



IMPORTANCE OF PARENTS' EMPLOYMENT VULNERABILITIES ON CHILDREN'S EDUCATION PERFORMANCE: AN ANALYSIS OF SOCIOECONOMIC IMPACTS

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ABSTRACT

This study examines the significance of parents' employment vulnerabilities and their impact on children's educational performance within the Sri Lankan context. Grounded in Epstein's framework of parental involvement and social capital theory, the research explores how employment instability, economic insecurity, and limited parental involvement influence children's learning outcomes. Data were collected from a purposive sample of 30 Grade 9 students and their parents, using both qualitative and quantitative approaches. Findings reveal that parental employment type, income level, and time availability significantly affect student performance. Parents engaged in vulnerable employment—such as plantation work, informal sector labor, and self-employment—face greater difficulties in supporting their children's education. The study emphasizes the necessity for holistic social policies, school–community partnerships, and targeted social work interventions to reduce the negative educational consequences of employment vulnerabilities.

Keywords: Parental Employment, Vulnerability, Educational Performance, Socioeconomic Status, Social Work, Family Involvement

Introduction

Education is universally acknowledged as a fundamental human right and a cornerstone of social and economic development. In Sri Lanka, the expansion of free education since 1945 has significantly improved literacy and access to schooling. However, persistent socioeconomic disparities continue to hinder equitable learning outcomes. One critical

but understudied determinant of academic achievement is the employment vulnerability of parents particularly those engaged in low-wage, informal, or insecure work.

The concept of employment vulnerability refers to conditions of precarious work characterized by limited income stability, absence of social protection, and lack of formal employment benefits. For many Sri Lankan families especially in the plantation sector, fishing communities, and informal urban labor markets such vulnerabilities create chronic stress, time poverty, and weakened parental engagement in children's education.

This study investigates how parental employment vulnerabilities affect the educational performance of secondary school children. It focuses on the socioeconomic mechanisms linking parental income, employment type, and family stress to educational outcomes. By exploring both quantitative indicators (income, occupation, attendance, test results) and qualitative insights (parental attitudes, teacher observations), the study aims to deepen understanding of how social inequality reproduces itself through education.

Objectives of the research

- To examine the socioeconomic background of families affected by employment vulnerabilities.
- To investigate the relationship between parents' educational level and their children's academic performance.
- To explore how employment vulnerabilities affect parental involvement in children's education.
- To evaluate the influence of parents' employment conditions on children's academic performance and attendance.
- To assess the broader socioeconomic and psychosocial impacts of employment vulnerability on children's educational development.

Methodology

The study utilized a mixed-methods research design to comprehensively examine the impact of parental employment vulnerabilities on children's educational performance. Conducted at K/Pothuvila Navodya Vidyalaya in Beruwala, Sri Lanka, the study involved a purposive sample of 30 Grade 9 students and their parents, representing diverse employment backgrounds, including plantation work, informal sector labor, and self-employment. Data were collected through structured questionnaires assessing parental income, education, and employment status, complemented by students' school records on attendance and academic results. Semi-structured interviews with parents and teachers provided qualitative insights into the ways employment conditions influenced parental support for learning, while home and school observations captured

environmental and socioeconomic factors affecting educational outcomes. Quantitative data were analyzed using descriptive statistics, including percentages and frequency tables, and qualitative data were thematically interpreted to identify patterns of parental involvement and employment-related stress, allowing for a holistic understanding of the complex interplay between family employment conditions and student performance.

