parent workers are regarded in society as urban laborers.

IDENTITY OF THE DOMESTIC WORKERS

Domestic workers' identities show their social rank and how they are known to the houses in society. Thus, based on their employment status, domestic employees may now be recognized as a distinct group of workers who are neither employed by a company nor self-employed. They are hired by homes, are recognized as employees, but are vastly underestimated (Vanek, Chen & Raveendran, 2012). According to International Labour Organization's 2004-05 estimate, there were 4.2 million domestic workers in India, with women outnumbering men in employment at 2.2 percent of all employed women compared to 0.5 percent of men (Domestic workers across world: Global and regional statistics...ILO 2013). Despite fact that this industry is heavily feminine, a significant number of males work in it as gardeners, drivers, or butlers. Domestic men employees are generally referred to as man servants, valets, butlers, naukhar, sevak, chakar, and female workers are referred to as maids, ayah, kaamwali, dai, aii, jhee, or naukrani who work in an institution such as the domestic sector from dawn to dark in a culture of servitude (Grover, 2014.). It has been discovered that with fast urbanization, an increase in



nuclear middle-class households, and increased female employment engagement in the economy, there has been an increase in demand for domestic workers in our society's metropolitan regions (Neetha, 2008; Sankaran, Sinha, & Madhav, 2007). This demand vacuum has consequently been filled by absorbing unskilled and illiterate labor in the domestic work sector. Domestic job employment therefore served as a connection between the dynamics of the open market and the family. This relationship has been fairly intense because to the ever-increasing demand from families for domestic assistance, but the supply of rights to this category of workers has varied between nations and been inadequate (Paul, Datta, & Murthy, 2011). Workers in this industry have been found to be largely illiterate, from the lower classes of society, unskilled, and destitute. While battling with extreme poverty, hardship, and illiteracy, this ever-growing segment of domestic employees has been noted to give continuous service advantages in all seasons in order to preserve others' home and work life balance. They have also opted to adopt such unregistered employment contracts of domestic labor as their livelihood, a job of temporary and unsecured nature with no social protection including maternity leave, bad working environment, low salary rate, and unjust working conditions. Such working circumstances are likely to make upward mobility for this group difficult, as workers are frequently unsatisfied with their jobs. Unemployment, decreased buying power of money, overcrowding, and migration may all be factors pushing these employees into the informal care job sector.

OBJECTIVE OF THE STUDY

1. To understand the status of academic involvement among urban workers for the education of their children

HYPOTHESES OF THE STUDY

1. Full-time and part-time urban employees are not considerably different in terms of ambition and engagement in their children's education.

LITERATURE REVIEW

According to Gratz's (2006) research, parents' socioeconomic backgrounds have a much bigger influence on their children's educational outcomes than parents' educational backgrounds and other personal qualities. Gratz also suggested that parents' low socioeconomic level played a role in their children's academic success. The author advocated for the development of effective parent participation initiatives and strong parent-school interactions for the sake of the children's future.

Francavilla and Giannelli (2007) examined how mothers' stay-at-home status influences children's wellbeing, including access to educational opportunities and safety from occupational activities, using data from NFHS (National Family Health Survey Data). When a mother worked, children were shown to be less likely to attend school & more likely to work, but when a father worked, the opposite occurred. Thus, the study concludes that a mother's absence from the home effects a child's growth just as much as her presence does in orienting a child toward schooling.



Gutman and Akerman (2008) reviewed qualitative and quantitative research in sociology, psychology, and education to reach findings on the dynamic concept of aspiration and how it meant different things to different people. The scientists concluded that parents from minority ethnic groups and with higher socioeconomic status had higher aspirations than their counterparts, among many other factors that impact aspiration.

