

An Analysis of Parental Attitudes Towards Students Education Performance in Negombo Sea-Belt Sri Lanka

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Abstract


The purpose of this study is to investigate the relationship of secondary school students' educational performance and their perceived parental attitudes. Parents' ambitions appear to be one of the crucial predictors for children's educational performance. Information has been collected on students in five community middle schools in the Negombo sea belt during the 2020-2021 academic year to find out perceived parental involvement on their academic performance. This research follows a screening model, which develops the instrumental scales that measures the students' perceived parental attitudes towards educational performance. The Pearson product-moment correlation coefficient and regression were utilized for data analysis. Furthermore, one *t* test was used to determine the level of overall parental attitudes towards secondary level education of children. The regression results indicate that fisher folks' children mostly perceived their parents' attitudes as protective demanding, which contributed 26.8 percent towards educational performance. Furthermore, regression results further demonstrate that Authoritarian Parent Attitude and Democratic Parent Attitude were 18.5 percent and 14.49 percent respectively, towards educational performance while encouraging students in terms of decisions for traditional fishing rather than their children's academic future. Pearson product-moment correlation coefficient indicate that three sub dimensions of parental attitudes moderately impacted on secondary level education of fisher-folk children in the Negombo sea belt. However, when the parents' Democratic, protective demanding and authoritarian attitudes increased, a student's educational performance decreased but perceived parental attitude has a moderate impact on secondary level educational performance of fisher-folk children in the Negombo sea belt in Sri Lanka.

Keywords: Parental attitudes, secondary level educational performance, middle level community schools, fisher folk children.

I. Introduction

Family is the most pivoting and influential social entity in socializing children when they learn social roles, which values are passed down from generation to generation (Tan & Baloglu, 2013; Ersoy & Ugur, 2015). For a child, the first social and educational environment is the family. Consequently, parents are answerable to create the right initiation of child's education - through focused actions, and through the prevailing psychosocial climate in the family. For the past two decades, social science researchers have sought to quantify parental involvement on the educational performance of secondary school children (Mau, 1997). Halle et al. (1997) emphasized that of low-

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income minority families' mothers with higher education had greater expectations for their children's educational performance. Research on parenting also has shown that parental education is related to a warm, social climate in the home. Early childhood education with strong parental involvement is a healthy situation and continuously communicating them to strive for their best in whatever they are doing will result in improved achievements (Stagelin, 2002). Majoribanks (2002) stressed that inequalities in educational and occupational achievement among students of diverse socioeconomic, racial, and ethnic backgrounds is positively associated with children and their achievement in school and school activities. Many researchers have argued that in urban areas parental involvement may be especially salient because of high family dissolution rates, numerous two-parent working families, and a unique lifestyle (Hampton et al., 1998). Therefore, the importance of education, very specifically its effectiveness, has become quite a provocative and rapid burst of growth with parental attitudes in the recent past. Cheung and Pomerantz (2012) discuss parents who can show their children that trusting school is important when they get too involved in school activities. Furthermore, encouragement of doing well in school and taking the lead to a conversion of future academic goals for children is compulsory (Quilliams & Beran, 2009). Parental attitudes towards children's education can be personified in multiple levels. Some parents are highly impressed to be involved at school level i.e., communicating frequently with the teacher regarding student matters, volunteering in the classroom or school and organising school events. But some parents are involved more at the home level by helping with homework or offering time to do their homework, but not acquainting or connecting frequently with the school. Bordhan (2014) emphasized that the most important attribute of parental attitude is consistency, as children mature into adolescence and parental involvement remains vital for their educational secondary level education performance.

1.1 Fishing Community in Negombo Sea-Belt

Sri Lanka's literacy rate is outstanding when compared with other countries in the region. However generally, the educational levels of fishermen are lower than the average literacy rate of the country (Ragavan et al., 2015) and similarly, higher educational achievements. Previous research has further explained that due to childhood poverty, children could have low academic achievements as well as drop out of school earlier than others (Nanayakkara, 2020). However, the Ministry of Education study commissioned for "Education for All Report 2000" in Sri Lanka data is cited on the literacy rates of 'minority groups' which stated that the men and women in fishing communities have a seventy six percent (76%) male literacy and sixty six percent (66%) female literacy rate but were considerably higher than those of other working groups from urban and rural areas (Maddox, 2007). Ragavan, et al. (2015) have suggested that three major reasons for low levels of education, such as relatively higher income with independence, eighty percent of active fishers have attended only primary schools and most fishermen (82%) were with primary educational level. The author further explained that due to traditional fishing knowledge, gained through experience from their childhood, makes children self-motivated towards fishing activities without considering education (Ragavan et al., 2015). Some other reasons which were identified by researchers on higher educational motivation are the number of young dependents in a family (Arunatilake, 2007). There is a negative perception in society for fishers, which adversely affect the social reputation of the fishermen (Ragavan, et al., 2015), and this could adversely affect children's perception toward education. The remoteness of villages and the prevalence of poverty have prevented many fisher-folk children not only receiving higher education but even basic primary and secondary education (Amarasinghe, 2005).

1.2 Gaps in Previous Literature

Shute et al. (2011) grouped the specific aspects that refer to parental involvement and secondary school students' academic achievement into two main categories: home activities and school activities. Further, in the same research paper the author discussed parent-child discussions as the first category including conversations between parents and their children relating to school activities, programs, school plans, the degree to which parents presume that their children will perform well in school as well as parental aspirations and expectations. Attitudes by which parents demonstrate and communicate the values, behaviour, and standards that their children are expected to adopt namely, parenting style, reading at home (parental modelling and support of child's reading activity), parents checking child's homework, and home rules and supervision.

The second category includes specific variables such as: parent – teacher communication, parents attending school activities, parents volunteering at school etc. Linver et al. (2002) have examined how parenting behaviour, namely structure of the home environment, could affect and influence children's achievements and its outcome. Cui et al. (2002) studied specific behaviour such as harsh parenting, nurturing, and warmth. In contrast, Christenson and Sheridan (2001) have indicated that the four key elements for improving parental attitudes are: approach; attitudes; atmosphere; and action. Marshall et al. (1994) proposed that the parents' abilities to form precise views and hopes regarding their children's educational performance are necessary in structuring the home

and educational environment so that they can excel in post schooling endeavours. Shumow and Miller (2001) noticed that parents with high educational background were more likely to provide help at home than non-educated parents. LaRocque et al. (2011) found that parents struggled in school and did not get the support they required may think like the education system “failed” them, which may also lead them to feel inadequate to help their child at home.

Gap 1: Exploring the mechanisms connecting parental attitude (PA) to secondary level education performance (SLEP), regarding conceptual disparities, it is necessary to revisit the conceptual understanding of relationship between PA and SLEP. The relationship between PA and SLEP may not be static or constant across time. Therefore, it is necessary to conduct research in PA studies based on Primary data to fulfil the gap in empirical research.

Unfortunately, the conceptualization of parental attitude in this study is narrow and constrained by the variables accessible in the data sets. The conceptual umbrella of parental attitude has been over extended to comprise a variety of parental attitude and dimensions that do not comprehensively enter the existing relationship into the Sri Lankan context. Fascinated with the idea that research leads to the argument that the source of our discontent is found in the lack of research and studies in the local context will affect the knowledge gap between SLEP and PA. The importance of developing and applying alternative conceptualizations of parental attitudes is apparent. Thus, the current parental attitude framework serves to describe rather than explain the effects of inequality on educational outcomes.

Gap 2: Exploring the mechanisms connecting PA to SLEP, regarding conceptual disparities it is necessary to revisit the conceptual understanding of relationship between PA and SLEP, into the Sri Lankan context.