Literature Review

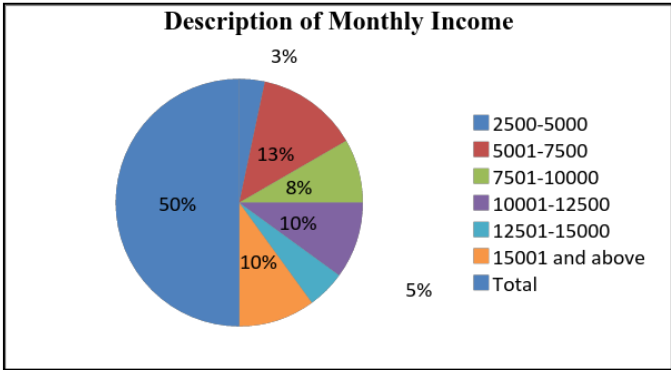
Employment vulnerability refers to insecure, low-paid, and unregulated work that exposes individuals to financial instability and psychosocial stress (ILO, 2016). In Sri Lanka, women and rural workers—particularly in plantation labor, domestic service, and self-employment—are disproportionately affected, often facing unpredictable schedules that limit parental involvement in schooling. Globally, stable parental employment supports children’s learning through income and resources, whereas precarious work creates emotional and logistical barriers to effective parenting (Brooks-Gunn et al., 2010; Hill & Taylor, 2004). Low socioeconomic status further compounds these challenges, restricting access to educational materials and supportive learning environments, thereby perpetuating a cycle of disadvantage that hinders children’s academic achievement.

Analysis of Finding

Income of the families

Income is a variable that determines the quality of life of students and reflects existing living conditions. It is used to measure the economic status of the students and their families.

Table 1



Survey Data, 2016

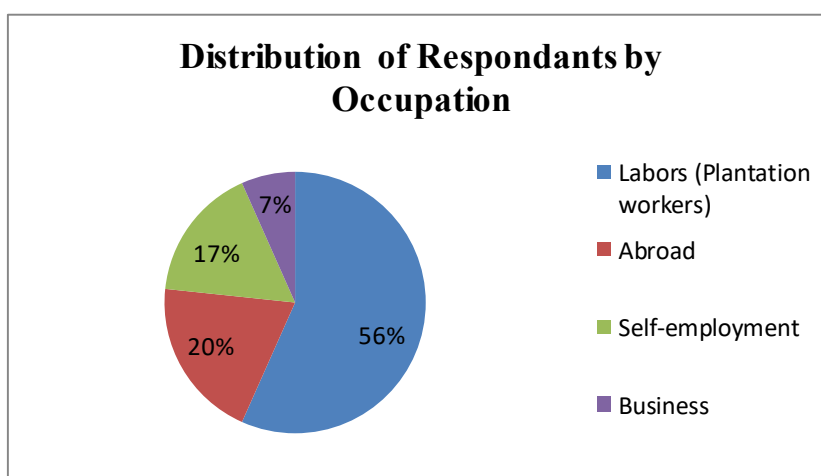
The monthly income of the respondents is very important which reflects on their quality of life and living arrangement, because of the capacity to fulfill their needs as much as

possible. However, in the study, majority 26.6% of them have only very low stable income as Rs. 5001-7500 per month, Home visits, revealed that the poor people mostly take loans from rural credit centers to meet their basic needs. These results were running in to debt. They purchase, dry rations and other needs from groceries in the surrounding area on credit. They had to give their priority to maintain their family needs than attending to educational needs of their children. These families' 16.7% percent of them earn income of around Rs.7501-10000. These families get a fixed monthly income as they engaged in monthly paid jobs; as they are low grade jobs lead their lead their lives with much difficulties and they couldn't proper attention to their children's educational needs.

1.1.1. Occupation

Occupation indicators one's economic and social status in his/her life. It measures the satisfaction of the elderly women in their past and present life experience. The level of dependency is also determined by one's occupation and future economic security.

Table 2
Distribution of Respondents by Occupation



Survey Data, 2016

In the study, the majority of them (56.6%) had low level occupations, such as housemaids, tea plantation workers, and unskilled workers of the informal sector of urban areas. In the field of abroad, it shows the percentage of 20% which is the second highest occupation according to the data. 16.7% of respondents are engaged in to self-employment. The major issues of concern as the role of parents are changing proportion between the education level and as economically supportive partners of the family. This

study reflects on the results of the low-income expenditure of the family. Those who have not social support to achieve children's education from the close relations and others of the family have been achieved their certain impacts as a parent's employment. Family structure controls included whether the student was from a one or two-parent household. Even though all students were from financially disadvantaged backgrounds, socio-economic status variables included whether the main source of parental income was from employment or social security, and the educational attainment of parents

1.1.2. Parental Education

Education indicates standard of life of a person. Education leads to get better job opportunity and helps an individual to be independent in one's life.

