

EDUCATIONAL APPRAISAL ON THE IMPACT OF PARENTAL ATTITUDE ON STUDENTS PERFORMANCE AT PRIMARY SCHOOL LEVEL WITH SPECIAL REFERENCE TO SUNDARBAN REGION OF SOUTH 24 PARGANA DISTRICT , WEST BENGAL

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Abstract

The purpose of this study was to investigate "Impact of Parental Attitude on Students Performance at Primary School Level" in Sundarban region of South 24 pargana. This study was descriptive and survey to investigate "Impact of Parental Attitude on Students Performance at Primary School Level" in Sundarban region of South 24 pargana. The population of study was students and their parents. The study was delimited in Sundarban region of South 24 pargana. In this research Questionnaire method was used to collect data from students and their parents. Questionnaire was developed on the base of likert scale statements, keeping in view the objectives of the study. After getting data from respondents, it was analyzed through SPSS and MS Excel after scoring. Percentage mean score and standard deviation were part of the results to find out overall strength of respondents of each statement. It was found in the result that parental attitude has great effect on the performance of students. By positive parental attitude we can enhance the performance of students. The study concluded that a positive and friendly parental attitude might be used as a training approach to enliven students' thinking and improve their learning conditions and performance in their field of study. Parental attitudes that are both effective and positive assist children through difficult learning conditions. When students encounter a beneficial and positive parental attitude, they develop and increase individual understanding of the zones of realizing.

Keywords: Parents' Attitude, friendly Performance, Students

1. Introduction:

The purpose of this study is to explore how parental attitudes affect kids' presentation at the level in of Primary school in the region of Sundarban region of South 24 pargana. Everyone's manner is important in every sphere of life, but parental attitudes about their young ones academic performance are far more important than in any other field. When it comes to student achievement, attitude is a critical factor. It is critical to have a positive attitude in order to improve a student's performance. As a result, parental attitude is extremely crucial for students in terms of their learning process and academic success. If a parent's attitude is positive, it can boost the learning process and improve student achievement. If it is negative, it might halt the learning process and discourage pupils. Attitude is defined from many perspectives, and then these definitions are used to the knowledge procedure. In the literature, the topic of attitude of parents in educating is frequently explored on the basis of sociology pedagogy, and ideology

grounds. The attitude of parents is tried to explain that how it is crucial in case of performance of students and improved achievements in light of many points of view and arguments.

The primary role of parents should be to improve their children's academic achievement. Parents must engage in good activities in order for their children to succeed. Parents may instill positive characteristics in their children if they build them according to psychosocial development, which allows them to succeed in all aspects of life, including education. It is widely acknowledged that, in addition to schools and teachers, parents' attitudes play a major role in students' performance.

According to studies, the primary impediment to students' achievement is parental attitude. Parents' actions, hopes, and the practice of keeping parents eye on their kids at home, at school, and outside of the house and school are all examples of parental attitude. The researcher argues that parents' actions should be moderate, and parents' expectations should be moderate, and that breaking the rule of moderation may make it difficult to get outstanding school outcomes. (2002, Ding) 2013 (Porumbu & Necşoi)

The role of parents in their children's achievement is critical. It has been shown that children seek on their parents for all of their basic needs. Parents should meet with their children's teachers to discuss how to improve their children's academic achievement. It is the obligation of parents to ensure that their children's activities are all in favour of education. Parents should congratulate their children on their accomplishments and encourage them when they receive a poor mark. If they congratulate their children on their achievements, they will work harder to achieve even greater success. If they support the children when they fail, they will rise up with renewed determination. Grace; Mpiluka, 2014)

Parents must be aware of their children's special requirements. Parents of children should understand their children's needs, such as social, mental, physical, and educational needs, in order to improve student performance (Jafarov, 2015).

Children are regarded as the foundation of any community. Their performance has the potential to play a critical influence in the future. Parents' positive attitudes will assist their children in progressing to meet educational demands. The key components that are responsible for enhancing children's educational standards include teachers and parents' physical and instructional facilities. (2014, Obeta)

Children's learning and performance are greatly influenced by their parents' attitudes and behavior. 2013 (Ofosu-Asiamah)

The first obligation of parents is to instill excellent moral principles in their children. According to religious beliefs, parents should focus on instilling moral qualities in their children. It is preferable for children to be ethical rather than full of knowledge (Ntitika, 2014).

