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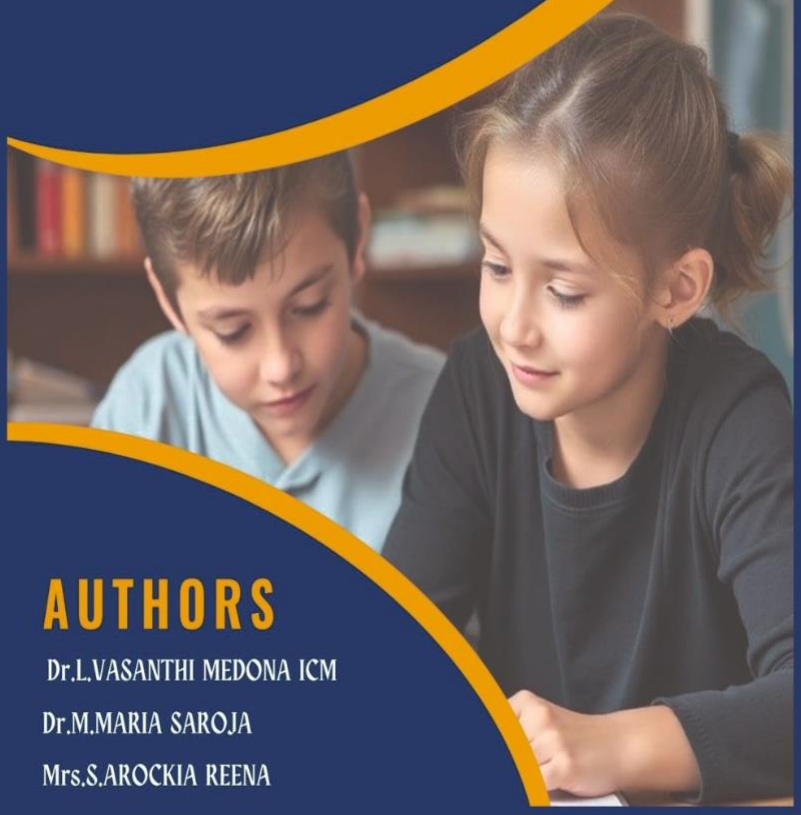
LEARNING BARRIERS FACED BY CHILDREN OF DAILY WAGE WORKERS



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1.1 INTRODUCTION

Education is universally recognized as a fundamental right and a key driver of social and economic development (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2021). It is not only a means for personal and professional growth but also an essential tool for breaking the cycle of poverty and promoting social mobility (World Bank, 2020). Access to quality education can lead to better employment opportunities, improved living standards and greater civic participation (Banerjee & Duflo, 2019). Despite efforts to ensure inclusive and equitable education for marginalized groups, particularly children of daily wage workers continue to face significant learning barriers that hinder their educational progress (Kumar & Mishra, 2022).

Children of daily wage workers who belong to economically weaker sections of society struggle to access consistent and quality education due to their families' precarious financial situation (Singh & Sarkar, 2020). Daily wage workers engaged in temporary and unskilled labour migrate frequently in search of employment, leading to educational disruptions for their children (Rao & Reddy, 2019). According to UNICEF (2022), the lack of a stable home environment, financial constraints and poor access to learning resources significantly affect the academic

performance and retention rates of such children. These children are compelled to drop out of school to supplement family income through child labour, which further perpetuates the cycle of poverty and illiteracy (International Labour Organization [ILO], 2021).

Socio-economic factors, malnutrition, inadequate healthcare, and lack of parental support exacerbate learning barriers for children from these disadvantaged backgrounds (Sharma & Gupta, 2021). Malnourishment and poor health often lead to low concentration levels, reduced cognitive abilities and frequent absenteeism from school (Nair et al., 2020). Parents with limited literacy skills may find it challenging to assist their children with homework or engage with teachers, thereby reducing their involvement in the child's educational progress (Jain & Prakash, 2018).

Educational institutions also play a critical role in either alleviating or reinforcing learning barriers (UNESCO, 2021). Overcrowded classrooms, lack of individual attention, and rigid curriculums make it even harder for children of daily wage workers to cope with academic demands (Bhattacharya, 2019). Social stigma and discrimination further alienate these children, lowering their self-esteem and motivation to continue their education (Chakraborty & Sen, 2021).

Given these challenges addressing the learning barriers faced by children of daily wage workers requires a multifaceted approach. Government policies such as free midday meals, scholarships, and skill development programs have been introduced to bridge the educational gap, but their effectiveness varies based on implementation (World Bank, 2020). Non-governmental organizations (NGOs) and community-based initiatives have also played a vital role in providing after-school learning support, vocational training, and mentorship programs for underprivileged children (Das & Roy, 2021). Innovative approaches such as digital learning platforms, flexible schooling options and community-based educational programs have the potential to provide alternative learning opportunities to these children (Mishra & Patel, 2020).

This chapter explores the meaning of education, the various learning barriers faced by children of daily wage workers, the challenges they encounter, and potential strategies to overcome these barriers. By identifying these key issues and proposing sustainable solutions, this study aims to contribute to the discourse on educational equity and social inclusion. Ensuring that every child, regardless of their socio-economic background, has access to quality education is essential for creating progressive society (UNESCO, 2021).

1.2 MEANING OF EDUCATION

Education is a systematic process through which individuals acquire knowledge, skills, values, and attitudes essential for personal growth and societal development (UNESCO, 2021). It is a lifelong process that begins at birth and continues throughout life, enabling individuals to develop cognitive, emotional, and social competencies that contribute to their overall well-being and success (World Bank, 2020). The role of education extends beyond academic learning; it fosters critical thinking, creativity, ethical behaviour and civic responsibility which are essential for building progressive society (Sen, 2017).

According to Dewey (1916), education is not merely preparation for future life but a continuous process of growth and self-improvement. It serves as a tool for social transformation by reducing inequality, promoting economic development, and enhancing individual potential (Freire, 1970). The importance of education has been universally recognized with international organizations such as the United Nations emphasizing its role in achieving sustainable development goals (United Nations, 2015).

1.2.1 TYPES OF EDUCATION

Education can be classified into three broad categories: formal education, informal education, and non-formal education. Each type plays a crucial role in shaping an individual's knowledge and abilities (UNESCO, 2020).

i) Formal Education

Formal education refers to structured and organized learning that takes place within an institutional framework such as schools, colleges, and universities (OECD, 2019). It follows a well-defined curriculum with specific objectives, assessment methods and certifications (Tilak, 2021). This type of education is often compulsory for children up to a certain age and plays a significant role in preparing individuals for professional careers and societal contributions (Gertler et al., 2014).

ii) Informal Education

Informal education is the unstructured and spontaneous learning that occurs outside of formal institutions through daily experiences, interactions and observations (Schugurensky, 2000). It includes learning acquired from family, community, peers and media. For example, a child learning to cook from a parent or an individual gaining

financial literacy through everyday transactions constitutes informal education (Merriam & Bierema, 2013).

iii) Non-Formal Education

Non-formal education refers to organized learning outside the traditional school system, such as vocational training, adult literacy programs and community-based education initiatives (Rogers, 2004). It is flexible, learner-centered and tailored to meet the needs of specific groups, marginalized communities, working children and rural populations (Colley et al., 2003). Non-formal education plays a vital role in promoting lifelong learning and skill development, especially for individuals who may not have access to formal schooling (OECD, 2021).

1.2.3 THE ROLE OF EDUCATION IN BREAKING THE CYCLE OF POVERTY

Education is widely regarded as one of the most powerful tools for poverty alleviation and social mobility (Hanushek & Woessmann, 2020). Studies indicate that individuals with higher levels of education have better employment opportunities, higher earnings and improved quality of life (Psacharopoulos & Patrinos, 2018). Educated individuals are more likely to make informed decisions regarding health, family planning and civic participation leading to broader societal benefits (UNESCO, 2019).

For children of daily wage workers, access to quality education can be life-changing. It provides them with the skills necessary to secure stable employment and escape the cycle of poverty that often traps their families for generations (Banerjee & Duflo, 2019). Governments and organizations worldwide have recognized this implementing policies such as free primary education, mid-day meal programs, and scholarships to improve educational access for underprivileged children (World Bank, 2020).

Education is a fundamental right and an essential component of individual and societal progress. Whether acquired formally, informally, or through non-formal means, education equips individuals with the knowledge and skills needed to navigate life successfully. By promoting equal access to education, societies can work towards greater economic stability, reduced inequality and sustainable development (UNESCO, 2021).

1.3. MEANING OF LEARNING

Learning is a continuous process through which individuals acquire knowledge, skills, values, and attitudes from various experiences, study and instruction (Merriam & Bierema, 2013). It enables individuals to adapt, grow, and function effectively in different personal, academic, and professional settings (Illeris, 2018). Learning is not limited to

formal education; it occurs throughout life and in various forms, including formal, non-formal, and informal learning (UNESCO, 2021).

According to Kolb's Experiential Learning Theory (1984), learning is an active process that involves concrete experiences, reflective observation, abstract conceptualization, and active experimentation. This perspective emphasizes that learning is not only about acquiring facts but also about developing problem-solving abilities, creativity, and adaptability (Kolb, 2015).

1.3.1 TYPES OF LEARNING

i) Formal Learning

Formal learning takes place in structured environments such as schools, colleges, and universities, where a curriculum is systematically designed and delivered by qualified educators (OECD, 2019). It includes subjects like mathematics, science, and language studies, and is often assessed through exams and certifications (UNESCO, 2020).

ii) Non-formal Learning

Non-formal learning occurs outside the traditional education system but follows an organized and intentional structure (Rogers, 2004). It includes skill-based training programs, vocational courses, adult education initiatives, and

community-based learning (Colley et al., 2003). This type of learning is particularly useful for developing practical skills needed for employment and self-sufficiency.

iii) Informal Learning

Informal learning is spontaneous, unstructured and lifelong, occurring through daily experiences, social interactions, and observations (Schugurensky, 2000). Examples are learning a language by conversing with native speakers, acquiring financial literacy through handling money or developing problem-solving skills by navigating real-life situations (Merriam & Bierema, 2013).

1.3.2 FACTORS AFFECTING LEARNING

Several factors influence an individual's learning ability and outcomes, including:

i) Cognitive Abilities

Cognitive skills such as memory, attention, reasoning and problem-solving play a significant role in learning (Vygotsky, 1978). Learners with strong cognitive abilities tend to grasp new concepts quickly, while those with cognitive impairments may require additional support (Piaget, 1952).

ii) Environment

The learning environment including classroom conditions, teacher-student interactions, availability of learning resources, and peer influence, impacts learning effectiveness (Bronfenbrenner, 1979). A stimulating and supportive environment enhances learning, while a stressful or resource-limited setting may hinder it (Bandura, 1986).

iii) Socio-Economic Conditions

Economic factors such as family income, parental education, and access to learning materials significantly influence learning opportunities (Hanushek & Woessmann, 2020). Children from economically disadvantaged backgrounds often face barriers such as poor nutrition, lack of school supplies, and household responsibilities which can negatively impact their learning progress (Banerjee & Duflo, 2019).

1.4. MEANING OF LEARNING BARRIERS

Learning barriers are obstacles that hinder or prevent students from acquiring knowledge effectively. These barriers can be categorized into internal and external factors that influence a learner's ability to engage with educational content (Schunk, 2020). Internal barriers include cognitive limitations, emotional challenges, and learning disabilities

while external barriers are socio-economic constraints, lack of educational resources and environmental issues (Merriam & Bierema, 2013).

According to Vygotsky's (1978) Sociocultural theory of learning, effective learning takes place when learners receive adequate support within their social and cultural environment. However, children of daily wage workers often face multiple barriers making it difficult for them to access quality education (UNESCO, 2021). Addressing these barriers is essential for ensuring inclusive and equitable education for all (World Bank, 2020).

1.4.1 TYPES OF LEARNING BARRIERS

Learning barriers can be classified into **various categories** depending on their source and impact on students. The major types include:

1.4.2 PERSONAL BARRIERS

Personal barriers are internal obstacles that hinder a child's ability to learn effectively. These barriers often stem from psychological, emotional and socio-economic challenges impacting a child's motivation, self-esteem, and overall academic performance. Children of daily wage workers are particularly vulnerable to these issues due to their unstable home environments, financial insecurities and

limited parental support (Schunk, 2020). Addressing these barriers is crucial for ensuring their educational success and long-term personal development.

a) Lack of Motivation

Motivation is a key factor in academic achievement as it drives students to actively engage in learning. Many children from economically disadvantaged backgrounds struggle with motivation for several reasons. The first one is that limited parental involvement plays a significant role. Many daily wage workers have low literacy levels and long working hours, preventing them from assisting their children with schoolwork (UNESCO, 2021). Without encouragement from parents, children may fail to see the value of education and lose interest in learning. Financial pressures force many children to prioritize work over studies leading to absenteeism and school dropout (Banerjee & Duflo, 2019).

The absence of role models can negatively impact a child's academic aspirations. If children do not see educated individuals in their immediate surroundings, they may not perceive education as a viable path to success (Bronfenbrenner, 1979). Repeated academic failures can diminish a child's enthusiasm for learning. When students experience difficulty understanding concepts, poor grades and a lack of teacher support they may develop a fixed mindset

believing that they are incapable of excelling academically (Ryan & Deci, 2000). These factors collectively contribute to a cycle of disengagement, making it difficult for children of daily wage workers to sustain their interest in education.

b) Low Self-Confidence

Self-confidence plays a crucial role in a child's ability to participate actively in the learning process. However, many children of daily wage workers experience low self-esteem which hinders their academic growth. A significant reason for this is fear of participation. In many cases, these children hesitate to ask questions or engage in classroom discussions due to fear of making mistakes or being judged by peers (Bandura, 1986). The lack of positive reinforcement from teachers and family members further discourages them from expressing themselves in academic settings.

Another major issue is negative self-perception which arises from social comparisons and exposure to stigma. When children from underprivileged backgrounds see their peers excelling academically while they struggle due to a lack of resources they may develop feelings of inferiority (Merriam & Bierema, 2013). This can lead to academic anxiety and avoidance behaviours, where children intentionally distance themselves from challenging subjects to protect their self-worth. Emotional distress caused by family instability,

financial struggles and social discrimination exacerbates their lack of self-confidence. The inability to access learning resources such as books, digital devices and private tutoring can further contribute to academic frustration and self-doubt (OECD, 2019).

c) Health Issues and Malnutrition

Health issues and malnutrition significantly impact the learning capabilities of children, especially those from economically disadvantaged backgrounds, such as the children of daily wage workers. Good health is essential for cognitive development, concentration and academic performance. Due to financial instability and poor living conditions, many children from low-income families suffer from nutritional deficiencies, frequent illnesses and a lack of medical care (World Health Organization [WHO], 2021). Malnutrition leads to stunted growth, weakened immune systems and reduced brain function which negatively affect a child's ability to learn effectively (UNICEF, 2020).

Children from daily wage worker families often lack access to nutritious food, leading to issues such as iron deficiency anaemia, vitamin deficiencies and protein-energy malnutrition. Malnourished children struggle with attention span, memory retention and problem-solving skills, making it difficult for them to keep up with their peers academically

(Bharati et al., 2019). Frequent illnesses caused by poor hygiene, inadequate sanitation and limited access to healthcare services lead to high absenteeism rates, preventing children from maintaining consistency in their education (Jukes et al., 2019).

A lack of proper sleep and chronic fatigue due to poor living conditions can contribute to a decline in academic performance. Many children from underprivileged backgrounds live in overcrowded spaces, which makes it difficult for them to rest properly or find a quiet environment for studying (Gupta & Venkataramani, 2021). The combined effects of malnutrition, frequent illnesses, and inadequate rest result in poor cognitive development, low academic performance and school dropouts (Glewwe & Muralidharan, 2016).

d) Emotional Stress and Family Problems

Emotional well-being is a crucial factor in a child's learning process. Children of daily wage workers frequently experience emotional stress due to unstable home environments, financial hardships and lack of parental support (OECD, 2020). Many of these children grow up in stressful conditions, where their families struggle with job insecurity, poverty and frequent displacement, leading to

psychological distress, anxiety and depression (UNESCO, 2021).

A key challenge faced by these children is parental neglect or limited emotional support. Since daily wage workers often work long hours or migrate for employment, children may lack supervision, guidance and encouragement in their education (Evans et al., 2019). This absence of parental involvement can lead to feelings of loneliness, low self-esteem, and a lack of motivation to pursue academic goals (Ryan & Deci, 2000). Family conflicts, domestic violence, or substance abuse in the household can create a traumatic environment that disrupts a child's emotional stability and concentration in studies (Masten & Motti-Stefanidi, 2020).

Financial stress burdens children psychologically as many feel responsible for contributing to household income instead of focusing on education (Banerjee & Duflo, 2019). The pressure to support the family financially often leads to child labour, absenteeism, and school dropouts (UNICEF, 2021). Children who lack emotional support at home may struggle with peer relationships, leading to social isolation, bullying, and behavioural issues in school (Merriam & Bierema, 2013).

1.4.3 STRATEGIES TO OVERCOME PERSONAL BARRIERS

Personal barriers such as lack of motivation, low self-confidence, health issues, emotional stress, and family problems can significantly hinder a child's ability to learn. These challenges are particularly common among children of daily wage workers, whose socio-economic conditions often exacerbate them. Personal barriers require a comprehensive approach involving schools, families, communities, and policymakers to create a supportive learning environment.

One of the primary obstacles faced by these children is a lack of motivation and self-confidence. Many students struggle with self-doubt due to financial constraints, limited parental support and societal attitudes that undermine the importance of their education. Encouraging motivation requires fostering intrinsic and extrinsic motivation through mentorship programs, goal setting and reward systems. Studies suggest that mentorship from successful individuals with similar backgrounds can inspire students to overcome challenges (Ryan & Deci, 2000). Helping children set realistic academic and personal goals enhances their self-efficacy and motivation to learn (Bandura, 1986). Schools can also implement recognition programs, where students' efforts and achievements are acknowledged through praise, scholarships,

small rewards and reinforcing positive learning behaviours (Dweck, 2006).

The major barrier is poor health and malnutrition that directly impact cognitive development and academic performance. Many children from economically disadvantaged backgrounds suffer from nutritional deficiencies, leading to concentration issues, fatigue, and frequent illnesses. Governments and non-governmental organizations (NGOs) have implemented school meal programs that provide nutritious meals to students, improving both their health and academic engagement (UNICEF, 2020). Regular health check-ups and medical support in schools can help detect and address health issues (WHO, 2021). Schools should also educate students and parents on basic hygiene and sanitation practices to prevent common illnesses that can lead to absenteeism (Jukes et al., 2019).

Emotional stress and family problems are also significant obstacles to learning. Children from daily wage worker families often experience domestic instability, financial stress and social insecurity, which can lead to anxiety, depression and behavioural issues. Schools can mitigate these effects by providing psychological counselling services to help students cope with stress and trauma (Masten & Motti-Stefanidi, 2020). Creating a supportive and inclusive

school environment can make children feel valued and motivated to participate in learning (OECD, 2020). Parental engagement is also crucial in addressing emotional challenges. Schools should encourage parents to participate in workshops, parent-teacher meetings, and support groups to help them understand their children's educational needs and provide the necessary emotional support at home (Evans et al., 2019).

Another critical challenge is the instability caused by financial difficulties and frequent relocations. Many daily wage workers migrate in search of employment leading to disruptions in their children's education. Scholarship programs, financial aid, and free educational resources should be made available to students from economically weaker backgrounds (Banerjee & Duflo, 2019). Community learning centres and after-school programs can also provide academic support and skill development opportunities for children who experience interruptions in their schooling (UNESCO, 2021). Promoting flexible learning methods, evening classes, online education, and vocational training can help ensure that children continue their education despite family relocations (World Bank, 2020).

Creating a holistic support system that includes health care, psychological assistance, financial aid and community

involvement is essential to breaking the cycle of poverty and ensuring that children of daily wage workers have equal access to quality education.

1.4.4 SOCIO-ECONOMIC BARRIERS

Children of daily wage workers often face significant socio-economic barriers that hinder their access to quality education. These barriers stem from financial instability, lack of educational resources, poor living conditions, and social discrimination. Socio-economic challenges not only limit children's opportunities for learning but also contribute to high dropout rates, irregular attendance and poor academic performance.

One of the most critical socio-economic barriers is financial difficulties affecting access to school materials. Many daily wage workers earn meager incomes, which barely cover basic necessities such as food, shelter, and healthcare. Families often struggle to afford essential educational resources such as textbooks, notebooks, school uniforms and transportation costs (Banerjee & Duflo, 2019). The inability to purchase these materials places children at a disadvantage, as they may struggle to keep up with coursework, feel discouraged, or even drop out of school. Studies show that children from low-income families are more likely to face

educational disparities due to financial constraints (UNESCO, 2021).

Government and non-governmental organizations (NGOs) play a crucial role in providing free educational materials, scholarships, and financial aid programs. Many countries have implemented initiatives such as free midday meals, textbook distribution, and subsidized transportation to encourage school attendance among underprivileged children (World Bank, 2020). Book banks and donation drive of community-led efforts can help bridge the gap by providing necessary school supplies to economically disadvantaged students.

Another financial challenge is the necessity for children to contribute to household income, which forces many of them into child labour. Due to their family's economic struggles, children may be required to work alongside their parents or take up small jobs, such as selling goods, working in factories, or assisting in household chores, which significantly reduces the time they can dedicate to education (ILO, 2020). The burden of labour prevents children from attending school regularly and affects their ability to focus on studies. Children engaged in labour have lower literacy levels and limited access to secondary

education, which affects their long-term career prospects (UNICEF, 2021).

a) High dropout rates and irregular school attendance:

The instability of their parents' employment often leads to frequent migration, forcing children to shift schools or discontinue their studies altogether. The lack of continuity in education disrupts their learning process, making it difficult for them to cope with new curricula and adapt to changing educational environments (OECD, 2020). This is particularly evident in rural and urban slum areas, where children are more vulnerable to educational neglect due to economic hardship.

Government policies should focus on flexible learning programs, mobile schools, and distance education opportunities for children of migratory laborers. Some successful interventions include evening schools, vocational training programs, and community learning centers, which allow children to pursue education without compromising their financial responsibilities (Save the Children, 2019). Implementing conditional cash transfer programs, where families receive financial incentives for sending their children to school, has proven effective in several countries (World Bank, 2021).

b) Need to Work and Contribute to Family Income

One of the most significant socio-economic barriers to education for children of daily wage workers is the necessity to contribute to the family income. Due to financial instability, many families rely on their children to supplement household earnings, which often leads to child labor and prevents them from attending school regularly. Studies indicate that children from economically disadvantaged backgrounds are more likely to engage in part-time or full-time labor to support their families, reducing the time and energy available for education (ILO, 2020).

Children of daily wage workers are often engaged in various forms of labour, working in agricultural fields, factories, construction sites, and domestic work. (UNICEF, 2021). The physical and mental exhaustion from such work makes it difficult for them to concentrate in school, leading to poor academic performance, frequent absenteeism, and high dropout rates (Banerjee & Duflo, 2019). Many families prioritize immediate financial gain over long-term educational benefits and discourage children from pursuing their studies.

To address this challenge, governments and NGOs must implement strict anti-child labour laws and promote social welfare schemes that provide financial assistance to

struggling families. Conditional cash transfer programs, such as India's Midday Meal Scheme and Brazil's Bolsa Família Program, have been effective in encouraging school attendance by offering monetary incentives to families for keeping their children in school (World Bank, 2020). Vocational education and flexible learning opportunities, night schools and part-time education programs, can help children balance work and studies without entirely compromising their education (Save the Children, 2019).

c) Low Literacy Levels of Parents Affecting Guidance at Home

Parental literacy plays a crucial role in a child's academic success. Most daily wage workers have low educational attainment, which affects their ability to guide and support their children's learning at home. Many of these parents are either completely illiterate and received minimal formal education, making it difficult for them to assist with homework, explain difficult concepts, or encourage good study habits (OECD, 2020).

Research suggests that children from homes where parents are educated tend to perform better academically because they receive educational guidance, encouragement, and exposure to a literacy-rich environment (UNESCO, 2021). Conversely, children of uneducated parents face

challenges such as a lack of academic motivation, limited access to learning resources, and an absence of structured study time. These parents may not fully understand the importance of education, leading to less emphasis on school attendance and higher dropout rates (Evans et al., 2019).

To bridge this gap, adult literacy programs and parental education initiatives should be encouraged. Community-driven interventions, family learning programs, where parents and children learn together, have shown positive impacts on children's academic progress (UNESCO, 2021). Schools can establish parental engagement workshops to educate parents about the importance of supporting their child’s education and provide them with basic skills to assist with learning at home (OECD, 2020).

Technology-driven solutions, educational mobile apps and digital learning platforms can help children from low-literacy households gain access to self-learning materials (World Bank, 2021). Governments and NGOs should also focus on providing free tutoring programs and after-school support centers to help children compensate for the lack of academic assistance at home (Save the Children, 2019).

1.4.5 STRATEGIES TO OVERCOME SOCIO-ECONOMIC BARRIERS

Children of daily wage workers face multiple socio-economic challenges that hinder their access to quality education. Financial constraints often prevent families from affording essential school materials, leading to high dropout rates. Many children are forced to work at a young age to contribute to the family's income, reducing the time they can dedicate to learning. Parental illiteracy further exacerbates the problem, as many parents are unable to provide academic guidance at home. Overcoming these barriers requires a combination of financial assistance, community involvement, flexible learning opportunities, and policy interventions to create a more inclusive educational environment.

One of the most effective ways to address financial difficulties is through government-sponsored financial aid programs such as scholarships, conditional cash transfers (CCTs) and free education policies. Conditional cash transfer programs, like Brazil’s Bolsa Família and India’s Midday Meal Scheme, have been successful in increasing school enrolment and retention rates by providing financial incentives for families to send their children to school (World Bank, 2021). Free educational resources, including textbooks, uniforms, and transportation, can significantly reduce the

economic burden on low-income families and encourage consistent school attendance. Public-private partnerships can also play a crucial role in funding education and ensuring accessibility for underprivileged children (OECD, 2020).