Table 3
Distribution of the Respondents by Educational level

Level of Education	Number of fathers	%	Number of mothers	%
Up to Grade 5	07	29.1	09	37.5
Passed grade 6-10	12	50.0	06	25.0
Passed the O/L	03	12.5	07	29.1
Passed the A/L	02	8.3	02	8.4
Degree	-	-	-	
	24	100	24	100

Survey Data, 2016

In the study, it is indicated that 29.1 percent of fathers and 37.5% mothers got primary level education. It is interesting to note that mothers are more educated at the primary level, O/L and A/L than fathers. Those who passed grade 6-10 fathers and mothers are 50 percent and 25 percent respectively. It is also noted that all most all caretakers have only primary education. 03 fathers and 07 mothers passed the ordinary level exam while 12.5 percent of fathers and 29.1 percent of mothers passed the advanced level examination. This study sample had not got a degree.

Education levels do not necessarily reflect current literacy competencies and practices of adult household members. If the environment in which adults live does not require them to use the literacy skills developed through formal education, they are likely to lose those skills. The language and literacy practices of adult household members influence children's learning experiences at home which in turn influence their experience of and achievement in schooling.

Therefore, Socio-economic status may also be linked to family structure. As sole parent families on average have lower levels of income, are headed by parents with lower educational attainment and are less likely to be in the labour force; Children from these families are likely to have lower educational performance. Other factors in sole parent families that are likely to adversely affect educational outcomes of children compared to those from two-parent families are said to include: reduced contact between the child and employed parent, the employed parent having less time to spend with children in terms of supervision of school-work and maintaining appropriate levels of discipline, the lack of an appropriate role model, especially for males, increased responsibilities on children such as childcare roles, domestic duties which impede the time available for school work and the nature of parent-child relationships in employed parent families may cause emotional and behavioral problems for the children. The influence of family structure has been found to be only weakly associated with educational attainment. It is more detrimental when children in sole parent families also experience a range of other risk factors such as low income.

Table 4
Patterns of parents' involvement in children's activities

Information	Amount	Percentage
Education	07	23.3
Behaviors	04	13.3
Hobbies	06	20
Plays	03	10
All activities	10	33.3
Total	30	100

Survey Data, 2016

Parent's involvement in children's activities is directly related to the socialization process of children. The impact as socialization process mainly leads to the determination of children's behavior. Therefore, parents should take much care with interesting with their children. Four areas were identified to ascertain parent's involvement in children's activities. There is education, behavior, hobbies and paly. It is also asked about the combination of the above activities. 33.3 percent of the sample are involved in children's all activities. The next activity is education 23.3 percent of parents are involved with children's educational performance activities.

The amount of time that children spent with their parents mattered to both children and parents, but it was not just the amount of time that was important for the quality of family functioning. The nature of the time spent together mattered too. Children and parents

talked about sharing both focused activities and relaxed time doing everyday kinds of things. The way that children expected parents to share in their everyday lives varied with the age and developmental stage of children.

Table 5
Time spends for Educational Activities

Duration	No. of Parents	Percentage
½ hour	12	40.0
½ - 1 hour	4	13.3
1-2- hour	5	16.7
2-3 hour	9	30.0
Total	30	100

Survey Data, 2016

13.3% parents allocate ½ to 1 hour for studies of their children's. 12 parents spend ½ hours to help their children's educational activities. In this study employed parents are spend low time with children. Reason for that parents are busy to the home working after the coming home, don't give any time with spend children, they are not care about their child's education performance and they want to spend with the money. But some parents are spending time with their children. The better understanding about their children's educational progress brings out a concrete foundation for their children's result oriented education. Further it helps for better interconnection between parents and teachers on child's academic development. The employment parental involvement in children's educational purpose brings a satisfactory background for child's educational success.

Table 6
School Attendance

Number of Days	Number	Percentage
5 Days	12	40.0
Only 4 Days	07	23.3
Only 3 Days	04	13.3
Less than 3 Days	07	23.3
Total	30	100

Survey Data, 2016

Considering the five school days in the research study 40% children attended school regularly. This appears to be favorable indicators for area like this. The school attendance calculated as an average. Thought the discussion and observation it is obvious that they were interest and enthusian in continuing their studies and extra-curricular activities. Children stimulated by their parents and teachers are often provoked in their studies.