According to Sinha and Dasgupta (2009), almost all of the employees who participated in their survey expressed a desire to provide a decent education for their children. Furthermore, girls' dropout rates were found to be greater than boys'. The poll then goes on to determine the cause of drop out and claims that the drop-out rate in India is particularly high owing to a lack of adequate government initiatives. The study also revealed that NGO-operated charity institutions for children lacked competent teachers and failed to make the program accessible to these youngsters, with just 1.8% of children attending non-formal primary schools managed by NGOs. Aside from these reasons, the study discovered many more that hampered the progress of education of workers' children, including improper surroundings, lack of space, uninformed moms, and societal attitudes, to name a few.

Goodman and Gregg (2010) provided no clear evidence tying the child's later achievement to this difficulty. 'Young adults from both different socioeconomic backgrounds not only perform distinctly in exams, but they also show identified differences in many family background factors (including parental education, family size, & ethnicity), as well as how they view themselves (& those of their parents) throughout the adolescent years, and these may help to explain large gaps in attainment,' researchers wrote. The majority of the research for this study came from the broader topic of parental participation.

Batiwala (2011) researched the Worker's Movement in India's South West. According to the study, in 1992, during the AIDS epidemic, a women's rights NGO called Sampada Grameen Mahila Sanstha spoke to women workers in Gokulnagar, located in southern Maharashtra, and established a community-based organization of workers to give them a voice & to build a collective response to torture meted out by the local people. Veshya Anay Mukti Parishad (VAMP) was established in 1998 to provide justice to workers and their children. VAMP believed that the children needed a safe place to remain & that their capacity to interact with mainstream society needed to be developed. They devised a program for these youngsters, the majority of whom were adult offspring of working mothers. The program was created specifically to assist these youngsters in dealing with the stigma associated with their mother's work. The study proposed a 'Supplementary Education' intervention, which would comprise tutoring and coaching programs for youngsters at the beginning to teach them essential life skills. The adult children's experiences should inspire the younger children to live a respectable life and enter the workforce. It was also proposed that tuition courses would assist the youngsters make up for their educational losses and eventually teach them to appreciate their lives, society, community, and themselves.

Gorard, See, & Davies (2012) found evidence of a causal influence on educational results of young students' and their parents' ambitions, attitudes, and behaviors. The writers stressed importance of parental participation in a child school preparation and subsequent achievement. The research also advocated for collaboration between schools & parents in order to provide



effective intervention & improve children's academic achievements. The study also said that parents must feel compelled to put up personal effort and time for their children.

Working strange hours, according to Shipman (2013) in a research report published in North Carolina State University news, may have a negative influence on parent-child interactions. The study, which included both two-parent households and single mothers, discovered that when their parents worked odd hours, their children engaged in delinquent conduct, as well as the creation of worse ties between parents and children.

Mortimer, Zhang, Hussemann, and Wu (2014) identified low income as one of the reasons for which families may become vulnerable in a research study using data from the 1999 socio-economic Survey data of National Survey of America's Families (NSAF) on 345 parent-child pairs from low-income families with children under age of 6 and between the ages of six and eighteen. The study discovered that when parental financial issues increased, economic expectations fell exclusively among children of least educated parents. The study discovered that when parental financial issues increased, economic expectations fell exclusively among children of least educated parents.

Roy (2015) asserted in his study that prostitution has been allowed in India, but our concern is the rising rate of rape in our culture. The author quoted the 1948 Human Rights Declaration and stated that all human beings are born free & have the right to human rights. Denying this profession legal status is denying these women their rights. Recognizing prostitution reduces violence and torture against them. The researcher advocated for the profession's legalization, which would liberate millions of workers from the clutches of pimps, brothel owners, and police. Education will give them with information to combat venereal diseases as well as job chances for these ladies.

Willis et al. (2016) argue that it is past time to acknowledge need for & entitlement to maternity & child health care for female workers & their children. According to the report, the great majority of female employees globally are mothers raising millions of children. According to the study, these youngsters are at high risk of HIV, congenital syphilis, foetal alcohol syndrome, physical & sexual abuse, and tuberculosis. Concerning the children of workers, the researchers underlined that those who survived are regularly exploited by pimps and see pimps beating their mothers, & some of these children have problems such as learning deficiencies or aggression disorders when they attend school. It was also discovered that moms had to leave their children unattended overnight. Cough syrup is given to infants and children so that they can sleep and moms may continue working. Some moms had no choice but to accompany their children to client visits. Unsupervised children frequently become ill, damage themselves, and ingest unsanitary food. The researchers found that women' rights to adequate prenatal care and safe delivery, as well as their children's rights to health education, housing, and protection from prejudice & stigma, must be protected.