Since many children of daily wage workers engage in child labour to support their families, alternative and flexible learning opportunities must be introduced. Evening schools, weekend classes and online or distance learning programs can help children balance work and education (ILO, 2020). Vocational training programs can equip students with skill-based learning that improves their future employment prospects while enabling them to continue their education. Providing financial support to families and enforcing child labor laws are essential to ensuring that children remain in school rather than entering the workforce prematurely (UNICEF, 2021).

Community and NGO support play a crucial role in overcoming socio-economic barriers by providing essential educational resources and mentorship programs. Schools and local organizations can establish book banks, organize donation drives for school supplies, and provide free tutoring services to support disadvantaged children (Save the Children, 2019). Mentorship programs, where professionals or college students guide and support underprivileged

children, can enhance motivation and academic performance. Collaboration between governments, NGOs, and businesses can help improve infrastructure in underserved areas, ensuring that students have access to well-equipped schools (UNESCO, 2021).

Parental illiteracy is another major barrier to children's education, as parents with limited education often struggle to provide academic support at home. Adult literacy programs and parental engagement initiatives must be promoted. Community centres can offer literacy training and parenting workshops to educate parents about the importance of their children's education (OECD, 2020). Schools can also implement outreach programs that involve parents in school activities, fostering a positive learning environment at home. The use of technology, mobile applications and SMS-based learning tools can help parents stay informed about their child's progress and provide them with simple educational resources to support learning at home (World Bank, 2021).

Infrastructure and policy improvements are essential for ensuring equitable access to education. Governments must invest in building schools in rural and low-income areas, reducing travel distances for children who may otherwise struggle to attend school. Free or subsidized transport services can encourage attendance among students from remote areas

(Save the Children, 2019). Hiring and training more teachers to work in underprivileged communities can improve the quality of education and provide necessary academic support to children facing learning difficulties. Schools should also implement inclusive policies that cater to the specific needs of children from economically disadvantaged backgrounds (UNESCO, 2021).

1.4.6 ENVIRONMENTAL BARRIERS

Children of daily wage workers often face significant environmental challenges that negatively impact their education. One of the primary barriers is poor living conditions and the lack of a dedicated study space makes learning difficult and inconsistent. Many families of daily wage workers reside in overcrowded spaces, slums, and temporary settlements that lack basic amenities such as electricity, ventilation, and privacy. These conditions create an unsuitable environment for studying, leading to difficulties in concentration, retention, and academic performance (UNESCO, 2021).

a) Poor living conditions and lack of study space:

Overcrowded living conditions pose a major challenge, as multiple family members often share a single room, leaving no quiet space for children to focus on their

studies. The children who do not have a structured and distraction-free learning environment at home struggle with cognitive development and academic achievements (Evans, 2019). These children often have to deal with external distractions such as loud surroundings, domestic responsibilities, and frequent relocations due to job instability, making it difficult to maintain a consistent learning routine (World Bank, 2020).

Many children from low-income backgrounds lack access to basic educational resources such as books, stationery, and digital tools. With the dependence on technology in education, children without access to electricity, internet connectivity, and digital devices are at a severe disadvantage. A report by OECD (2021) highlights that students from economically disadvantaged backgrounds have significantly less access to online learning platforms, widening the educational gap. This disparity became even more evident during the COVID-19 pandemic, where many students from lower-income families were unable to participate in remote learning due to a lack of technological resources (UNICEF, 2021).

Environmental factors such as poor hygiene, lack of clean drinking water and inadequate school infrastructure contribute to frequent illnesses and absenteeism among

children. Schools in low-income areas often lack proper sanitation facilities, making it difficult for students to maintain hygiene and resulting in health-related disruptions to their education (World Health Organization [WHO], 2019). Poor sanitation is linked to higher dropout rates among adolescent girls, due to the absence of proper menstrual hygiene facilities in schools (UNESCO, 2020).

To overcome these environmental barriers, government interventions, community involvement, and school-based support programs are essential. Providing safe and stable housing for low-income families, ensuring access to electricity and internet connectivity, and developing community learning centers with study spaces can significantly improve students' learning environments. Schools and NGOs can introduce after-school programs, mobile libraries, and resource-sharing initiatives to support children who lack study space and materials at home (Save the Children, 2020). Addressing these barriers is crucial in ensuring that children of daily wage workers receive equitable educational opportunities, allowing them to break the cycle of poverty and achieve long-term academic success.

b) Migration Affecting School Continuity

One of the most significant environmental barriers faced by children of daily wage workers is frequent migration, which disrupts their education and school continuity. Many daily wage labourers work in industries such as construction, agriculture, and seasonal labour, requiring them to relocate frequently in search of employment. As a result, their children often experience interrupted schooling, forcing them to adapt to new schools, curricula, and languages and drop out entirely (UNESCO, 2021).

Studies indicate that children from migrant families have lower enrolment rates and higher dropout rates than their non-migrant peers (International Labour Organization [ILO], 2020). The instability of their parents' employment often results in irregular school attendance, which negatively affects their academic performance and social integration (UNICEF, 2021). Frequent migration makes it difficult for schools to keep track of students' progress, leading to learning gaps that are difficult to bridge.

The psychological and emotional impact of migration exacerbates learning barriers. Children who frequently relocate experience stress, anxiety, and difficulty in forming

peer relationships, making it challenging for them to stay motivated in school (World Bank, 2020). Language barriers also pose a significant challenge as migrant children often move to regions where the medium of instruction differs from their previous schools, hindering comprehension and academic achievement (OECD, 2021).

c)Unsafe Routes and Lack of Transport to School

Another critical environmental barrier affecting the education of children from daily wage worker families is the lack of safe and accessible transportation to school. Many children in rural and low-income urban areas must walk long distances to reach school due to the absence of proper transportation infrastructure, increasing the risk of dropouts and absenteeism (UNESCO, 2020).

In several underdeveloped regions, children have to navigate hazardous routes, cross rivers, and walk through unsafe areas, which discourages regular attendance (World Bank, 2021). The issue is particularly severe for girls, as parents may hesitate to send them to school due to concerns about their safety. A study by UNICEF (2021) found that girls in low-income communities are more likely to drop out of school if they have to travel long distances without safe transportation options.

The financial burden of transportation costs is another deterrent for daily wage worker families. Even in areas where public transport is available many families cannot afford the daily fare, forcing children to either walk long distances or forego education altogether (OECD, 2021). The absence of affordable and safe school transport is a significant factor contributing to high dropout rates among children from economically disadvantaged backgrounds (Save the Children, 2020).

1.4.7 STRATEGIES TO OVERCOME MIGRATION AND TRANSPORT BARRIERS

To address the issue of migration disrupting school continuity, government policies should focus on developing a flexible and inclusive education system. Implementing portable education records, strengthening open schooling programs, and introducing bridge courses for migrant children can help minimize learning gaps (ILO, 2020). Establishing seasonal hostels and residential schools for children of migrant workers can provide them with a stable learning environment even when their parents relocate for work (UNICEF, 2021).

To tackle transportation barriers, government and community-driven interventions are crucial. Providing free or subsidized school transportation, constructing schools closer to marginalized communities, and improving infrastructure in rural areas can ensure better access to education (World Bank, 2021). Initiatives such as bicycle distribution programs, school bus services, and safe walking routes have been successful in increasing school attendance in many low-income regions (Save the Children, 2020).

1.4.8. INSTITUTIONAL BARRIERS

a) Language Barriers and Rigid Curriculum

Institutional barriers significantly impact the learning experiences of children from daily wage worker families through language difficulties and rigid educational structures. Many children of migrant and low-income families come from diverse linguistic backgrounds and often struggle with the medium of instruction used in schools. When the language spoken at home differs from the language of instruction, children face difficulties in comprehension, reading, and writing, leading to lower academic performance and engagement (UNESCO, 2021). Language barriers can also cause a lack of confidence, increased anxiety and social isolation, making it difficult for students to participate

actively in classroom discussions and activities (OECD, 2020).

The challenge is particularly severe for first-generation learners whose parents may not be literate in the school's language of instruction. Without proper support at home, these children find it difficult to complete assignments, understand lessons and seek clarification for doubts, leading to poor academic outcomes and a higher risk of dropping out (UNICEF, 2021). Teachers in many public schools may not be adequately trained to provide multilingual education, making it harder for non-native speakers to adapt to the school environment (World Bank, 2020).

A rigid and standardized curriculum poses another significant institutional challenge. Many educational systems follow a fixed syllabus that does not consider the diverse backgrounds and learning needs of students. Children from disadvantaged communities, who may have had interruptions in their schooling due to migration and financial constraints, often struggle to keep up with an inflexible curriculum that does not offer remedial support (Save the Children, 2020). A lack of customized learning programs, bridge courses, and flexible teaching strategies results in these students lagging behind their peers, leading to frustration and disengagement from education (UNESCO, 2021).

The rigid assessment and examination systems in many schools are a major disadvantage for students from marginalized backgrounds. Traditional evaluation methods that focus solely on written tests and memorization often fail to assess the actual learning potential of children who face learning barriers (ILO, 2020). As a result, many students struggle to meet academic expectations, contributing to a cycle of low achievement and school dropouts.

1.5 CHALLENGES FACED BY CHILDREN OF DAILY WAGE WORKERS

Children of daily wage workers encounter numerous obstacles that hinder their academic progress and overall educational experience. Socioeconomic instability, lack of parental guidance, and unfavourable living conditions contribute to a range of challenges that result in frequent school dropouts and poor academic performance.

a) Frequent School Dropouts

One of the most significant challenges faced by children of daily wage workers is high dropout rates, primarily caused by financial instability and frequent migration (UNESCO, 2021). Many daily wage workers have unpredictable employment patterns and their income is often insufficient to sustain their family's basic needs that forcing

children to contribute financially through labour instead of attending school (International Labour Organization [ILO], 2020).

Daily wage workers frequently relocate in search of employment, disrupting their children's education. According to a report by the World Bank (2020), children who migrate with their families often fail to enroll in new schools or experience difficulties in adjusting to different curricula, languages, and school environments. In many cases, migrant children face bureaucratic hurdles in school admissions, lack proper documentation, or struggle with school transitions, leading to long-term educational disruptions (Save the Children, 2020). Seasonal migration among agricultural and construction workers causes irregular attendance, making it difficult for children to keep up with lessons (OECD, 2020).

The lack of awareness among parents regarding the long-term benefits of education also contributes to school dropouts. Many daily wage workers have low literacy levels themselves and may not fully understand the importance of continuous schooling (UNESCO, 2020). As a result, they may not actively encourage or support their children’s education, increasing the likelihood of dropout.

b) Poor Academic Performance

Children of daily wage workers often experience poor academic performance due to limited parental support, lack of learning resources, and an unconducive home environment for studying (OECD, 2021). Parental education levels play a crucial role in a child's academic success. If parents have little or no formal education, then they struggle to assist their children with homework or provide guidance on academic matters (UNICEF, 2021). The students who receive active parental support in their studies tend to perform better academically than those who do not (World Bank, 2020).

Financial constraints also limit access to essential learning materials, such as books, stationery, and digital learning tools. According to Save the Children (2020), many children from low-income families lack access to supplementary educational resources, private tutoring, online learning platforms, and even a quiet study space at home. Poor nutrition and inadequate healthcare are common among children of daily wage workers, which negatively impact cognitive development and concentration levels contributing to lower academic achievement (UNESCO, 2021).

Irregular attendance leads to gaps in the learning of children of daily wage workers. Children who frequently miss

school due to financial struggles, migration, or domestic responsibilities struggle to keep up with lessons, resulting in poor grades and a higher risk of repeating grades or dropping out entirely (ILO, 2020). Schools in low-income communities may lack remedial programs to help these children catch up, making it even harder for them to bridge learning gaps and progress academically (World Bank, 2021).

The psychosocial stress of living in poverty affects children's ability to focus and excel in academics. The pressure of economic insecurity, family struggles, and social discrimination can lead to anxiety and emotional distress, negatively affecting school performance (OECD, 2020). Teachers often observe that children from economically disadvantaged backgrounds demonstrate lower self-esteem and motivation, impacting their academic engagement and success (UNICEF, 2021).

c) Health and Nutrition Issues

Malnutrition is a significant barrier to learning among children of daily wage workers. Proper nutrition is essential for cognitive development, concentration, and overall academic performance. Many families struggle to provide their children with nutritious meals, leading to deficiencies in essential vitamins and minerals. According to UNICEF

(2021), malnourished children have lower attention spans, reduced memory retention, and experience learning difficulties compared to their well-nourished peers. Iron deficiency has been linked to decreased cognitive abilities and increased fatigue, making it difficult for students to focus in class (World Health Organization [WHO], 2020).

Poor health contributes to irregular school attendance. Many children of daily wage workers suffer from preventable diseases due to inadequate healthcare access, unsanitary living conditions, and lack of vaccinations (UNESCO, 2021). Chronic illnesses, frequent infections, and untreated medical conditions often force students to miss school, causing gaps in learning and ultimately affecting their academic progress (World Bank, 2021). Poor hygiene practices , limited access to clean water and sanitation, increase the risk of illness, impacting attendance rates (WHO, 2020).

Addressing malnutrition and health-related barriers requires school-based nutrition programs, mid-day meal schemes, access to healthcare services, and awareness campaigns for parents about the importance of proper nutrition and hygiene. Providing nutrient-rich meals in schools can significantly improve attendance and academic performance (Save the Children, 2020).

c) Psychological and Emotional Stress

Children of daily wage workers often face significant psychological and emotional stress, which negatively impacts their education. Family financial struggles, domestic responsibilities, and societal discrimination contribute to heightened anxiety, low self-esteem, and emotional distress (OECD, 2021). Many children are aware of their family's financial hardships and may feel pressure to contribute to household income rather than focusing on their studies (ILO, 2020). This sense of responsibility at a young age can lead to emotional exhaustion, reducing motivation and engagement in school activities (UNICEF, 2021).

Children from economically disadvantaged backgrounds may experience bullying, exclusion and discrimination from peers and teachers (UNESCO, 2020). This can lead to feelings of inferiority and reluctance to participate in classroom activities, impacting their confidence and academic performance (World Bank, 2020). Parental stress due to job insecurity and economic instability may result in harsh parenting practices, neglect, lack of emotional support, exacerbating children's mental health issues (Save the Children, 2020).

Creating a supportive school environment is crucial for addressing these emotional challenges. Schools should implement counselling services, peer support groups, and mental health awareness programs to help children cope with stress and build resilience. Teachers should receive training on identifying signs of emotional distress and providing psychological support to students facing difficulties (OECD, 2021). Encouraging inclusive and empathetic classroom environments can also help reduce stigma and promote social acceptance.

1.6 OVERCOMING LEARNING BARRIERS

Children of daily wage workers face numerous learning barriers, including financial difficulties, poor health, and lack of parental support. To address these challenges, government policies, community initiatives, and NGO interventions play a critical role in ensuring that these children receive equitable access to education.

a) Government Policies and Support Programs

Governments worldwide have implemented various policies to support children from economically disadvantaged backgrounds, ensuring access to quality education (UNESCO, 2021). One of the most effective strategies is the provision of free education, which eliminates the financial burden of

tuition fees for low-income families (World Bank, 2020). Many governments have enacted laws that make primary and secondary education compulsory and free education reducing dropout rates and ensuring continuity in schooling (OECD, 2021).

Mid-day meal schemes are another crucial initiative aimed at addressing malnutrition and improving school attendance. Providing free meals at school helps ensure that children receive adequate nutrition, which enhances cognitive function, concentration and energy levels (World Health Organization [WHO], 2020). Mid-day meal programs not only improve attendance rates but also contribute to better academic performance by alleviating hunger during school hours (UNICEF, 2021).

Scholarship programs and financial aid have been introduced to support children from daily wage workers. Scholarships help cover the costs of school uniforms, textbooks, transportation, and other educational necessities, reducing the economic burden on families (International Labour Organization [ILO], 2020). Conditional cash transfer programs, such as Brazil's Bolsa Família and India's National Means-cum-Merit Scholarship Scheme, provide financial incentives to families who ensure their children regularly attend school (World Bank, 2021).

Governments have also established free tutoring services, bridge courses for dropouts and digital learning platforms to help children catch up with their studies (UNESCO, 2021). Despite these initiatives, effective implementation, proper monitoring, and awareness among marginalized communities remain critical challenges (Save the Children, 2020).

b) Community and NGO Interventions

Government initiatives, non-governmental organizations (NGOs) and community-based programs play a significant role in overcoming learning barriers (OECD, 2021). NGOs often provide after-school programs, remedial classes, and skill-based learning opportunities to help children who struggle academically due to irregular attendance or lack of parental guidance (UNICEF, 2021).

One effective intervention is the establishment of community learning centers, where children receive tutoring, mentoring, and emotional support. These centres serve as safe spaces for students to study, interact, and receive guidance from trained volunteers or educators (World Bank, 2020). After-school programs help bridge learning gaps by reinforcing concepts taught in school and providing additional support in subjects like math and language (UNESCO, 2021).

Skill-based learning programs are also crucial in ensuring long-term educational engagement. Many NGOs focus on vocational training and life skills education to equip students with practical knowledge that enhances their future employability (ILO, 2020). Programs like computer literacy, craftsmanship, and entrepreneurial training help children from daily wage worker families gain economic independence and break the cycle of poverty (Save the Children, 2020).

Mentorship and counselling initiatives help address emotional and psychological barriers to learning. Many children from disadvantaged backgrounds suffer from low self-esteem, stress, and social stigma (OECD, 2021). By providing trained counsellors and peer mentorship programs, NGOs help students build confidence, resilience, and motivation to continue their education (UNICEF, 2021).

c) Parental Awareness Programs

Parental involvement plays a crucial role in a child's education, yet many children of daily wage workers suffer due to their parents' lack of awareness about the importance of education. Parents who are illiterate have low levels of education may not recognize the long-term benefits of schooling and often prioritize immediate financial contributions over sustained learning (UNESCO, 2021).

Awareness programs are essential in educating parents about the significance of education, child rights, and available government schemes (World Bank, 2020).

One effective approach is community-based awareness campaigns, where NGOs and educational institutions conduct parental workshops, counselling sessions, and interactive meetings to stress the importance of regular school attendance and academic support at home (UNICEF, 2021). Government led awareness initiatives, door-to-door campaigns and public service announcements help disseminate information about scholarships, mid-day meals, and financial assistance programs that can ease the economic burden on families (OECD, 2021).

Schools can organize parental engagement programs, where teachers directly communicate with parents about their child’s progress, strengths, and areas that require attention (Save the Children, 2020). This builds trust between educators and parents ensuring that families become active participants in their child's learning journey. Studies have shown that when parents are engaged in their children’s education, students show higher attendance rates, improved academic performance, and greater motivation to continue schooling (World Bank, 2021).

d) Flexible Learning Options

Many children of daily wage workers struggle with rigid schooling structures that do not accommodate their socio-economic realities. Frequent migration, long working hours of parents, and household responsibilities often force children to drop out and miss school frequently (ILO, 2020). Flexible learning options, evening schools and bridge courses provide alternative educational pathways for such students (UNESCO, 2021).

Evening schools are particularly beneficial for children who need to assist their families during the day. These schools operate outside regular school hours, allowing students to continue their education without sacrificing their family responsibilities (UNICEF, 2021). Several countries have implemented evening school programs in urban slums and rural areas ensuring that children from marginalized backgrounds can receive formal education in a way that aligns with their daily routines (World Bank, 2020).

Bridge courses serve as an essential mechanism to reintegrate out-of-school children into mainstream education (OECD, 2021). Many migrant children lose months and even years of schooling due to their families relocating for seasonal labour (ILO, 2020). Bridge courses help these students catch

up on missed lessons adjust to new educational environments, and transition smoothly into age-appropriate academic levels (Save the Children, 2020). Mobile schools and digital learning platforms also provide flexible learning opportunities ensuring that education continues despite geographical and economic barriers (World Bank, 2021).

1.7 DAILY WAGE WORKERS AND THEIR ROLE IN SOCIETY

Daily wage workers play a crucial role in the economy by contributing to various labor-intensive sectors, including construction, agriculture, manufacturing, domestic work, and small-scale industries. These workers are typically engaged in temporary, contract-based, seasonal employment, earning wages based on their daily labour. Their livelihoods depend on the availability of work each day making their financial stability highly uncertain (International Labour Organization [ILO], 2021).

Daily wage workers are responsible for tasks such as masonry, carpentry, plumbing and painting which are essential for infrastructure development. Agriculture relies heavily on these workers for planting, harvesting and processing crops during peak farming seasons (Food and Agriculture Organization [FAO], 2020). In the manufacturing

industry, daily wage workers are often engaged in factories, textile mills, and small production units, handling manual labour that supports supply chains. Domestic workers provide essential household services such as cleaning, cooking, and caregiving, ensuring the smooth functioning of households in urban areas (UN Women, 2021).

Daily wage workers face job insecurity, low wages, lack of social security, and exploitative working conditions (ILO, 2021). Many of them work in informal or unregulated sectors where they do not receive benefits such as health insurance, pension schemes and job protection (World Bank, 2020). Their children are particularly vulnerable to educational disruptions, financial instability, and lack of access to healthcare, making it difficult for them to break out of the cycle of poverty (UNESCO, 2021).

Recognizing their importance in economic growth, several government and non-government initiatives aim to support daily wage workers through skill development programs, financial assistance schemes, and policies promoting fair wages and social security (OECD, 2021). Ensuring their well-being and economic stability is essential for creating a more inclusive and equitable society.

1.8 TYPES OF DAILY WAGE WORK

Daily wage workers are engaged in various sectors that require manual labour and short-term employment arrangements. They contribute significantly to economic productivity while facing employment instability, low wages, and lack of social security. The key categories of daily wage work include agricultural labourers, construction workers, factory workers, domestic helpers, and street vendors.

1.8.1 AGRICULTURAL LABOURERS

Agricultural labourers are essential to the farming sector, performing tasks such as ploughing, sowing, harvesting, irrigation, and crop processing (Food and Agriculture Organization [FAO], 2021). These workers are typically employed on a seasonal basis with their income fluctuating based on climatic conditions and market demand. Many agricultural labourers face low wages, hazardous working conditions and a lack of access to social protection (International Labour Organization [ILO], 2020). In developing countries, women constitute a significant portion of the agricultural workforce, yet they often receive lower wages than their male counterparts (UN Women, 2021).

1.8.2. CONSTRUCTION WORKERS

The construction sector heavily depends on daily wage workers for masonry, plumbing, carpentry, painting, and electrical installations (ILO, 2021). These workers play a vital role in infrastructure development including roads, bridges, residential buildings, and commercial spaces. However, the construction industry is one of the most hazardous workplaces, with a high risk of occupational injuries due to unsafe working conditions, exposure to harmful materials, and lack of protective equipment (World Health Organization [WHO], 2020). Construction labourers often migrate in search of work, leading to disruptions in their children's education and family life (UNESCO, 2021).

1.8.3 FACTORY WORKERS

Factory workers engage in textile mills, garment factories, automobile industries, and small-scale manufacturing units, performing assembling, packaging, quality control, and machine operations (World Bank, 2020). The garment and textile industry employs a significant number of daily wage workers, especially in developing economies where labour-intensive production is dominant (ILO, 2021). These workers often endure long working hours, low wages, and exploitative conditions in unregulated

sweatshops (OECD, 2021). Many factory workers lack job security and are frequently displaced due to market fluctuations, automation, and economic downturns (World Economic Forum [WEF], 2021).

1.8.4. DOMESTIC HELPERS

Domestic workers provide essential services such as housekeeping, cooking, childcare, elderly care, and gardening (UN Women, 2021). This sector primarily employs women from economically disadvantaged backgrounds who work in urban households under informal and unregulated employment conditions. Many domestic helpers lack employment contracts, fixed wages, and social benefits, making them vulnerable to exploitation, harassment, and job insecurity (ILO, 2021). According to a report by the International Domestic Workers Federation (IDWF, 2020), domestic workers often experience poor working conditions and limited legal protections, especially in countries where labour laws do not cover this sector.

1.8.5. STREET VENDORS AND SMALL-SCALE TRADERS

Street vendors and small-scale traders engage in selling vegetables, fruits, handicrafts, clothes, and food items in public spaces such as markets, streets, and bus terminals

(World Bank, 2020). These workers operate in the informal economy, meaning they do not receive government benefits, health insurance and financial support during economic downturns (ILO, 2021). Many street vendors face harassment from authorities, high competition, and fluctuating earnings due to changing consumer demands (OECD, 2021). This sector provides livelihood opportunities for millions of people, particularly those with limited formal education and skills (UNDP, 2020).

1.9 CHALLENGES FACED BY DAILY WAGE WORKERS

Daily wage workers play a crucial role in various economic sectors but face multiple socio-economic challenges that affect their livelihood and their children's education. These challenges include unstable income, lack of job security, health hazards, exploitation, and social exclusion.

1.9.1 UNSTABLE INCOME

One of the most significant challenges faced by daily wage workers is fluctuating income, which prevents them from maintaining financial stability. Since they are employed on a day-to-day basis, their earnings depend on the availability of work, market demand, and seasonal variations

(International Labour Organization [ILO], 2021). Agricultural labourers experience income instability during off-seasons, while construction workers may face job shortages during economic downturns (World Bank, 2020). This unpredictability makes it difficult for families to budget for education, healthcare, and daily necessities, often forcing children to drop out of school to contribute to household earnings (UNESCO, 2021).

1.9.2 NO JOB SECURITY

Daily wage workers lack long-term employment contracts, making them highly vulnerable to sudden job loss. Employers in construction, factories, and domestic work often hire them based on short-term needs, and workers may be dismissed without prior notice and compensation (OECD, 2021). According to a report by the International Labour Organization (2021), more than 60% of informal sector workers in developing countries are at constant risk of losing their jobs, pushing them into poverty and debt cycles. The absence of unemployment benefits and financial support further worsens their economic instability (World Bank, 2020).