Hence, this research explores “children’s perceived attitudes towards parents for their educational performance”. The topic was selected since many children in fisher folks’ families have a low educational level and only a small percentage of children are motivated for higher educational achievements. The literacy level of the socially marginalised and unprivileged mass is found to be much lower than that of the rest of the society. This may be caused by various factors such as socio-economic status, parental attitudes, their interest in educating their children, and being aware of education etc. (Bordhan, 2014). Parents of unprivileged and socially marginalized children are not highly in favour of schooling and educating their children. Some research has further explained that due to childhood poverty, children would have low academic achievements as well as dropping out of school earlier than others (Nanayakkara, 2020). The fisheries sector has a higher generational link in terms of occupation. Researchers have found three major reasons for this high generational link as (1) low level of education, (2) rare alternative employment opportunities and (3) relatively higher income with independence (Squire & Wijayarathne, 2008). In addressing the research problem, this study is guided by the following research questions: The main purpose of the current study is to examine the relationship between perceived parental attitude and educational performance at the secondary level. Therefore, in general, this study will address the following questions: (1) Is there a positive relationship between fisher folk students’ PA and their perceptions on SLEP? (2) Is there a positive relationship between parental ‘Democratic Attitude (DA), Authoritarian Attitude (AA) and Protective Demanding attitude (PDA) on SLEP? Based on the two research questions, the main objective of the study is as follows:

“To examine the interaction effect between perceived parental attitude on secondary level educational performance”. To find the answers to two research questions, a study attempts to develop two research objectives, (1) to examine the relationship between parental attitude and secondary level educational performance, (2) to examine the relationship between parental ‘Democratic Attitude (DA), Authoritarian Attitude (AA) and Protective Demanding attitude (PDA) on SLEP.

Weinger and Annette (2003) report that pupils from a lower social status lack financial or economic capital, and their parents find it difficult to provide their needs, such as textbooks, notebooks, stationery and clothing requirements. Due to these imbalances, especially when a child lacks these facilities, it turns into a disadvantage in school. Therefore, it is becoming inherently difficult for the lower-class community to thrive in academic success. While maintaining two elements of their language and religion, the fisher families thus tend to build a strong culture supported by Catholic missionaries that cannot be separated from their lives, which may differentiate them from the other communities in the district. The National Examination Council’s results of learners in this area has shown that there is a notable difference between fisher folk communities and the rest of the urban and semi-urban communities. Wagner (1993) claimed that the impact of the social aspect of the educational performance of children in rural and urban communities has been neglected, especially with regard to their ability to read and write. The study further explains that due to a traditional fishing knowledge gained through experience, from their childhood, makes children self-motivated towards fishing activities while paying less attention to education, which may have resulted in the lack of higher educational motivation among fisher-folk children (Ragavan et al., 2015). Furthermore, research has explained that living in a community where the

main livelihood is agriculture or fishing, the interest in education remains low (Arunatilake, 2007). This indicates that agriculture and fishing environments negatively affected children's education (Amarasinghe, 2005). As a result, education and powerlessness have excluded youth from the mainstream of development (Amarasinghe, 2005).

II. Literature Review

The following section contains relevant past works that provides the necessary background for this study.

Parental Democratic Attitude

Henning (2013) suggested that Uri Bronfenbrenner's Ecological Systems Theory can be applied to explain the effects of parental involvement in their children's academic achievement in public secondary schools. This study is based on the ecological systems theory developed in the year 1977 and introduced in 1989, which focuses on the individual and the environments they experience. Perna (2007) discussed the theory basically formulated to explain the academic achievement of different levels in society which encompasses school, family, community, and social factors (Henning, 2013). The author begins with the immediate environment (microsystem), and then expands out to encompass the culture in which the child is living (macrosystem) (Henning, 2013). According to the ecological systems theory, the most important aspect is the four types of systems which contain roles, norms and rules that shape development (Kibaara & Ndirangu, 2014). Four different systems affect a developing person. Kibaara and Ndirangu (2014) discussed that the family, school, peers, church, classroom, or systems in the immediate environment belongs to the microsystem. Bronfenbrenner (1989) also discusses the idea that "each member in the microsystem influences every other member" (Henning, 2013, p. 239.). When two microsystems are interacting such as the school and home of a child it will develop the system of Meso in this system. The mesosystem would focus on the links between the child's relationship between home and school. The same authors further emphasized that the exosystem is environment related to individuals and is not explicitly involved and is external to his or her experience, yet for instance it affects child's parents' workplace, neighbours, mass media and family friends. The macrosystem refers to the attitude and ideologies of culture. Parent's work environment, parent's work schedule and relationship between school and the parent's work environment can be known as the exosystem (Bronfenbrenner, 1989; Henning, 2013).

LaRocque et al. (2011) described parental attitude as family involvement; defining it as "parents or caregivers' investment in the education of their children" (p. 116). Kuzgun and Eldeleklioglu (2005) categorized parental attitudes as being important variables that impact the socialization of a child in Turkey, into three types: Democratic Parent Attitude, Authoritarian Parent Attitude and Protective demanding Parent Attitude. Eldeleklioglu (1996) discusses children who are raised in democratic environments are more inclined to have an enhanced mental development. More importantly parents with democratic attitudes towards their children manage their behaviours more rationally and recognize them as individuals to develop independent personalities (Kulaksizoglu, 2008; Ersoy & Ugur, 2015). Kuzgun (1972) discussed that democratic parental attitude is the most beneficial approach for a child to realize about themselves (Ersoy & Ugur, 2015). The relationship between students' self-esteem and parental attitudes in Turkish society (Ozdemir et al., 2012). This study concluded that a democratic parent attitude is the best attitude for character development. However, Baldwin (1995) found that a democratic attitude had a positive impact on a child's development (Ersoy & Ugur, 2015).

Parental Authoritarian attitudes

Ogunsola et al. (2014) elaborated, how parental factors influence students' academic achievements and the theory of human capital in education which is opened equally to everyone. But the secret behind the success of education is parental involvement with student attainment. Hornby and Lafaele (2011) includes home-based parental attitudes such as listening to children read and supervision of homework as well as school-based parental involvement such as attending parent education workshops and parent-teacher meetings. Pomerantz et al. (2007) stressed that the effectiveness of both home-based and school-based facilities are methods that improves academic performance. Authoritarian attitudes directed their children to achieve their desired expectations under constant supervision. In this process, even minor mischief of children are not unheeded, but are emphasized, and an effort is made to correct them. Children raised with an authoritarian attitude, either become silent, docile and meek or resentful and aggressive (Sargin, 2010; Ersoy & Ugur, 2015). However, most researchers argue that in both cases the child is full of hatred and fear. Bilal (1984) concludes that contrasted to authoritarian parents, parents that demonstrate democratic attitudes will extend more comfortability in terms of social adaptation and education (Ersoy & Ugur, 2015). Authoritarian attitudes hinder children's independent character development and influenced by outside inspections. Further, the author elaborated that these kind of attitudes will lead children to increase violence levels especially for boys and decrease the level of self-respect.

Protective Demanding Parental Attitude

Functionalist Theory and its perspectives further elaborate that to achieve academic success it is essential that the individual's scholarly attainment, gives parents more stimulation in this process. Since better-off families or parents tend to favour knowledge enhancing socialization, children from the lower category of parents face severe problems. Due to the lack of social attributes in low class families, parents are not able to manage their vocabulary and informal learning with school. It will further affect their children in achieving their educational success due to their poor intellectual environment. This theory explains that learning happens in a social context through a reciprocal interaction between the individual, environment, and behaviour (Bandura, 2001). Individuals are capable of learning not only from their own experience but also from the experience of those who are around them. This is observational learning, and it has four sub-functions: attentional processes, retention processes, production processes and motivational processes (Bandura, 2001).

Family circumstances can play a major role in parental attitudes towards children's education. The longitudinal study conducted by DeWitt et al. (2013) revealed that students who reported to have parents with more positive attitudes towards science tended to have higher educational and occupational science aspirations. Fakeye (2010) showed that there was a positive relationship between student's attitude and their academic achievements. They consider attitude to an individual's way of seeing and reacting to a social phenomenon and assert that it varies from person to person. Ersoy and Ugur (2015) stressed that these children are enabled to decide for themselves and would not be able to do anything without asking others, and even they express their desires by whining due to poor entrepreneurial skills. Since parents are not given an environment in which to improve their manipulative skills, these children are embarrassing, inelegant, and show poor self-confidence.

Present Study

This aim of the present study was to examine the relations between PA and SLEP of fisher folk students in the Negombo sea belt. This study has developed Four hypotheses which is explained below, bivariate (H1, H2 and H3) and descriptive analysis (H4).

- H1: There is a significant relationship between Democratic Parent Attitude towards secondary level educational performance of fisher-folk children in the Negombo sea belt in Sri Lanka.
- H2: There is a significant relationship between Authoritarian Parent Attitude towards secondary level educational performance of fisher-folk children in the Negombo sea belt in Sri Lanka.
- H3: There is a significant relationship between Protective Demanding Parent Attitude towards secondary level educational performance of fisher-folk children in the Negombo sea belt in Sri Lanka.
- H4: The level of Parental Attitude is not high among fisher-folk children in the Negombo sea belt in Sri Lanka.