When their people are given challenges in school even outside school, parents can positively assist them by addressing their concerns and encouraging them. Kindness, sympathy, and support from parents are crucial.

Parents' participation in giving all resources necessary to meet educational demands is crucial for child's enhanced quality not only in classroom but in their personal interaction (Ahmed and colleagues, 2019).

It is critical to understand the features of parental attitudes and their impact on student achievement at Sundarban region of South 24 pargana's Primary school. As a result, favorable parental attitudes, contacts with youngsters, involvement in children's academic pursuits, and meeting with teachers all play a role at the Primary level. critical roles in bolstering the potential needed for improved student performance. As a result, this research will aid in determining the relationship between a parent's attitude and a student's performance at the Primary school level. Other researchers and professionals may find this study useful in the future. This research will assist teachers in achieving better results in terms of student performance.

In comparison to official schools, parents play a critical role in the development of social values. A pleasant attitude is critical for pupils' good attendance. Parents that have a positive attitude will help their children do better. Previous research has shown that a positive attitude among parents contributes to a high rate of attendance and better educational grades.

In the case of education, parental attitudes may or may not be in favor of students. The majority of parents want their children to have a decent education.

They demonstrate their participation by discussing difficulties with their children, assisting them with assignments, participating in institute functions, and encouraging and motivating them to achieve their full potential. These battles will instill positive habits in terms of education, enhance attempts to acquire, and develop good characters on the inside and out.

Parents who are less concerned about their children's academic success do not priorities meeting with instructors. Due to which their children are not interested in activities of education. In general, the children of these parents will exhibit a lack of interest and have a bad character.

Rojalin Samal stated "When parents have a bad view toward an institution's performance, the students' learning process is stifled. Lack of parental involvement in school events can have a negative impact on a student's motivation."

Although students originate from a variety of backgrounds and have varying parental attitudes toward education, children can only improve If their parents assist children throughout all learning programmers with a good and constructive attitude, they will achieve academic achievement.

Various types of study related assistance are available. It begins before a child's birth, when his parents read about his unborn child. After his child is born, he is given books and toys to aid in his child's development. It means that parents should inquire about their children's education on a frequent basis and assist them with their homework. They should instill in their children a sense of respect for their classmates and elders, and also how to speak politely with teachers. Parents that have poor attitudes toward education will instill negative attitudes in their children, leading them to believe that the learning process is unimportant. As a result, favorable parental attitudes toward education have a beneficial impact, while negative attitudes have a negative impact.

2. Research objectives:

- ❖ To study parents think about Primary school education?
- ❖ To examine the difficulties that students face in obtaining Primary education.
- ❖ To determine the variables that deters kids from pursuing Primary education.
- ❖ To learn about the obstacles that kids face in Primary school.
- ❖ To find out how parents' opinions affect their children's performance in Primary school.

3. Research Questions:

The research questions are

- ❖ How can the opinions of Primary school parents be investigated?
- ❖ What issues that student face as a result of their parents' attitudes?
- ❖ At the Primary level, how does parental attitude effect student motivation?
- ❖ What are the challenges that students face in their academics as a result of parental attitudes?
- ❖ What impact does a parent's attitude have on a student's performance?

4. Research methodology:

The research method used was descriptive and survey-based. The population of this study is made up of Primary school pupils as well as their parents. The researcher chose 400 pupils and 40 parents to participate in this study. The researcher chose 20 pupils from each of Primary schools. A total of 40 closed-ended questions were used to obtain data from the respondents. Students and parents were asked the same questions.

4.1 Parents encourage the students in studies

Item		Str.D. ag	D.ag	Und.	Agree	S.agre	Total	S.D	Mean
Encouragement	Freq.	22	69	43	216	90	440	1.12	3.64
	%age	5	15.7	9.8	49.1	20.5	100		

The above data shows that 49.1% of respondents agreed and 20.5 percent strongly agreed, whereas 15.7 percent disagreed and 5% strongly disagreed with the above mentioned subject. Total, 69.6 percent of respondents agreed with the statement. The mean score of 3.64 indicates an inclination toward agreement, and the results were supported by a 1.12 standard deviation.

Table 4.2 Parents help students in homework

Item		Str. D.ag	D.ag	Und.	Agre e	S.ag	Total	S.D	Mean
Home work help	Freq.	27	153	26	152	82	440	1.28	3.25
	%age	6.1	34.8	5.9	34.5	18.6	100		

The above data shows that 34.8% of respondents agreed and 18.6 percent strongly agreed, whereas 34.8 percent disagreed and 6.1% strongly disagreed with the above mentioned subject. Total, 53.1 percent of respondents agreed with the statement. The mean score of 3.25 indicates an inclination toward agreement, and the results were supported by a 1.28 standard deviation.