1.9.3 LACK OF SOCIAL SECURITY AND BENEFITS

Most daily wage workers are part of the informal economy, they do not receive health insurance, pension benefits and job security (ILO, 2020). Without access to social protection, they struggle to afford medical expenses, emergency funds, and retirement savings (World Economic Forum [WEF], 2021). A study by the World Bank (2020) highlights that informal workers often lack savings or alternative income sources, making them highly vulnerable during crises such as pandemics, natural disasters and economic recessions.

1.9.4 HEALTH HAZARDS AND UNSAFE WORKING CONDITIONS

Many daily wage workers engage in physically demanding and hazardous jobs, construction work, factory labour, and agricultural activities, exposing them to injuries, respiratory diseases, and chemical exposure (World Health Organization [WHO], 2021). Studies indicate that occupational injuries among informal workers are significantly higher due to the lack of safety regulations, protective gear, and medical facilities (ILO, 2021). Without access to healthcare, even minor illnesses can result in lost wages and financial hardship for their families (WHO, 2020).

1.9.5 EXPLOITATION AND WAGE DISCRIMINATION

Daily wage workers, especially those in agriculture, domestic work, and street vending, often face exploitation from employers, wage delays, and gender-based pay discrimination (UN Women, 2021). Women in domestic work and textile industries frequently earn lower wages than men, despite performing similar tasks (ILO, 2021). Migrant workers who lack legal documentation or formal employment contracts are often underpaid or denied fair wages (OECD, 2021).

1.9.6 SOCIAL STIGMA AND EXCLUSION

Due to their low economic status, daily wage workers often face social discrimination, limited access to financial services, and exclusion from policy-making processes (UNDP, 2020). Children of daily wage workers may experience stigma in schools, leading to low self-esteem and academic disengagement (UNESCO, 2021). The lack of government representation for informal sector workers also prevents them from advocating for fair labour laws and social protection programs (ILO, 2021).

1.9.7 LACK OF SOCIAL SECURITY BENEFITS

Daily wage workers often operate within the informal economy, which means they lack access to essential social security benefits, including medical insurance, pension schemes, paid leave, and unemployment benefits (International Labour Organization [ILO], 2021). Unlike salaried employees, daily wage earners do not receive compensation for sick days and job loss, making them highly vulnerable to financial crises. According to the World Bank (2020), more than 60% of workers in developing countries are employed in informal sectors, leaving them without access to government-funded healthcare, retirement savings, or employment protection policies.

The absence of medical insurance means that even minor health issues can lead to significant financial burdens, forcing workers to either neglect medical treatment or take high-interest loans to afford healthcare (World Health Organization [WHO], 2021). Without pension plans, these workers continue labour-intensive jobs even in old age, leading to chronic health problems and reduced quality of life (ILO, 2021). The lack of paid leave also forces them to work through illness or emergencies, increasing workplace accidents and stress levels (UNDP, 2020). Addressing this issue requires comprehensive labor policies, universal health

coverage, micro-pension schemes, and financial inclusion programs to support daily wage workers.

1.9.8 MIGRATION ISSUES

Migration is a common challenge faced by daily wage workers, especially those engaged in agriculture, construction, and seasonal industries. Due to unpredictable job opportunities and economic instability many workers are forced to relocate frequently in search of employment, which significantly disrupts their children's education and social development (UNESCO, 2021). Migrant children have a higher dropout rate compared to non-migrant students because they frequently change schools, struggle with language barriers and lack continuous learning support (OECD, 2021).

Nearly 28 million children worldwide are affected by labour migration, leading to irregular schooling, poor academic performance, and emotional distress (UNESCO 2021). The lack of stable educational environments makes it difficult for children to develop consistent study habits, resulting in gaps in learning and lower literacy levels (World Bank, 2020). Migrant families often struggle to obtain school records, enrollment documents, and government aid, making

it even harder for children to re-enter formal education systems (ILO, 2021).

Government policies must focus on flexible education models, bridge courses, mobile schools, and community learning centres to ensure continuity in education for migrant children (UNDP, 2020). Strengthening rural employment opportunities and implementing housing policies can also reduce forced migration, allowing families to provide a more stable learning environment for their children (OECD, 2021).

1.10 SIGNIFICANCE OF THE STUDY

The study on learning barriers faced by children of daily wage workers is highly significant as it highlights the numerous challenges that hinder their educational access, retention, and academic success. Education is a fundamental right and a key factor in breaking the cycle of poverty, yet children of daily wage workers often experience socio-economic, environmental, and institutional barriers that limit their learning opportunities (UNESCO, 2021). Understanding these barriers is essential for educators, policymakers, and social organizations to develop targeted interventions that enhance their educational outcomes.

One of the major contributions of this study is in addressing educational inequality. Children from

economically disadvantaged backgrounds often lack access to quality education due to financial struggles, frequent migration, and limited parental guidance. Financial constraints often lead to higher dropout rates, low attendance and poor academic performance among children from daily wage families (World Bank, 2020). By highlighting these disparities, this study underscores the need for inclusive educational policies, scholarship programs, and school support systems to bridge the learning gap.

This study holds significant policy implications for governments and NGOs. The findings will guide policymakers in designing effective policies and welfare programs to address the educational needs of children from marginalized communities. Programs such as free midday meals, financial assistance, flexible learning models, and vocational training have been recognized as effective strategies in mitigating the impact of socio-economic barriers on education (ILO, 2021). By examining the effectiveness of such interventions this study can provide recommendations for improving the accessibility and quality of education for these children.

The study emphasizes the importance of enhancing parental and community awareness. Many daily wage workers prioritize survival over education, often resulting in

low literacy rates, lack of parental support, and limited academic guidance at home (OECD, 2021). This research can help design awareness programs that educate parents about the long-term benefits of education and encourage them to actively support their children's schooling. It also highlights the role of community-based initiatives, mentoring programs, and NGO interventions in promoting educational sustainability for these children.

Another crucial aspect of this study is its focus on improving teaching and learning strategies. Teachers and school administrators often struggle to engage and retain children from disadvantaged backgrounds due to their irregular attendance, language barriers, and socio-emotional stress (UNICEF, 2020). This study provides insights into effective teaching strategies, remedial programs, and student support mechanisms that can help these children overcome learning difficulties and academic setbacks. Schools can implement after-school programs, peer tutoring, and customized learning modules to cater to their specific needs.

This study also contributes to global educational goals, particularly the United Nations Sustainable Development Goals (SDG 4: Quality Education), which emphasize the importance of inclusive and equitable education for all (United Nations, 2021). Addressing the

learning barriers of children from daily wage families aligns with the broader goal of reducing educational inequalities and promoting lifelong learning opportunities for vulnerable communities. Ensuring access to quality education not only benefits individuals but also strengthens societal and economic development in the long run.

The study holds long-term societal and economic significance. Investing in the education of children from low-income backgrounds leads to better employment opportunities, higher income levels, and improved social mobility (World Bank, 2020). By highlighting the challenges and potential solutions, this study reinforces the idea that education serves as a tool for economic empowerment and social upliftment, ultimately reducing the intergenerational transmission of poverty.

The significance of this study lies in its potential to bring meaningful change by identifying and addressing the barriers that prevent children of daily wage workers from accessing quality education. Through policy recommendations, community engagement, parental awareness, and improved teaching strategies, this research aims to contribute toward a more inclusive and equitable education system, ensuring that every child, regardless of socio-economic status, has the opportunity to learn and thrive.

So the present study focuses on **"Learning Barriers Faced by Children of Daily Wage Workers"**

1.11 TITLE OF THE STUDY

Education is an essential right for every child and helps in building a better future. However, children of daily wage workers face many difficulties in continuing their education. Their parents work in low-paying jobs with unstable incomes, which makes it hard for them to support their children's schooling. Many of these children drop out of school, struggle with learning are forced to work to help their families (UNESCO, 2021). This study aims to understand the challenges these children face in learning and explore ways to help them overcome these barriers.

One of the biggest problems is financial difficulties. Many parents cannot afford school fees, uniforms and study materials. Migration is another challenge, as families move frequently for work, making it difficult for children to stay in school (World Bank, 2020). Other problems include a lack of support at home, poor living conditions, and emotional stress. Many parents have low literacy levels and cannot help their children with schoolwork. Nutritional issues and health problems also affect their ability to concentrate in class (ILO, 2021).

This study will look at the different types of learning barriers—personal, social, economic, environmental, and institutional. It will also explore possible solutions, such as government policies, community programs, parental awareness, and flexible learning options. Schools and teachers must take extra steps to support these children and create an inclusive education system (OECD, 2021).

This research is important because education can break the cycle of poverty and give these children a chance at a better future. It also supports the United Nations Sustainable Development Goal 4 (Quality Education), which aims to provide education for all children, regardless of their background (United Nations, 2021). By finding ways to help these children continue their education, society can create a more equal and fair future for everyone.

1.12 OPERATIONAL DEFINITIONS OF IMPORTANT KEY TERMS:

Learning Barrier

A learning barrier is any obstacle that prevents a child from effectively acquiring, processing, or applying knowledge. These barriers can be personal (health issues, lack of motivation), socio-economic (poverty, parental illiteracy), environmental (poor living conditions, migration), or

institutional (language difficulties, rigid curriculum), ultimately hindering academic progress and personal development (UNESCO, 2021).

Daily Wage Workers

Daily wage workers are individuals who earn their income based on the number of days they work, typically without job security, stable wages and social benefits. They are engaged in temporary or contractual employment across various sectors, agriculture, construction, domestic work, and small-scale industries, and often struggle with financial instability, which impacts their families' access to education and healthcare (ILO, 2021).

1.13 OBJECTIVES OF THE STUDY

1. To find out the level of learning barriers faced by children of daily wage workers with respect to its dimensions such as Educational Barriers, Psychological and Emotional Barriers, Economic Barriers, Social Barriers and Environmental Barriers and its selected background variables.
2. To find out if there exists any significant difference in learning barriers faced by children of daily wage workers and its dimensions with respect to the background variables such as gender, medium of instruction, locality of residence, locality of School and type of family.

3. To find out if there exists any significant difference among the learning barriers faced by children of daily wage workers and its dimensions with respect to the background variables such as Age , Class , Nature of the School, and Type of the school.

4. To find out if there exists any significant association between the learning barriers faced by children of daily wage workers and the background variables such as father's educational qualification, mother's educational qualification, father's occupation, mother's occupation and parents monthly income.

1.14 HYPOTHESES OF THE STUDY

1. There is no significant difference between the learning barriers faced by children of daily wage workers and its dimensions with respect to Gender.

2. There is no significant difference between the learning barriers faced by children of daily wage workers and its dimensions with respect to Medium of Instruction.

3. There is no significant difference between the learning barriers faced by children of daily wage workers and its dimensions with respect to Locality of residence.

4. There is no significant difference between the learning barriers faced by children of daily wage workers and its dimensions with respect to type of School.

5. There is no significant difference between the learning barriers faced by children of daily wage workers and its dimensions with respect to locality of schools.

6. There is no significant difference between the learning barriers faced by children of daily wage workers and its dimensions with respect to Type of family.

7. There is no significant difference among the learning barriers faced by children of daily wage workers and its dimensions with respect to their class.

8. There is no significant difference among the learning barriers faced by children of daily wage workers and its dimensions with respect to Nature of the school.

9. There is no significant difference among the learning barriers faced by children of daily wage workers and its dimensions with respect to their age.

10. There is no significant association between the learning barriers faced by children of daily wage workers and its dimensions with respect to parent Monthly income.

11. There is no significant association between the learning barriers faced by children of daily wage workers and its dimensions with respect to father's education.

12. There is no significant association between the learning barriers faced by children of daily wage workers and its dimensions with respect to mother's education.

13. There is no significant association between the learning barriers faced by children of daily wage workers and its dimensions with respect to father's occupation.

14. There is no significant association between the learning barriers faced by children of daily wage workers and its dimensions with respect to mother's occupation.

1.15 LIMITATIONS

Limitations are factors beyond the researcher's control that may affect the study's conclusions or its applicability to other contexts. This study on learning barriers faced by children of daily wage workers has several limitations. The research is confined to a 5% level of significance, which may introduce a margin of error in statistical interpretations. Potential sampling errors could affect the generalizability of the findings. Another significant limitation is the truthfulness of responses, as the accuracy and reliability of the data depend on how honestly participants answer the survey or interview questions. Furthermore, the mood, interest, and engagement of respondents at the time of data collection may influence their responses, leading to variability in the data. Lastly, the study is limited to a specific geographical area, which means the findings may not fully capture the experiences of children in different socio-economic and cultural settings. Despite these limitations, the

study aims to provide valuable insights into the challenges faced by these children and suggest possible solutions to overcome learning barriers.

1.16 DELIMITATIONS

Delimitations define the scope and boundaries of the study, set by the researcher based on time constraints and research objectives. The delimitations of this study on learning barriers faced by children of daily wage workers are as follows:

- The study is limited to specific demographic variables, including gender, locality of residence, type of family, parents' educational qualification, and parents' occupation.
- The research is confined to children of daily wage workers in Tirunelveli District, limiting its generalizability to other regions.
- The study focuses only on school-going children, excluding those who have dropped out or never enrolled in school.
- The sample consists of students from both rural and urban areas within the district.

- The research includes a sample size of 100 students, which may not fully represent the entire population of children of daily wage workers.

Despite these delimitations, the study aims to provide meaningful insights into the educational challenges faced by these children and explore potential solutions to overcome them.

1.17 CHAPTERISATION

The study is structured into five chapters, each covering different aspects of the research on **learning barriers faced by children of daily wage workers**:

- Chapter I provides an Introduction to the study, explaining the concept of education, learning, learning barriers, and their types. It also discusses the challenges faced by children of daily wage workers, ways to overcome these barriers, and the role of daily wage workers in society. Additionally, this chapter includes the need and significance of the study, objectives, operational definitions, limitations, and delimitations.
- Chapter II presents a review of related literature, covering previous studies conducted in India and other countries on learning barriers, socio-economic challenges,

and strategies to improve educational access for children of marginalized communities.

- Chapter III describes the Methodology used in the study. It details the research design, sample selection, variables, tools used for data collection, and statistical techniques applied for analysis.
- Chapter IV contains the analysis and interpretation of data, presenting the study's findings through statistical analysis and discussion.
- Chapter V provides a summary of findings, educational implications, and recommendations. It also includes suggestions for future research to further explore strategies for overcoming learning barriers faced by children of daily wage workers.

1.18 CONCLUSION

Education is a fundamental right and a key factor in breaking the cycle of poverty, yet children of daily wage workers face numerous learning barriers that hinder their academic growth. These barriers stem from personal, socio-economic, environmental, and institutional challenges, including financial instability, poor living conditions, frequent migration, lack of parental support, and inadequate learning resources. Such challenges often lead to frequent school dropouts, poor academic performance, health issues,

and emotional stress, making it difficult for these children to access quality education.

Despite these challenges, various strategies can help overcome learning barriers. Government policies such as free education, mid-day meal schemes, and scholarships play a crucial role in supporting underprivileged students. Additionally, community and NGO interventions, parental awareness programs, and flexible learning options like bridge courses and evening schools can provide alternative learning opportunities for these children.

Daily wage workers contribute significantly to society through various sectors, yet their unstable income, lack of job security, and absence of social benefits directly impact their children's education. Addressing their challenges through economic empowerment programs and social welfare measures can create a more supportive environment for their children's learning.

This study emphasizes the urgent need to bridge the educational gap for children of daily wage workers and highlights the importance of inclusive policies and community-driven initiatives. By providing sustainable educational support and addressing socio-economic disparities, these children can have better learning opportunities, ultimately improving their future prospects and breaking the cycle of poverty.

CHAPTER - II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

"A summary of previous research and writing of recognized experts provide evidence that the researcher is familiar with what is already known and what is still unknown and untested" (John W. Best, 1977) Since effective research must be based upon the past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestion for significant investigation. The sampling techniques and tools of the investigation used by others in their studies help the researcher to select the right techniques and tools for the study. Experience of others may be helpful to the researcher. It also suggests how the researcher has to think, analyse the problem and highlight the significance of the study. It is the cornerstone of the building on which the building is erected. For any worthwhile study into the field of knowledge, the research works need an adequate familiarity with the work that has already been done in the chosen area. The investigator needs to acquire up-to-date information about what has been thought and done in the particular area.

2.2 PURPOSE OF SURVEY OF RELATED STUDIES

- To show whether the evidence already available, solves the problem adequately without further investigation, and thus to avoid the risk of duplication.
- It furnishes him with indispensable suggestions about comparative data, good procedures, likely methods, and tried techniques.
- An insight into the methods, measures etc. employed by others will lead to significant improvement of research design.
- The researcher can avoid unintentional duplication of well-established findings.
- The final specific reason for reviewing the related literature is to know about the recommendations of previous research listed in their studies for further research.

2.3. NEED FOR REVIEW OF LITERATURE

A summary of the writings of recognized authorities and previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, reviewing related literature helps eliminate the duplication of what has been done and provides valuable suggestions for significant investigation. This helps in understanding the nature and design of the research investigation.

2.3.1. IMPORTANCE OF THE RELATED LITERATURE

The study of related literature helps acquire information about the studies done in the field, protects against unnecessary duplication, guides the carrying out of the investigation successfully, and makes the investigators familiar with the steps. A survey of related literature serves the following purposes.

1. It gains background knowledge of the research topic.

2. It provides valuable ideas, theories, explanations, or hypotheses for formulating the problem.

3. It identifies the concepts relating to their potential relationships and formulates researchable hypotheses.

4. It defines appropriate methodology, research design, methods of measuring concepts, and analysis techniques.

5. It locates comparative data applicable to the interpretation.

6. It identifies other researchers' data sources and learns how others structured the reports.

2.3.2 STUDIES REVIEWED

The review of related studies is classified into two types: they are

A) Related Indian Studies

B) Related Foreign Studies

2.4. REVIEW OF RELATED LITERATURE

A) Related Indian Studies

Verma et al. (2023) conducted a study on "Barriers to Digital Learning for Children from Low-Income Families", investigating the digital divide in education. The study found that children from daily wage worker families lack access to smartphones, internet connectivity, and digital literacy, making it difficult for them to participate in online learning and complete digital assignments. The research revealed that many students struggle with self-paced learning and have limited exposure to technology, widening the educational gap. The study recommended providing free digital devices, affordable internet access, and digital skill development programs to bridge the technological gap.

Nair (2022) conducted a study on "Family Instability and Academic Achievement: A Study on Children of Migrant Laborers," which explored the impact of frequent housing displacement on children's education. The findings revealed that children who frequently change schools due to parental job relocations experience disruptions in learning, difficulty adjusting to new curricula, and loss of peer networks. The study recommended mobile learning centres, digital education platforms, and community-based schooling to ensure educational continuity for migrant children.

Das and Chakraborty (2021) conducted a study on "Malnutrition and Its Effect on Cognitive Development Among Economically

Disadvantaged School Children", examining the relationship between malnutrition and cognitive abilities. The findings indicated that poor nutrition affects children's ability to concentrate, retain information, and solve problems, ultimately leading to lower academic achievement. The research highlighted that children from daily wage worker families often consume nutrient-deficient diets, which reduces their energy levels and classroom engagement. The study recommended strengthening mid-day meal programs, promoting nutritional awareness, and providing free health check-ups to enhance student well-being.

Priya (2021) conducted a study on "Effectiveness of Non-Formal Education Programs for Out-of-School Children in Kerala". Priya (2021) assessed non-formal education programs aimed at reintegrating out-of-school children, particularly those from families of daily wage workers, into the formal education system in Kerala. The study found that these programs effectively addressed learning gaps and provided flexible learning opportunities suited to the children's circumstances. Success was attributed to community participation, tailored curricula, and dedicated educators. Priya recommended scaling such programs to other regions with high dropout rates.

Patel, Meera (2020) conducted a study on "Parental Involvement and Academic Achievement: A Study Among Children of Daily Wage Workers in Gujarat". Patel (2020) investigated the correlation

between parental involvement and the academic success of children from daily wage worker families in Gujarat. The study found that limited parental education and long working hours resulted in minimal engagement with children's schooling. This lack of involvement negatively impacted students' motivation and performance. Patel suggested community-based initiatives to educate parents on the importance of their involvement and proposed flexible meeting schedules to accommodate working parents.

Mukherjee and Banerjee (2019) conducted a study on "Social Stigma and Its Influence on the Educational Aspirations of Children from Marginalized Communities", analyzing how discrimination and peer pressure impact students' learning experiences. The study found that children from daily wage worker families often face bullying, social exclusion, and teacher bias, leading to low self-confidence and academic disengagement. Many students hesitate to participate in school activities due to fear of ridicule and discrimination. The study recommended anti-bullying programs, teacher training on inclusivity, and peer support groups to create a more welcoming school environment.

Sharma and Verma (2019) conducted a study on "Emotional and Psychological Challenges Among School-Going Children of Migrant Laborers", examining the psychological impact of frequent migration on children's education. The study found that constant

relocation leads to emotional distress, anxiety, and social isolation, making it difficult for students to adapt to new schools. Many children struggle with low self-esteem and academic disengagement, resulting in poor performance and lack of participation. The researchers recommended psychological counselling in schools, peer mentoring, and social integration programs to help migrant children adjust to new learning environments.

Kumar, S. & Sharma, M. (2019) conducted a study on "Impact of Socio-Economic Status on the Education of Children from Daily Wage Families". Kumar and Sharma (2019) explored how socio-economic factors affect the educational progress of children from daily wage worker families. The study found that poverty, lack of parental support, and the pressure to earn a livelihood were the primary reasons for poor academic performance and high dropout rates. The research also pointed out that school infrastructure played a crucial role in retaining students, with better-equipped schools showing higher retention rates. The study suggested policy interventions such as scholarships, skill-based education, and community support programs to improve educational access and outcomes for children from economically disadvantaged backgrounds.

Verma, S. & Singh, R. (2019) conducted a study on "Educational Challenges of Migrant Laborers' Children: Insights from

Construction Sites in Delhi". Verma and Singh (2019) explored the educational challenges faced by children of migrant construction workers in Delhi. The study observed that frequent relocations disrupted children's education, leading to inconsistent attendance and learning gaps. Language barriers and cultural differences further impeded their integration into new schools. The research emphasized the need for mobile schooling units and flexible educational programs tailored to the unique needs of migrant children.

Sharma, Anjali (2018) conducted a study on "Socio-Economic Determinants of School Dropouts in Urban Slums: A Case Study of Mumbai". This study is conducted in the urban slums of Mumbai to identify the socio-economic factors contributing to school dropouts among children of daily wage labourers. The research involved surveys and interviews with students, parents, and educators. Financial instability, lack of parental education, and the necessity for children to contribute to family income were primary reasons for dropping out. Additionally, the study found that inadequate school facilities and unengaging curricula further discouraged continued education. Sharma recommended policy measures focusing on financial assistance to families, community awareness programs, and curriculum reforms to retain students in the education system.

Bose, R. & Banerjee, A. (2017) conducted a study on **"**Economic Hardship and Educational Outcomes: A Study on the Children of Migrant Laborers". Bose and Banerjee (2017) examined the educational barriers faced by children of migrant labourers, many of whom are daily wage earners. The study found that frequent relocations disrupted schooling, making it difficult for children to adapt to new educational environments. Language barriers and cultural differences posed challenges in integrating into schools. The research highlighted that many children had to drop out due to financial constraints, further perpetuating cycles of poverty and illiteracy. The study recommended the implementation of mobile schools, bridging programs, and government support initiatives to ensure continuity in education for children of migrant laborers.

Rao and Iyer (2016) conducted a study on "Health and Educational Outcomes of Children from Low-Income Families", and found that poor healthcare access leads to frequent illnesses, affecting school attendance. The study revealed that many children suffer from untreated infections, poor hygiene, and a lack of vaccinations, resulting in chronic absenteeism and delayed learning progress. The researchers suggested integrating healthcare services with schools, including free medical camps, vaccinations, and sanitation awareness programs, to improve student health and learning outcomes.

Rani, Geetha (2016) conducted a study on "Impact of Mid-Day Meal Scheme on Educational Attainment in Rural India". Rani (2016) evaluated the effectiveness of the Mid-Day Meal Scheme (MDMS) in enhancing educational outcomes among children from economically disadvantaged backgrounds, particularly those of daily wage workers. The study analysed enrolment rates, attendance, and academic performance before and after the implementation of MDMS in various rural schools. Findings indicated a significant increase in enrolment and attendance post-implementation, suggesting that the provision of free meals incentivized parents to send their children to school. However, the study also noted that while attendance improved, sustained academic performance required additional interventions, such as improved teaching quality and infrastructure.

Rajesh Ekka (2016) conducted a study titled "Achievement Level of the Children of Daily Wage Workers: A Study". The primary objectives were to assess the achievement scores in language and mathematics for students in grades I to VIII and to examine variations in mean percent achievement scores among children of daily wage workers across different government schools. The study found that the achievement levels among these children were unsatisfactory, with significant challenges observed in subjects posing high difficulty levels. Factors such as inadequate availability of qualified and trained teachers, economic instability, and the necessity for children to contribute to family income were identified

as contributing to interrupted schooling or complete withdrawal from educational institutions. These findings underscore the need for targeted interventions addressing socio-economic disparities, improving teacher availability and training, and enhancing parental engagement to improve the educational status of children from daily wage worker families.

Prohlad Roy (2016), conducted a study on "Educational Attainment of the Children of Daily Wage Workers: A Study in Birbhum District, West Bengal". This study aimed to explore the educational challenges faced by children of daily wage workers in rural areas. The study found that a significant number of parents, being daily wage workers, had limited educational backgrounds, which adversely affected their children's academic progress. Many of these parents did not prioritize education, leading to irregular school attendance and high dropout rates among children. The study also highlighted major systemic barriers within the rural education infrastructure. Schools in these areas often lacked basic facilities, such as adequate classrooms, trained teachers, and proper learning materials, which created an inconducive learning environment. In many cases, children had to travel long distances to access education, further discouraging school attendance. Economic instability was identified as a primary factor leading to child labour, where children were forced to work alongside their parents to supplement family income. This dual burden of work and education significantly reduced their learning opportunities and academic

performance. It concluded that addressing parental illiteracy, economic instability, and poor educational infrastructure is crucial in ensuring better educational outcomes for this vulnerable section of society.