23.3 and 16.7 children come to school for 4 days only 13.3 percent attend school only 3 days a week. The study reveals that the children do not attend school properly because their parents do some business and they have to be at home. The formal interviews revealed some of the students do not complete school homework given by their teachers. 13.3 children go only for 4 days. Their children are reluctant to go to school because of some dispute between teachers and parents or some problems among students and neighbors. According to the teachers' perceptions the children involving in their parents' small business and staying in relatives' houses are not encouraged to do their studies. 23.3 percent are attending less than three a week and this also an indicator to show interest of students as well as parents on education.

Employed parental involvement may have very essential in school-based activities of their children. These activities may involve contacts with teachers, checking the attendance of children in school, monitoring their activities in school, checking their periodical academic progress reports. All these things might be very helpful in higher level academic achievements of children. Parents become more concerned about the learning opportunities that secondary schools provide. As children move from the middle grades to the secondary school, parents also crystallize their educational expectations for their children. As students complete school education, parents become increasingly concerned about their teen's further education and about the effects of secondary school programs opportunities.

Table 7
Student's Performance for Main Subjects

Marks for main subjects	Students	Percentage
Very Good-Above 75	-	-
Good-65-75	10	33.3
Satisfactory-above 40	16	53.3
Weak-Below 40	04	13.3
Total	30	100

Survey Data, 2016

Sinhala, English, mathematics, environmental studies, Buddhist, are the major subjects coincided to ascertain to students' performances. The marks are not derived from term test class room work and teachers are assessment table indicate that percent of the students not achieved an average over 75 marks for all major subjects. Educational achievements of the children were analyzed by using the children's scores of the 1st term and 2nd term. Children's educational achievements was measured by scores on test administered during data collection is 2016. There were two terms as 1st term and 2nd term. The results of five subjects of grade 9 students were reported by referring their reports. But mainly it was focused on Sinhala and Mathematics. Because of these two subjects were the compulsory to get marks for the years. They are very good –above 75, Good-above 65, and Satisfactory-above 40, Weak-below 40. These students' performance main subjects were analyzed.

Table 7.1
Subject Sinhala (1st and 2nd term)

Marks Subject	1 st Term		2 nd Term	
	No. of students	Percentage	No. of students	Percentage
Very Good-Above 75	-	-	-	-
Good-65-75	18	60	17	56.6
Satisfactory-above 40	12	40	10	33.3
Weak-Below 40	-	-	3	10
Total	30	100	30	100

Survey Data, 2016

The above Table 8.1 tables show the students' performance for the Sinhala subject. As discussed earlier these target groups of students were selected from these students whose parents has low income. When we compared the marks of 1st term with the 2nd term marks we can see that no student has reached very good pass level or no one has gained above 75. In 1st term the students were in good level (marks 65-75) and satisfactory level (above 40). But when it comes to the 2nd term their performance has decreased. Some students have gone to the weak level also. This is mainly because of non-involvement of parents in their children's education.

Table 7.2
Subject Mathematic (1st and 2nd term)

Marks for Subject	1 st Term		2 nd Term	
	No. of students	Percentage	No. of students	Percentage
Very Good-Above 75	-	-	-	-
Good-65-75	8	26.6	8	26.6
Satisfactory-above 40	17	56.6	17	56.6
Weak-Below 40	5	16.6	5	16.6
Total	30	100	30	100

Survey Data, 2016

These two tables show the students' performance for mathematic subject. As discussed about the results of Sinhala subject, performance for the mathematics also shows a breakdown of students' performance. Although the results of 1st term and the results of 2nd term are same it doesn't mean they have shown a progress. If their parents try to put at least 1% effort to improve the knowledge and skills of their children rather than putting 100% efforts to earn money there would have been a slide progress. It is true that as parents have to earn money to satisfy our children's needs. But providing foods, dresses, and school equipment is not enough parents should also spend their time to motivate their children in their studies, check their books time to time, discuss with their teachers about their behavior and advise them accordingly. Otherwise when they grow as elders they will also face the same situation as their parents.

