

MOTHER'S EDUCATION AND EMPLOYMENT AFFECTING CHILD'S EDUCATIONAL GROWTH IN RURAL INDIA

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ABSTRACT: Education is the most important and powerful instrument to shape and mould the individual and society in a desirable manner. Any modification brought about in the behaviour of an individual as a result of his interaction with the inner self and outer world constitutes learning. The history of the world proves that education has been at the base for any change encompassing the social, cultural, spiritual, political and economic aspects of human life. It is education, which not only transforms the ordinary human being into a rational human personality but also prepares and develops him to grow and adjust with the surroundings, lead his personal as well as social life successfully. In fact, education has become one of the basic necessities of human life like food, clothing and shelter. Today, life is education and education is life. Hence, no differentiation can be made between life and education and the Right to Education, therefore, is looked upon as Right to Life. Thus the Right to Education which is characterised as a Fundamental Right can also be considered as the 'Right of Higher Order' that it determines whether other rights can actually be exercised or not. None of our civil, political, economic and social rights can be exercised unless they receive a certain minimum education, without which their access to such right will remain illusory and theoretical.

Keywords: Mother education, Employment, Educational Status, Social Status

INTRODUCTION

A mother knows best—and the amount of education she attains can predict her children's success in reading and math. In fact, that success is greater if she had her child later in life, according to a new University of Michigan study.

Sandra Tang, a U-M psychology research fellow and the study's lead author, said children of mothers 19 and older usually enter kindergarten with higher levels of achievement. These kids continue to excel in math and reading at higher levels through eighth grade when compared to children of mothers 18 and younger.

"These results provide compelling evidence that having a child during adolescence has enduring negative consequences for the achievement of the next generation," Tang said.

The negative consequences of teen mothers not only affect the child born when the mother was an adolescent, but they affect the mother's subsequent children as well.

Pamela Davis-Kean, associate professor of psychology and a research associate professor at the Institute for Social Research and Center for Human Growth and Development, said the findings present good news and bad news. The good news is that the children of teen mothers who continue their education after having children do better academically than children of teen moms who did not continue, she said.

"However, these children—and other children born to the mother when she wasn't an adolescent—never catch up in achievement across time to children whose mothers had them after completing their education," Davis-Kean said. "This group continues to carry a risk for lower achievement."

The study's data was taken from the Early Childhood Longitudinal Study-Kindergarten Cohort, a nationally representative sample of children who were first assessed upon entering kindergarten in 1998 and were interviewed through spring 2007.

In 14,279 cases, the children's math and reading scores were collected in third, fifth and eighth grades.

Researchers used this data to compare achievement trajectories (kindergarten through eighth grade) of children born either to teen moms (18 or younger) or to adult mothers (19 and older) at the birth of their first child. The analyses took into account mothers' educational expectations for their children, the home environment and other characteristics, such as household income, that may influence children's achievement.

Trends indicate that mothers who give birth during adolescence have much lower rates of high school completion and college enrollment in comparison to their counterparts who delay pregnancy.

Given that growth in achievement generally stays the same across time for math and reading for all children in the sample, these patterns highlight the importance of investing in early interventions that target adolescent mothers and provide them with the skills needed to promote their children's learning, Tang said.

Cultural Capital

Cultural capital revolves around "preferences and behaviors that, although not inherently better than others, are relevant for educational success because they are sanctioned in a particular society's educational settings." Think visiting museums and taking music lessons—the sort of activities that upper-middle class parents emphasize. Participating in such activities "has been associated with teacher-reported academic outcomes for children and adolescents in a number of studies that have adjusted for other factors," and it bolsters high school students' college applications.

Cultural capital also helps kids to navigate the education system successfully: more educated mothers are more comfortable with schools, so they are more likely to advocate for their kids there (say, requesting that their child be assigned a certain well-regarded teacher)

and to teach their kids how to advocate successfully for themselves (for instance, telling a child how to request the opportunity to re-take a failed test).