Das and Mukherjee (2015) conducted a study titled "Incidence of Child Labour and Child Schooling in India: Pattern and Determinants", which addressed two primary issues: the return on investment in education within the Indian job market and the connection between parental education levels and children's schooling outcomes. The study revealed a significant wage premium associated with education, indicating that higher educational attainment leads to increased earnings. Additionally, the research found a strong correlation between parental education and children's decisions regarding schooling and labour, particularly among urban boys. This suggests that educated parents are more likely to prioritize their children's education, thereby reducing the likelihood of child labour. The study highlighted that household income plays a crucial role in determining whether children continue their education or enter the workforce. Families struggling with economic instability often rely on children's earnings for financial support, leading to early school dropouts. The researchers also noted that inadequate school infrastructure, lack of trained teachers, and poor accessibility to schools in rural areas further discourage school enrolment and attendance. Girls in lower-income families are more likely to be withdrawn from school due to

household responsibilities, societal norms, or early marriage. The study emphasized that targeted interventions, such as conditional cash transfers, mid-day meal programs, and community awareness initiatives, could help mitigate these challenges by incentivizing education and reducing the economic burden on families.

Diganta Mukherjee et al. (2015) conducted a study titled "Attitude to Schooling, Wage Premium, and Child Labour," which explored the complex relationship between education, child labor, and wage premiums. The study aimed to analyse why children from economically disadvantaged backgrounds, particularly those of daily wage workers, drop out of school despite the acknowledged benefits of education. It investigated whether financial incentives or compulsory schooling policies effectively mitigate child labour and enhance educational attainment. The findings of the study revealed that while education enhances a worker's productivity and leads to higher wages, many children leave school prematurely to enter the workforce. The research also identified the role of the wage premium as a function of the time spent in school in shaping parental and child attitudes toward education and labour. The study critically examined the effectiveness of existing policies, such as compulsory schooling laws and financial incentives, in reducing child labour. The findings suggested that while these measures may have some positive impacts, their overall effectiveness remains ambiguous. Mukherjee et al. concluded that reducing child labour and improving educational outcomes require more targeted and

context-specific interventions, including policies that directly address the financial vulnerabilities of families, provide flexible schooling models, and create stronger economic incentives for sustained education.

Ladage, Savita (2015) conducted a study on "Identifying Students' Misconceptions and Learning Barriers in Chemistry and Designing and Evaluating Appropriate Remedial Measures". This study aimed to explore conceptual difficulties in chemistry and develop effective strategies to address them. It identified common misconceptions among students, barriers to learning, and the inadequacy of traditional lecture-based teaching methods. The study recommended active learning techniques, visual and interactive tools, and teacher training programs to improve chemistry instruction and enhance conceptual clarity.

Rajani A. (2015) conducted a study titled "Implementation of Inclusive Education in Primary and Secondary Schools of Visakhapatnam – Identification of Barriers to Learning". The study aimed to assess the effectiveness of inclusive education and identify barriers that hinder learning among students with diverse needs. It examined the preparedness of teachers, the adequacy of school infrastructure, and the attitudes of stakeholders toward inclusive education. The research found that a lack of teacher training was a significant obstacle, as many educators were not equipped to handle students with special needs effectively. The study also pointed out

that the rigid curriculum structure did not cater to diverse learning abilities, making it difficult for students with special needs to progress academically. Social stigma and discrimination were also identified as challenges, with students often facing exclusion from peers and even teachers. A flexible curriculum was suggested to accommodate students with different learning needs, along with awareness programs to reduce stigma and encourage parental participation. Strengthening policy implementation and monitoring was emphasized to ensure inclusive education is effectively practiced. The study also highlighted the need for recruiting special educators and counselors to provide necessary support for students facing learning difficulties.

B) Related Foreign Studies

Ganimian, A. J. (2022) conducted a study on "Improving Educational Outcomes for Disadvantaged Children" (Latin America, Africa, South Asia). This study explored various policy interventions aimed at enhancing educational outcomes for children from disadvantaged backgrounds in regions such as Latin America, Africa, and South Asia. The research primarily focused on the impact of conditional cash transfers (CCTs) and free school meal programs in improving school enrollment, attendance, and academic performance. Ganimian analysed how economic constraints force children, particularly those from families of daily wage workers, to either drop out of school or attend irregularly due

to financial pressures. The findings of the study were that conditional cash transfers (CCTs), which provide financial incentives to families on the condition that their children attend school regularly, significantly increased enrollment and attendance rates in low-income communities. The study showed that when parents were assured of a stable income through these programs, they were less likely to rely on their children for supplementary income. This directly resulted in reduced child labor participation, allowing children to focus on their studies. The study also highlighted that CCTs were most effective when paired with community awareness programs, ensuring that families understood the long-term benefits of education over immediate financial gains from child labor. By providing nutritious meals in schools, governments and NGOs successfully encouraged student retention, as parents were more inclined to send their children to school when meals were assured. The study found that in regions where free meal programs were implemented, attendance increased by 20–30%, and students demonstrated better learning outcomes due to improved energy levels and overall health. The study concluded that targeted financial and nutritional interventions can effectively reduce barriers to education for children from economically disadvantaged backgrounds.

Heckman, J. J. (2022) conducted a study on **“**Skill Formation and the Economics of Investing in Disadvantaged Children" (United States). Heckman (2006) examined the long-term economic benefits

of investing in early childhood education for underprivileged children. The study demonstrated that children from low-income families, particularly those whose parents were engaged in low-wage labour, benefited significantly from early interventions such as preschool education and skill development programs. It found that early investment in education led to better academic performance, reduced dropout rates, and higher future earnings. Heckman argued that governments should prioritize early childhood education, provide financial support to disadvantaged families, and integrate vocational training within school curricula to improve employability prospects for children from poor backgrounds.

Bedi, A. S. & Marshall, J. H. (2021) conducted a study on "Primary School Attendance in Honduras: The Role of School Costs and Sibling Interactions" (Honduras). Bedi and Marshall (2002) investigated how the cost of education and household responsibilities affect school attendance among children in Honduras. The study found that school fees, uniforms, books, and transportation costs posed significant financial burdens on families living on daily wages. It also revealed that older siblings often had to sacrifice their education to take care of younger siblings while parents worked, leading to increased dropout rates. The study emphasized the importance of financial assistance programs, such as fee waivers and school meal initiatives, to alleviate economic pressures on families. It recommended community childcare centres to help working parents keep all their children in school.

Lerner, Janet W.(2021) conducted a study on “Understanding Learning Disabilities: Identification and Intervention Strategies”. This study aimed to explore the nature of learning disabilities, identify key factors contributing to academic struggles, and evaluate intervention strategies to improve learning outcomes. The objectives of the study included examining the cognitive, neurological, and environmental causes of learning difficulties, assessing the impact of these challenges on academic performance, and analyzing the effectiveness of various teaching methods and interventions. The study found that students with learning difficulties often experience challenges in reading, writing, and mathematical reasoning, with dyslexia, dysgraphia, and dyscalculia being the most common forms of learning disabilities. Neurological factors, such as differences in brain structure and function, played a significant role in these difficulties. The Findings were that early identification and intervention significantly improved academic performance and self-esteem in students with learning difficulties. It also emphasized the importance of parental involvement and a collaborative approach between educators, psychologists, and special educators to create a more inclusive learning environment. The study concluded that with appropriate support and intervention, students with learning difficulties can overcome academic challenges and achieve significant educational progress.

Prachi Srivastava (2021) conducted a study on "Labour Class’s Children in Indian Classrooms: Theorizing Urban Educational

Marginality," which challenged dominant development narratives that frame formal schooling as a guaranteed pathway out of poverty in the global South. The study aimed to critically examine the lived experiences of children from labor-class backgrounds within urban educational settings and explore the structural and socio-economic factors contributing to their marginalization. It specifically focused on how systemic barriers, including economic hardship, social exclusion, and rigid schooling structures, impact these children's access to and engagement with education. The findings of the study revealed that children from labour-class families often experience systemic marginalization in schools, where they struggle to integrate into the mainstream education system due to factors such as irregular attendance, lack of academic support at home, and social stigma associated with their socio-economic background. The research highlighted that these children often face discrimination from peers and educators, reinforcing their sense of alienation within formal educational institutions. Furthermore, the study found that rigid school policies, such as strict attendance requirements and inflexible curricula, fail to accommodate the realities of children who balance work and education, leading to high dropout rates. The findings of the study were that while government policies have focused on increasing school enrolment through initiatives such as the Right to Education Act, they have not adequately addressed the deeper structural inequalities that hinder sustained participation and learning outcomes for marginalized children.

Behrman, J. R. & Rosenzweig, M. R. (2019) conducted a study on "The Returns to Education and Child Labor in Rural Economies" (India, China, Brazil). This study investigated the relationship between economic hardships, child labour, and educational investment in rural economies, focusing on India, China, and Brazil. The research aimed to understand why families in low-income, daily wage-dependent households often choose immediate income over long-term educational benefits for their children. The study also analysed the return on education in rural job markets and how economic constraints impact school attendance and academic performance. The findings of the study were that families relying on daily wages often view child labour as a necessary means of survival. Since their earnings fluctuate and are often insufficient to cover basic needs, many parents are forced to withdraw their children from school to contribute to household income. The study found that in rural areas of India, child labor participation increased by nearly 30% during agricultural peak seasons, leading to frequent absenteeism and poor academic performance. Similarly, in Brazil and China, children from wage-dependent families were more likely to drop out before completing secondary education due to financial insecurity. The study also highlighted policy recommendations to address these barriers. It emphasized that financial support programs, such as conditional cash transfers (CCTs), direct income support to poor families, and school meal programs can significantly reduce child labour participation and

improve educational retention. In China, for example, areas that implemented education-based financial incentives saw a 15–20% increase in school enrolment rates among children from low-income families.

UNICEF (2018) conducted a study on "Education for Children in Poverty: Overcoming Barriers" (Global Study). This UNICEF study emphasized the need for structural support in education systems to accommodate children from low-income backgrounds. It recommended free school meals, transportation, and evening classes for children of daily wage workers who may struggle with traditional schooling schedules. The study found that schools that provided meals and transport saw higher retention rates among disadvantaged children. Moreover, UNICEF stressed the role of community engagement in promoting education, highlighting how local organizations can play a key role in supporting at-risk students.

Berlinski, S. & Galiani, S. (2017) conducted a study on "Early Childhood Development and School Readiness" (Argentina, Mexico, Chile). This study examined the impact of early childhood development programs on long-term educational success, particularly among children of daily wage workers. The research revealed that children who attended pre-school and early education programs performed significantly better in primary and secondary education. It emphasized that access to early education is often

limited for children from impoverished backgrounds, making targeted interventions essential. The study recommended increased investment in early childhood programs, teacher training, and community-based education models.

Rao, S. & Pearson, E. (2017) conducted a study titled "Education and Child Labor: Analysing the Economic Trade-offs," which examined the harsh realities faced by children of daily wage workers in Indonesia. The study highlighted that due to financial instability, many families prioritized immediate income generation over long-term educational investment. As a result, children were often engaged in hazardous labour from an early age, which severely impacted their physical and mental development. The researchers found that children working in industries such as agriculture, construction, and domestic work experienced high dropout rates, as their work schedules left them with little time for school. Additionally, prolonged exposure to physically demanding labour led to chronic health issues, malnutrition, and emotional distress, further deteriorating their learning capabilities. The study also analysed the role of parental education in determining children's school retention rates, revealing that children of illiterate parents were more likely to enter the labour force early. Moreover, the research underscored that even when children attended school, their academic performance was often poor due to exhaustion, irregular attendance, and lack of parental support. The findings suggested that policy interventions such as financial assistance,

mid-day meal programs, and flexible schooling options could help alleviate the burden on these children and encourage their sustained participation in education. The study concluded that breaking the cycle of poverty and child labor required a multi-pronged approach, including economic support for families, improved school accessibility, and stronger child labour laws to ensure that education remained a priority for all children, regardless of their socio-economic background.

Banerjee, A. & Duflo, E. (2016) conducted a study on "Poverty and Learning: The Role of Financial Constraints in Educational Attainment" (India, Bangladesh, Kenya). Banerjee and Duflo investigated how financial barriers impede the education of children from daily wage workers. Their study found that the costs associated with education, such as uniforms, textbooks, and examination fees, often deter families from sending their children to school. The research emphasized the effectiveness of school voucher programs and direct financial assistance to low-income families. Additionally, it found that community-based peer mentoring programs could enhance student motivation and engagement, particularly for children at risk of dropping out.

Lewin, K. M. (2015) conducted a study on "Educational Access in Sub-Saharan Africa: Barriers and Policy Responses" (Africa). Lewin (2015) conducted a comprehensive study on the barriers to educational access in Sub-Saharan Africa, emphasizing the

challenges faced by children from low-income families, particularly those of daily wage workers. The study identified several key obstacles to education, including financial constraints, long travel distances to schools, poor infrastructure, and insufficiently trained teachers. Lewin found that many children from daily wage labourer families had to balance work and school, leading to chronic absenteeism and lower academic performance. In rural areas, where schools were often located far from villages, transportation costs and safety concerns discouraged regular attendance, especially for girls. The research also highlighted that even when schools were accessible, they frequently lacked adequate facilities, learning materials, and qualified educators, resulting in substandard education quality. Additionally, Lewin's study pointed out that food insecurity played a significant role in school dropout rates, as hunger and malnutrition made it difficult for children to concentrate in class. The study emphasized that while government-led initiatives, such as free primary education policies, had increased school enrollment rates, they had not effectively addressed the deeper structural barriers preventing sustained participation. Lewin recommended multi-faceted policy responses, including targeted financial aid programs, meal schemes, community-based schooling models, and teacher training initiatives to improve the overall quality and accessibility of education. The study concluded that a holistic approach involving governments, non-governmental organizations, and local communities was essential to ensuring that

children from disadvantaged backgrounds could access and complete their education successfully.

World Bank (2015) conducted a study on "Addressing Educational Disparities: Policies for Inclusive Learning" (Global Study). This study assessed the effectiveness of policies aimed at reducing educational disparities among marginalized children, including those of daily wage workers. The research found that targeted interventions, conditional cash transfer programs and flexible school hours significantly improved educational access for disadvantaged groups. It also highlighted that vocational training programs can serve as an alternative education pathway for children who need to contribute financially to their families. The study recommended a multi-pronged approach that combines financial aid, community engagement, and skill-based education to address systemic learning barriers.

Banerjee, A. & Duflo, E. (2014) conducted a study on "Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty" (India, Indonesia, Africa). Banerjee and Duflo (2011) explored the economic constraints that force children from low-income families into labour rather than education. The study highlighted that parents often see education as an uncertain investment, especially when their immediate survival depends on daily earnings. It was found that when given financial incentives—such as conditional cash transfers or free school meals—families

were more likely to keep their children in school. The research also pointed out that many children drop out due to poor teaching quality, as parents perceive education as ineffective if their child does not learn practical skills. The study suggested that improving school infrastructure, hiring better-trained teachers, and linking education with direct economic benefits could significantly increase enrolment and retention rates among disadvantaged students.

Glewwe, P. & Kremer, M. (2014) conducted a study on "The Impact of Education Quality on Economic Mobility" (Sub-Saharan Africa, South Asia). Glewwe and Kremer studied the relationship between education quality and economic mobility, particularly for children from low-income backgrounds. They found that children of daily wage workers often attended under-resourced schools with poorly trained teachers, leading to low educational achievement. The research suggested that improving teacher training and school infrastructure could significantly enhance learning outcomes. Additionally, the study emphasized that integrating technology into classrooms, such as digital learning tools, could bridge the educational gap between affluent and disadvantaged students.

Hossain, N. & Tavakoli, H. (2014) conducted a study on "Education and Inequality: Impacts of Structural Poverty" (Bangladesh). This study explored the intersection of education and structural poverty in Bangladesh, focusing on the challenges faced by children of daily wage labourers. The study found that food

insecurity was a major barrier to learning, as many children arrived at school without adequate nutrition, leading to reduced concentration, low energy levels, and overall poor academic performance. The research highlighted that malnutrition not only affected cognitive development but also increased dropout rates, as hunger often forced children to leave school in search of food or income-generating activities. In response to these challenges, the study emphasized the importance of government-sponsored mid-day meal programs, which had been proven to enhance school attendance, improve student engagement, and contribute to better learning outcomes. Hossain & Tavakoli pointed out that children from impoverished backgrounds often lacked proper school supplies, uniforms, and access to supplementary learning materials, further widening the educational gap between them and their peers from more stable economic backgrounds. The study called for policy reforms aimed at strengthening food assistance programs, increasing financial aid for low-income families, and improving school facilities to create a more equitable learning environment. The researchers concluded that tackling educational inequality required a holistic approach that integrated economic support, nutritional assistance, and educational quality improvements to break the cycle of poverty and promote long-term academic success for children of daily wage workers.

Rolleston, C. (2014) conducted a study on "Education Choices in Low-Income Families: Understanding Constraints and Aspirations"

(Ethiopia & Vietnam), examining the educational aspirations of daily wage labourers in Ethiopia and Vietnam and the economic constraints that hinder their children's schooling. The study found that while many parents recognized the value of education and aspired to provide their children with better opportunities, immediate financial pressures often took precedence over long-term educational investments. Due to irregular and low wages, families frequently had to make difficult decisions, often pulling children out of school to contribute to household income through small-scale labour. The research highlighted that even when children remained in school, their learning outcomes were often compromised by inadequate school resources, poor teacher quality, and the lack of parental support due to their limited educational backgrounds. The study also found that socio-cultural factors, such as traditional gender roles, often resulted in girls being withdrawn from school earlier than boys to take on domestic responsibilities. Rolleston emphasized the need for targeted interventions, including parental awareness programs, government incentives such as conditional cash transfers, and community-based support initiatives to ensure that families understood the long-term benefits of education. The study concluded that economic empowerment programs, in conjunction with improved school accessibility and quality, were necessary to bridge the gap between parental aspirations and actual educational attainment for children in low-income families.

Cardoso, A. R. & Verner, D. (2013) conducted a study on "School Dropout and Push-Out Factors in Brazil" (Brazil). Cardoso and Verner (2007) examined the reasons behind high dropout rates among children from low-income families in Brazil. The study found that many children of daily wage labourers were forced to leave school due to economic pressure, early marriage, or social stigma attached to education. It emphasized that school dropout was not just a financial issue but also a social and cultural one. The study recommended the expansion of government scholarships, community engagement programs to promote the value of education, and vocational training initiatives to provide alternative career pathways for children at risk of dropping out.

Evans, D. & Kremer, M. (2013) conducted a study on "The Impact of Disparities in School Quality on Learning Outcomes" (Kenya). The study analysed how disparities in school quality affect learning outcomes for children from low-income families in Kenya, particularly those of daily wage labourers. The study found that many children in this demographic attended underfunded public schools with overcrowded classrooms, insufficient learning materials, and a severe shortage of qualified teachers. Due to financial constraints, these schools often had to operate with inadequate infrastructure, including broken furniture, limited access to clean drinking water, and poorly maintained sanitation facilities, all of which negatively impacted student retention and performance. The research revealed that children of daily wage workers struggled

with basic literacy and numeracy skills due to minimal teacher engagement and ineffective pedagogical methods. The study noted that in many cases, these children had to walk long distances to school, which resulted in fatigue and irregular attendance. Evans & Kremer emphasized the importance of teacher training programs to enhance instructional quality, investments in school infrastructure to provide a conducive learning environment, and community-based learning initiatives to support children outside of school. The study concluded that addressing educational disparities required a multi-level approach, including government intervention, community participation, and private sector support to ensure that children from disadvantaged backgrounds received quality education.

Filmer, D. (2013) conducted a study on "Disability, Poverty, and Schooling in Developing Countries" (World Bank Study, Global Focus). Filmer (2008) explored the intersection of disability, poverty, and education in developing countries through a World Bank study. The research highlighted that children of daily wage labourers are disproportionately affected by malnutrition-related disabilities, which in turn limit their ability to attend school and perform well academically. The study found that inadequate healthcare, poor living conditions, and a lack of early childhood interventions contributed to developmental delays, making it difficult for affected children to adapt to regular schooling. Additionally, children with disabilities faced stigma and exclusion, with many families believing that investing in their education was

futile due to limited employment opportunities. Filmer emphasized the importance of inclusive education policies, such as disability-friendly school infrastructure, special education programs, and teacher training to accommodate diverse learning needs. The study also advocated for government-subsidized healthcare programs to reduce the incidence of preventable disabilities among low-income families. By addressing both economic and social barriers, Filmer suggested that educational opportunities for disabled children from marginalized communities could be significantly improved, ultimately enhancing their long-term prospects for economic independence.

Hunt, F. (2013) conducted a study on "Dropping Out from School: A Cross-Country Review of Literature" (United Kingdom). Hunt (2008) conducted an extensive literature review on the factors contributing to school dropout rates across multiple countries. The study found that economic instability, frequent migration, and inadequate school infrastructure were key reasons why children of daily wage workers were unable to complete their education. In many cases, families engaged in seasonal labour were forced to relocate frequently, disrupting their children's schooling and making it difficult to establish a stable learning environment. Hunt also highlighted the impact of overcrowded classrooms, untrained teachers, and a lack of basic amenities, such as proper sanitation and drinking water, in many low-income schools. These factors collectively contributed to disengagement and eventual dropout

among students. The study further examined the psychological impact of economic hardship, revealing that children from struggling families often experienced stress, anxiety, and a lack of motivation due to their uncertain financial future. Hunt recommended policy measures such as mobile schools for migrant workers' children, improved teacher training, and community-based education initiatives to support students at risk of dropping out. The study concluded that reducing dropout rates required a holistic approach that combined economic support, educational reforms, and targeted interventions for vulnerable children.

Shafiq, M. N. (2013) conducted a study on "Household Decisions on Child Labor and Schooling in Developing Countries" (Pakistan). Shafiq (2007) conducted an in-depth study on the economic and social factors that influence household decisions regarding child labor and education in developing countries, with a specific focus on Pakistan. The study found that children from daily wage labour families are often required to contribute to household income, either by working alongside their parents or taking up independent jobs in factories, farms, or small-scale industries. These economic responsibilities result in frequent absenteeism, incomplete homework, and lower academic performance, making it difficult for these children to keep up with their studies. Additionally, Shafiq noted that many parents, despite valuing education, were unable to prioritize it due to immediate financial needs. The research highlighted that gender disparities also played a role, with boys

being sent to work while girls were often kept at home to manage household chores and care for younger siblings. The study suggested policy interventions such as financial incentives for low-income families, free school supplies, and flexible school hours to encourage the education of children from economically disadvantaged backgrounds. Shafiq emphasized the importance of vocational training programs for working children, allowing them to acquire skills while continuing their education, thereby breaking the cycle of poverty and illiteracy.

2.5 CRITICAL REVIEW

The reviewed literature highlights the deep-rooted challenges faced by children from daily wage labourer families in accessing quality education. While many studies acknowledge financial constraints as the primary barrier, there is limited exploration of other contributing factors such as parental awareness, migration patterns, and socio-cultural biases. Moreover, though numerous policy interventions exist, their implementation and long-term effectiveness remain under-researched. One significant gap in the literature is the focus on short-term solutions rather than sustainable strategies. Many studies emphasize programs such as mid-day meals and conditional cash transfers to improve school attendance, but there is a lack of longitudinal research on whether these initiatives translate into better learning outcomes and long-term educational attainment. While school infrastructure and teacher

quality are often discussed, few studies critically assess systemic issues such as teacher absenteeism, outdated curricula, and the lack of vocational training opportunities tailored to the needs of economically disadvantaged students. Another overlooked aspect is the intersectionality of poverty with gender, caste, and rural-urban divides. While some research highlights gender disparities in schooling, it often fails to analyse how socio-cultural norms influence educational access differently across regions. Similarly, studies tend to generalize the challenges faced by children of daily wage labourers without distinguishing between those in urban slums and remote rural areas, where access to schools and educational resources may vary significantly.

The investigators have reviewed 40 studies related to the Learning Barriers and Children of Daily Wage workers. Among them, 20 are foreign studies and 20 are Indian studies. Most of the studies have been done by using a survey. In many of the studies, random sampling techniques have been used for selecting the sample. Questionnaires were mostly used as tools for the studies and other tools used were observation, interview, checklist, and document analysis. For analysing data, the Statistical tests used were ‘t’ test, ‘F’ test, ANOVA, Chi-Square, and regression. Further, the present study differs from the studies discussed above in terms of population, area, and sample. So, the investigators have conducted a study on Learning barriers faced by children of daily wage workers.

2.6 CONCLUSION

While existing studies provide important insights into the barriers to education for children from daily wage labourer families, there is a need for more empirical research on the long-term impact of interventions, regional disparities, and alternative education models. Future studies should focus on evaluating policy effectiveness, integrating community-based solutions, and exploring innovative learning approaches to bridge the education gap sustainably.

CHAPTER III

METHODOLOGY

3.1 INTRODUCTION

Research is essential for opening new avenues in any branch of knowledge. It fosters scientific and inductive thinking while promoting the development of logical reasoning and systematic organization (Best & Kahn, 2006). Through careful investigation or inquiry, research enhances clarity, completeness, and comprehensiveness in understanding complex problems (Creswell, 2014). Research methodology refers to the systematic procedures adopted by the researcher, from identifying the problem to deriving conclusions (Kothari, 2004). It outlines the entire research plan, detailing what must be done, the data required, the specific data-gathering tools utilized, and how data sources will be selected. A well-structured methodology is crucial for conducting systematic research.