S. Wheeler (2017) investigates the reproduction of disadvantage class-based disparities in parents expectations, tactics, and actions for their children's primary schooling. For many years, scholars have been interested in the influence of family history on academic success, educational



trajectories, & life chances in general. The problem has been studied mathematically & qualitatively, with two approaches producing quite different views of family-level 'variables' & processes connected to child outcomes & educational border disparities. This research shows how parental ambitions, methods, & practices differ according to social class gradients & interact to (re)produce social advantage and disadvantage over the primary school years.

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.

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.

RESULTS AND DISCUSSION

ACADEMIC INVOLVEMENT

Academic Involvement in Teaching Activities (AI-TA) and Academic Involvement in Supervisory Activities (AI-SA) were defined as two aspects of Academic Involvement to analyze the amount of academic involvement among 500 (five hundred) Urban Workers in Kolkata (AI-SA). The 10 items, which are divided into two categories, are graded on a 5-point Likert scale ranging from Strongly Disagree to Strongly Agree. The data is submitted to descriptive statistic to determine the level of 'Academic Involvement' among urban workers for their children's education, as shown in Table. 1.

TABLE 1 'ACADEMIC INVOLVEMENT' STATUS AMONG URBAN WORKERS OF KOLKATA

Dimensions of Academic Involvement	N	Mean	Standard Deviation SD	No of Items	Expected Min Score	Obtained Min Score	Expected Max Score	Obtained Max Score
AI-TA	500	8.86	4.45	4	4	4	20	20
AI-SA	500	16.49	5.58	6	6	6	30	29

Note: AI-TA = Academic Involvement in Teaching Activities.

AI-SA = Academic Involvement in Supervisory Activities.

The mean ratings for Academic Involvement in Teaching Activities (AI- TA) and Academic Involvement in Supervisory Activities (AI- SA) are shown in Table 1. (AI-SA). Table 1 also shows that average level of engagement of urban workers in teaching and supervising their children's education is 8.97 and 16.50, respectively. The worker parents are involve in teaching and supervising their children's education in their own capacity. The study found that in both teaching and supervising activities, the sample's predicted maximum and minimum values almost matched with the observed maximum and minimum values. Though a stimulating home environment is far more important to children's education than their parents' socioeconomic status, socioeconomic status factors such as family income & parental education do, to some extent, affect parental involvement at home, particularly for parents from lower socioeconomic strata.

The current study comprises a sample size of 500 people (N>30). The parametric tests were tried for the current research based on Central Limit Theorem, which states that as sample size grows, sampling distribution of mean approaches normal distribution (Kothari, 2013). To determine the normality and justifiability of the Parametric Tests, absolute skewness and kurtosis were measured, and results are shown in Table 2.

TABLE 2: ABSOLUTE SKEWNESS AND KURTOSIS FOR ACADEMIC INVOLVEMENT DIMENSIONS

Dimensions	Skewness/ S.E (Skewness)	Kurtosis/ S.E (Kurtosis)
AI-TA	5.46	3.39
AI-SA	0.21	4.23

Since data provided in Table 2 on absolute skewness and kurtosis reveals non-normal nature.

In addition, the related null hypothesis (H01) claims that there is no significant difference in Academic Involvement for Children's Education b/w full-time & part-time urban employees. The statistical analysis findings are shown in Table 3.