An Equal Playing Field

Harding, Morris, and Hughes explore these issues in much more detail than I can convey here. As they emphasize, some of the mechanisms by which mothers' education impacts children's outcomes are much more studied than others: human capital has received far greater attention than the more elusive forms of social and cultural capital. The entire paper underlines just how deeply children's lives are shaped by their parents' background. In a free country, it seems to me, that means there will never be such a thing as perfectly equal opportunity: People with different education levels and abilities are always going to raise their kids differently, and no set of programs can entirely close the gaps that result. Nevertheless, it's well worth exploring how these differences play out so we can do our best to ensure all kids have a fair shot at achieving the American dream.

STATUS OF WOMEN

Status of women in India are given below to help students during essay writing competition in their school. It is a most common topic now-a-days which students may be assigned for to write some paragraphs or complete essay. All the essays are written using very simple and easy words so students may select any of them according to their need.

There has been a lot of improvement in the status of women in India after the independence. Gradually women started enjoying equality with men in the society. Women have all the rights and privileges in every areas as possessed by the men. The Constitution of India has given equal rights, privileges and freedom that are enjoyed by the men for years. Even after various exploitation against women, they are now feeling much emancipated and free. Almost half area and population in India is covered by the women so the development of the country depends upon the status of both sex equally. We can imagine that time when 50% of the population was not given equal opportunities and rights and even restricted to perform many activities in the society. Now-a-days, women are getting top positions in various fields of life such as some have been great political leaders, social reformers, entrepreneurs, business personalities, administrators, etc.

Improvement in the status of women changes the social and economic status of the country. Status of women in the Indian society is much better than the women in other developing countries. However, it is not enough to say that status of women have been completely improved in India. In such a competitive world, Indian women are being well conscious about their rights and privileges in various fields. They are being more conscious about their professional career (socially, politically, economically and educationally) by following their all the responsibilities towards family.

Women are actively participating in the democratic process and elections which is quite more impressive in enhancing their status. Women participation in any area of work is increasing day by day than men such as number of women voters is increasing than men voters on the days of polling. Some of the great Indian women leaders, social reformers, social workers, administrators, and literary personalities who have changed the women status a lot are Indira Gandhi, Vijay Lakshmi Pandit, Annie Besant, MahadeviVerma, Sachet Kripalani, P.T. Usha, Amrita Pritam, Padmaja Naidu, KalpanaChawla, Raj KumariAmritKaur, Mother Teresa, SubhadraKumariChauhan, etc. Women have been started participating as daughters, sisters, wives, mothers, grandmothers, etc in various fields like social, economical, political, educational, scientific and other nation- building activities. They are doing hard work in performing professional as well as household responsibilities very actively. Even after huge level improvement in the women status in India, they are still exploited and abused in many ways like rape, sex discrimination, etc.

Regarding women safety and reduce crime against women, government of India has passed another Juvenile Justice (Care and Protection of Children) Bill, 2015 replacing the earlier Indian juvenile delinquency law of 2000. This act is passed especially after the Nirbhaya case when a accused juvenile was released. According to this act, the juvenile age has been 16 years from 18 years in cases of heinous offenses.

EDUCATIONAL STATUS

Several important models have been developed to explain the complex pathways by which parents can have a significantly beneficial effect on their children's educational attainment and behavioural adjustment.

(Bronfenbrenner, 1979 and 1986; Eccles, 1993). Parents can, for example, transfer their beliefs and values to their children and provide warmth and affection as well as discipline and guidance. They also can engage in educational activities with their children and utilise resources to create a cognitively stimulating home environment. For this reason, the family has been identified as an important dynamic environment where parent-child interactions can have a significant impact on child development from infancy to adolescence.

(Bronfenbrenner, 1986). Within the family environment, the role of parents' educational attitudes and behaviours on children's educational attainment has been well documented, especially in the developmental psychology literature (Eccles et al., 1997; Brook-Gunn, Klebanov and Duncan, 1996; Brook-Gunn and Duncan, 1997; Hoff, 2003; Eccles, 2005). In this research different elements of parents' educational attitudes and behaviours, such as the provision of a cognitively stimulating home, parental involvement in children's activities and parental beliefs and aspirations, have been identified as having a significant effect on children's levels of educational achievement.