Table 4.3 Parents not ignore the absence from school of children

Item		Str. D.ag	D.ag	Und.	Agre e	S.ag	Total	S.D	Mean
Ignorance of absence	Freq.	30	275	44	50	41	440	1.08	2.54
	%age	6.8	62.5	10	11.4	9.3	100		

The above data shows that 11.4% of respondents agreed and 9.3 percent strongly agreed, whereas 62.5 percent disagreed and 6.8% strongly disagreed with the above mentioned subject. Total, 20.7 percent of respondents agreed with the statement. The mean score of 2.54 indicates an inclination toward agreement, and the results were supported by a 1.08 standard deviation.

Table 4.4 parents solve problems regarding education

Item		Str. D.ag	D.ag	Und.	Agree	S.ag	Total	S.D	Mean
Solve problems	Freq.	64	67	60	179	70	440	1.30	3.28
	% age	14.5	15.2	13.6	40.7	15.9	100		

The above data shows that 40.7% of respondents agreed and 15.9 percent strongly agreed, whereas 15.2 percent disagreed and 14.5% strongly disagreed with the above mentioned subject. Total, 56.6 percent of respondents agreed with the statement. The mean score of 3.28 indicates an inclination toward agreement, and the results were supported by a 1.30 standard deviation.

Table 4.5 Parents discuss about education with children

Item		Str. D.ag	D.ag	Und.	Agree	S.ag	Total	S.D	Mean
Discussing	Freq.	71	188	51	54	76	440	1.35	2.72
on edu	% age	16.1	42.7	11.6	12.3	17.3	100		

The above data shows that 12.3% of respondents agreed and 17.3 percent strongly agreed, whereas 42.7 percent disagreed and 16.1% strongly disagreed with the above mentioned subject. Total, 29.6 percent of respondents agreed with the statement. The mean score of 2.72 indicates an inclination toward agreement, and the results were supported by a 1.35 standard deviation.

Table 4.6 Parents have meetings with teachers of children

Item		Str. D.ag	D.ag	Und.	Agre e	S.ag	Total	S.D	Mean
	Freq.	81	173	66	64	56	440	1.29	2.64
Meetings with teachers	% age	18.4	39.3	15.0	14.5	12.7	100		

The above data shows that 14.5% of respondents agreed and 12.7 percent strongly agreed, whereas 39.3 percent disagreed and 18.4% strongly disagreed with the above mentioned subject. Total, 27.2 percent of respondents agreed with the statement. The mean score of 2.64 indicates an inclination toward agreement, and the results were supported by a 1.29 standard deviation.

Table 4.7 Parents monitor school outside activities

Item		Str. D.ag	D.ag	Und.	Agre e	S.ag	Total	S.D	Mean
	Freq.	57	59	54	217	53	440	1.23	3.34
Monitoring Activities	% age	13.0	13.4	12.3	49.3	12.0	100		

The above data shows that 49.3% of respondents agreed and 12.0 percent strongly agreed, whereas 13.44 percent disagreed and 13.0% strongly disagreed with the above mentioned subject. Total, 61.3 percent of respondents agreed with the statement. The mean score of 3.34 indicates an inclination toward agreement, and the results were supported by a 1.23 standard deviation.

Table 4.8 Parents ask about problems of education to children

Item		Str. D.ag	D.ag	Und.	Agre e	S.ag	Total	S.D	Mean
Ask about problems	Freq.	61	199	59	51	70	440	1.29	2.70
	% age	13.9	45.2	13.4	11.6	15.9	100		

The above data shows that 11.6% of respondents agreed and 15.9 percent strongly agreed, whereas 45.2 percent disagreed and 13.9% strongly disagreed with the above mentioned subject. Total, 27.5 percent of respondents agreed with the statement. The mean score of 2.70 indicates an inclination toward agreement, and the results were supported by a 1.29 standard deviation.