TABLE 3: STATUS OF FULL TIME AND PART TIME URBAN WORKERS IN DIMENSION WISE

Academic Involvement Dimensions	Status of Work	N	Mean	SD	t	p
AI-TA	Part Time	251	9.58	4.61	4.03	0.00
	Full time	249	8.14	4.02	*	0
AI-SA	Part Time	251	17.80	5.35	6.43	0.00
	Full time	249	15.07	5.23	*	0

*0.05 level of significance

**0.01 level of significance

Table 3 shows that

1. In addition, the related null hypothesis (H01) claims that there is no significant difference in Academic Involvement for Children's Education between full-time and part-time urban employees. The statistical analysis findings are shown in Table 3.
2. There is a significant difference in mean ratings of full-time & part-time urban employees in relation to dimension AI-SA of Academic Involvement of Urban Workers for their Children at 0.05 level of significance.
3. Thus, Null Hypothesis (H01) is NOT accepted at 0.05 level of significance for Academic Involvement Dimensions AI-TA and AI-SA.

The results in Table 3 indicate that in terms of academic involvement in relation to teaching and supervising academics, part-time Urban worker parents are more involved than full-time worker parents, as the part-time Urban workers mean (9.58) is greater than the obtained mean of full-time workers (8.14) in relation to teaching activity.

TABLE 4 RESPONSE CATEGORY ON TEACHING ACTIVITY IN RELATION TO WORK STATUS

RESPONSE/ STATUS OF WORK	PART TIME	PART TIME %	FULL TIME	FULL TIME %
Totally disagree	88	35.2	98	39.2
Disagree	82	32.7	102	40.8
Neither agree nor disagree	4	1.6	7	2.8
Agree	70	28.1	37	14.8
Totally agree	6	2.4	6	2.4
Total	250	100.0	250	100.0

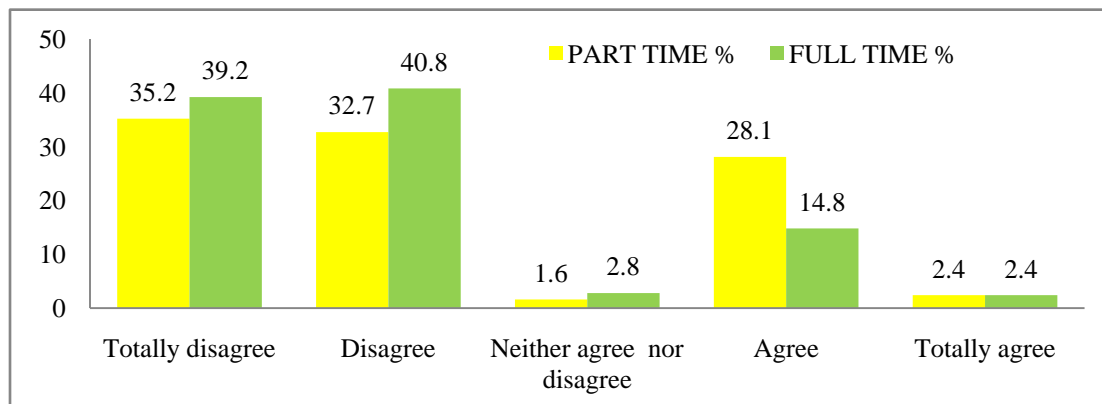


FIG 1: RESPONSE CATEGORY ON TEACHING ACTIVITY IN RELATION TO WORK STATUS

In teaching activity, it was discovered that 28.1% of part-time workers agreed on the issue when asked, "I help my child with his/her homework," compared to 14.8% of full-time workers. Figure 1 depicts a graphical representation of exposition.

TABLE 5: RESPONSE CATEGORY ON SUPERVISING ACTIVITY IN RELATION TO WORK STATUS

RESPONSE/STATUS OF WORK	PART TIME	PART TIME %	FULL TIME	FULL TIME %
Totally disagree	37	14.8	60	24
Disagree	83	33.2	110	44
Neither agree nor disagree	8	3.2	4	1.6
Agree	117	46.8	74	29.6
Totally agree	5	2	2	0.8
Total	250	100.0	250	100.0