Table 8
Distribution of the impacts child's educational performance by the parents' employment

	Frequency	Percent	Valid percent	Cumulative Percent
Negative thought of the children/try to do other works while teaching and studying	2	6.6	33.3	33.3
As a mother I have a lot of work in the house and less time to teach	2	6.6	33.3	66.7
Less relationship between parents and children	2	6.6	33.3	-
Husband's Responsibilities	4	13.3	-	-
Other	20	66.6	-	-
Total	30			100

Survey Data, 2016

Negative thought of the children regarding employment parent's capability were mentioned as one factor that faces the children education performance. Parents had not developed the relationship with the children to make sure on the mother's capability for their education. Similarly, these factors are found from the sample as the 3.6%.

Other factors were mentioned as needs to control the child, lack of income for tuition classes, , no better environment for child's education at home. Syllabus are higher for some mothers abroad, children like to play rather than studying, needs to remind the time for his education often. The children are not available at home for a large part of the day. Parents may have very limited knowledge of their children's cognitive and other abilities and problems before they enter school, making it less likely that their employment decisions are affected by these endowments.

All teachers experience the frustration of trying to involve parents and getting little response. Teachers complain that parents do not come to conferences or school open houses, check homework, or answer notes. This leads some teachers to conclude that parents do not care about their children's education. While it is true that the emotional problems of a few parents may be so great as to prevent them from becoming involved with their children's education, most parents do care a great deal. This caring is not, however, always evidenced by parent attendance at school events. There are a number of reasons why these parents may not become involved, and teachers need to consider these before dismissing parents as uninterested.

Table 9
Parent's employment participation for class committee meeting 2015

No.of Meetings (out of 6)	No. of parents	Percentage
Not participation	06	20.0
1 Meeting	04	13.3
2 Meeting	04	13.3
3 Meeting	05	16.7
4 Meeting	07	23.3
5 Meeting	02	6.7
6 Meeting	02	6.7
Total	30	100

Survey Data, 2016

The class committee meetings were held for purpose of strengthening the bilateral interaction in between parents and teachers. The proper coordination paves way to get a clear picture on view on education and other extracurricular activities of children. The successes of those meetings totally depend on parent's attendance. These meetings provide opportunities to discuss common drawbacks and any other considerable matters in the classroom studies, the shortcomings of students etc. The parents also can gain a proper understanding on how the school educational functions are carried out. The regular attendance to these class meetings gives better results while un-attendance affects the child's education in the class. In one way it is an indicator about the parent's interest in child and his/her education. The parent's employment attention for child education is essential.

Table 9 provides the data on class meetings held year 2015. 20% parents never participated for any class meetings. 13.3% parents participated only one class meeting. Another 13.3% participated for 2 class meetings. 16.7% attended 3 class meetings. The percentage of parents who participated in 3 or 4 classroom meetings were 30%. 6.7% parents attended all 6 class meetings. The parents who took part in class meetings regularly paid much attention their children's education needs and those children had achieved satisfactory levels in their education activities.

For many parents, a major impediment to becoming involved is lack of time. Working parents are often unable to attend school events during the day. In addition, evenings are the only time these parents have to spend with their children, and they may choose to spend time with their family rather than attend meetings at school.

Table 10
Student's participation for Extra Curricular Activities

Activities	No. of Parents	Percentage
Cricket/Gymnastic	06	20.0
Gymnastic/Volley ball	05	16.7
Volley Ball	06	20.0
Fine Arts	04	13.3
No Participation	09	30.0
Total	30	100

Survey Data, 2016

The efficient functioning of the school provides conducive environment for children's education. Thus, if parents realized this, they will tend to pay more attention to school activities. Parents are responsible to achieve the betterment of the school by spending their money and time. In this study some activities were identified the parental support for school development. Shramadana campaign, to clean and maintain school buildings, health clinic and religious programs were activities. Many employed parents are not

participated their labor for shramadana with the identified activities. The lack of participation for an academic program of parents brings in a drawback of the school development. The parents who had taken part in various programs were the same programme. The parents who took active part in development activities of the school were also interested in their children's education. It was interesting to note the relationship between parents' involvement with school activities and their children's educational performance.