Table 4.9 Parents fully support financially to children

Item		Str. D.ag	D.ag	Und.	Agree	S.ag	Total	S.D	Mean
Financially support	Freq.	55	63	60	191	71	440	1.26	3.36
	%age	12.5	14.3	13.6	43.4	16.1	100		

The above data shows that 43.4% of respondents agreed and 16.1 percent strongly agreed, whereas 14.3 percent disagreed and 12.5% strongly disagreed with the above mentioned subject. Total, 59.5 percent of respondents agreed with the statement. The mean score of 3.36 indicates an inclination toward agreement, and the results were supported by a 1.26 standard deviation.

Table 4.10 Parents appreciate for good and hard work

Item		Str. D.ag	D.ag	Und.	Agree	S.ag	Total	S.D	Mean
Appreciation For work	Freq.	55	72	52	185	76	440	1.29	3.25
	%	12.5	16.4	11.8	42.0	17.3	100		

The above data shows that 42.0% of respondents agreed and 17.3 percent strongly agreed, whereas 16.4 percent disagreed and 12.5% strongly disagreed with the above mentioned subject. Total, 59.3 percent of respondents agreed with the statement. The mean score of 3.25 indicates an inclination toward agreement, and the results were supported by a 1.29 standard deviation.

Table 4.11 Parents not force for job to children

Item		Str. D.ag	D.ag	Und.	Agree	S.ag	Total	S.D	Mean
Say for job	Freq.	62	55	40	214	69	440	1.29	3.39
	%	14.1	12.5	9.1	48.6	15.7	100		

The above data shows that 48.6% of respondents agreed and 15.7 percent strongly agreed, whereas 12.5 percent disagreed and 14.1% strongly disagreed with the above mentioned subject. Total, 64.3 percent of respondents agreed with the statement. The mean score of 3.39 indicates an inclination toward agreement, and the results were supported by a 1.29 standard deviation.

5. Findings:

It was found in the study that only 69.6 percent parents encourage their children. It was found in the study that only 53.1 percent parents help their children in home work. It was found in the study that only 20.7 per cent parents not ignore the absence of their children from the school. It was found in the study that 56.6 percent parents solve the problems of their children regarding education. It was found in the study that only 29.6 percent parents discuss with their children about education. It was found in the study that only 26.2 percent parents have meetings with teachers. It was found in the study that 61.3 percent parents monitor the school outside of their children. It was found in the

study that only 27.5 percent parents ask about the problems of education from their children. It was found in the study that only 59.5 percent parents fully support financially to their children in education. It was found in the study that 59.5 percent parents appreciate for good and hard working of their children. It was also found in the study that only 59.3 percent parents not force their children for part time job. The findings of this study were discovered that parental attitude is the most essential factor in pupils' improved performance. We cannot boost students' academic achievement without a fruitful and positive parental attitude. It is true that if teachers' attitudes are poor, we can change teachers; if classmates' attitudes are poor, We have the ability to change the class's portion. We can change the school to increase student performance if the setting is unsatisfactory. but we cannot change parents' attitudes. As a result, we cannot improve our pupils' performance without a beneficial and positive attitude from their parents. If we want pupils to do better, we must modify our attitude toward them.

In the case of poor performance, a positive parental attitude makes it easier for parents to deal with their children's daily issues. Parental optimism instills optimism in their children's lives, making it simpler to avoid anxieties and negative thinking when it comes to school success. If parents accept it as a way of life, it will have a positive impact on their children's lives, to see them happy In their intellectual pursuits, they are brighter and more successful. Positive parents see the positive side of their children education, and their kids grow up to be hopeful and anticipate the better in terms of scholastic achievement.

6. Conclusion

The study concluded that a positive and friendly parental attitude might be used as a training approach to enliven students' thinking and improve their learning conditions and performance in their field of study. Parental attitudes that are both effective and positive assist children through difficult learning conditions. When students encounter a beneficial and positive parental attitude, they develop and increase individual understanding of the zones of realizing. When there is a direct link between a positive parental attitude and study sessions, students find them useful and appropriate. The current study provided information about understudies' observations and feelings about the use and significance of parental attitude. However, it is also critical to redirect instructors' conclusions, recognitions, experiences, disappointments, and accomplishments by utilizing parental attitude assets.

7. Recommendations:

- ❖ In the case of student achievement in private and public schools, the government should give special attention to introducing innovative techniques to address problems and challenges related to parental attitude.
- ❖ All schools should have their very own vision for addressing issues of parental attitude in the classroom.
- ❖ The school administration should develop policies and programmes to improve teaching methodology in both private and public schools by enhancing parental attitudes about students success.
- ❖ Every school should have a committee that deals with and resolves the various concerns related to parental attitudes.

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