Research methods are employed to address issues in both research design and data analysis. The success of any research largely depends on the appropriateness of the methods, tools, and techniques used for data collection (Gay, Mills, & Airasian, 2012). This chapter delineates the research design, sampling strategy, choice of research tools, and statistical techniques employed in the present study. Methodology reveals the various methods and techniques adopted by the researcher to address the research

problem. The role of methodology is to facilitate scientific and valid research execution. Adopting appropriate methods enhances the efficiency, reliability, and credibility of the research work.

Knowledge of research methodology is essential for all those engaged in conducting research or seeking to stay updated with new educational developments (McMillan & Schumacher, 2010). Research has been a powerful tool in advancing human knowledge and fostering progress. The methodology employed in a study reflects the authenticity and clarity of the research process. A well-organized methodology directs the researcher toward achieving the intended research objectives. This chapter provides a comprehensive description of the method and procedures followed in the present study, which employs the Descriptive Survey Method. This method is one of the most commonly used research approaches in education as it highlights existing conditions, relationships, and opinions held by significant educational stakeholders (Fraenkel, Wallen, & Hyun, 2019).

This chapter primarily addresses the following key aspects:

1. Population
2. Sampling
3. Data Collection
4. Statistical Techniques for Data Analysis

Research is a systematic endeavour aimed at obtaining answers to meaningful questions about various phenomena or events. Research serves as a means to solve problems and expand the boundaries of human knowledge (Paul and Leedy 2016). Scientific research is a systematic, controlled, empirical, and critical investigation of hypothetical propositions regarding presumed relationships among natural phenomena. Research is an intellectual activity that generates new knowledge and discovers truths about specific occurrences. It seeks to verify existing knowledge to enable researchers to understand, predict, or control various events in the world (Bryman, 2012).

3.2. OBJECTIVES OF RESEARCH

The research intends to fulfil the following objectives:

- To provide an answer to the question through the application of scientific procedures.
- To discover the hidden truths and facts to formulate theories, principles, etc.,
- To familiarize myself with and gain new insight into phenomena.
- To bring out the real nature and character of the individual, situation, or group.

3.3 IMPORTANCE OF RESEARCH

The significance of research is aptly captured in the words of Francis Bacon*: "Research is a power of suspending judgment with patience, of meditating with pleasure, of asserting with caution, of correcting with readiness, and arranging thought with a scrupulous plan".* Research plays a crucial role in the development and establishment of sound theories. It also facilitates the adaptation of behaviour in response to evolving challenges and circumstances (Creswell, 2014). Research is a structured inquiry that employs scientifically accepted methodologies to address problems and generate new, universally applicable knowledge (Kothari, 2004). By systematically investigating issues, research contributes to intellectual advancement, problem-solving, and informed decision-making in various fields. Its role in refining existing theories and fostering innovation underscores its significance in academic, scientific, and societal progress (Best & Kahn, 2006). Methodology is a process, which discloses all those methods and tools used by the researcher during the course of research. The role of methodology is to carry out the research scientifically and validly. The present exploration aims to study the Learning barriers faced by children of daily wage workers.

3.4 METHODS FOR RESEARCH

Methods of research may be classified from many points of view, the decision about the method or methods to be employed

always depends upon the nature of problem selected and the kinds of data necessary for its solution. The methods of sociological research applicable to study related to education are as follows;

i) **Historical research**

This process involves investigating, recording, analyzing and interpreting the events of the past for the purpose of discovering generalization that are helpful in understanding the past and to ascertain the extent in anticipating the future.

ii) **Experimental research**

Experimental research is the most sophisticated and powerful method for discovering and developing an organized body of knowledge. Experimentation is the classic method of science laboratory where elements are manipulated and effects are observed and controlled.

iii) **Descriptive research**

Descriptive research is also known as non-experimental research which deals with relationship of variables, testing of hypothesis and the development of generalization of principles or theories that have universal validity. It involves description, recording, analysis and interpretation of conditions that exist.

iv) **Normative survey research**

This method describes and interprets what exists at present in the form of conditions, practices, trends, effects and beliefs.

3.5 RESEARCH DESIGN

Research design is a mapping strategy. It is essentially a statement of the object of the inquiry and the strategies for collecting the evidence, analysing the evidence and reporting the findings. Thus, it includes the following components:

- Research strategy or Research method.
- Choice of research tool.
- Sampling design.
- Choice of statistical techniques.

The research design of the present study has been sketched out in this chapter.

3.6 NEED FOR THE RESEARCH DESIGN

The research design serves as a detailed plan for the study, functioning as a *"blueprint"* that guides the investigator in testing hypotheses and conducting systematic research. A well-structured research design provides a clear direction on how to proceed efficiently.

In the field of education, the need for effective research has become increasingly significant, particularly in the wake of privatization and globalization. With growing concerns about the quality and accountability of the education system in India, rigorous

research methodologies are essential to identify challenges and implement improvements. An appropriate research design ensures that the study remains systematic, structured, and relevant to addressing these challenges.

A well-defined research design keeps the investigator on track throughout all stages of the research process. It helps in organizing procedures effectively, saving time and effort while providing clarity and direction to the study. The research design offers a comprehensive framework, detailing the tools used, the methodology employed, the sample selection, and the analytical methods applied to interpret the collected data.

3.7 METHOD ADOPTED IN THE PRESENT STUDY

In psychology, many research studies based on the natural scientific approach have employed descriptive techniques to interpret observed behaviors systematically. Descriptive research methods are widely used to analyze and explain behavioral patterns and their influencing factors.The present study examines the research problem: “Learning Barriers Faced by the Children of Daily Wage Workers.” The objective of this study is to identify the challenges these children face in accessing quality education and to explore possible interventions to mitigate these barriers.For the present study, the investigators have adopted a descriptive research method, utilizing survey techniques to collect and analyze data.

This approach enables a systematic investigation into the learning barriers encountered by children of daily wage workers.

3.8 WHY SURVEY TECHNIQUE WAS SELECTED

Survey research is one of the most widely used non-experimental methods in educational research. Descriptive surveys serve as a direct source of valuable knowledge about human behavior, providing insights into current trends, attitudes, and challenges. The term survey inherently implies the act of looking over or beyond to capture a snapshot of a particular moment in time. Given that data is dynamic and ever-changing, survey research helps enhance our understanding of the present (Leedy & Ormrod, 2001).

John W. Best (1989) defines the survey method as a technique that gathers data from a relatively large number of cases at a particular time. For the present study, the investigators aimed to reach a significant number of students, with a specific focus on the children of daily wage workers. The information was collected using a highly structured questionnaire administered to a large group of respondents representing the target population. The nature and objectives of the study necessitated the use of the normative survey method, making it the most appropriate approach to address the research problem: “Learning Barriers Faced by the Children of Daily Wage Workers.”

The hallmark of descriptive research is the survey technique, which is extensively used in studying local, state, national, and international aspects of educational evaluation. It facilitates generalization and leads to a better understanding and resolution of significant issues. According to John W. Best, “The survey is extensive and cross-sectional, dealing with a relatively large number of cases at a particular time and yielding statistics that are abstracted from specific cases.” Surveys help determine relationships between specific events and provide guidance for addressing them effectively. Sukia (1981) states that “The survey method is a means of collecting and analysing responses from a specific population through a structured questionnaire or interview.” It is not just a tool for gathering data, but also serves as a systematic and statistical approach to analysing results, making it a comprehensive method for investigating the research problem in this study.

3.9 METHOD

In the present study, the investigators applied a normative survey as a method. The normative survey method studies, describes, and interprets what exists at present. The investigators have collected information from the high school students in the Tirunelveli District of Tamil Nadu.

3.10 SAMPLE

The investigators collected data from the college students in Tirunelveli District. 200 high school students were involved in the present study.

The following demographic variables were selected for the present investigation.

Gender, Age, Class, Medium of Instruction, Locality of Residence, Type of School, Nature of the School (Boys/ Girls/Co-Education), Locality of the School, Type of Family (Joint / Nuclear), After School Tutoring Support, Number of Siblings, Father's Education Qualification, Mother's Education Qualification, Father's Occupation and Mother's Occupation.

3.11 TOOL USED

A properly constructed and administered questionnaire may be the most appropriate and useful data-gathering device. A Questionnaire consists of several questions printed or typed in a definite order on a form or set of forms (Kothari, 1988). It is a popular and highly flexible tool for collecting data with qualitative information from a relatively large number of respondents. Hence, the "Questionnaire" seems to be apt for the phenomenon of investigation. In this study of "Learning Barriers faced by children of daily wage workers", the investigators have developed a well-designed questionnaire consisting learning barrier assessment scale.

3.12 DEVELOPMENT PROCESS OF THE TOOL

The Learning Barrier Assessment Scale (LBAS) was constructed by Rev.Dr.Vasanthi Medona,L., Dr.Maria Saroja,M., & Mrs.S.Arockia Reena.(2025) to measure the learning barriers faced by children of daily wage workers.

3.13 STEPS IN THE CONSTRUCTION OF TOOL

i) Planning of the tool

ii) Item writing

iii) item editing

iv) Arrangement of items

v) Preliminary Try Out

vi) Draft

vii) Final Try Out

i) Planning of the Tool

The tool to find the Learning Difficulties faced by the children of Daily Wage Workers was prepared by the investigators Dr.M.Maria Saroja, Research Director and IQAC Coordinator, St.Ignatius College of Education (Autonomous), Palayamkottai and Mrs.S.Arockia Reena, Assistant Professor of Mathematics, St.Ignatius College of Education (Autonomous), Palayamkottai.

ii) Item Writing

The important step in the construction of any research tool is writing of suitable items. After a thorough and careful study of the literature available, the investigators collected materials and prepared the items. The questionnaire covers the decisive features of the needed data.

iii) Item Editing

Each item in the tool was based on the psychology of the respondent. Item editing is the process of checking and scrutinizing items. The items were referred to experts for modification. The ambiguous items were rewritten in a simple meaningful manner.

iv) Arrangement of Items

The investigators read all the statements carefully. All the items were then arranged based on the nature of statements. The tool for the present study was constructed by the investigators under the following dimensions;

5. Educational Barriers,
6. Psychological and Emotional Barriers,
7. Economic Barriers,
8. Social Barriers and
9. Environmental Barriers.

V) Preliminary Try Out

A preliminary try out was made to fix out the weakness and workability of the items. The difficulties in responding the items

were noted. This step helped the investigators to modify the certain variables, which were vague and questionable.

vi) Draft

The first draft was prepared by printing the items with the options to mark responses. Pilot Study The pilot study was conducted with 30 respondents from Children of Daily Wage Workers in Thirunelveli district by simple random sampling technique.

vii) Final Try Out

Totally 200 Samples from the children of Daily Wage Workers from Pettai, Babuji Colony, Municipal Colony, Gandhi Nagar, Indira Nagar, Periyar Nagar and Bharathiyar Nagar in Tirunelveli district were selected as the sample.

3.14 ESTABLISHING RELIABILITY AND VALIDITY

3.14.1. CONTENT VALIDITY

For content validity, the tool was given to the panel of experts in the field of education to evaluate the worthiness of the items in the tool. Thus the content validity of the tool was established by experts' opinion.

3.14.2. ITEM VALIDITY

The pilot study was conducted to establish the item validity of the research tool. The tool was administered to 30 children whose parents are daily wage workers and they were selected

randomly. The item in the questionnaire for learning difficulties of children of daily wage workers was selected through item-total correlation. The investigator tried to refine the tool by finding out the most suitable items to be included in the final tool. The item analysis was used to find out the correlation of each item. The item was selected from 0.362 "r" value. Among the 40 items, 5 items were eliminated and 35 items were selected for the present study to analyze the learning barriers faced by the children of daily wage workers. According to Anastasi and Anne (1976), the items which are having value above 0.362 (for df 28, the table value of correlation is 0.362) were retained and others eliminated. So the final form had 35 questions.

Table 3.1

Correlation value for the items in the questionnaire for the difficulties faced by the children of daily wage workers

Item	'r' Value	Remarks
1	0.6251	S
2	0.2452	NS
3	0.7545	S
4	0.5258	S
5	0.6245	S
6	0.5152	S
7	0.3921	S
8	0.5569	S

9	0.5521	S
10	0.5558	S
11	0.1254	NS
12	0.4260	S
13	0.4234	S
14	0.4543	S
15	0.6240	S
16	0.6149	S
17	0.5752	S
18	0.4751	S
19	0.6254	S
20	0.5750	S
21	0.6251	S
22	0.5221	S
23	0.6174	S
24	0.3101	NS
25	0.4672	S
26	0.5674	S
27	0.7653	S
28	0.2879	NS
29	0.6672	S
30	0.7342	S
31	0.4676	S
32	0.6857	S

33	0.3977	S
34	0.6384	S
35	0.8742	S
36	0.1256	NS
37	0.6872	S
38	0.8342	S
39	0.8676	S
40	0.7854	S

3.14.3.RELIABILITY

To establish the reliability of the tool, the test-retest method was followed. For this draft tool was administrated with 30 Children from daily wage workers family were randomly selected and observed. After 15 days the questionnaire was given to the same set of Children. Then the product-moment coefficient of correlation was found. It is 0.74. Thus, the tool is taken as reliable**.**

Table.3.2.

Split-Half Reliability Value of the Tool

S.No	Tool	Spilt-half 'γ' value
1.	Learning Barriers Assessment Scale	0.74

The investigators have used a Self-made Questionnaire of Learning Barriers Assessment Scale (LBAS) developed by the

investigators Rev.Sr.Vasanthi Medona,L., Dr.Maria Saroja,M., & Mrs.Arockia Reena. S (2025) for collecting data for this study. It is intended to measure the learning barriers faced by the children of daily wage workers. The scale consists of 35 Statements. The statements are of positive and negative in nature.

Table.3.3. Nature of items

Items	Item Numbers	No.of.Items
Positive	1,2,3,5,6,7,8,10,11,12,13,15,17,18,19,20, 21,22,24,25,27,28,29,30,31,32,33,34,35	29
Negative	4,9,14,16,23,26,	6

3.14.4. SCORING KEY

In the Scoring key, a score is a number assigned to an investigator to provide a quantitative description of the respondent's performance on a particular test. Scores are assigned to all the responses. All the statements would be scored for the LBAS in the following manner for the positive and negative questions.

Table.3.4.Scoring Key of Learning Barrier

Question Type	YES	NO
Positive	2	1
Negative	1	2

3.14.5.AREA OF THE STUDY

The investigators selected the Tirunelveli district for their study.

3.14.6.POPULATION

"Population is defined as a group of individuals that have one or more characteristics is common that are of interest to the researchers". The researchers have confined the population of the present study only to the children of daily wage workers in Tirunelveli district.

3.14.7.SAMPLE AND SAMPLING DESIGN

According to John, a sample, as the name implies, is a smaller representation of a larger whole. W. Best (2008) "A sample is a small proportion of the population that is selected for observation and analysis. By observing the characteristics of the sample, certain inferences can be made about the characteristics of the population from which it drawn". The investigators have derived the sample for the present study from 200 Children of daily wage workers in Tirunelveli. The most basic form of probability sample is the simple Random Sampling technique. With the simple random sample, each unit in the population has an equal probability of inclusion in the sample.

3.14.8. ADMINISTRATION OF THE TOOL

The investigators personally visited the children of daily wage workers in various areas in Tirunelveli District. The personal

data form along with Learning Barriers Assessment Scale was distributed to the children. The children were given enough time to respond to the item of the tools.

Table.3.5. Distribution of the sample in terms of Gender

Sex	No.of Children	Percentage
Male	136	68
Female	64	32
Total	200	100

Figure- 3.1 Distribution of the sample in terms of Gender

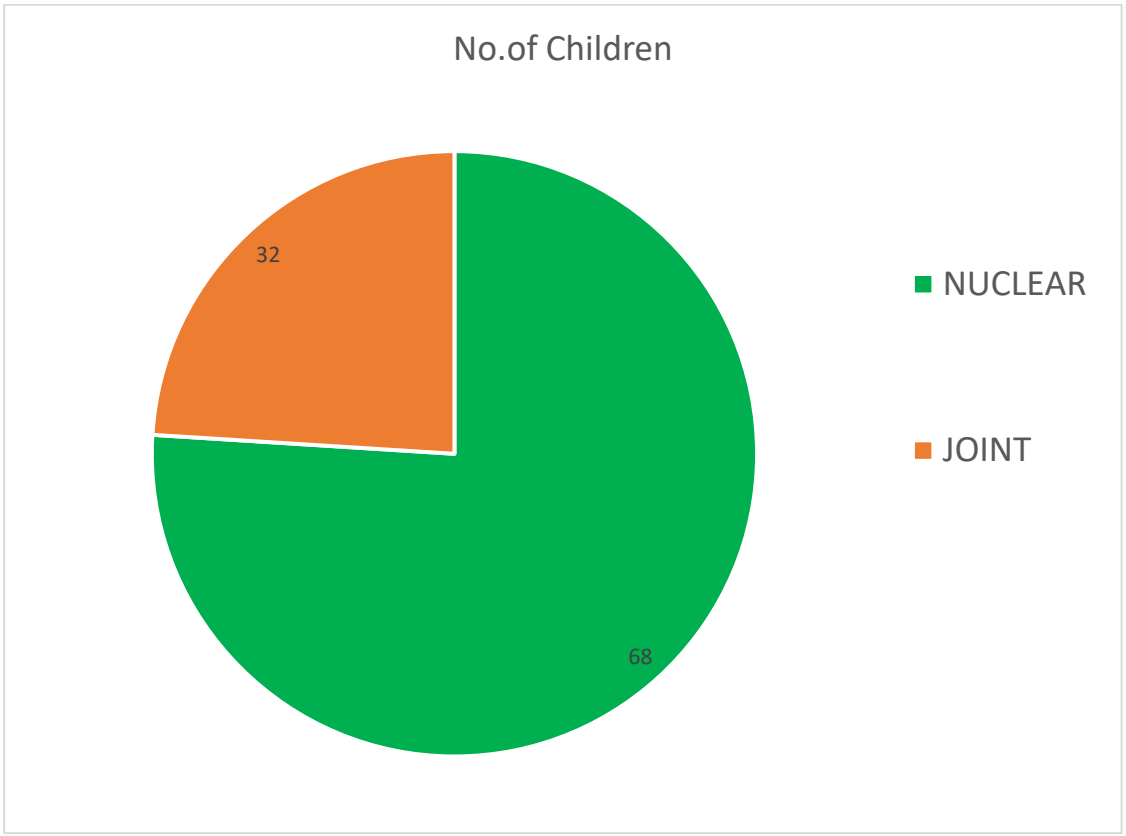


Table 3.6 Distribution of the sample with respect to Age

Category	No.of Children	Percentage
11 & 12	104	52
13 & 14	66	33
15 &above	30	15
Total	200	100

Figure- 3.2 Distribution of the sample in terms of Age

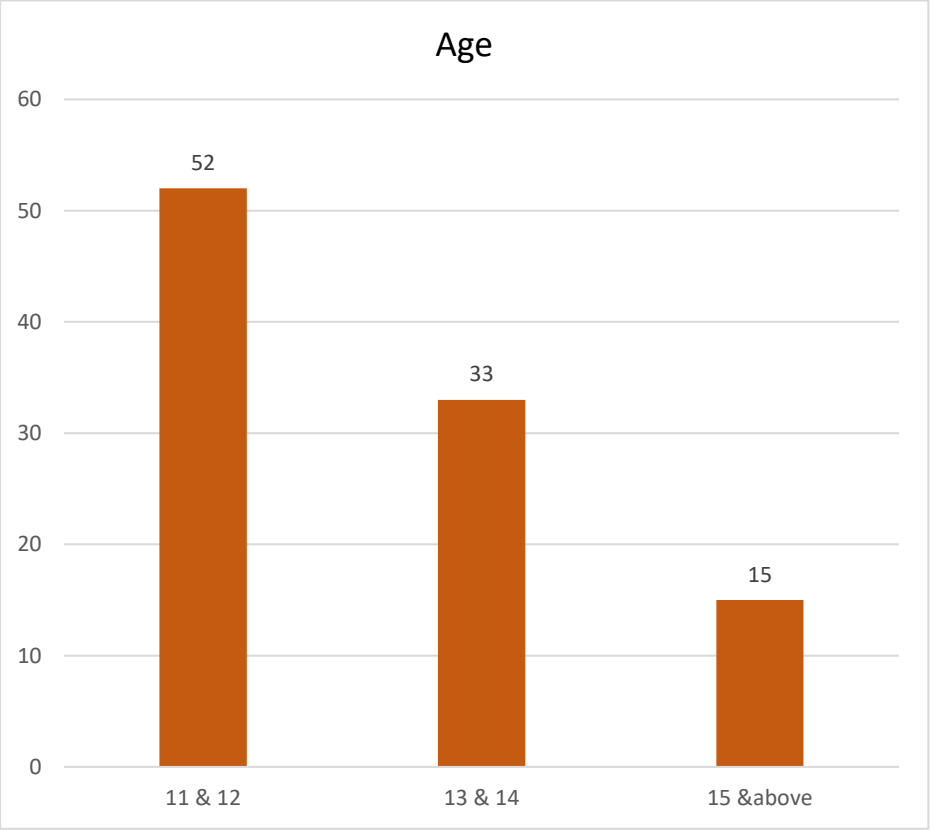


Table 3.7 Distribution of the sample with respect to Medium of Instruction

Medium of Instruction	No.of Children	Percentage
Tamil	145	72.5
English	55	28.5
Total	200	100