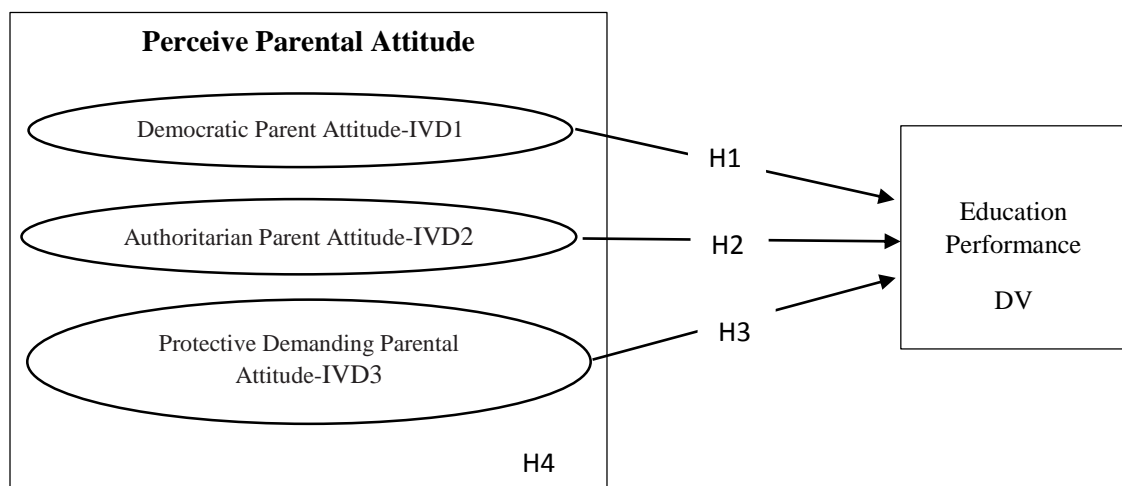


Figure 1: Research Model

III. RESEARCH METHODOLOGY

Research design

This research adopted quantitative research in the form of a cross-sectional study in which data was collected across a population and employs a screening model. The study questionnaires were administered to 399 students who were selected, applying the stratified cluster sampling technique. The questionnaire on the students perceiving parental attitudes is a self-developed questionnaire regarding children's education and some demographic details. It consists of items which range from educational performance with children, Democratic Parent Attitude, Authoritarian Parent Attitude and Protective Demanding Parent Attitude. The questionnaire for the students consists of a section for demographic profile and sections on three different characteristics which are directly related to parental attitudes. A relational screening model is applied to determine the presence or degree of co-change between two or more variables (Klassen et al., 2012).

Participants

This research focuses on the students studying in the 8th, 9th and 10th grade from five community public middle schools in this area, where some are bilingual and use both the Tamil and Sinhala language. Data collection was undertaken in the Sri Lanka Sea belt in Negombo, located in the Gampaha district. With a lower rate of school enrolment and high rate of dropouts in grades, the sea belt in Negombo has an under privileged and minority population for its abortive basic education. Parents have been greatly involved in traditional fishing paying less attention to their children's educational success. The sample for the study was selected through stratified cluster sampling.

Research Instruments

The study instruments used for the purpose included interviews and questionnaires. Five separates but equivalently structured three section questionnaires were prepared to collect data from the five ethnic groups of students. The first section of the questionnaire seeks out information on demographic data and family while the second section expected the respondents to pursue their views on parental involvement and educational performance. The third part focused on student academic performance. In order to determine the students' perceived parental attitudes, the Perceived Parental Attitude Scale developed by Kuzgun and Eldeleklioglu (2005) was employed in the study. The scale consists of 40 questions and three sub-dimensions. These are, Democratic Parent Attitude, Authoritarian Parent Attitude and Protective Demanding Parent Attitude. Scoring high in the scale is taken as an indicator of the fact that parental attitude is high in the given dimensions. Perceived Parental Attitude Scale is a 5-point Likert scale. Participants rates items on a scale of 1 to 5. Participants stated their attitudes to each item by selecting one of the categories: "Strongly agree", "Agree", "Normal", "Disagree", and "Strongly disagree". The internal consistency coefficient of the Perceived Parental Attitude Scale was found to be .89 for the democratic attitude, .82 for the protective-demanding attitude and .78 for the authoritarian attitude (Kuzgun & Eldeleklioglu, 2005). The Researcher developed a new scale to measure educational performance in secondary level children. The Cronbach alpha reliability coefficient reported in the new scale of educational performance is .78. The reliability coefficient obtained after the test-retest method run in 6-week intervals is .79. A high score obtained from the scale after converting reverse coded items indicates the education performance. The 6-item scale, which includes 4 positive and 2 negative items, is a 5-point Likert scale.

Method of Data Collection

After the pilot study the questionnaire was used as an instrument in this research. This research will assume that the data collection devices reflect the genuine feelings and thoughts of the students, and the results of the data collection can be generalized for the students who are living within the Negombo sea belt. The Questionnaire to elicit relevant information about the demographic data of the students, perceived parental attitudes and academic performance were used. Data was collected between July and August 2021 under the restriction of COVID 19. It was a limitation for the study due to some traveling restrictions and face to face discussions. This research is limited to the parents whose children are living in the Negombo fishing community. The schools in which the study was conducted were determined through random selection. School principals in selected schools were apprised and their help was sought in overseeing the study. The data was collected on a voluntary basis. The research topic was explained to the students before each administration. In order to ensure that the students' answers were candid, they were informed about the aim and the importance of the study and that their personal identification information and data collection would be kept anonymous. Moreover, students were informed on how to respond to the data collection tools. The students took approximately 35 minutes to answer the questions.

IV. Discussions and Findings

The data from the study was analysed using the SPSS 19.0 statistics package program. In order to determine whether there is a significant relationship between the sub-dimensions of perceived parental attitudes (democratic attitude, protective-demanding attitude, and authoritarian attitude) of students and their secondary level education performance, the Pearson Product-Moment Correlation Coefficient method was utilized. Simple regression analysis is used in a situation where one independent variable is hypothesized to affect one dependent variable (Sekaran & Bougie, 2010). H1, H2 and H3 is hypothesized in a similar method that the independent variable affects the dependent variable. The simple regression analysis is employed in this study to test the hypothesis below. The coefficient of determination, R² indicates the goodness of fit. R² is the percentage of variance in the dependent variable that is explained by the variation in the independent variable (Sekaran & Bougie, 2010). According to Sekaran and Bougie (2010), the one sample t-test is used to test the hypothesis that the mean of the population from which a sample is drawn is equal to a comparison standard and the difference between the assumed mean and observed mean would be tested using one sample t-test.

Demographic characteristics

This research was carried out among 399 secondary level school students who live in the Negombo sea belt. The distribution of students classified by clusters is shown in Fig.1. The highest number of 120 are the students from Pitipana, 98 students from Duwa, Kuttiduwa 77, Mankuliya 55 and Pitipana Veediya followed by 27. On average, the students' age is around 14 to 16 years old (mean=15 standard deviation=4.812) (Table 1). In terms of students, majority of the students (59%) are boys and girls (41%) (see Figure2).

Table 1: Descriptive of Students' Age

	Minimum	Maximum	Mean	Median	Standard deviation
Students' age	14	16	15	15.53	4.812

In terms of student grades (see Figure 3), the majority of the students (52%) are from grade 10, only a small amount of them are from grade 9 (27%) and grade 8 (21%) respectively. Figure 4 depicts how students respond about their parents. According to the analysis, 44% of students are very proud about their parents and 33% of them are also proud of the parents. It indicates that almost 77% of children are proud about their parents. Only 11% of them are not particularly proud of them and 7% of them do not admire their parents. Furthermore, 5% of students communicated their perceived parental behaviour as "they do not know about their parents".