Considering children's educational goals as a whole, it is clearly that education is not merely an examination based learning. The students who do not display talents in exams are very clever and good at some extracurricular activities. Some children's contribution surpasses the examination goals. The extracurricular activities affect child's proper development. The recreational activities are stimulating. Recreational facilities along with other extracurricular activities were introduced in the school. Four extracurricular activities that were considered in the sample study any students can participate in them. According to the statistic 20.0% are interested in cricket or Gymnastic. Another 16.7% are also interested in Gymnastic or volley ball. 20% students like to play volley ball. 13.3% are involved in aesthetic subjects. They involve in music, dancing, painting and they also take part in other extracurricular activities. They participate in extra class for more interest.

The children clever at studies display certain talents and skill in some extracurricular activities. The children who were do not take part in any extracurricular activities that face learning difficulties. It is clearly identified that the parent's ignorance, lack of understanding, lack of parental involvement in class meeting, financial difficulties, loss of friendly inter relationship with teachers and parents were some of the factors for the educational drawbacks and non-involvement in extracurricular activities of their children.

Table 11
Parents' employments response for children education performance
for school factors

Factors	Satisfied	%	Unsatisfied	%	Unable to	%	Can' t stay	%	Total	%
Education Level	9	30	7	23.3	8	26.7	6	20	30	100
Relationship Between Teachers and students	7	23	13	43.3	4	13.3	6	20	30	100
Teachers attention	8	26	10	33.3	5	16.7	7	23	30	100
Relation between parents and children	3	10	15	50	6	20	6	20	30	100
Relationship between teachers and parents	7	23	11	36.7	7	23.3	5	16	30	100

Survey Data, 2016

Tables 11 indicate the identified area of concern of parents in the relation to their children's education performance. The responses of parents were categorized and they are as satisfied parents, unsatisfied parents, parents who don't know about the situation, parent who were unable to comments.

According to the above table 30% parents were highly satisfied about the educational conditions in the school. 23.3% parents informed that they were not satisfied. 26.7% don't any have any understanding about the situation. 20% parents informed that they couldn't tell anything. The rest of 46.7% parents are not attentive to their children's education. Taking part in school activities, representation in school committees, taking part in school meetings, attending class meeting gave good opportunities to gain better understanding about situations do not get any opportunity to know their children's education performance. A positive interaction between the teacher and the students is very essential not only for successful educational achievements, but also for personal growth and development of the child. It is vital to build triparty helping relationship between students, teachers and parents in achieving intended education goals.

The teacher in the classroom is responsible for the classroom attendance of students. 26.7% of parents were satisfied with classroom teacher's attention for children's activities. 33.3% of parents were unsatisfied while 16.7% parents have no ideas. 23.3% of parents did not comment. 60% of parents consider teacher's attention for children was very important.

Conclusion and Recommendation

Family is a fundamental factor in the development of a child, as children begin learning from their family environment, gradually acquiring language, literacy, and other educational skills. A strong educational foundation is largely influenced by the family's conscious and unconscious strategies, which shape children's personality development and academic achievements. Families contribute to education directly through guidance and support, and indirectly through modeling behaviors and creating a supportive psychosocial environment.

Recommendations:

1. **Flexible School-Parent Engagement:** Schools should offer alternative meeting times and locations to accommodate working parents.
2. **Technological Support:** Utilize digital platforms for parent-teacher communication and homework guidance.
3. **Broadening Family Involvement:** Recognize indirect and informal contributions of working parents to children's learning.
4. **Supportive Home Environment:** Encourage parents to create nurturing spaces for study, positive reinforcement, and engagement in learning.
5. **School Social Work Interventions:** Provide counseling, family support, and liaison services to address academic, social, and emotional challenges.
6. **Inclusive Engagement Programs:** Target parents less likely to participate in school activities, ensuring equitable involvement.
7. **Community Partnerships:** Utilize literacy programs, multi-agency collaborations, and community resources to support disadvantaged families.
8. **Policies Supporting Work-Family Balance:** Encourage strategies that help parents balance employment and childcare responsibilities, benefiting children's educational and emotional development.

Parental employment vulnerabilities, when coupled with socioeconomic challenges, can directly and indirectly affect children's education. By fostering parental engagement, providing social work support, and implementing flexible policies, schools and

communities can mitigate these impacts, ensuring that children achieve their academic potential and holistic development.

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