Figure- 3.3 Distribution of the sample in terms of Medium of Instruction

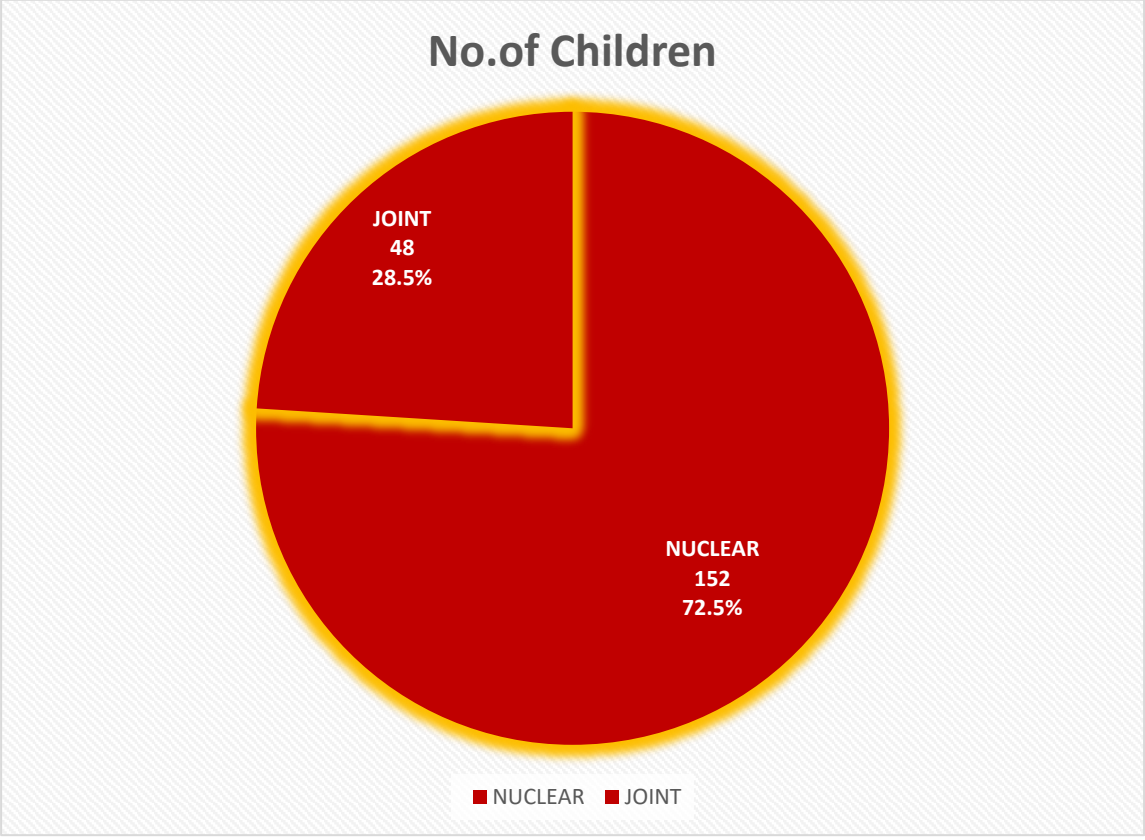


Table 3.8 Distribution of the sample with respect to Locality of Residence

Category	No.of Children	Percentage
Urban	108	54
Rural	92	46
Total	200	100

Figure- 3.4 Distribution of the sample in terms of Locality of Residence

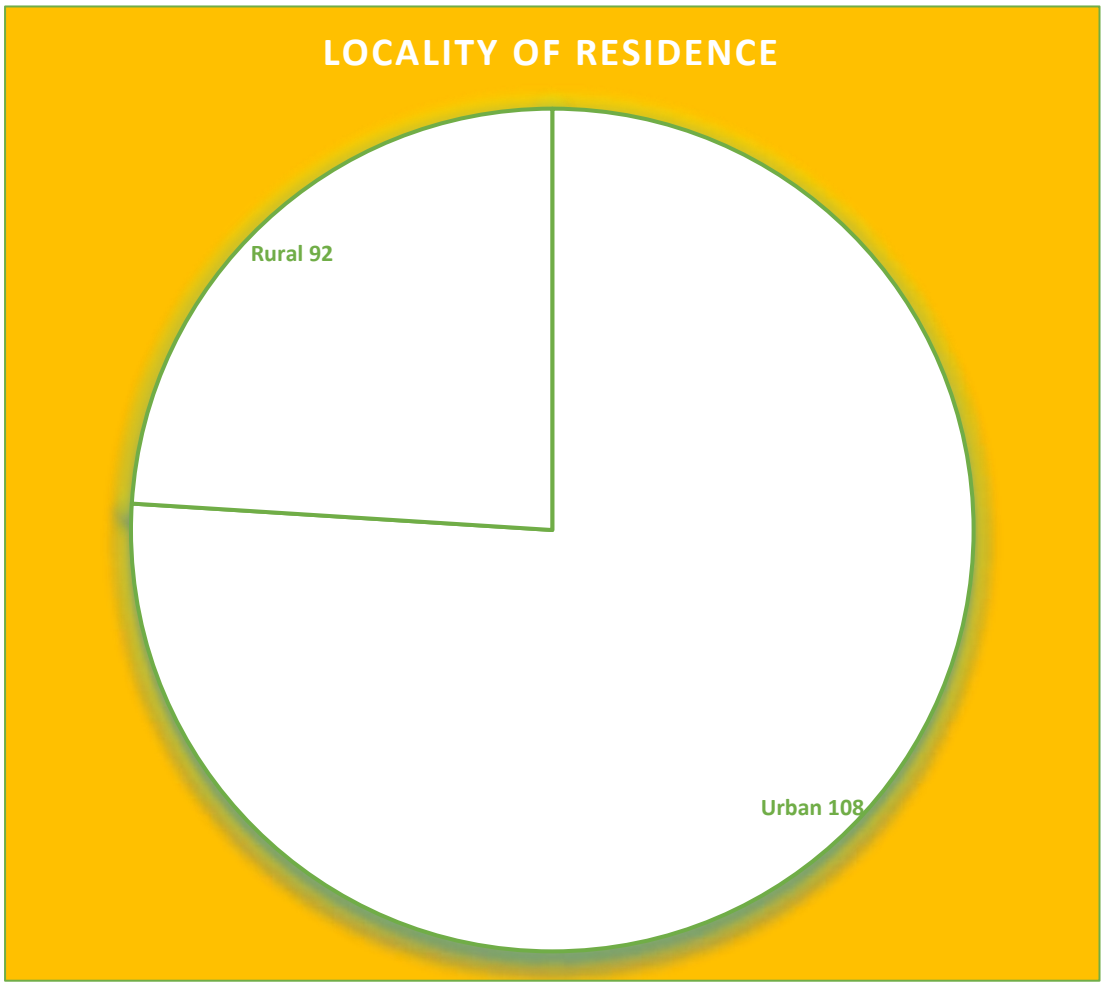


Table.3.9. Distribution of the sample in terms of Type of Family

Sex	No.of Children	Percentage
Nuclear	152	22
Joint	48	88
Total	200	100

Figure- 3.5 Distribution of the sample in terms of Type of Family

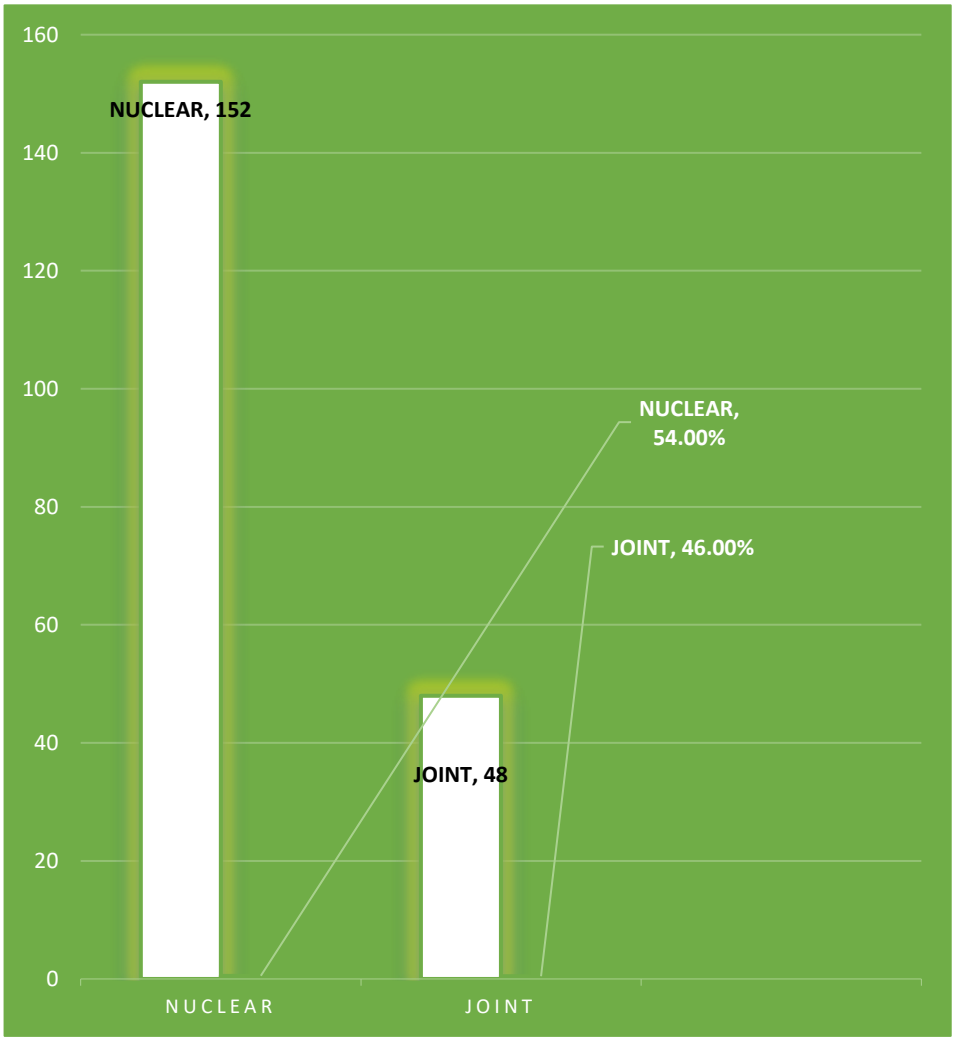
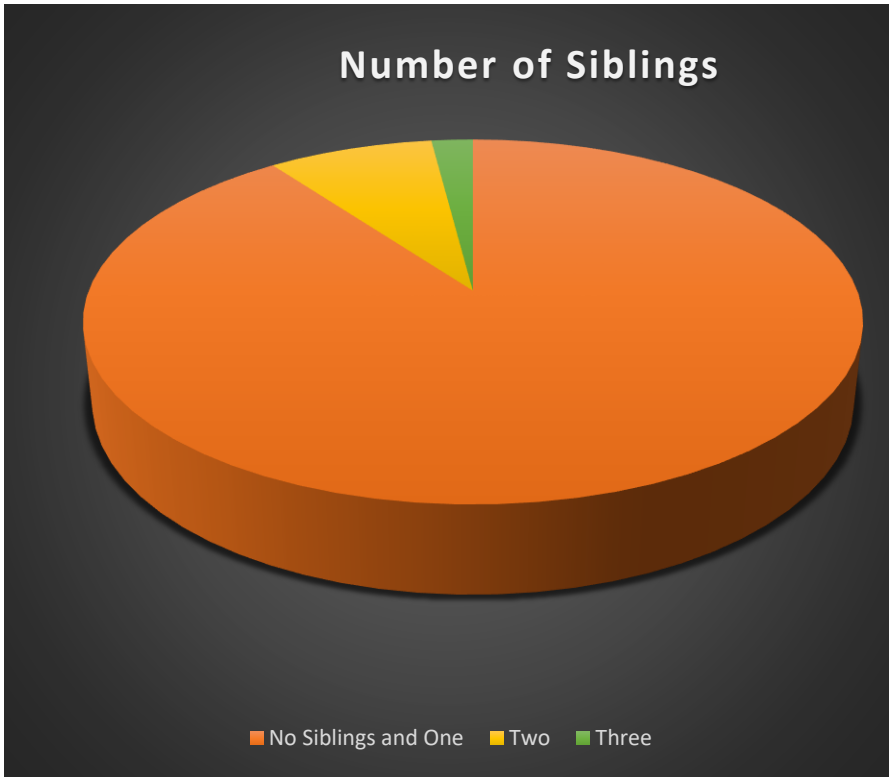


Table.3.10. Distribution of the sample in terms of Number of Siblings

Siblings	No.of Children	Percentage
No Siblings and One	178	89
Two	18	9
Three	04	2
Three	200	100

Figure- 3.4 Distribution of the sample in terms of Number of Siblings



3.15 BACKGROUND VARIABLE

1. Gender : ☐ Male ☐ Female
2. Age : ☐ 11 &12 ☐ 13 &14
   ☐ 15 &Above
3. Class : ☐ VI & VII Std ☐ VIII & X Std
   ☐ X Std
4. Medium of Instruction : ☐ Tamil ☐ English
5. Locality of Residence : ☐ Urban ☐ Rural
6. Type of School : ☐ Government
   ☐ Government -Aided
7. Nature of the School : ☐ Boys School
   ☐ Girls School ☐ Co-Edn.
8. Locality of School : ☐ Urban ☐ Rural
9. Type of Family : ☐ Nuclear ☐ Joint
10. After School Tutoring Support : ☐ Yes ☐ No
11. Number of Siblings : ☐ 1 ☐ 2 ☐ 3 &Above
12. Parents' Monthly Income : ☐ 5000 to 10000
    ☐ 10000 to 15000
    ☐ 15000 to 20000
    ☐ above 20000
13. Father's Education : ☐ I to V std ☐ VI to X std
    ☐ XII &XII ☐ College

14. Mother's Education : ☐ I to V std ☐ VI to X std
☐ XII &XII ☐ College

15.Father's Occupation : ☐ Construction ☐ Transport
☐ Agriculture ☐Small Traders
☐Others

16. Mother's Occupation : ☐ Construction ☐ House Hold
☐ Agriculture ☐ Small Traders
☐ Others

3.16 STATISTICAL TECHNIQUES USED

The data collected from the respondents by administered the tool was processed with the help of the following statistics;

- Percentage Analysis
- Differential Analysis ('t' test)
- Analysis of Variance (F-test)

3.17 DELIMITATIONS

i) The present investigation had been confined to the children of daily wage workers in Tirunelveli district only.

ii) The data were collected from the children of daily wage workers those who are residing in Pettai, Babuji Colony, Municipal Colony, Gandhi Nagar, Indira Nagar, Periyar Nagar and Bharathiyar Nagar in Tirunelveli district only.

iii) The data were collected from the children those who are studying from Sixth standard to Tenth Students only

3.18 CONCLUSION

In this chapter, the investigators provided information in relation with methodology of study including the method for data collection and the pattern of data analysis. The collected data was processed by using the statistical techniques with the tabular columns and the interpretations are discussed in the succeeding chapter.

CHAPTER – IV

ANALYSIS OF DATA

4.1 INTRODUCTION

Analysis of data means studying the tabulated material in order to determine inherent facts or meaning. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation.

The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among the data groups. Thus, in the process of analysis relationships or differences, separating or comparing with original or new hypothesis could be subjected to statistical tests of significance to determine with what validity data can be said to indicate any conclusions. The numerical data obtained were analyzed with the help of computer for valid generalizations.

According to Best (1997) "Statistics is a body of mathematical techniques or process for gathering, organizing, analyzing and interpreting numerical data. Statistics is a basic tool of measurement, evaluation and research. It is used to describe the numerical data that are gathered. Statistical data describe group behavior or group characteristics abstracted from a number of individuals' observation which are combined to make a generalization possible".

Analysis of data is one of the basic steps of research process. It is the process of collection, analyzing and interpreting the numerical data. It is studying the tabulated material in order to determine inherent factors or meaning. It involves breakdown existing complex factor into simple parts and putting the parts together in new arrangement for purpose of interpretation. Analysis involves estimating the values of unknown parameters of the population and testing of hypothesis for drawing inference. In this chapter the investigator has used mean, SD, 't'-test, ANOVA and Chi-square.

4.2 DATA ANALYSIS:

4.2.1 PERCENTAGE ANALYSIS

1. Level of learning barriers faced by children of Daily wage workers

Table 4.1

Level of learning barriers faced by children of Daily wage workers

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Educational Barrier	39	19.5%	120	60.0%	41	20.5%
Psychological and Emotional Barrier	25	12.5%	122	61.0%	53	26.5%
Economic Barrier	6	3.0%	150	75.0%	44	22.0%
Social Barrier	0	0.0	151	75.5%	49	24.5%
Environmental Barrier	62	31.0%	102	51.0%	36	18.0%
Learning Barriers	35	17.5%	127	63.5%	38	19.0%

It is inferred from the above table that 19.5% of the children of daily wage workers have low, 60.0% of them have moderate and 20.5% of them have a high level of educational barrier.

12.5% of the children of daily wage workers have low, 61.0% of them have moderate and 26.5% of them have a high level of psychological and emotional barrier.

3.0% of the children of daily wage workers have low, 75.0% of them have moderate and 22.0% of them have a high level of economic barrier.

Among the children of daily wage workers, none have a low level of social barrier; 75.5% have a moderate level, and 24.5% have a high level.

31.0% of the children of daily wage workers have a low level of environmental barrier, 51.0% have a moderate level, and 18.0% have a high level.

17.5% of the children of daily wage workers have low, 63.5% of them have moderate and 19.0% of them have a high level of learning barriers.

2. Level of learning barriers faced by the children of daily wage workers with respect to gender.

Table 4.2

Level of Learning Barriers of Children of Daily Wage Workers with respect to gender

Dimensions	Category	Low		Moderate		High	
		N	%	N	%	N	%
Educational Barrier	Male	29	21.3	85	62.5	22	16.2
	Female	10	15.6	35	54.7	19	29.7
Psychological and Emotional Barrier	Male	16	11.8	83	61.0	37	27.2
	Female	9	14.1	39	60.9	16	25.0
Economic Barrier	Male	6	4.4	97	71.3	33	24.3
	Female	0	0.0	53	82.8	11	17.2
Social Barrier	Male	0	0.0	97	71.3	39	28.7
	Female	0	0.0	54	84.4	10	15.6
Environmental Barrier	Male	42	30.9	61	44.9	33	24.3
	Female	20	31.3	41	64.1	3	4.7
Learning Barriers	Male	22	16.2	83	61.0	31	22.8
	Female	13	20.3	44	68.8	7	10.9

It is inferred from the above table that 21.3% of the male children of daily wage workers have low, 62.5% of them have

moderate and 16.2% of them have high level of educational barrier, whereas 15.6% of the female children of daily wage workers have low, 54.7% of them have moderate and 29.7% of them have high level of educational barrier.

11.8% of the male children of daily wage workers have low, 61.0% of them have moderate and 27.2% of them have high level of psychological and emotional barrier, whereas 14.1% of the female children of daily wage workers have low, 60.9% of them have moderate and 25.0% of them have high level of psychological and emotional barrier.

4.4% of the male children of daily wage workers have low, 71.3% of them have moderate and 24.3% of them have high level of economic barrier, whereas none of the female children of daily wage workers have low, 82.8% of them have moderate and 17.2% of them have high level of economic barrier.

none of the male children of daily wage workers have low, 71.3% of them have moderate and 28.7% of them have high level of social barrier, whereas none of the female children of daily wage workers, 84.4% of them have moderate and 15.6% of them have high level of social barrier.

30.9% of the male children of daily wage workers have low, 44.9% of them have moderate and 24.3% of them have high level of environmental barrier, whereas 31.3% of the female children of

daily wage workers have low, 64.1% of them have moderate and 4.7% of them have high level of environmental barrier.

16.2% of the male children of daily wage workers have low, 61.0% of them have moderate and 22.8% of them have high level of learning barriers, whereas 20.3% of the female children of daily wage workers have low, 68.8% of them have moderate and 10.9% of them have high level of learning barriers.

3. Level of learning barriers faced by children of daily wage workers with respect to medium of Instruction

Table 4.3
Level of learning Barriers faced by Children of Daily Wage Workers with respect to medium of Instruction

Dimensions	Category	Low		Moderate		High	
		N	%	N	%	N	%
Educational Barrier	Tamil	32	22.1	89	61.3	24	16.6
	English	7	12.7	31	56.4	17	30.9
Psychological and Emotional Barrier	Tamil	13	9.0	90	62.1	42	29.0
	English	12	21.8	32	58.2	11	20.0
Economic Barrier	Tamil	6	4.1	109	75.2	30	20.7
	English	0	0.0	41	74.5	14	25.5
Social Barrier	Tamil	0	0.0	103	71.0	42	29.0
	English	0	0.0	48	87.3	7	12.7
Environmental Barrier	Tamil	39	26.9	76	52.4	30	20.7
	English	23	41.8	26	47.3	6	10.9
Learning Barriers	Tamil	19	13.1	98	67.6	28	19.3
	English	16	29.1	29	52.7	10	18.2

It is inferred from the above table that 22.1% of the Tamil medium children of daily wage workers have low, 61.4% of them have moderate and 16.6% of them have high level of educational barrier, whereas 12.7% of the English medium children of daily wage workers have low, 56.4% of them have moderate and 30.9% of them have high level of educational barrier.

9.0% of the Tamil medium children of daily wage workers have low, 62.1% of them have moderate and 29.0% of them have high level of psychological and emotional barrier, whereas 21.8% of the English medium children of daily wage workers have low, 58.2% of them have moderate and 20.0% of them have high level of psychological and emotional barrier.

4.1% of the Tamil medium children of daily wage workers have low, 75.2% of them have moderate and 20.7% of them have high level of economic barrier, whereas none of the English medium children of daily wage workers have low, 74.5% of them have moderate and 25.5% of them have high level of economic barrier.

none of the Tamil medium children of daily wage workers have low, 71.0% of them have moderate and 29.0% of them have high level of social barrier, whereas none of the English medium children of daily wage workers have low, 87.3% of them have moderate and 12.7% of them have high level of social barrier.

26.9% of the Tamil medium children of daily wage workers have low, 52.4% of them have moderate and 20.7% of them have high level of environmental barrier, whereas 41.8% of the English medium children of daily wage workers have low, 47.3% of them have moderate and 10.9% of them have high level of environmental barrier.

13.1% of the Tamil medium children of daily wage workers have low, 67.6% of them have moderate and 19.3% of them have high level of learning barriers, whereas 29.1% of the English medium children of daily wage workers have low, 52.7% of them have moderate and 18.2% of them have high level of learning barriers.

4.2.2 Differential Analysis:

Hypothesis 1: There is no significant difference between the learning barriers faced by children of daily wage workers and its dimensions with respect to Gender.

Table 4.4

Difference between male and female children of daily wage workers in their learning barriers and its dimensions

Dimensions	Category	N	Mean	S.D	Calculated 't' value	Remark at 5% level
Educational Barrier	Male	136	10.34	1.396	2.220	S
	Female	64	9.81	1.673		
Psychological and Emotional Barrier	Male	136	12.49	1.578	1.077	NS
	Female	64	12.23	1.445		
Economic Barrier	Male	136	10.15	1.382	0.647	NS
	Female	64	10.28	1.076		
Social Barrier	Male	136	9.44	1.650	2.706	S
	Female	64	8.86	1.296		
Environmental Barrier	Male	136	7.49	1.440	3.660	S
	Female	64	6.91	0.791		
Learning Barriers	Male	136	49.38	5.958	0.897	NS
	Female	64	48.63	4.413		

(At 5% level of significance table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between the male and female children of daily wage workers in their psychological &emotional, economic and learning barriers. But there is a significant difference between the male and female children of daily wage workers in their educational, social and environmental barrier.

While comparing the mean scores of male and female children of daily wages workers, male children (mean=10.34, 9.44, 7.49) of daily wage workers faced more learning barriers than female children (mean=9.81, 8.86, 6.91) of daily wage workers in their educational, social and environmental barrier.

Hypothesis 2: There is no significant difference between the learning barriers faced by children of daily wage workers and its dimensions with respect to Medium of Instruction.

Table 4.5

Difference between the learning barriers faced by children of daily wage workers and its dimensions with respect to Medium of Instruction.

Dimensions	Category	N	Mean	S.D	Calculated 't' value	Remark at 5% level
Educational Barrier	Tamil	145	10.44	1.459	2.607	S
	English	55	9.81	1.549		
Psychological and Emotional Barrier	Tamil	145	12.57	1.526	2.562	S
	English	55	11.96	1.490		
Economic Barrier	Tamil	145	10.11	1.308	1.511	NS
	English	55	10.42	1.228		
Social Barrier	Tamil	145	9.39	1.651	2.303	S
	English	55	8.89	1.257		
Environmental Barrier	Tamil	145	7.41	1.336	2.184	S
	English	55	7.00	1.139		
Learning Barriers	Tamil	145	49.30	5.712	0.672	NS
	English	55	48.71	4.965		

(At 5% level of significance table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between the Tamil and English medium children of daily wage workers in their economic and learning barriers. But there is a significant difference between Tamil and English medium children

of daily wage workers in their educational, psychological & emotional barrier, social and environmental barrier.

While comparing the mean scores of Tamil and English medium children of daily wage workers, Tamil (mean=10.44, 12.57, 9.39, 7.41) medium children of daily wage workers faced more learning barriers than English (mean=9.81, 11.96, 8.89, 7.00) medium children of daily wage workers in their educational, psychological & emotional, social and environmental barrier.

Hypothesis 3: There is no significant difference between the learning barriers faced by children of daily wage workers and its dimensions with respect to Locality of residence.

Table 4.6

Difference between the learning barriers faced by children of daily wage workers and its dimensions with respect to Locality of residence.

Dimensions	Category	N	Mean	S.D	Calculated 't' value	Remark at 5% level
Educational Barrier	Urban	108	9.38	1.228	6.647	S
	Rural	92	10.68	1.504		
Psychological and Emotional Barrier	Urban	108	11.95	1.449	4.728	S
	Rural	92	12.93	1.474		
Economic Barrier	Urban	108	9.95	1.179	2.885	S
	Rural	92	10.48	1.363		
Social Barrier	Urban	108	9.14	1.475	1.137	NS
	Rural	92	9.39	1.664		
Environmental Barrier	Urban	108	7.10	1.245	2.359	S
	Rural	92	7.53	1.321		
Learning Barriers	Urban	108	47.53	4.932	4.653	S
	Rural	92	51.02	5.581		

(At 5% level of significance table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between urban and rural residence children of daily wage workers in their social barrier. But there is a significant difference between urban and rural residence children of daily wage workers in their educational , psychological & emotional, economic, environmental and learning barriers.

While comparing the mean scores of urban and rural residence children of daily wage workers, rural (mean=10.68, 12.93, 10.48, 7.53, 51.02) residence children of daily wage workers faced more learning barriers than urban (mean=9.38, 11.95, 9.95, 7.10, 47.53) children of daily wage workers children in their educational, psychological & emotional, economic, environmental and learning barriers.

Hypothesis 4: There is no significant difference between the learning barriers faced by children of daily wage workers and its dimensions with respect to type of School.

Table 4.7

Difference between the learning barriers faced by children of daily wage workers and its dimensions with respect to type of School.

Dimensions	Category	N	Mean	S.D	Calculated 't' value	Remark at 5% level
Educational Barrier	Government	42	9.50	1.330	2.547	S
	Government Aided	158	10.11	1.529		
Psychological and Emotional Barrier	Government	42	11.48	1.110	5.581	S
	Government Aided	158	12.65	1.543		
Economic Barrier	Government	42	9.95	1.035	1.374	NS
	Government Aided	158	10.26	1.346		
Social Barrier	Government	42	8.83	1.324	2.214	S
	Government Aided	158	9.37	1.610		
Environmental Barrier	Government	42	6.74	0.734	4.522	S
	Government	158	7.45	1.371		

Learning Barriers	Aided Government	42	46.50	4.116	4.292	S
	Government Aided	158	49.84	5.632		

(At 5% level of significance table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between government and government aided school children of daily wage workers in their economic barrier. But there is a significant difference between government and government aided school children of daily wage workers in their educational, psychological &emotional, social, environmental and learning barriers.

While comparing the mean scores of government and government aided children of daily wage workers, government aided (mean=10.11, 12.65, 9.37, 7.45, 49.84) school children of daily wage workers faced more learning barriers than government (mean=9.50, 11.48, 8.83, 6.74, 46.50) school children of daily wage workers in their educational, psychological & emotional, social, environmental and learning barriers.

Hypothesis 5: There is no significant difference between the learning barriers faced by children of daily wage workers and its dimensions with respect to locality of schools.

Table 4.8

Difference between the learning barriers faced by children of daily wage workers and its dimensions with respect to locality of schools.

Dimensions	Category	N	Mean	S.D	Calculated 't' value	Remark at 5% level
Educational Barrier	Urban	174	9.90	1.512	2.018	S
	Rural	26	10.50	1.393		
Psychological and Emotional Barrier	Urban	174	12.39	1.605	0.337	NS
	Rural	26	12.50	.990		
Economic Barrier	Urban	174	10.16	1.325	0.966	NS
	Rural	26	10.42	1.027		
Social Barrier	Urban	174	9.26	1.637	0.218	NS
	Rural	26	9.19	.981		
Environmental Barrier	Urban	174	7.26	1.307	1.170	NS
	Rural	26	7.58	1.206		
Learning Barriers	Urban	174	48.98	5.722	1.049	NS
	Rural	26	50.19	3.720		

(At 5% level of significance table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between urban and rural school children of daily wage workers in their psychological & emotional, economic, social, environmental and learning barriers. But there is a significant difference between urban and rural school children of daily wage workers in their educational barrier.

While comparing the mean scores of urban and rural school children of daily wage workers, rural (mean=10.50) school children of daily wage workers faced more learning barriers than urban (mean= 9.90) school children of daily wage workers in their educational barrier.

Hypothesis 6: There is no significant difference between the learning barriers faced by children of daily wage workers and its dimensions with respect to Type of family.

Table 4.9

Difference between the learning barriers faced by children of daily wage workers and its dimensions with respect to Type of family.