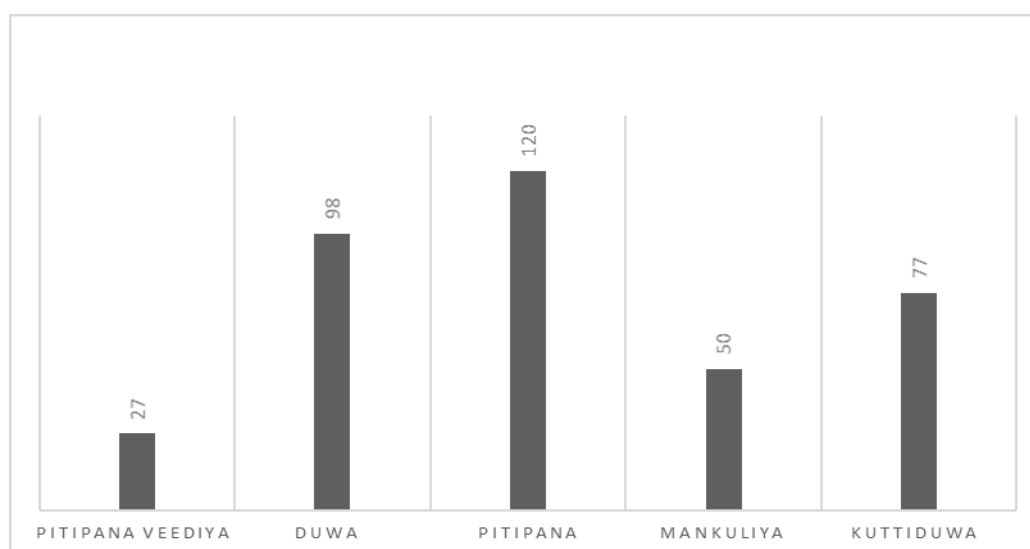


Figure 2. Number of Students Respondents According to Clusters in Negombo sea belt

The results of findings are shown in Table 2. According to the findings, as for students' mothers, 78 (19%) of them did not attend any school, 121 (30%) of them proceeded from primary school, 111 (28%) proceeded from middle school, 89 (23%) of them progressed from high school but not one of them graduated from a university or

studied beyond the graduate level. As for students' fathers, 143 (36%) of the fathers did not progress from any school, 122 (31%) of them proceeded from primary school, 121 (30%) of them proceeded from middle school, 13 (3%) of them proceeded from high school and not one of them graduated from a university or studied beyond graduate level. As for number of siblings, 21 (5%) of the students have one sibling, 52 (13%) of the students have two siblings, 118 (29%) of the students have three siblings, and 127 (32%) of the students have four or more siblings and 81 (21%) of them have five or more siblings. As for parents marital status, 334 (84%) of the students stated that either their parents were married, 42 (11%) of the students stated that their parents were divorced and 23 (5%) of the students stated that their parents were separated.

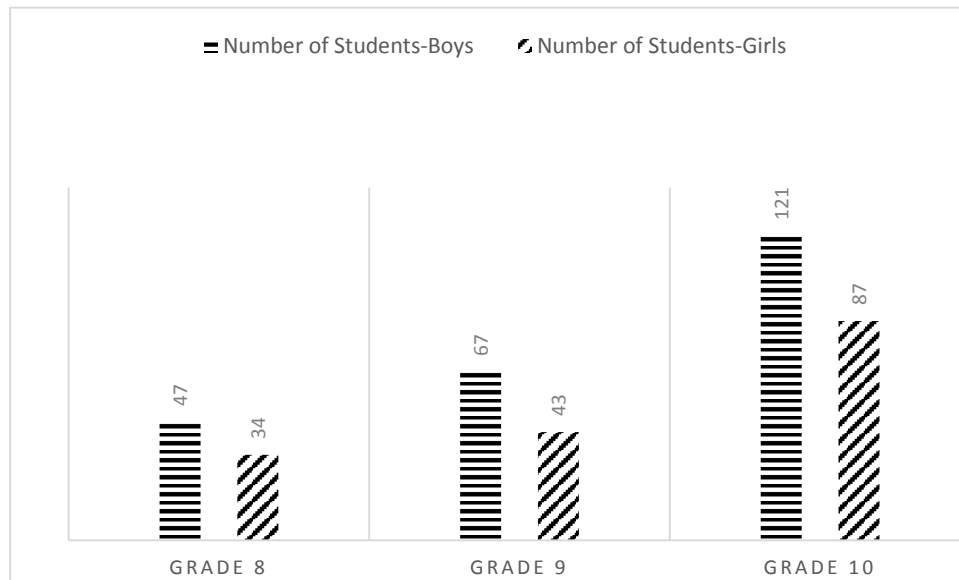


Figure 3: Distribution of student grades and male, female behaviour

Table 2: Findings on the general structure of the group

	N	Percentage (%)
Mother's Education Level		
Not attend of any school	78	19%
Primary school	121	30%
Secondary school	111	28%
High school	89	23%
University and above	0	0%
Father's Education Level		
Not a graduate of any school	143	36%
Primary school	122	31%
Secondary school	121	30%
High school	13	3%
University and above	0	0%
Number of Siblings		
One	21	5%
Two	52	13%
Three	118	29%
Four	127	32%
Five or more than five	81	21%
Parents marital status		
Married	334	84%
Divorced	42	11%
Separate	23	5%
Total	399	100%

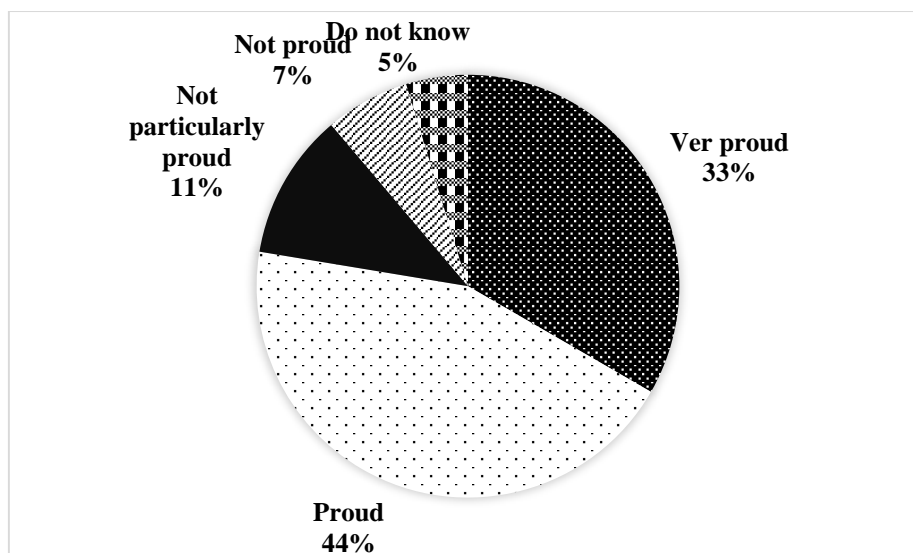


Figure 4: Students prediction about their parents

In terms of student perception towards their school (see Figure 5), only 6 percent (23 students) are very proud about their schools and 34 students (9%) are satisfied with the schools. According to the respondents only 15% of students are only satisfied or very satisfied with their present schools. On the other hand, Figure 4 portrays that more than 85% of the respondents are not satisfied with their school, but 143 respondents show their instant feelings as not particularly satisfied. A total amount of 154 respondents are not satisfied with the school and it was 39% from the sample and 45 students (11%) were totally dissatisfied with their school.