(Wigfield and Asher, 1984; Alexander and Entwisle, 1988; Schneider and Coleman, 1993). In contrast to studies from developmental psychology, economic models have focused more on the impact of parental education on children's educational attainments, rather than on the parent-child relationship itself. These models concentrate upon investments made by parents to influence their children's educational outcomes (Becker, 1981; Becker and Tomes, 1986). Parents can choose to spend resources of time and money on those activities that produce attainment. The limit to this investment is the limit of time and money available and the ability of the attainment production process to produce attainment.

ECONOMIC STATUS

In this study, mothers and children were recruited to explore the association between mothers' educational and socio-economic status and their children's growth (constituting height and weight). The results indicate that there was an association between children's height and the mothers' educational level, employment status and the residence type while the children's weight was associated with the mothers' employment status and the type of ownership of the residences.

Several studies are reported in literature with similar aims as in this study. A Brazilian study reported by Matijasevich *et al.*, found that mothers' educational levels were positively related to their children's height with an average difference of 3 cm in height between high levels of education in comparison to lower levels of education. In the current study, significant results were found that associate lower educational levels to poorer development in height, with better height development when the mother is better educated. A possible explanation of this finding is that generally an increase in education positively correlates with an increase in awareness and better employment opportunities, thus better an improved socio-economic situation for the family. An Iranian study by Maddah *et al.*, also reported that children of less-educated mothers had a higher risk to develop undernutrition, which affects the overall health of the child.

SOCIAL STATUS

Social status encompasses "interactions that take place between mothers and people in their social networks or between people in mothers' social networks and children." It's about mothers' relationships to and connections with other people (whereas cultural capital has to do with mothers' "abilities to use behaviors that aid in navigating social and institutional relationships"). College-educated mothers are more likely to be part of social networks containing "knowledge, skills, and resources that are relevant to children's academic success," the researchers propose. For instance, their relatives, colleagues, and friends are likely to also have college degrees, meaning mothers can easily pick up tips about the best schools or gain advice about the college application process. Plus, their children will be surrounded by highly educated role models; in their circles, graduating from college will be an expectation, not an aspiration.

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Significant results were found in this study linking mothers' employment status with their children's height and weight. Being employed in the private sector was associated with a higher proportion of children in the above 75th percentile for both height and weight. Support for the findings is reported by Morrissey *et al.*, in an American study, in which they found that children of employed mothers had a 10% increase in their body mass index (BMI) every 5.3 months. Another American study by Morrissey showed that mothers' employment status was significantly linked to preschool age children's physical development; employment was associated with an increase in children's BMI. A study conducted in Ethiopia by Negash *et al.*, had similar results to the current study's findings, in which they found that mothers' employment provided financial power and independency leading to better child care and, therefore, a better height and weight. On the other hand, studies from Indonesia and India showed contradicting results as they had found that children of unemployed mothers weighed more and were taller than children of employed women. The differing results between mothers' employment status and their children's development require further studies to clarify this relationship.

Other factors including the mother's type of residence (house or apartment) and type of ownership of this residence (rented or owned) were found to have a significant relationship with children's growth. It was found that children who lived in apartments were taller than children who lived in a house. A suggested possible explanation for this finding is that apartments are usually smaller and more contained than houses, which means that children spend more time under the direct supervision of their caregivers in contrast to children who live in houses. Results also showed that children of mothers who lived in rented residences had weighed more than children of mothers who lived in owned residences.

OBJECTIVES OF THE STUDY

The main objective of this study was to investigate the contributions of mothers' employment, marital status and educational level on academic achievement of junior secondary school students in Ijebu-Ode Local Government Area of Ogun State, Nigeria. Specifically, the study aimed to suggest the strategic approaches of improving students' academic achievement on the part of the school operators, parents and guardians. Also, the researchers intend to enrich the literature on the importance of mothers' demographic variables on the academic performance of their children. Hence, the following null hypotheses were specifically formulated to guide this study.

