

Vol III Issue VII August 2013

Impact Factor : 0.2105

ISSN No : 2230-7850

Monthly Multidisciplinary
Research Journal

*Indian Streams
Research Journal*

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IMPACT FACTOR : 0.2105

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RNI MAHMUL/2011/38595

ISSN No.2230-7850

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

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EDUCATIONAL ATTAINMENT OF THE CHILDREN OF DAILY WAGE WORKERS – A STUDY

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Abstract: The scenario of educational progress in rural India began to change rapidly due to the new thrusts given by the Government's New National Policy of Education (1986) and the Programme of Action (1992), which aimed at improving access, reduction dropouts and improving learning achievement for all children between 6 -14 years of age. This study seeks to know the interest of the children towards the primary education in rural area, to make aware of parental education in rural area and to analyze the education system in rural area of Birbhum district of West Bengal.

Keyword: Children, Daily wage workers, Education, Attainment, Poverty, and Rural.

INTRODUCTION

Education is a human right. Education is essential for human emancipation and social development. It contributes to better health, higher productivity, greater income, human freedom, capability and esteemed living, increased participation in community life. Education is the single best development investment and a powerful instrument to develop an economically prosperous society. The long term social and economic return from education is enormous. The process through which child schooling outcomes are affected is more complex, involving the decisions and resources of the parents/family, community level characteristics such as availability and accessibility, and the policies and actions taken by the state. Although the federal government supports free and compulsory schooling for children until they complete age 14, parents' decisions are much more important than other external factors. Various characteristics of a child's residential household – gender of the household head, educational level of household head, educational level of parents, type of family, family size, socio-economic status - are expected to influence the schooling outcomes among children in various ways.

NEED AND SIGNIFICANCE OF THE STUDY

The daily waged workers' come from different areas of our country in search of work in West Bengal. There are many daily wage workers in Birbhum district, they are from Bengal itself, as well as some of them have migrated with their children, even some of them have been staying here from more than two-three generations. Many children of these labourers are deprived of their basic education. The reasons can be, it the ignorance of the parents or lack of awareness towards the education in their own village or home town? Sometimes even if they want to continue their education in a newly inhabited place it becomes extremely

difficult for them due to various reasons. This research will look into those areas where these children face and the parents' views towards the education. So it is an attempt from the researcher to know the problems faced by these children in their learning experience.

OBJECTIVES OF THE STUDY

1. To study the attitude of the children of daily labourer towards their education.
2. To identify the level of education among the children of socially disadvantage groups.

RESEARCH QUESTIONS

1. What is the enrolment, attendance, achievement, drop-out and retention levels of the children?
2. What are the reasons relating to above indicators?

METHODOLOGY

Population:

The population is taken from the primary and upper primary schools (children of daily labourer) of Birbhum district. (W.B. India).

Sample:

In the present study, the investigator had selected a sample of 300 students (children of daily labourer) of the age group 6-14 years from the different schools of Bolopur Suri, Rampurhat sub-division of Birbhum district (W.B. India).

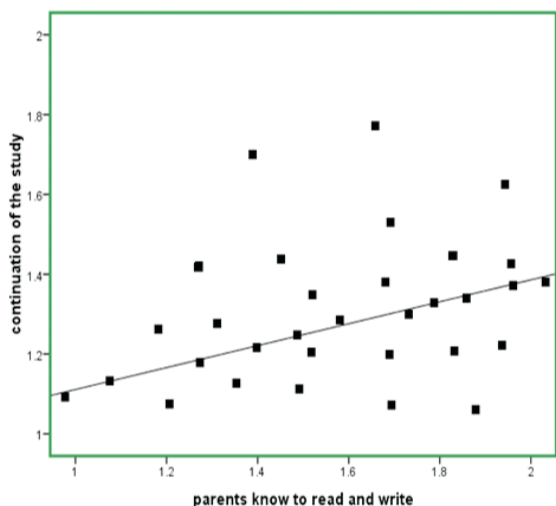
Analysis and interpretation of data:

Table 1. Correlation between children's enrolment and Education of the parents

		continuation of the study	parents know to read and write
continuation of the study	Pearson Correlation	1	.252**
	Sig. (2-tailed)		.000
	N	300	300
parents know to read and write	Pearson Correlation	.252**	1
	Sig. (2-tailed)	.000	
	N	300	300

** . Correlation is significant at the 0.01 level (2-tailed).

The frequency of continuation of the study and literacy of the parents have weak correlation, $r(298) = .25, p < .001$.