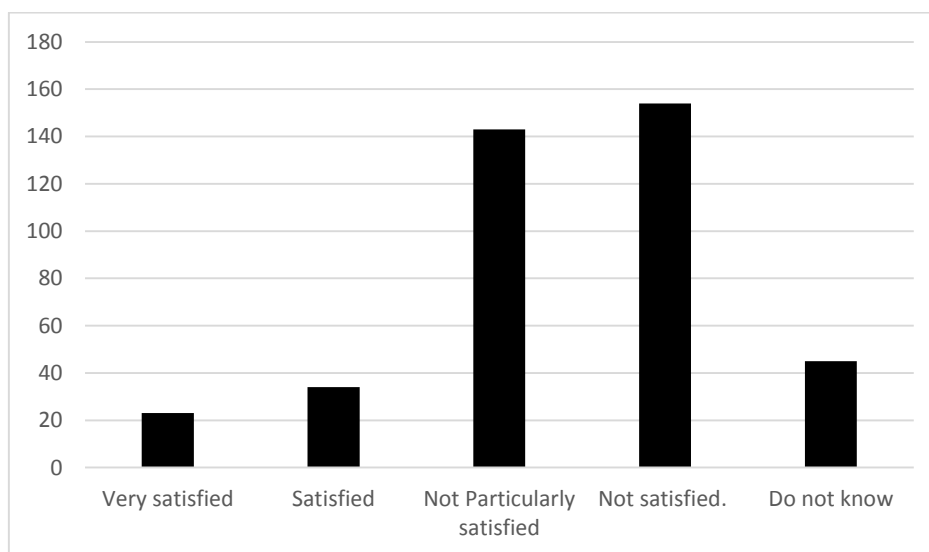


Figure 5: Student perception towards school

Findings on the Sub-dimensions of the Parental Attitude Scale and Education Performance

This section is dedicated to detailed analysis of data gathered on each of the variable. First, descriptive statistics are presented for each of the variable detailing the responses given to the questions. It will be followed by the correlation analysis to study the relationship of each sub dimension of independent variable to the dependent variable. The reference is made to the following scale to measure the strength of the relationship. Finally, regression analysis will follow to measure the impact of each sub dimensions of the independent variable on the dependent variable. Is there a significant relationship between the sub-dimensions of perceived parental attitudes (parenting style and parenting behaviour of home environment) of secondary school students and their education performance? In this part of the study, the results of the analysis are presented, on whether there is a significant relationship between the sub-dimensions of perceived parental attitudes of secondary school students and their education performance.



Figure 6: Scale of value of the correlation coefficient

Source: Saunders et al. (2016). p. 545

Descriptive Statistics and normality of variables

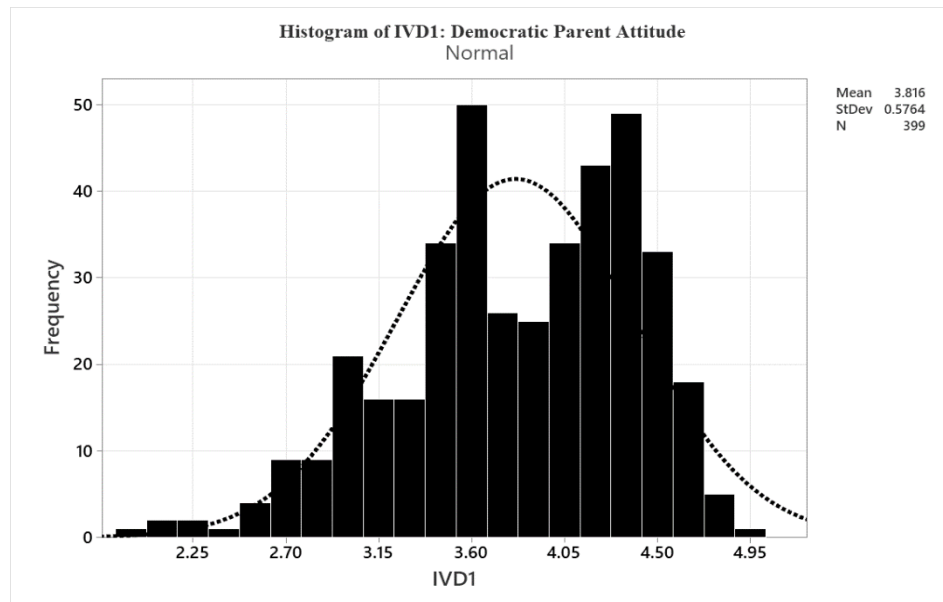


Figure 7: Histogram and probability plot for sub dimension 1 Perceive Parental Attitude (Democratic Parent Attitude)

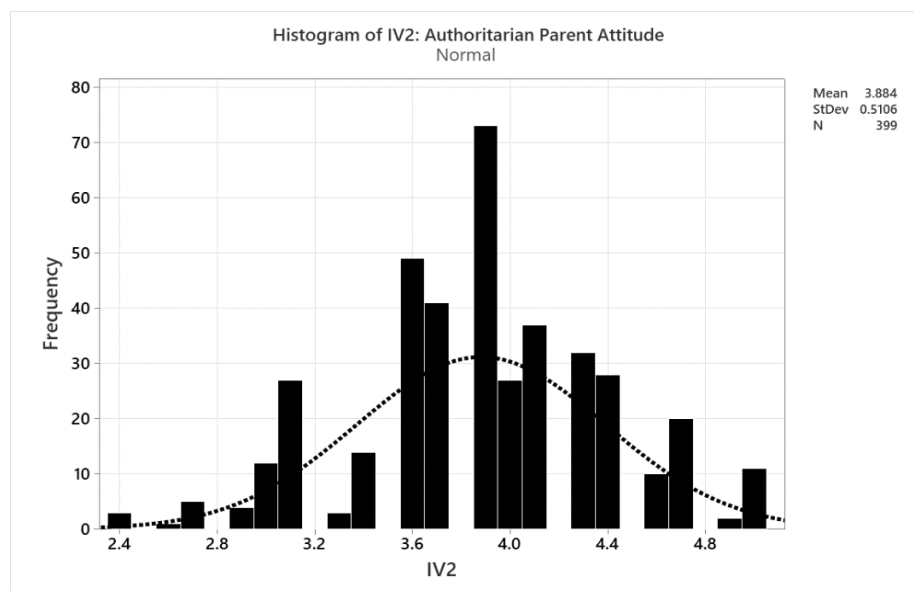


Figure 8: Histogram and probability plot for sub dimension 2 perceive parental attitude (Authoritarian Parent Attitude)

Figure 7 to 10 displays the histogram for the three sub dimensions of independent variables (Democratic Parent Attitude, Authoritarian Parent Attitude and Protective Demanding Parent Attitude) and the dependent variable of secondary level school performance. The data needs to be distributed so that parametric tests can be conducted by using various statistical, numerical, and graphical techniques. The most fundamental assumption in multivariate analysis is normality which refers to the shape of the data distribution for an individual variable and

its correspondence to the normal distribution (Hair et al., 2014). It is important to understand whether the data is following the normal distribution for each variable, (univariate normality) and the combination of variables in addition to the individual variables, (multivariate normality) before carrying out the multivariate analysis for the data collected.

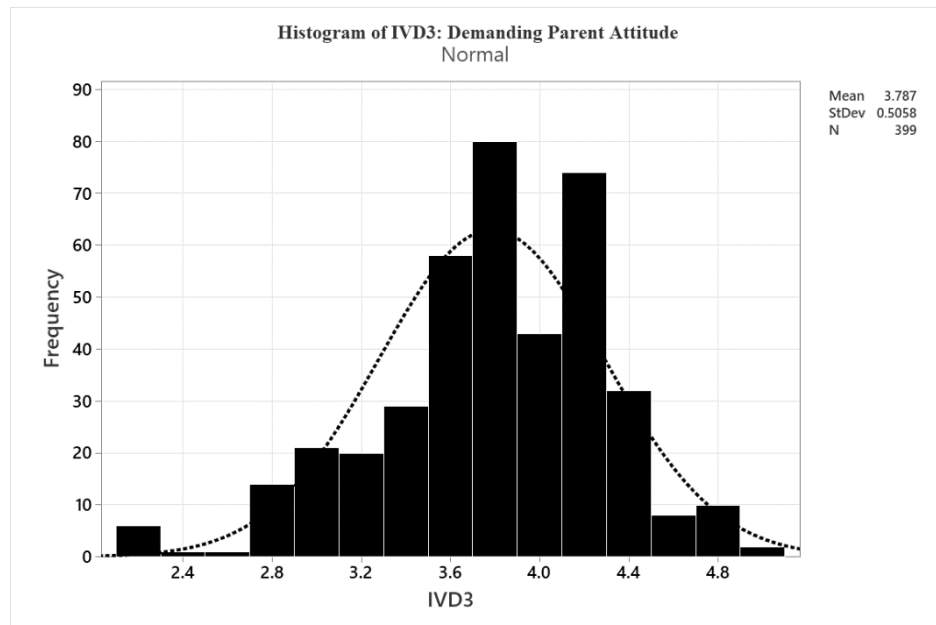


Figure 9: Histogram and probability plot for sub dimension 3 perceive parental attitude (Demanding Parent Attitude)