Dimensions	Category	N	Mean	S.D	Calculated 't' value	Remark at 5% level
Educational Barrier	Nuclear	152	9.92	1.490	0.984	NS
	Joint	48	10.17	1.562		
Psychological and Emotional Barrier	Nuclear	152	12.28	1.452	2.125	S
	Joint	48	12.81	1.734		
Economic Barrier	Nuclear	152	10.12	1.302	1.498	NS
	Joint	48	10.44	1.236		
Social Barrier	Nuclear	152	9.09	1.505	2.639	S
	Joint	48	9.79	1.650		
Environmental Barrier	Nuclear	152	7.15	1.238	2.790	S
	Joint	48	7.77	1.372		
Learning Barriers	Nuclear	152	48.55	5.299	2.573	S
	Joint	48	50.98	5.814		

(At 5% level of significance table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between nuclear and joint family children of daily wage workers in their educational and economic barrier. But there is a significant difference between nuclear and joint family children of daily wage workers in their psychological & emotional, social, environmental and learning barriers.

While comparing the mean scores of nuclear and joint family children of daily wage workers, joint family (mean=12.81, 9.79, 7.77, 50.98) children of daily wage workers faced more learning barriers than nuclear family (mean= 12.28, 9.09, 7.15, 48.55) children of daily wage workers in their psychological and emotional, social, environmental and learning barriers.

4.2.3 Analysis of Variance:

Hypothesis 7: There is no significant difference among the learning barriers faced by children of daily wage workers and its dimensions with respect to their classes.

Table 4.10

Difference among the learning barriers faced by children of daily wage workers and its dimensions with respect to their classes.

Dimensions	Sources of Variation	df = 2,197		Calculated 'F' value	Remarks at 5% level
		Sum of squares	Mean square		
Educational Barrier	Between	2.788	1.394	0.611	NS
	Within	449.132	2.280		
Psychological and Emotional Barrier	Between	13.446	6.723	2.900	NS
	Within	456.749	2.319		
Economic Barrier	Between	10.392	5.196	3.189	S
	Within	321.003	1.629		
Social Barrier	Between	.975	.487	0.197	NS
	Within	487.020	2.472		
Environmental Barrier	Between	9.458	4.729	2.871	NS
	Within	324.542	1.647		
Learning Barriers	Between	80.773	40.387	1.334	NS
	Within	5962.582	30.267		

(At 5% level of significance, for (2,197) df the table value of 'F' is 3.04)

It is inferred from the above table that there is no significant difference among VI-VII, VIII-IX and X standard children of daily wages workers in their educational, psychological & emotional, social, environmental and learning barriers, as the calculated value 'F' is less than the table value. Hence the null hypothesis is accepted. But there is a significant difference among VI-VII, VIII-IX and X standard children of daily wages workers in their economic barrier, as the calculated value 'F' is greater than the table value. Hence the null hypothesis is rejected.

In order to find out the significant difference among the groups, the Waller-Duncan test is done.

POST ANOVA (WALLER DUNCAN)

Table 4.10 (a)

Mean Difference among the children of daily wages workers in their learning barriers and its dimensions based on their classes.

Class	N	Subset for alpha = 0.05
		Mean
VI to VII Std	77	9.92
X Std	33	10.21
VIII to IX Std	90	10.42

While comparing the mean scores of VI to VII (Mean=9.92), X Standard (10.21) and VIII to IX standard (10.42) children of daily wages workers, VIII to IX standard children of daily wages workers faced more learning barriers in their economic barrier.

Hypothesis 9: There is no significant difference among the learning barriers faced by children of daily wage workers and its dimensions with respect to Nature of the school.

Table 4.11

Difference among the learning barriers faced by children of daily wage workers and its dimensions with respect to Nature of the school.

Dimensions	Sources of Variation	df = 2,197		Calculated 'F' value	Remarks at 5% level
		Sum of squares	Mean square		
Educational Barrier	Between	34.460	17.230	8.131	S
	Within	417.460	2.119		
Psychological and Emotional Barrier	Between	12.502	6.251	2.691	NS
	Within	457.693	2.323		
Economic Barrier	Between	.264	0.132	0.079	NS
	Within	331.131	1.681		
Social Barrier	Between	27.163	13.582	5.806	S
	Within	460.832	2.339		
Environmental Barrier	Between	28.252	14.126	9.102	S
	Within	305.748	1.552		
Learning Barriers	Between	80.850	40.425	1.336	NS
	Within	5962.505	30.267		

(At 5% level of significance, for (2,197) df the table value of 'F' is 3.04)

It is inferred from the above table that there is no significant difference among boys, girls and co-education school children of daily wages workers in their psychological & emotional, economic and learning barriers, as the calculated 'F' value is less than the table value, thus the null hypothesis is accepted. But there is a significant difference among boys, girls and co-education school children of daily wages workers in their educational, social and environmental barrier, as the calculated 'F' value is greater than the table value. Hence the null hypothesis is rejected.

In order to find out the significant difference among the groups, the Waller-Duncan test is done.

POST ANOVA (WALLER DUNCAN)

Table 4.11 (a)

Mean Difference among the children of daily wages workers in their educational barrier based on Nature of the institution.

		Subset for alpha = 0.05	
Nature of school	**N**	**Mean 1**	**Mean 2**
Boys	105	9.62	
Girls	61		10.20
Co-Education	34		10.71

While comparing the mean scores of boys (Mean=9.62), Girls (10.20) and Co-Education (10.71) institution children of daily wages workers , co-education school children of daily wages workers faced more learning barriers in their educational barrier.

Table 4.11(b)

Mean Difference among children of daily wages workers in their social barrier based on Nature of the institution.

Nature of school	N	Subset for alpha = 0.05	
		Mean 1	Mean 2
Co-Education	34	8.68	
Girls	61	9.00	
Boys	105		9.59

While comparing the mean scores of co-education (Mean=8.68), Girls (9.00) and Boys (9.59) institution children of daily wages workers , boys school children of daily wages workers faced more learning barriers in their social barrier.

Table 4.11 (c)

Mean Difference among children of daily wages workers in their environmental barrier based on Nature of the institution.

Nature of school	N	Subset for alpha = 0.05	
		Mean 1	Mean 2
Girls	61	6.74	
Co-Education	34		7.44
Boys	105		7.58

While comparing the mean scores of Girls (Mean=6.74), Co-Education (7.44) and Boys (7.58) institution children of daily wages workers , boys school children of daily wages workers faced more learning barriers in their environmental barrier.

Hypothesis: 9 There is no significant association between the learning barriers faced by children of daily wage workers and its dimensions with respect to their age.

Table 4.12
Association between the learning barriers faced by children of daily wage workers and its dimensions with respect to their age.

Dimensions	df	Calculated 'χ^2' value	Remark at 5% level
Educational Barrier	4	9.923	S
Psychological and Emotional Barrier		20.734	S
Economic Barrier		15.498	S
Social Barrier		9.057	NS
Environmental Barrier		16.811	S
Learning Barriers		32.017	S

(At 5% level of significance, for 4 df the table value of 'χ^2' is 9.488)

It is inferred from the above table that there is no significant association between the age of children of daily wage workers and their social barrier. But there is a significant association between the age of children of daily wage workers and their educational, psychological & emotional, economic, environmental and learning barriers.

Hypothesis: 10 There is no significant association between the learning barriers faced by children of daily wage workers and its dimensions with respect to parent Monthly income.

Table 4.13
Association between the learning barriers faced by children of daily wage workers and its dimensions with respect to parent Monthly income.

Dimensions	df	Calculated 'χ^2' value	Remark at 5% level
Educational Barrier	6	70.827	S
Psychological and Emotional Barrier		23.857	S
Economic Barrier		32.985	S
Social Barrier		40.796	S
Environmental Barrier		17.600	S
Learning Barriers		29.561	S

(At 5% level of significance, for 6 df the table value of 'χ^2' is 12.592)

It is inferred from the above table that there is a significant association between parents monthly income of children of daily wage workers and their educational, psychological & emotional, economic, social, environmental and learning barriers.

Hypothesis: 11 There is no significant association between the learning barriers faced by children of daily wage workers and its dimensions with respect to father's education.

Table 4.14

Association between the learning barriers faced by children of daily wage workers and its dimensions with respect to father's education.

Dimensions	df	Calculated 'χ^2' value	Remark at 5% level
Educational Barrier	6	10.483	NS
Psychological and Emotional Barrier		12.793	S
Economic Barrier		48.186	S
Social Barrier		2.820	NS
Environmental Barrier		9.690	NS
Learning Barriers		18.965	S

(At 5% level of significance, for 6 df the table value of 'χ^2' is 12.592)

It is inferred from the above table that there is no significant association between Father's Education of children of daily wage workers and their educational, social, and environmental barrier. But there is a significant association between Father's Education of children of daily wage workers and their psychological & emotional, economic and learning barriers.

Hypothesis: 12 There is no significant association between the learning barriers faced by children of daily wage workers and its dimensions with respect to mother's education.

Table 4.15
Association between the learning barriers faced by children of daily wage workers and its dimensions with respect to mother's education.

Dimensions	df	Calculated 'χ^2' value	Remark at 5% level
Educational Barrier	6	15.735	S
Psychological and Emotional Barrier		46.068	S
Economic Barrier		36.520	S
Social Barrier		46.477	S
Environmental Barrier		8.512	NS
Learning Barriers		16.434	S

(At 5% level of significance, for 6 df the table value of 'χ^2'is 12.592)

It is inferred from the above table that there is no significant association between Mother's Education of children of daily wage workers and their environmental barrier. But there is a significant association between Mother's Education of children of daily wage workers and their educational, psychological & emotional, economic, social and learning barriers.

Hypothesis: 13 There is no significant association between the learning barriers faced by children of daily wage workers and its dimensions with respect to father's occupation.

Table 4.16

Association between the learning barriers faced by children of daily wage workers and its dimensions with respect to father's occupation.

Dimensions	df	Calculated 'χ^2' value	Remark at 5% level
Educational Barrier	8	42.085	S
Psychological and Emotional Barrier		46.069	S
Economic Barrier		69.126	S
Social Barrier		85.732	S
Environmental Barrier		57.116	S
Learning Barriers		125.339	S

(At 5% level of significance, for 8 df the table value of 'χ^2' is 15.507)

It is inferred from the above table that there is a significant association between fathers' occupation of children of daily wage workers and their educational, psychological & emotional, economic, social, environmental and learning barriers.

Hypothesis: 14 There is no significant association between the learning barriers faced by children of daily wage workers and its dimensions with respect to mother's occupation.

Table 4.17
Association between the learning barriers faced by children of daily wage workers and its dimensions with respect to mother's occupation.

Dimensions	df	Calculated 'χ^2' value	Remark at 5% level
Educational Barrier	8	23.197	S
Psychological and Emotional Barrier		44.579	S
Economic Barrier		21.319	S
Social Barrier		22.041	S
Environmental Barrier		45.821	S
Learning Barriers		27.226	S

(At 5% level of significance, for 8 df the table value of 'χ^2' is 15.507)

It is inferred from the above table that there is a significant association between mother's occupation of children of daily wage workers and their educational, psychological & emotional, economic, social, environmental and learning barriers.

CHAPTER V

FINDINGS, INTERPRETATIONS, RECOMMENDATIONS AND SUGGESTIONS

5.1 INTRODUCTION

This chapter presents the consolidated findings, interpretations, recommendations, and suggestions derived from the study on *"Learning Barriers Faced by Children of Daily Wage Workers"* among high school students. The study was conducted exclusively through a structured questionnaire designed to gather data directly from the students themselves. This approach ensured that the voices and experiences of the children were central to the research, providing first-hand insights into the academic, social, and emotional challenges they encounter.

The data collected reflects the realities of students whose education is often affected by the unstable income and demanding work schedules of their parents. These challenges may manifest in limited access to learning resources, irregular school attendance, reduced parental support for academic activities, and psychological stress caused by economic insecurity.

In this chapter, the major findings obtained from the questionnaire responses are systematically presented, followed by interpretations that connect the results to broader educational and socio-economic contexts. Based on these interpretations, practical

recommendations and actionable suggestions are provided with the aim of reducing the identified learning barriers and promoting equitable access to quality education for high school students from daily wage worker families.

5.2. FINDINGS OF THE STUDY

The findings of this study are based on the responses collected from high school students belonging to families of daily wage workers through a structured questionnaire. The purpose of analyzing these findings is to identify the key barriers that hinder their learning process, both inside and outside the school environment. The questionnaire was designed to explore multiple aspects of their educational experience, including attendance patterns, availability of learning materials, parental involvement, time management, health-related issues, and emotional well-being.

The responses provided by the students offer a clear picture of the ways in which economic hardship, unstable parental income, and social constraints impact their academic performance and motivation to learn. By systematically presenting these findings, the study aims to highlight patterns and trends that can guide future interventions. Each finding has been presented in a way that reflects the students' lived realities, ensuring that their voices are authentically represented.

1. Level of learning barriers faced by children of daily wage workers is moderate.

2. Level of Learning Barriers of children of daily Wage Workers with respect to gender is moderate.

3. Level of learning Barriers faced by children of daily Wage Workers with respect to medium of Instruction is moderate.

4. There is significant difference between the children of daily wage workers in their educational, social and environmental barrier based on their gender.

5.There is significant difference between the children of daily wage workers in their educational, psychological & emotional, social and environmental barrier based on their medium of instruction.

6.There is significant difference between the children of daily wage workers in their educational, psychological & emotional, economic, environmental and learning barriers based on their locality of residence.

7.There is significant difference between the children of daily wage workers in their educational, psychological & emotional, social, environmental and learning barriers based on their type of schools.

8.There is significant difference between the children of daily wage workers in their educational barrier based on their locality of schools.

9.There is significant difference between the children of daily wage workers in their psychological & emotional, social, environmental and learning barriers based on their type of family.

10. There is significant difference among the children of daily wage workers in their economic barrier based on their classes.

11.There is significant difference among the children of daily wage workers in their educational, social and environmental barriers based on their nature of the schools.

12. There is significant association between the children of daily wage workers and their educational, psychological & emotional, economic, environmental and learning barriers based on their age.

13.There is significant association between the children of daily wage workers and their educational, psychological & emotional, economic, social, environmental and learning barriers based on their parents' monthly income.

14.There is significant association between the children of daily wage workers and their psychological & emotional, economic and learning barriers based on their father's Education.

15.There is significant association between the children of daily wage workers and their educational, psychological & emotional, economic, social and learning barriers based on their Mother's Education.

16.There is significant association between the children of daily wage workers and their educational, psychological & emotional, economic, social, environmental and learning barriers based on their fathers' occupation.

17. There is significant association between the children of daily wage workers and their educational, psychological & emotional, economic, social, environmental and learning barriers based on their mother's occupation.

5.3.INTERPRETATIONS

Interpretations Related to Findings 4 :

While comparing the mean scores of male and female children of daily wages workers , male children (mean=10.34, 9.44, 7.49) of daily wage workers faced more learning barriers than female children (mean=9.81, 8.86, 6.91) of daily wage workers in their educational , social and environmental barrier. This may be due to that boys are expected to contribute to the household income or assist in physically demanding work outside school hours, such as daily wage labour, agricultural tasks, or small jobs. This additional burden reduces their study time and creates fatigue, directly affecting their educational progress. Socially, boys are often given more freedom to engage outside the home, which exposes them to peer pressure, distractions, and even negative influences such as child labour, truancy, or substance use. This freedom, while seen as an advantage, can result in reduced focus on academics

compared to girls, who are usually encouraged to stay at home and remain under closer supervision. From an environmental perspective, male children may be more affected by the lack of proper study spaces at home, as they are more likely to be engaged in noisy or crowded outdoor environments. Unlike girls, who often adjust to studying indoors despite limited resources, boys spend more time outside, making them more vulnerable to environmental disturbances like lack of electricity, poor infrastructure, or unsafe surroundings.

Interpretations Related to Findings 5 :

While comparing the mean scores of Tamil and English medium children of daily wage workers, Tamil (mean=10.44, 12.57, 9.39, 7.41) medium children of daily wage workers faced more learning barriers than English (mean=9.81, 11.96, 8.89, 7.00) medium children of daily wage workers in their educational, psychological & emotional, social and environmental barrier. This may be due to that English medium schools whether government-aided or private tend to have better infrastructure, updated learning materials, and more innovative teaching methods, while Tamil medium schools often struggle with outdated resources, overcrowded classrooms, and limited extracurricular support. Psychologically and emotionally, Tamil medium students from daily wage worker families often carry the stigma that English medium education is superior and associated with better career

opportunities. This perception can lead to lower self-confidence, feelings of inferiority, and higher stress, especially when they compare themselves with peers studying in English medium schools. Socially, English medium children often belong to relatively better socioeconomic backgrounds where parents, even if daily wage workers, aspire to provide additional tutoring or peer networks for their children. Tamil medium children, however, frequently remain in environments where peer groups share similar economic hardships, limiting their exposure to diverse experiences, communication skills, and support systems.From an environmental perspective, Tamil medium schools are mostly located in rural or semi-urban areas with poor infrastructure, fewer extracurricular opportunities, and inadequate access to technology. English medium schools, on the other hand, often provide at least basic facilities such as libraries, computer labs, and structured after-school activities. These environmental differences add to the learning barriers faced by Tamil medium children.

Interpretations Related to Findings 6 :

While comparing the mean scores of urban and rural residence children of daily wage workers, rural (mean=10.68, 12.93, 10.48, 7.53, 51.02) residence children of daily wage faced more learning barriers than urban (mean=9.38, 11.95, 9.95, 7.10, 47.53) children of daily wage workers children in their educational, psychological & emotional, economic, environmental and learning

barriers. This may be due to that the lack of proper educational facilities in rural areas, where schools often suffer from inadequate infrastructure, insufficient teachers, and limited access to modern learning resources. Children in rural regions also experience psychological and emotional challenges, as poverty, parental illiteracy, and lack of encouragement lower their self-confidence and motivation to pursue education. Economically, rural family's dependent on daily wages often struggles with irregular income, making it difficult to afford school-related expenses, and children are sometimes compelled to support their parents in labour, which disrupts their learning. Environmental barriers also play a significant role, as rural areas frequently lack basic facilities such as transportation, electricity, clean classrooms, and digital connectivity, which are more accessible in urban settings. Together, these factors create greater obstacles for rural children, thereby increasing their overall learning barriers when compared to children living in urban areas.

Interpretations Related to Findings 7 :

While comparing the mean scores of government and government aided children of daily wage workers, government aided (mean=10.11, 12.65, 9.37, 7.45, 49.84) school children of daily wage workers faced more learning barriers than government (mean=9.50, 11.48, 8.83, 6.74, 46.50) school children of daily wage workers in their educational, psychological & emotional, social, environmental and learning barriers. This may be due to that

government-aided schools, though partially supported by the government, often impose additional financial requirements such as fees for infrastructure, uniforms, or other expenses, which can be burdensome for the children of daily wage earners. This financial strain may increase economic stress, which in turn heightens psychological and emotional barriers. Socially, students in government-aided schools may experience feelings of inferiority when compared with peers from relatively better-off families studying in the same institutions, which can lead to isolation and reduced participation. Environmental challenges may also be more pronounced, as aided schools sometimes lack the full infrastructural support and facilities available in fully government-run schools. Consequently, the combination of financial pressure, social comparisons, and limited institutional support contributes to higher learning barriers among government-aided school children of daily wage workers.

Interpretations Related to Findings 8 :

While comparing the mean scores of urban and rural school children of daily wage workers, rural (mean=10.50) school children of daily wage workers faced more learning barriers than urban (mean= 9.90) school children of daily wage workers in their educational barrier. This may be due to the lack of adequate educational infrastructure in rural schools, such as insufficient classrooms, limited teaching materials, and scarcity of trained

teachers. Many rural schools also have higher student–teacher ratios, making it difficult to provide individual attention to learners, especially those from disadvantaged backgrounds. Rural children often travel long distances to attend school, which affects their attendance and regularity, while urban children generally have schools located closer to their homes. Parents in rural areas, being daily wage workers, may also lack the literacy and awareness required to support their children academically, leaving students without necessary guidance at home. On the other hand, urban children, despite facing economic hardships, are more likely to have access to better facilities, private tuition, or community-based educational support, which helps reduce their barriers to learning. These combined factors explain why rural school children of daily wage workers face greater educational barriers than urban children.

Interpretations Related to Findings 9:

While comparing the mean scores of nuclear and joint family children of daily wage workers, joint family (mean=12.81, 9.79, 7.77, 50.98) children of daily wage workers faced more learning barriers than nuclear family (mean= 12.28, 9.09, 7.15, 48.55) children of daily wage workers in their psychological & emotional, social, environmental and learning barriers. One possible reason is that in joint family settings, resources such as income, space, and study materials are shared among a larger number of members, which may limit the individual attention and support each child

receives. This can lead to increased stress, competition, and feelings of neglect, thereby intensifying psychological and emotional barriers. Socially, children in joint families may also face challenges due to differences in expectations or comparisons among siblings and cousins, which can lower confidence and create peer pressure within the family circle. Environmental barriers may arise from overcrowded living conditions, lack of privacy, and limited study space, which hinder concentration and effective learning. In contrast, children in nuclear families generally benefit from more focused parental attention, less competition for resources, and a quieter home environment, all of which reduce the intensity of learning barriers. Thus, the complexity of joint family dynamics, coupled with resource constraints, explains why these children face more barriers in their educational journey.

Interpretations Related to Findings 10 :

There is significant difference among the children of daily wages workers in their economic barrier, as the calculated value 'F' is greater than the table value with respect to their classes. While comparing the mean scores of VI to VII (Mean=9.92), X Standard (10.21) and VIII to IX standard (10.42) children of daily wages workers , VIII to IX standard children of daily wages workers faced more learning barriers in their economic barrier. One possible reason is that students in classes VIII and IX are at a crucial stage in their schooling, where academic demands increase

due to the transition from middle school to secondary level. This stage often requires additional learning resources such as guidebooks, private tuition, and study materials, which create financial pressure on families of daily wage workers. Since many parents are unable to provide these due to low and irregular income, children in this stage experience greater economic difficulties. Moreover, unlike X standard students, who may receive more focused financial and motivational support from parents and schools because of the importance of board exams, VIII–IX standard children may not get the same level of assistance, leaving them more vulnerable to financial challenges. In comparison, VI–VII standard children face relatively lower academic expenses, making their economic barriers less intense. Therefore, the combination of rising academic demands, limited family resources, and lower priority compared to board exam classes explains why VIII–IX standard children of daily wage workers face higher economic barriers.

Interpretations Related to Findings 11 :

While comparing the mean scores of boys (Mean=9.62), Girls (10.20) and Co-Education (10.71) institution children of daily wages workers , co-education school children of daily wages workers faced more learning barriers in their educational barrier.

While comparing the mean scores of co-education (Mean=8.68), Girls (9.00) and Boys (9.59) institution children of

daily wages workers , boys school children of daily wages workers faced more learning barriers in their social barrier.

While comparing the mean scores of Girls (Mean=6.74), Co-Education (7.44) and Boys (7.58) institution children of daily wages workers , boys school children of daily wages workers faced more learning barriers in their environmental barrier.

One possible reason is the increased competition and comparison in co-educational settings, where students often feel pressure to perform academically in the presence of both genders. For children of daily wage workers, who already lack strong academic support at home, this competition may create additional stress and difficulties in coping with studies. Moreover, in co-educational schools, classroom dynamics may sometimes lead to distractions or hesitations, particularly among students from economically weaker backgrounds, who may feel inferior when compared to peers with better resources. Teachers in co-education schools may also find it challenging to address the diverse academic needs of both boys and girls equally in a single setting, which further affects children from disadvantaged families. In contrast, students in single-gender schools may experience more focused teaching, less distraction, and a stronger peer support system, which help in reducing educational barriers. Thus, the social and psychological dynamics of co-educational institutions contribute to higher educational barriers for children of daily wage workers.

In terms of social barriers, A possible reason is that in boys' schools, peer pressure and competition tend to be stronger, leading to challenges in social adjustment for children from economically weaker backgrounds. Boys from daily wage worker families may feel socially excluded or inferior when compared with peers who come from relatively better-off families, as they may not be able to afford the same lifestyle, clothing, or learning materials. Financial limitations, peer dynamics, and societal expectations collectively contribute to higher social barriers for boys' school children of daily wage workers.

For environmental barriers, One possible reason is that boys' schools, particularly in rural or economically weaker areas, often face overcrowding, inadequate infrastructure, and limited facilities compared to girls' or co-educational institutions. Boys from daily wage worker families may also lack a proper study environment at home, as they are frequently expected to help with outdoor work or family labour after school, which exposes them to distractions and reduces their study time. Co-educational schools, usually receive better attention from management to maintain balanced facilities for both genders. These factors collectively explain why boys' school children of daily wage workers experience higher environmental barriers.

Interpretations Related to Findings 12 :

There is significant association between the age of children of daily wage workers and their educational, psychological & emotional, economic, environmental and learning barriers. The study reveals a significant association between the age of children of daily wage workers and their educational, psychological and emotional, economic, environmental, and overall learning barriers. This may be because as children grow older, the expectations from school, family, and society increase, which places greater pressure on them. Younger children often receive more parental care and are less burdened with academic and economic responsibilities, whereas older children, especially in higher classes, face more demanding curricula, examinations, and the need for additional study materials such as reference books or coaching, which their parents may struggle to provide due to financial limitations. Psychologically and emotionally, older children also become more aware of their family's financial struggles and social status, which can create stress, anxiety, and a sense of inferiority when compared with their better-off peers. In terms of environmental barriers, older children may have to travel longer distances to attend secondary schools, as higher-level schools are often located farther away from rural or semi-urban areas, leading to irregular attendance and fatigue. Furthermore, with increasing age, many children of daily wage workers are expected to share household responsibilities or contribute to income-generating activities, which further hampers

their academic focus. Thus, age significantly influences the extent and type of barriers children of daily wage workers face in their learning journey.