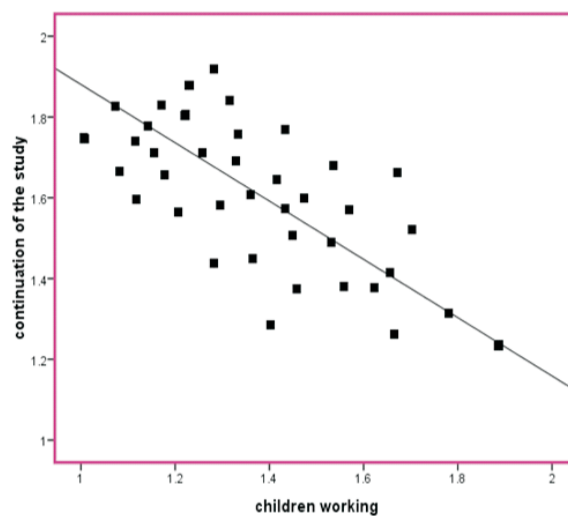
There is weak positive relationship between continuation of the study and parents know to read and write as shown in Table 3.8. If we increase in one variable correspond to increase in other variable. Therefore, we can conclude that if the parents are more educated then their children are most likely to enrol in the schools or they are most likely to continue their studies.

Table 2. Correlation between continuation of the study and children working

		continuation of the study	children working
continuation of the study	Pearson Correlation	1	-.644**
	Sig. (2-tailed)		.000
	N	300	300
children working	Pearson Correlation	-.644**	1
	Sig. (2-tailed)	.000	
	N	300	300

** . Correlation is significant at the 0.01 level (2-tailed).

The frequency of continuation of the study and children working have moderate negative correlation, $r(298) = -.64, p < .001$.



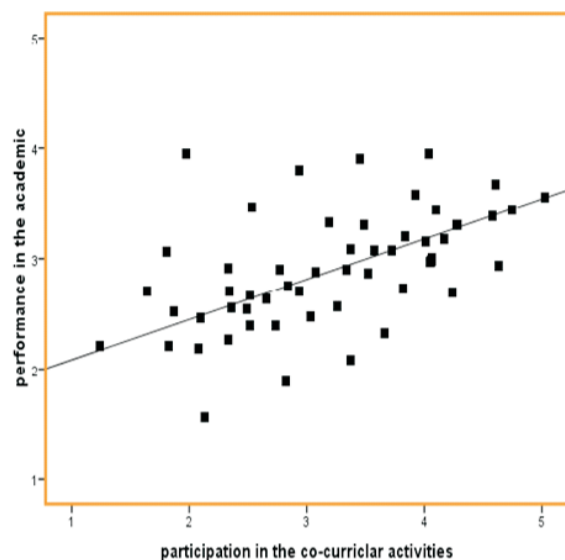
There is moderate negative relationship between continuation of the study and children working as shown in Table 3.13. If we decrease in one variable correspond to increase in other variable. Therefore, we can conclude that if the children are not encouraged to go for work or if the children are not involved in any labour work then the children are most likely to go school and continue their studies.

Table 3. Correlation between performance in academic and participation in co-curricular activities

		performance in the academic	participation in the co-curricular activities
performance in the academic	Pearson Correlation	1	.483**
	Sig. (2-tailed)		.000
	N	300	300
participation in the co-curricular activities	Pearson Correlation	.483**	1
	Sig. (2-tailed)	.000	
	N	300	300

** . Correlation is significant at the 0.01 level (2-tailed).

The frequency of performance in academic and participation in co-curricular activities have moderate correlation, $r(298) = .5, p < .001$.



There is moderate positive relationship between performance in academic and participation in co-curricular activities as shown in Table 3.17. If we increase in one variable correspond to increase in other variable. Therefore, we can conclude that the performance in academic and participation in co- curricular activities is positively correlated.

The major findings of the research are

The socio economic status of the family had significant influence on the attitude of the boys and girls towards their education.

The attitude of boys and girls in rural and urban areas with respect to their education has a significance difference.

The children of socially disadvantage groups of aided and unaided schools of urban areas perceived significantly better parenting than the aided and unaided schools of rural areas.

Students with English medium received significantly better parental encouragement and care and better facilities in home than students of Bengali / vernacular medium schools.

CONCLUSION

Literacy, skill development, and education of the teeming masses of rural India is the real problem of India's rural development. In sum and substance, these under-privileged masses are that section of Indian population which suffers from several social, economic religious and other barriers, and whose per capita income is so low that there is not only no scope for savings but the energies consumed in physical labour are often not recouped fully. I believe that the greatest resource of social and economic development of a vast and highly populated country like India is its teeming masses. In other words, human resource development is the key factor for socio- economic development of India. Unfortunately, India's performance in the matter of education and skill development of the under-privileged masses cannot be considered satisfactory. If at all, we have succeeded in only accentuating the educational inequalities in the country. The gulf between the privileged and the under-

privileged has only widened.

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