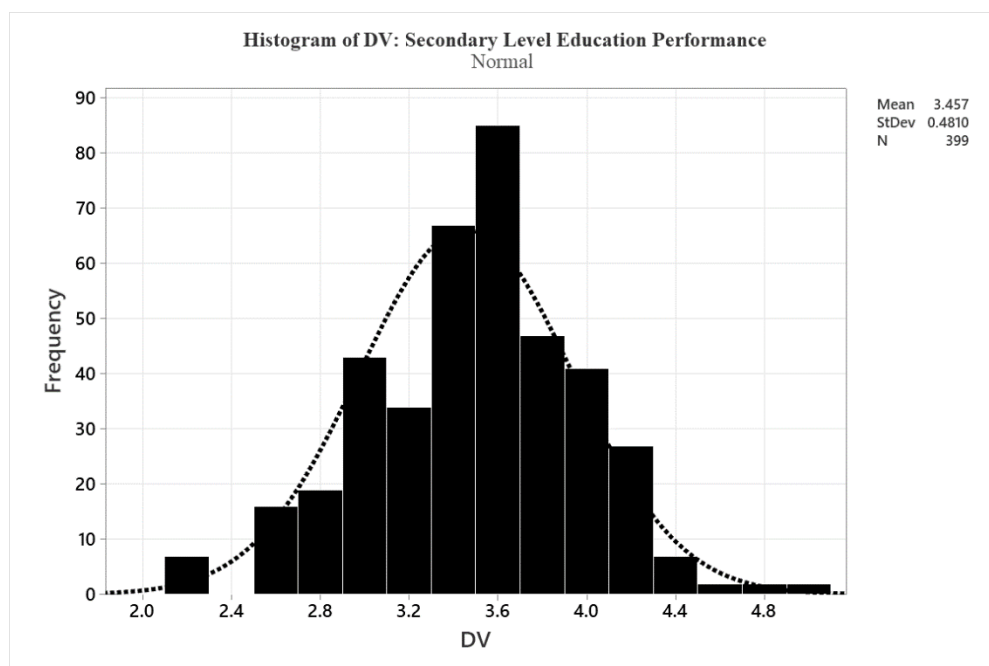


Figure 10: Histogram and probability plot for Dependent Variable (Secondary Level Education Performance)

According to the data (see Figure 7, 8 and 9), it is apparent that Demanding Parent Attitude is having the lowest mean among all indicators, and it is also possible to observe average mean scores related to Democratic Parent Attitude (3.816) and Authoritarian Parent Attitude (3.884). Students perceived parental attitudes in the fisher folk community has not been sufficiently developed in order to promote a strong educational performance among secondary level students. This is also noticeable from the lower mean of current perceived parental attitudes and sub dimensions. The standard deviation of dimensions related to parental attitudes, while sub dimensions are

relatively higher than dependent variables and vary between 0.5106-0.5787. This explains that the parental attitude amongst fisher folk parents varies substantially, and some attitudes have evolved with the educational performance slightly and some have not (demanding parental attitude=3.787). Further considering educational performance, mean score values are more than four (3.4) in five-point Likert scale (see Figure 10). It is also discernible that secondary level educational performance is a challenge in the schools which has shown a marginal poor mean score. Standard deviation of dimension related to educational performance is also relatively lower compared to parental attitude dimensions and it was 0.4810. This explains that the educational performance levels among students in the Negombo sea belt vary noticeably from the mean value and is not constant.

Relationship between Democratic parental attitudes and secondary level education performance

This section will analyse data related to Democratic Parent Attitude and educational performance. The average mean is 3.816 (see Figure 7). It indicates that respondents have a positive attitude towards democratic parental attitude towards educational performance.

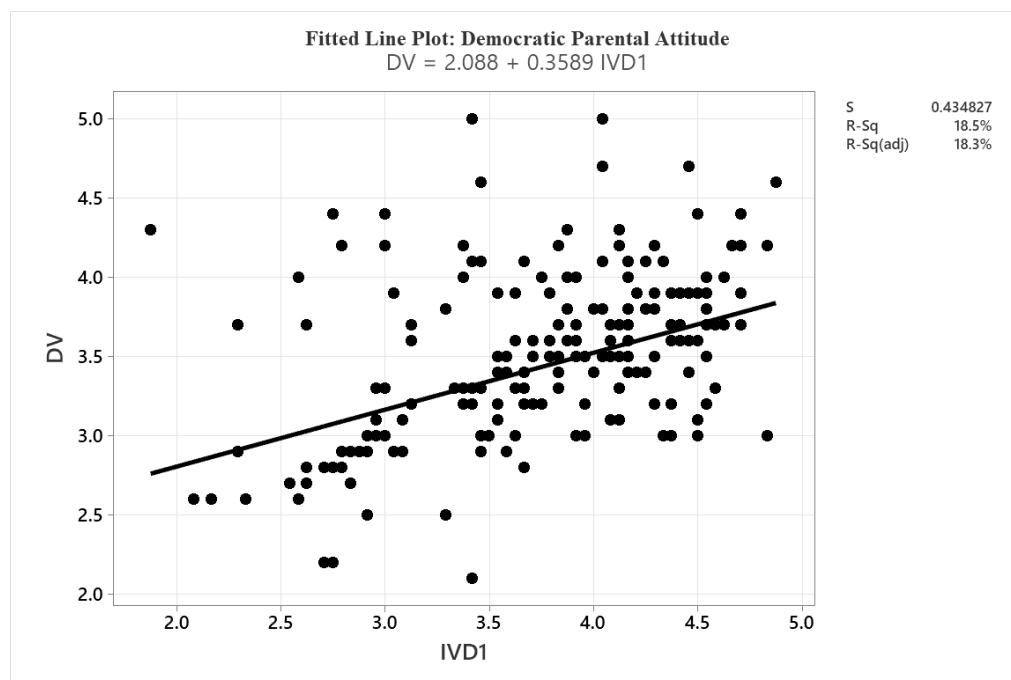


Figure 11: Secondary Level Education Performance Verses Democratic Parental Attitude

Table 3: R Squared value for Democratic parental attitude

Model	R	R Square	Adjusted Square	R	Std. Error for the estimate	P value	VIF
1	0.3783 ^a	0.185	0.1829	0.43487		0.0000	1.000

(a): Predictors (constant)- Democratic parental attitude

R^2 value of 0.185 indicates that the contribution of democratic parental attitudes towards education performance is 18.29%.

Table 4: Pearson Correlation of parenting style and secondary level education performance

Pearson Product-Moment Correlation Coefficient analysis was conducted to determine whether there was a significant correlation between the scores from the democratic attitude scale. The Significance Value (P) for democratic parental attitude is 0.000 ($P < 0.000$). The null hypothesis (**H1o**) is rejected, and the alternative hypothesis (**H1a**) is accepted. One of the sub-dimensions of the parental attitude scale, and the scores from educational performance scale indicated a positively significant correlation between the variables ($r = +.430$; $p < .001$). Hence, the relationship between democratic parental attitude and academic performance is confirmed. The Pearson Correlation of value 0.430 shows that democratic parental attitude has a moderately positive relationship to education performance. As the democratic attitude scores increase in a family, the educational performance scores increase. In other words, an increase in the amount of parents' democratic attitude results in decrease in a student's educational performance.

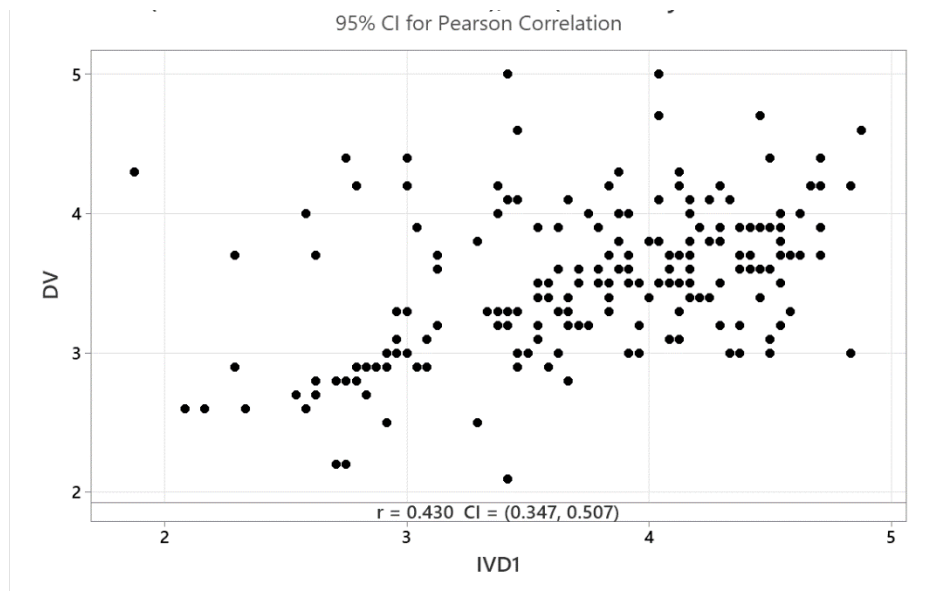


Figure 12: Pearson Correlation of Democratic Parental Attitude and Secondary Level Education