Interpretations Related to Findings 13 :

There is significant association between parents monthly income of children of daily wage workers and their educational, psychological & emotional, economic, social, environmental and learning barriers. The study shows a significant association between the monthly income of parents of daily wage workers and the educational, psychological & emotional, economic, social, environmental, and overall learning barriers of their children. Families with very low or unstable monthly incomes often struggle to meet even basic educational needs such as school fees, uniforms, books, transportation, or after-school tutoring, which creates serious educational barriers. Psychologically and emotionally, children from low-income households experience stress, anxiety, and insecurity due to financial hardship, sometimes leading to lack of confidence or feelings of inferiority compared to peers from better-off families. Economically, limited income restricts access to private coaching, extracurricular opportunities, or health care, further widening the gap in academic progress. Socially, children of low-income parents may face exclusion, discrimination, or fewer opportunities to participate in peer activities, which affects their social adjustment and sense of belonging. Environmentally, poor

housing conditions, overcrowded spaces, and lack of proper study facilities also hinder their ability to focus on learning. Hence, the monthly income of parents is a key factor that determines the extent of barriers their children face, with lower income levels intensifying difficulties across all aspects of their academic and personal development.

Interpretations Related to Findings 14 :

There is significant association between Father's Education of children of daily wage workers and their psychological & emotional, economic and learning barriers. Fathers with lower levels of education often have limited awareness about the importance of education and the kind of support their children need for academic growth. This lack of guidance can create psychological and emotional barriers in children, as they may not receive motivation, encouragement, or help with their studies at home. Economically, less-educated fathers are often restricted to low-paying, unstable jobs, which limits their capacity to invest in their children's education, such as providing books, private tuition, or a supportive learning environment. Consequently, this economic constraint directly increases learning barriers, as children may face irregular schooling, absenteeism, or inadequate study resources. On the other hand, fathers with higher levels of education are more likely to value academic progress, secure relatively better-paying jobs, and provide both financial and emotional support, reducing

these barriers significantly. Thus, the educational background of fathers plays a crucial role in shaping the academic experiences and emotional stability of their children.

Interpretations Related to Findings 15 :

There is significant association between Mother's Education of children of daily wage workers and their educational, psychological & emotional, economic, social and learning barriers. Mothers with little or no formal education often struggle to provide academic guidance or create a home environment that supports learning, leading to greater educational barriers for their children. Psychologically and emotionally, children of less-educated mothers may not receive the same level of encouragement, confidence-building, or coping strategies to handle academic stress, which adds to their emotional struggles. Economically, when mothers are less educated, they are more likely to be engaged in low-paid, unstable work or remain unemployed, which limits the family's financial stability and increases economic barriers. Socially, educated mothers are more aware of the importance of peer interactions, discipline, and exposure to positive social environments, whereas uneducated mothers may lack awareness or resources to ensure such opportunities for their children. Furthermore, educated mothers often act as role models, motivating their children to pursue higher goals and supporting them in overcoming challenges. Hence, the level of mother's education strongly influences

children's access to resources, emotional strength, and overall learning experience.

Interpretations Related to Findings 16 :

There is significant association between fathers' occupation of children of daily wage workers and their educational, psychological &emotional, economic, social, environmental and learning barriers. Fathers engaged in irregular, insecure, or low-paying occupations often face financial instability, which directly affects children's access to quality education, learning materials, and supportive learning environments. Educationally, children may experience frequent interruptions in schooling due to an inability to meet expenses such as fees, books, or transportation. Psychologically and emotionally, when fathers face work-related stress, long working hours, or job insecurity, they may be less available to provide encouragement or emotional support, causing children to feel neglected or anxious. Economically, the instability of the father's occupation places the family under constant financial strain, increasing children's vulnerability to poverty-related learning barriers. Socially, fathers in low-status or unstable jobs may have limited social networks and reduced opportunities to expose their children to supportive peer groups or developmental activities. Environmentally, children may grow up in poor living conditions if the father's income is insufficient to afford safe housing or a healthy neighbourhood, which further hinders their learning.

Overall, the father's occupation strongly influences the resources, stability, and opportunities available to children, which in turn shapes the extent of their learning barriers.

Interpretations Related to Findings 17 :

There is significant association between mother's occupation of children of daily wage workers and their educational, psychological & emotional, economic, social, environmental and learning barriers. When mothers are engaged in strenuous and time-consuming occupations such as agricultural labour, domestic work, or factory jobs, they often have limited time to support their children academically, resulting in weaker educational guidance and reduced supervision of study habits. Psychologically and emotionally, children may feel neglected when their mothers are constantly occupied with work and unable to provide consistent emotional care, encouragement, or monitoring, which can increase stress and insecurity in the child. Economically, the mother's occupation either contributes to stabilizing the family income or, if irregular and poorly paid, reinforces the cycle of financial strain, directly affecting the availability of educational resources. Socially, working mothers might have less time to involve their children in peer or community activities, which may limit social exposure and support systems. Environmentally, when mothers are unable to provide proper household management due to long work hours, children may grow up in conditions that are less conducive to

learning, such as unsafe neighbourhoods or unhygienic living spaces. Overall, the type, stability, and income level of the mother's occupation significantly shape the home environment, availability of resources, and the level of parental care, thereby influencing the learning barriers faced by children of daily wage workers.

5.4 RECOMMENDATIONS:

Special programs should be designed to address the learning barriers of children belonging to daily wage workers' families, such as remedial classes, bridge courses, and after-school support systems. Schools should provide mentorship programs where teachers or trained volunteers can guide children from disadvantaged backgrounds, particularly those facing difficulties due to low parental education and unstable occupations. Awareness workshops should be conducted for parents (both fathers and mothers) of daily wage workers to emphasize the importance of education, emotional support, and consistent involvement in their children's learning. Government and NGOs should extend scholarships, financial aid, and free educational materials (books, uniforms, and digital devices) to reduce the economic burden and minimize dropouts. Targeted interventions should be planned for rural children and Tamil medium students, as they are found to face more learning barriers compared to urban and English medium students. Schools, especially in rural and government-aided institutions, must be equipped with better infrastructure, safe environments, and child-friendly facilities to overcome

environmental barriers. Counselling services should be made available in schools to help children cope with stress, low self-esteem, and other emotional challenges linked to family and economic situations. Community-based programs should encourage peer tutoring, study circles, and cultural/skill-based activities to enhance social interaction and reduce social barriers.

Since boys and children from joint families were found to face more barriers, focused strategies such as personality development programs, motivation classes, and proper monitoring of peer influence should be initiated. Policies should encourage flexible working hours, welfare schemes, and crèche facilities at work sites for daily wage mothers, enabling them to balance income earning with parental care. The government should implement strong welfare schemes such as mid-day meals, free transport, and health checkups to reduce the barriers linked to poverty and lack of resources. Training programs should be introduced to improve the occupational skills of parents, enabling them to move towards more stable employment and provide better economic support for their children's education.

5.5 EDUCATIONAL IMPLICATIONS

- Inclusive Curriculum Design – Curriculum and teaching methods that are flexible and sensitive to the socio-economic challenges can be developed faced by children of daily wage workers.

- Remedial and Bridge Programs – Additional academic support such as remedial classes and bridge courses can be Implemented to help students cope with learning gaps.

- Teacher Training – Train teachers in socio-emotional learning, empathy building, and differentiated instruction to better address diverse learning needs.

- Parental Engagement – Regular parent–teacher meetings and community awareness programs can be conducted to involve parents in their children's education despite their work constraints.

- Infrastructure Development –School facilities like libraries, ICT labs, and quiet study spaces can be provided to compensate for the lack of conducive learning environments at home.

- Nutritional Support – Strengthen mid-day meal programs and school health initiatives to ensure students' physical well-being, which directly impacts learning.

- Psychological Counselling – Offer regular counselling services to address psychological and emotional barriers affecting academic performance.

- Scholarships and Financial Aid – Introduce special scholarship schemes and fee waivers for children of daily wage workers to reduce economic strain on families.

- After-School Programs – Organize free after-school tutoring and enrichment programs to provide academic and extracurricular support.

- Community Partnerships – Collaborate with NGOs, local bodies, and social organizations to extend educational resources and mentoring support beyond school hours.

5.6 SUGGESTIONS FOR FURTHER RESEARCH

- Future research can compare the learning barriers of children of daily wage workers with those of children from other marginalized groups (such as migrant labourers, slum dwellers, or first-generation learners).
- Research can focus on testing the effectiveness of interventions such as after-school tutoring, mentorship programs, digital learning platforms, or financial aid in reducing learning barriers.
- Further research can explore the role of self-esteem, motivation, and resilience in coping with learning barriers among children of daily wage workers.

- A detailed study can be carried out to examine how the educational background, awareness, and aspirations of parents impact their children's learning experiences.
- Research can be extended to analyze differences in learning barriers faced by rural and urban children across multiple districts or states.
- Further studies may examine how school infrastructure, teacher attitudes, and peer interactions contribute to or reduce learning barriers.
- Future research may explore how access to digital tools, online education, and mobile learning can help overcome the learning barriers of economically disadvantaged children.

5.7 CONCLUSION

The present study on "Learning Barriers Faced by Children of Daily Wage Workers" highlights the significant influence of socio-economic, psychological, social, and environmental factors on the academic experiences of these students. The findings reveal that challenges such as financial instability, lack of parental educational support, inadequate learning environments, and emotional stress contribute to disparities in academic achievement. Variations based on gender, medium of instruction, location, type of school, and family structure further emphasize the multifaceted nature of these barriers.

Children from this socio-economic background require targeted educational interventions, both inside and outside the classroom, to bridge learning gaps and enhance academic outcomes. Support from teachers, schools, parents, the community, and policymakers is crucial to create an enabling learning environment. Addressing these barriers is not merely an educational necessity but also a social responsibility, as education remains a key pathway to breaking the cycle of poverty.

By implementing the recommendations and educational implications suggested in this study, stakeholders can contribute to ensuring equitable educational opportunities for children of daily wage workers. Empowering these children through education will lead to their holistic development and enable them to contribute meaningfully to society.

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LEARNING BARRIERS FACED BY CHILDREN OF DAILY WAGE WORKERS LEARNING BARRIER ASSESSMENT SCALE

1 Gender : ☐ Male ☐ Female

2 பாலினம் : ☐ ஆண் ☐ பெண்

3 Age : ☐ 11 &12 ☐ 13 &14
☐ 15 &Above

4 வயது : ☐ 11 & 12 ☐ 13 & 14
☐ 15 & அதற்கு மேல்

5 Class : ☐ VI & VII Std ☐ VIII & IX Std
☐ X Std

6 வகுப்பு : ☐ வகுப்பு VI &VII
☐ வகுப்பு VIII &IX
☐ வகுப்பு X

7 Medium of Instruction : ☐ Tamil ☐ English

8 பயிற்சி மொழி : ☐ தமிழ் ☐ ஆங்கிலம்

9 Locality of Residence :☐ Urban ☐ Rural

10 வீட்டு இருப்பிடம் : ☐ நகர்ப்புறம் ☐ கிராமப்புறம்

11 Type of School : ☐ Government ☐ Government -Aided

12 பள்ளியின் வகை : ☐ அரசு பள்ளி
☐ அரசு உதவி பெறும் பள்ளி

13 Nature of the School : ☐ Boys School ☐ Girls School
☐ Co-Education

14 பள்ளியின் தன்மை : ☐ ஆண்கள் பள்ளி
☐ பெண்கள் பள்ளி
☐ இணை கல்விப் பள்ளி

15 Locality of School :☐ Urban ☐ Rural

16 பள்ளியின் இருப்பிடம் : ☐ நகர்ப்புறம் ☐ கிராமப்புறம்

17 Type of Family : ☐ Nuclear ☐ Joint

18 குடும்ப வகை : ☐ சிறு குடும்பம்

☐ கூட்டு குடும்பம்

19 After School Tutoring Support : ☐ Yes ☐ No

20 பள்ளிக்குப் பிறகு கூடுதல்

பயிற்சி உண்டா? : ☐ ஆம் ☐ இல்லை

21 Number of Siblings : ☐ 1 ☐ 2

☐ 3 &Above

22 சகோதர சகோதரிகளின்

23 எண்ணிக்கை : ☐ 1 ☐ 2

☐ 3 மற்றும் அதிகம்

24 Parents' Monthly Income : ☐ 5000 to 10000

☐ 10000 to 15000

☐ 15000 to 20000

☐ above 20000

25 பெற்றோரின் மாத

வருமானம் : ☐ ₹5000 - ₹10000

☐ ₹10000 - ₹15000

☐ ₹15000 - ₹20000

☐ ₹20000 மற்றும் அதிகம்

26 Father’s Education : ☐ I to V std ☐ VI to X std

☐ XII &XII ☐ College

27 தந்தையின் கல்வி நிலை :☐ 1 முதல் 5ஆம் வகுப்பு
☐ 6 முதல் 10ஆம் வகுப்பு
☐ 12ஆம் வகுப்பு
☐ கல்லூரிப் படிப்பு

28 Mother's Education : ☐ I to V std☐ VI to X std
☐ XII &XII ☐ College

29 தாயின் கல்வி நிலை : ☐ 1 முதல் 5ஆம் வகுப்பு
☐ 6 முதல் 10ஆம் வகுப்பு
☐ 12ஆம் வகுப்பு
☐ கல்லூரிப் படிப்பு

30 Father's Occupation : ☐Construction ☐Transport
☐Agriculture ☐Small Traders
☐Others

31 தந்தையின் தொழில் : ☐ கட்டிட வேலை
☐ போக்குவரத்து
☐ விவசாயம்
☐ சிறு வியாபாரம்
☐ மற்றவை

32 Mother's Occupation : ☐Construction ☐House Hold
☐Agriculture ☐Small Traders
☐Others

33 தாயின் தொழில் : ☐ கட்டிட வேலை
☐ வீட்டு வேலை
☐ விவசாயம்
☐ சிறு வியாபாரம்
☐ மற்றவை

Read each statement carefully and ask yourself if it applies to your situation. Answer Yes or No to reflect on your learning barriers

(ஒவ்வொரு குறிப்புரைக்கும் கவனமாக படித்து, உங்கள் நிலைமையைப் பொருத்து "ஆம்" அல்லது "இல்லை" என்பதைக் குறிக்கவும்.)

Sl.No	Statements	YES	NO
1.	I struggle to understand lessons due to a lack of proper guidance and resources. வழிகாட்டுதல் இல்லாதது பாடங்களைப் புரிந்து கொள்வதில் சிரமத்தை ஏற்படுத்துகிறது.	**YES**	**NO**
2.	I ask teachers for help when I don't understand lessons. எனக்கு பாடங்கள் புரியாதபோது ஆசிரியர்களிடம் உதவி கேட்பது கற்றலில் தடையை ஏற்பத்துகிறது.	**YES**	**NO**
3.	I have trouble in understanding lessons because my parents are not able to assist my homework. என் பெற்றோர் கல்வி கற்கவில்லை என்பதால், பாடங்களை புரிந்து கொள்ள அவர்களிடம் உதவி பெற முடியவில்லை.	**YES**	**NO**
4.	I am forced to change schools frequently due to the nature of my parents' work. என் பெற்றோரின் வேலையின் காரணமாக பள்ளியை அடிக்கடி மாற்றுவதால் படிப்பில் தொடர்ந்து ஈடுபடுவது கடினமாக உள்ளது.	**YES**	**NO**
5.	My family prefers work over my education, which does not affect my learning ability. என் குடும்பம் கல்வியை விட வேலைக்கு முன்னுரிமை அளிக்கிறது, இது என் கற்றல் திறனைப் பாதிக்காது.	**YES**	**NO**
6	I am struggling to complete my homework due to a lack of a quiet study space. அமைதியான இடம் இல்லாததால்	**YES**	**NO**

	வீட்டுப் பாடங்களைச் செய்ய முடியாத சிக்கல் ஏற்படுகிறது.		
7.	Due to my family circumstances, I am not able to get tutoring support. எனது குடும்பத்தின் பொருளாதார நிலை காரணமாக கூடுதல் வகுப்புகளில் கலந்து கொள்ளவோ அல்லது பயிற்சி பெறவோ முடிவதில்லை.	**YES**	**NO**
8.	Because of my learning difficulties, I thought of leaving the school. கல்விச் சிரமங்கள் காரணமாக பள்ளியை விட்டு விலகுவது பற்றி யோசிக்க தூண்டியது.	**YES**	**NO**
9.	I am embarrassed about my family's financial condition at school. பள்ளியில் என் குடும்பத்தின் பொருளாதார நிலை என்னை வெட்கப்பட வைக்கிறது	**YES**	**NO**
10.	I experience stress that does not affect my ability to focus on my studies. நான் மன அழுத்தத்தை அனுபவிப்பது என் படிப்பில் கவனம் செலுத்தும் திறனைப் பாதிக்காது.	**YES**	**NO**
11.	I lack confidence in my ability to succeed academically. எனது கல்வியில் வெற்றி பெறுவேன் என்ற தன்னம்பிக்கை என்னிடம் குறைவாக உள்ளது.	**YES**	**NO**
12.	I am discouraged when my parents are not able to discuss about my future studies. என் பெற்றோர் என் கல்வியைப் பற்றி விவாதிக்கவோ அல்லது ஆதரிக்கவோ இல்லாதது என்னை சோர்வடைய வைக்கிறது.	**YES**	**NO**
13.	Feeling isolated from my classmates affects my learning ability. எனது சக மாணவர்களிடமிருந்து	**YES**	**NO**

	தனிமையாக இருப்பது என் கற்றல் திறனை பாதிக்கிறது.		
14.	I hesitate to ask questions in class because of the fear of being judged or laughed at. வகுப்பில் கேள்விகள் கேட்க பயமாக இருக்கிறது ஏனெனில் என்னை ஏளனமாக பேசுவார்கள் என பயப்பட செய்கிறது.	**YES**	**NO**
15.	I am hopeless about my future because of my family's financial struggles. குடும்பத்தின் பொருளாதார நிலை காரணமாக எதிர்காலம் பற்றிய நம்பிக்கை குறைவாக உள்ளது.	**YES**	**NO**
16.	Family problems at home does not affect my concentration in school. வீட்டில் ஏற்படும் குடும்பப் பிரச்சினைகள் பள்ளியில் எனது கவனத்தைப் பாதிக்காது.	**YES**	**NO**
17.	I worry that I will not be able to complete my education. என் படிப்பை முடிக்க முடியாமல் போய்விடுமோ என்று கவலைப்படுகிறேன்.	**YES**	**NO**
18.	I am not demotivated because of a lack of encouragement from my family. என் குடும்பத்தினரிடமிருந்து ஊக்கம் இல்லாததால் நான் சோர்வடையவில்லை.	**YES**	**NO**
19.	I have to work to help my family financially, which impacts my studies. குடும்பத்துக்கு பொருளாதார உதவி செய்ய நான் வேலை செய்ய வேண்டியிருப்பதால் படிப்பில் பாதிப்பு ஏற்படுகிறது.	**YES**	**NO**
20.	My family struggles to pay for my school fees, books and transportation. பள்ளிக் கட்டணம், புத்தகங்கள், போக்குவரத்து செலவுகளை சந்திக்க என் குடும்பம் போராடும் நிலையில் உள்ளது.	**YES**	**NO**

21.	I studied with an empty stomach because my family couldn't afford food. எனது குடும்பத்தினர் உணவிற்குக் கூட செலவிட முடியாததால் காலியான வயிற்றுடன் படித்துள்ளேன்.	**YES**	**NO**
22.	I believe that continuing my education will be financially impossible. எனது கல்வியைத் தொடர்வது பொருளாதார ரீதியாக முடியாது என நினைக்க தூண்டுகிறது.	**YES**	**NO**
23.	I thought of leaving school to start working and support my family. என் குடும்பத்தை காப்பாற்றுவதற்காக, பள்ளிப் படிப்பை விட்டுவிட்டு வேலைக்குச் செல்வது பற்றி நினைக்கத் தூண்டுகிறது	**YES**	**NO**
24.	Higher education is affordable for my family. உயர் கல்வி செலவுகளை என் குடும்பத்தினரால் எளிதில் செலுத்த முடிகிறது	**YES**	**NO**
25.	Financial struggles have forced me to take a long break from school. குடும்பத்தின் பொருளாதார பிரச்சினைகள் காரணமாக பள்ளியிலிருந்து நீண்ட இடைவெளி எடுக்க வேண்டிய கட்டாயம் ஏற்பட்டது .	**YES**	**NO**
26.	My family's economic situation motivated me to achieve my dreams. என் குடும்பத்தின் பொருளாதார நிலைமை என் கனவுகளை அடைய என்னைத் தூண்டியது.	**YES**	**NO**
27.	I feel discriminated, because of my family's financial status. என் குடும்பத்தின் பொருளாதார நிலை காரணமாக என்னைப் புறக்கணிக்கப்பது என் கற்றலை பாதிக்கிறது.	**YES**	**NO**
28.	Girls in my community have fewer educational	**YES**	**NO**

	opportunities than boys. என் சமூகத்தில் உள்ள கல்வி வாய்ப்புகள் ஆண்களை விட பெண்களுக்கு குறைவாக இருப்பது கற்றல் ஆர்வத்தை குறைக்கிறது		
29.	My community discourages children from going to school. என் சமூகத்தினர் குழந்தைகள் பள்ளிக்குச் செல்வதை ஊக்குவிக்கவிக்காமல் தடுக்கின்ற நிலை உள்ளது.	**YES**	**NO**
30.	My parents believe that education is not necessary for success. வெற்றிக்கு கல்வி அவசியமில்லை என்று என் பெற்றோர் நம்புகிறார்கள்.	**YES**	**NO**
31.	I am not able to follow any role model who encourages me to study and build a better future. கல்வி மற்றும் எதிர்கால மேம்பாடு குறித்து என்னை ஊக்குவிக்கும் முன்மாதிரிகள் எனக்கு இல்லாதது எனக்கு கற்றல் ஆர்வத்தை குறைக்கிறது .	**YES**	**NO**
32.	My cultural background discourages formal education. என் பண்பாட்டு பின்னணி பயில்வதற்கான விருப்பத்தைக் குறைக்கிறது.	**YES**	**NO**
33.	I have felt excluded at school because of my family background. என் பின்னணி காரணமாக பள்ளியில் புறக்கணிக்கப்பட்டதாகவோ அல்லது திட்டப்பட்டதாகவோ உணர்ந்திருக்கிறேன்.	**YES**	**NO**
34.	My teachers have lower expectations of me because of my family's financial condition. என் குடும்பத்தின் பொருளாதார நிலை காரணமாக என் ஆசிரியர்கள் என்னைப் பற்றிய எதிர்பார்ப்புகளை குறைத்திருக்கிறார்கள்.	**YES**	**NO**
35.	I have to walk a long distance to attend school every	**YES**	**NO**

	day. பள்ளிக்கு தினமும் நீண்ட தூரம் நடந்து செல்ல வேண்டிய நிலை கற்றலில் எனக்கு குறைபாட்டினை ஏற்படுத்துகிறது.		
36.	Transportation issues prevent me from attending school regularly. போக்குவரத்து பிரச்சினைகள் காரணமாக பள்ளிக்கு சீராக செல்ல முடியாத நிலை உள்ளது.	**YES**	**NO**
37.	My home environment is too noisy and crowded for studying. என் வீட்டு சூழல் மிகுந்த சத்தமாகவும், கூட்டமாகவும் இருப்பதால் படிக்க முடியாத நிலை உள்ளது	**YES**	**NO**
38.	Extreme weather conditions sometimes prevent me from going to school. தீவிரமான வானிலைச் சூழல்கள் காரணமாக பல நாட்கள் பள்ளி செல்லாதது சிரமத்தை ஏற்படுத்தியது .	**YES**	**NO**
39.	Frequent power cuts or a lack of electricity make it difficult for me to study. மின்சாரம் சரியாக இல்லாதது அல்லது மின் தடை அடிக்கடி ஏற்படுவதால் படிப்பில் சிரமம் ஏற்படுகிறது.	**YES**	**NO**
40.	Unhealthy living conditions in my area do not affect my school attendance. என் இருப்பிடத்தில் உள்ள ஆரோக்கியமற்ற சூழல் என் பள்ளி வருகையை பாதிக்காது.	**YES**	**NO**

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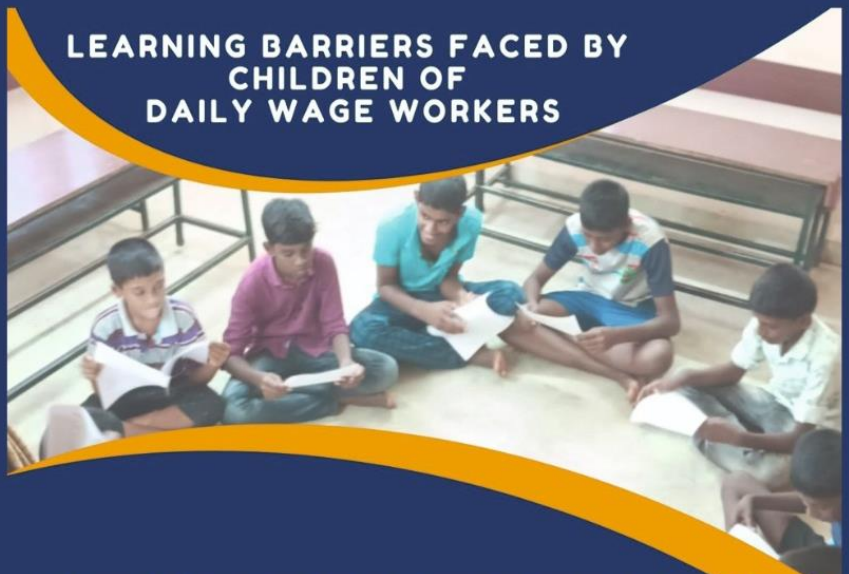
PHOTOS GALLERY








LEARNING BARRIERS FACED BY CHILDREN OF DAILY WAGE WORKERS



Children of daily wage workers learning journey is shaped by economic hardship, unstable living conditions, limited parental support, and restricted access to educational resources. This study explores the complex learning barriers these children face, examining academic, social, emotional, and environmental challenges that hinder their educational progress.

With a research-based and empathetic approach, this work highlights real-life experiences, field observations, and the voices of children and their families.

This book serves as a valuable resource for teachers, researchers, social workers, policymakers, and anyone committed to creating supportive learning environments for disadvantaged children. It emphasizes the urgent need for inclusive educational practices that ensure every child—regardless of socioeconomic background—has the opportunity to learn, grow, and succeed.

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