PREVIOUS LITERATURE

It is widely thought that children brought up in less favourable conditions obtain less education despite the large financial returns to schooling (Heckman and Masterov, 2004) and indeed there is a large correlation between the education level of parents and their children (Bjorklund and Salvanes, 2010). However the transmission mechanism behind such intergenerational correlations is not clear. Krueger (2004) reviews various contributions supporting the view that financial constraints significantly impact on educational attainment.

On the contrary, Carneiro and Heckman (2003) suggests that current parental income does not explain child educational choices, but that family fixed effects that contribute to permanent income, such as parental education levels, have a much more positive role. This is the central conclusion of Cameron and Heckman (1998) using US data, and Chevalier and

Lanot (2002) using the UK National Child Development Study data. Chevalier (2004), using the UK Family Resources Survey cross-section data, finds that including father's income in the schooling choice equation of the child, while itself having a significant and positive effect, does not dramatically change the magnitude of the parental education coefficients. However, the potential endogeneity of income means that this correlation does not necessarily imply that parental income matters for children's human capital accumulation. Indeed if income is endogenous and is correlated with parental education levels, then the education coefficients are also biased. In the literature to date, researchers have attempted to identify the exogenous effect of either parental education or of parental income, but not both effects simultaneously. The literature on estimating the causal effect of parental education on the child's educational attainment has relied on three identification strategies: instrumental variables, adopted children, and twins. The first identification strategy is to use instrumental

variables methods based on 'natural' experiments or policy reforms that change the educational distribution of the parents without directly affecting children.

Black et al. (2003) exploit Norwegian educational reforms which raised the minimum number of years of compulsory schooling over a period of time and at differential rates between regions of the country. Some parents experienced an extra year of education compared to other parents who were similar to them in other respects except birth year. This discontinuity is exploited to identify the effect of parental education on their children's education. They find evidence of the impact of parental education in the OLS estimates of education outcomes for the children but estimates based on IV show no such effect, with the exception of (weak) evidence of mother/son influences.

Oreopoulos et al. (2006) using the same approach and pooling US Census data from 1960, 1970 and 1980 report that an increase in parental education by one year decreases the probability of a child repeating a schooling year (or grade) by between two and seven percentage points. The UK provides similar policy changes which are exploited in Chevalier (2004) and Galindo-Rueda (2003). Changes in the minimum school leaving age which occurred just after World War II and again in the early 1970s meant that the educational choices of future parents was exogenously affected, at least for those wishing to leave school at the earliest age.

Methodology

In this section we first describe the data and variables used for the empirical estimation of the effects of participation in post-compulsory education on educational attitudes and behaviours. We then provide details on the econometric model and a description of the estimation methods and post-estimation techniques. Finally, we explain five sensitivity analyses performed in areas of concern that may affect our estimates.

We use data from the National Child Development Survey (NCDS), a representative sample of the cohort of individuals born in the UK in 1958. We utilised information reported mainly by the mother in 1965, when the cohort members were 7 years old. We focussed exclusively on mothers' educational attitudes and behaviours as mothers were, even more than now, primary carers, and because more information was available on mothers than fathers. The NCDS contains a number of measurements, including reading behaviours, parental expectations of their child's education and teacher ratings of parents' interest in their child's schooling, that we used to generate a measurement of mothers' educational attitudes and behaviours. Mothers' education was measured as the age at which they left full-time education. In terms of our data, mothers who were 25 years or older in 1958 would have been subject to a minimum school leaving age of 14 years, whereas mothers younger than 25 would have been in compulsory schooling until the age of 15. We use two approaches to assess the effects of mothers' post-compulsory education on their educational attitudes and behaviours. First, we employed Ordinary Least Squares (OLS) regression, a commonly used statistical technique. In this we controlled for a number of extraneous factors which may otherwise confound the result, including socio-economic status, fathers' schooling, and child gender and behavioural characteristics.