Relationship between Authoritarian parental attitudes and secondary level education performance

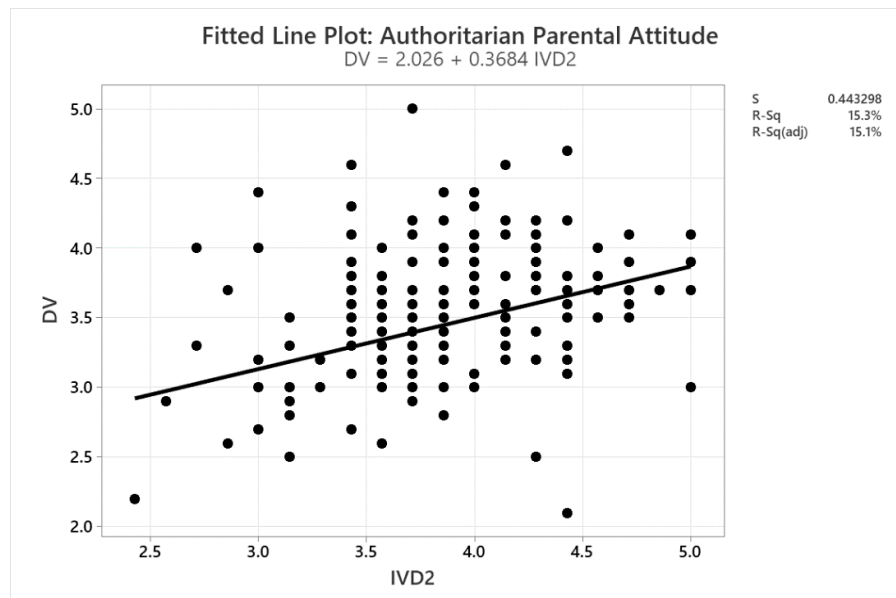


Figure 13: Secondary Level Education Performance Verses Authoritarian Parental Attitude

Table 5: R Squared value for Authoritarian parental attitude

Model	R	R Square	Adjusted Square	R	Std. Error for the estimate	P value	VIF
1	0.2872 ^a	0.1449	0.1427		0.44538	0.0000	1.000

(a): Predictors (constant)- Authoritarian parental attitude

R² value of 0.1449 indicates that the contribution of authoritarian parental attitudes towards education performance is 14.49%.

Table 6: Pearson Correlation of authoritarian and secondary level education performance

Pearson Product-Moment Correlation Coefficient analysis was conducted to determine whether there was a significant correlation between the scores from the authoritarian attitude scale. The Significance Value (P) for authoritarian parental attitude is 0.000 ($P < 0.000$). The null hypothesis (**H2o**) is rejected, and the alternative hypothesis (**H2a**) is accepted. One of the sub-dimensions of the parental attitude scale, and the scores from educational performance scale indicated a positively significant correlation between the variables ($r = +.474$; $p < .001$). Hence, the relationship between authoritarian parental attitude and academic performance is confirmed. The Pearson Correlation of value 0.474 shows that authoritarian parental attitude also has a moderately positive relationship to educational performance. As the authoritarian attitude scores increase in a family, the educational performance scores increase. In other words, an increase in the amount of parents' authoritarian attitude results in a decrease in a student's educational performance.

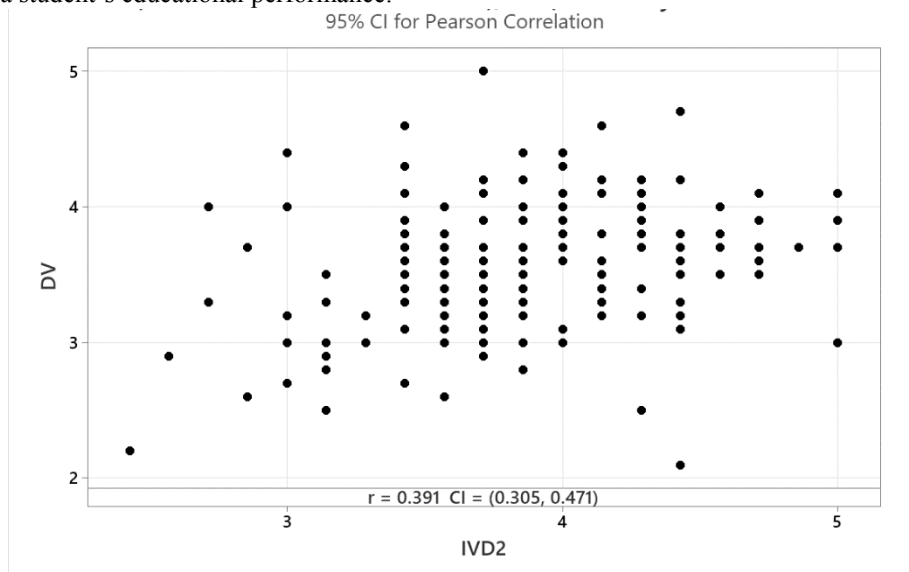


Figure 14: Pearson Correlation of Authoritarian Parental Attitude and Secondary Level Education.

Table 7: R Squared value for protective demanding parental attitude

Model	R	R Square	Adjusted Square	R	Std. Error for the estimate	P value	VIF
1	0.3456 ^a	0.2678	0.2456		0.43267	0.0345	1.000

(a): Predictors (constant)- protective demanding parental attitude

R² value of 0.2678 indicates that the contribution of authoritarian parental attitudes towards education performance is 26.78%.

Relationship between protective demanding parental attitudes and secondary level education performance

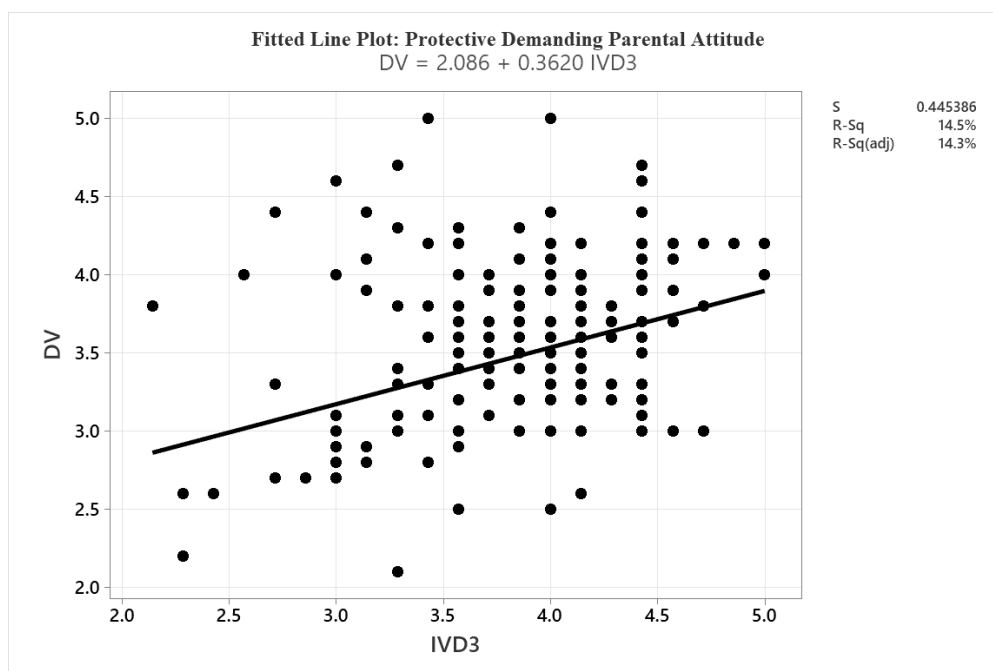


Figure 15: Secondary Level Education Performance verses Protective Demanding Parental Attitude

Table 8: Pearson Correlation of authoritarian and secondary level education performance

The Pearson Product-Movement Correlation Coefficient analysis was conducted to determine whether there was a significant correlation between the scores from the authoritarian attitude scale. The Significance Value (P) for protective demanding parental attitude is 0.000 ($P < 0.000$). The null hypothesis (**H3o**) is rejected, and the alternative hypothesis (**H3a**) is accepted. One of the sub-dimensions of the parental attitude scale, and the scores from education performance scale indicated a positively significant correlation between the variables ($r=+.581$; $p<.005$). Hence, the relationship between authoritarian parental attitude and academic performance is confirmed. The Pearson Correlation of value 0.581 shows that protective demanding parental attitude has a moderately positive relationship to education performance. As the protective demanding attitude scores increase in a family, the educational performance scores increase. In other words, an increase in the amount of parents' protective demanding attitude results in a decrease in a student's educational performance.