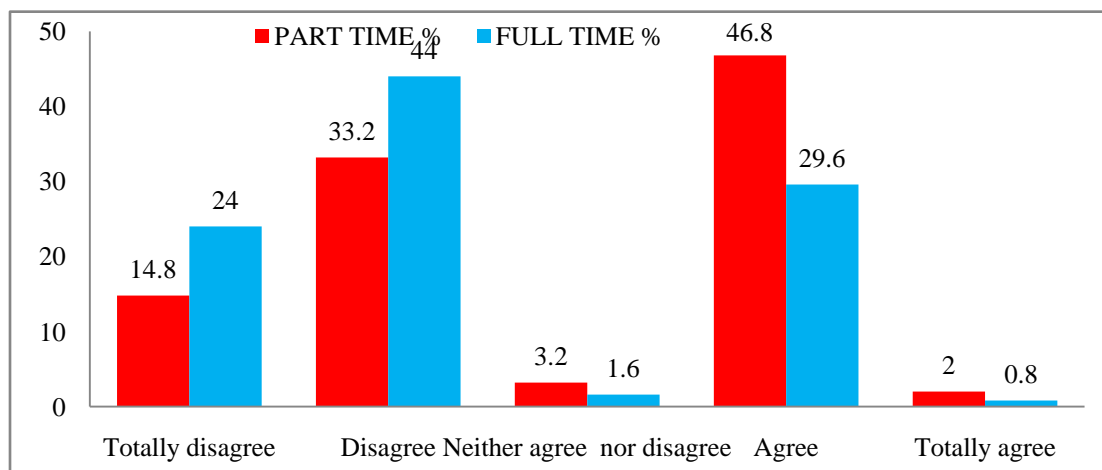


FIG 2: RESPONSE CATEGORY ON SUPERVISING ACTIVITY IN RELATION TO WORK STATUS

In supervisory activities, part-time urban workers had a higher mean (17.80) than full-time urban workers (15.07), and when parents were asked to respond to the statement "I am vigilant whether my child is studying at home on a regular basis," 46.8% of part-time urban workers agreed, compared to 29.6% of full-time workers, as shown in Figure 2.

This finding is consistent with previous research, which found that parent academic involvement is determined by factors such as employment status, with part-time workers being more involved than full-time workers in low-income families (Holladay, 2013). Many of the urban worker women in the current research selected part-time job (Nehaul, 1999) in families

near their settlements throughout their children's elementary schooling so that they could return home once or twice to get involved in their children's education in their own capacity.

TABLE 6: RESPONSEICATEGORY ON TEACHING ACTIVITYIIN RELATION TOIGENDER

RESPONSE/STATUS OF WORK	MALE	%	FEMALE	%
Totally disagree	81	40.5	101	33.7
Disagree	81	40.5	101	33.7
Neither agree nor disagree	6	3	8	2.6
Agree	29	14.5	78	26
Totally agree	3	1.5	12	4
Total	200	100.0	300	100.0