However, we recognised that there may be other, unobservable factors which are not taken into account which bias the estimation. To correct for this we used instrumental variable (IV) methods, akin to a quasi experiment. This relies on the use of a measure which is related to the explanatory variable (in this case duration of education, which we hypothesise explains mothers' educational attitudes and behaviours) and is independent of other factors which may affect the result. In this case we used the change in minimum school leaving age in 1947 to assess the effects of the duration of full time education (essentially the effects of post-compulsory education) on mothers' educational attitudes and behaviour. The fact that the minimum school leaving age was strongly associated with the duration of schooling gave us greater confidence that the change in the school leaving age was an appropriate instrumental variable. We also performed a number of tests for the reliability and sensitivity of the measures used.

WOMEN'S EDUCATION IN INDIA

With 65.46% female literacy rate as per the 2011 census, women's education in India is still a point in question. It is still below the world average of 79.7%. What makes the numbers so low even today when we talk about women education in India?

We assume that schooling has become a norm now and imagine that every child by the age of 3 starts some form of schooling. But in many rural areas, if the child is a girl then there are many hindrances to her access to education in India. Women's education in India is still perceived as an unnecessary indulgence in many parts. While Kerala tops the charts with 92.07% female literacy (and 94.00% overall literacy), Bihar scores much lesser with 51.50% of female literacy (and 61.80% overall literacy).

Women's Education in India is Hampered at Different Stages

When the parents cannot afford education for their kids, the son is always given preference over the daughter, if at all they try and send them to school. The daughter stays at home and cooks, cleans, and helps her parents in doing the chores, or she might even be employed as a helper somewhere, which is child labour and illegal as per law.

If both the kids are sent to school, and if there is a personal or financial issue where they cannot afford the education of both the kids, it is mostly the daughter who would be first pulled out of the school. The school dropout rate amongst adolescent girls stands high at 63.5%.

If the daughter wants to go for higher studies it becomes a matter of discussion among parents, relatives, neighbours, (along with long lost aunts) on if there is a need for the same! If the son wants to go for higher education then it is seen as an achievement and opportunity for the boy to settle well and would be lauded among the same set of people.

It is a well known fact that most Indian families spend more on their daughter's wedding when compared to her education. And the daughters-in-law are mostly expected to take care of the family rather than continuing their studies or having a steady career. Because of this reason, women are said to have jobs and not careers!

SUGGESTION

1. Overall, the present findings suggest that parents continue to wield considerable influence on children's development as children progress through school.
2. It is important for future work to explore parent behaviors that support children's achievement.
3. In addition, further exploration of how parents and teachers may be jointly responding to children's social and behavioral skills could help to elucidate the potential benefits of parent involvement for social development.
4. Investigation of the possible selection factors that motivate parent involvement would also be useful to inform policies and interventions.
5. The women are having male child should be given more respect and recognition in the society.

6. The women are to make you responsible/independent Educated give the reasons which promoted your parents to educate
7. To study women are satisfied in interested to send my child to school every day and discourage absence even for a day.

CONCLUSION

The impact of work by mother on child education was assessed by comparing 150 working educated mothers and their children with working & non-working mothers and their many children. Children's health status was determined their children anthropometry, immunization status and morbidity pattern. Significantly more children were un educate level in the study group. Malnutrition showed a significant co-relation with mother's length of service, type of substitute child care specially their education level and type of mother's profession. Significant number of children in study group were reported to have psychological problem as perceived by the mothers. Few working of the mothers does not create and supportive to the well educational child.

The effect of an extra year of education on mothers' educational attitudes and behaviour was mainly a selection effect – that is, it can be explained by who stayed on in full time education rather than being the educational effect of the post compulsory education itself. The results also suggest that education is treated as a positional good – that is, it is used by some to as a means of maintaining and marking out their socio-economic status. However, individuals with positional ambition, who had previously stayed on an extra year or years to 15 or older, also increased their education in order to maintain their relative advantage, continuing to stay on beyond the (higher) minimum leaving age. These women also tended to have higher subsequent scores on the index of educational attitudes and behaviours used in this study. Thus, while educational attitudes and behaviours are not influenced by staying on at school, resulting rather from underlying values and aspirations, nevertheless both education and educational attitudes and behaviours are very important elements of the inter- transmission and children education of social and economic advantage.

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