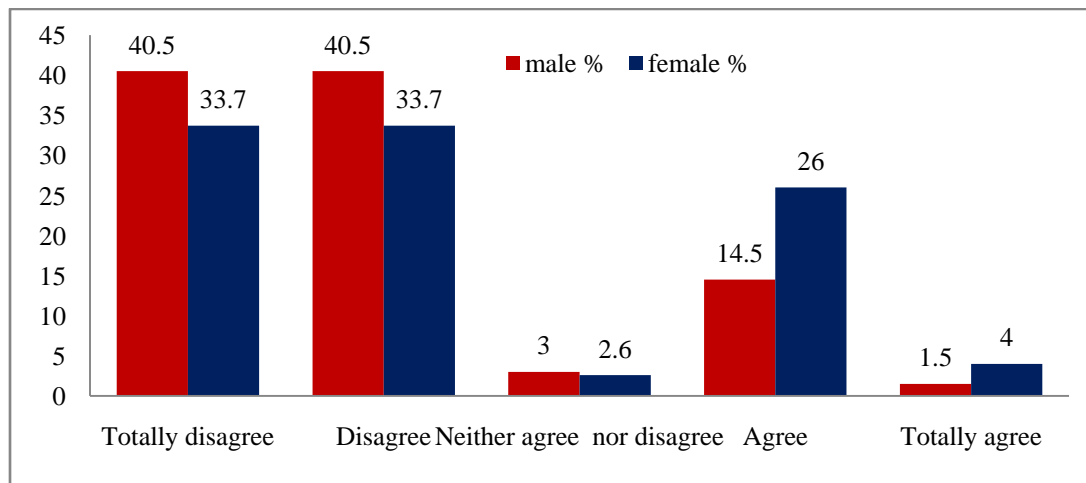


FIG 3: RESPONSE CATEGORYION TEACHING ACTIVITY IN RELATIONITO GENDER

TABLE 7: RESPONSEICATEGORY ON SUPERVISINGIACTIVITY IN RELATION TOIGENDER

RESPONSE/STATUS OF WORKI	MALE	%	FEMALE	%
Totally disagree	47	23.5	50	16.7
Disagree	102	51	96	32

Neither agree nor disagree	2	1	8	2.7
Agree	48	24	140	46.6
Totally agree	1	0.5	6	2
Total	200	100.0	300	100.0

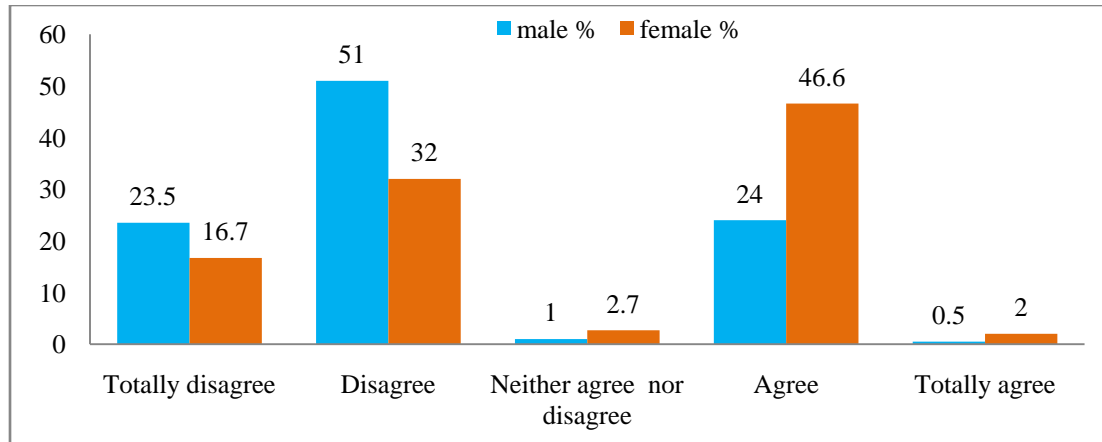


FIG 4: RESPONSE CATEGORY ON SUPERVISING ACTIVITY IN RELATION TO GENDER

Further analysis was performed in the current study to assess female and male workers in full-time and part-time status, as well as their response in teaching and supervising activity. Figures 3 and 4 reveal that 26% of urban worker moms agreed on the topic of being able to help their children with homework, compared to 14.5% of dads, and that when 46.6% of mothers oversee their children's studies on a regular basis, only 24% of fathers could. It should also be highlighted that the investigation discovered 300 female and 200 male part-time employees. Thus, when the role of gender is addressed, the study finds that women are more academically interested in their children's education than dads (Williams et al., 2002).

COCNCLUSIONS

In terms of academic involvement, the current study's findings revealed that there is a significant difference in academic involvement b/w part-time & full-time domestic worker parents in relation to teaching & supervising activities; part-time domestic worker parents were found to be more involved than full-time worker parents in relation to teaching activity because the part-time domestic workers' mean (9.69) was estimated to be greater than the obtained mean of full-time workers' (8.25). In terms of supervisory activities, the mean of part-time domestic employees (17.91) was found to be higher than the mean of full-time domestic workers (15.08). The 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. More precisely, it was discovered that part-time urban worker parents were more active in both teaching and monitoring activities than full-time worker parents.

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