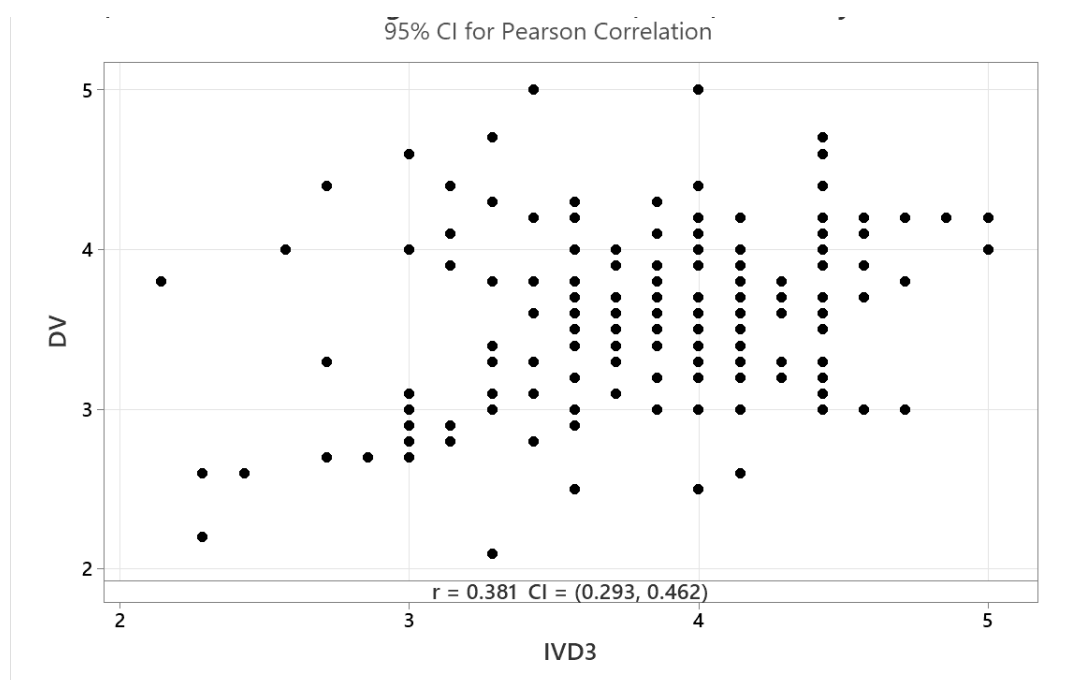


Figure 15: Pearson Correlation of Authoritarian Parental Attitude and Secondary Level Education

Relationship between parental attitudes and secondary level education performance

Table 9: The mean, standard deviation, and standard error values of the sub-dimensions of the parental attitude scale and the education performance scale

	N	Mean	Standard deviation
Democratic attitude	399	3.8156	0.5764
Protective /Demanding attitude	399	3.8836	0.5058
Authoritarian attitude	399	3.7873	0.5106
Education performance	399	3.4570	0.4810
Total	399		

This research specified that students' points from the parent attitude sub-dimension are calculated as $X = 3.816 \pm 0.5764$ for democratic attitude, points from protective/Demanding attitude sub-dimension is calculated as $X = 3.8836 \pm 0.5058$, points from authoritarian attitude sub-dimension is calculated as $X = 3.7873 \pm 0.5106$, and points from education performance questionnaire is calculated as $X = 3.457 \pm 0.4810$. Throughout, the findings of this study showed that the perceived parental attitudes of students who form the sample of this study is assessed, it is observed that students mostly perceive their parents' attitudes as democratic and when the educational performance of students is evaluated. Based on these results, it is concluded that the students who perceived the attitudes of their parents as democratic will have a motivation towards secondary level education. The results of the study suggest that the correlations between all the sub-dimensions of perceived parental attitudes and educational performance are significant. Results also showed that, the democratic attitude exhibited by parents, increases a student's educational performance. However, when the protective-demanding and authoritarian attitudes are weakly favourable and positive towards educational performance.

Hypothesis 4 assumes that the level of parental attitude ($H_4: \mu > 4$) is greatly impacted on secondary level educational performance among the fisher folk children in Negombo, Sri Lanka.

One sample t test is conducted in order to test whether the level of parental attitude is highly impact on secondary level education performance among fisher folk children in Negombo Sri Lanka and hence the decision criterion is first developed. If parental attitude level is higher than the middle value (Level 4) it is possible to confirm that 4 (agree) is high among secondary level student in Negombo sea belt Sri Lanka. In a 5-point Likert scale usually the mid value is considered as centre hence it is possible to consider level 3 as the decision (Croasmun and Ostrom, 2011) point.

Table 10: One sample t-test result

t	df	Sig. (2-tailed)	Test value=0			
			Mean difference	95% Confidence interval of the difference		
				Lower	Upper	
IV	13.370	399	0.00000	3.8288	3.7766	3.8811

In order to test the hypothesis H4, one sample t test is conducted in SPSS 20 considering the comparison value as 3.00 and confidence interval as 95 percent due to the requirement of one-tail test. It is important to note that SPSS significance value cannot be accepted or rejected null hypotheses, since the significance is provided for the two-tailed test. Therefore, comparing the t value with the critical value is the most appropriate method. Due to this reason, the relevant t-statistic is calculated using student's t distribution table considering the significant level ($\alpha = 0.05$) and the degree of freedom as 399. The critical value in student's t distribution table is 0.3510 (Levine et al., 2010, p.617). Table 10 depicts the outcome of the SPSS test.

Table 11: One sample t-test result

Variable	Hypothesis	Mean	T-test result	df	Critical value	Hypothesis
Parental attitude	H4	3.8288	0.3530	399	0.3510	Reject null hypothesis

According to the results (see Table 10 and 11), null hypotheses for H4 cannot be accepted. Therefore, the level of parental attitudes is claimed as high towards secondary level educational performance in schools in the Negombo sea belt Sri Lanka. In order to further understand the level of parental attitude in the secondary level schools' children according to each dimension are posed below.

Table 12: One sample t-test result

t	df	Sig. (2-tailed)	Test value=0			
			Mean difference	95% Confidence interval of the difference		
				Lower	Upper	
IVD1	12.560	399	0.00000	3.8156	3.7589	3.8723
IVD2	15.550	399	0.00000	3.8836	3.8334	3.9339
IVD3	12.000	399	0.00000	3.7873	3.7375	3.8371

The relevant results are shown in Table 12 and Table 13. According to the results, t value of democratic attitude and protective demanding attitude are above the critical value and t value. Furthermore, the same two tables depicted that authoritarian attitude shows below the critical value of t. Accordingly, it is possible to summarize that the Perceived Parent Attitude have a moderate impact on secondary level educational performance of fisher-folk children in Negombo sea belt in Sri Lanka, but among three sub dimensions, authoritarian attitude is having a weak impact on secondary level education performance.

Table 13: One sample t-test result

Variable	Mean	T-test result	df	Critical value
Democratic attitude	3.8156	0.3517	399	0.3510
Protective /Demanding attitude	3.8836	0.3580	399	0.3510
Authoritarian attitude	3.7873	0.3491	399	0.3510

V. Conclusion

Findings gained from the study introduced some important implications for socially marginalised unprivileged community development. In the light of these results, it can be concluded that parental attitude (three dimensions) is positively associated with secondary level educational performance. This research demonstrates that parental attitude as a form of social capital is positively related to educational performance regardless of the level of individual sub dimensions. The research has shown that the academic performance of the students at secondary

level school is associated closely to the parental attitude by the father and mother at home. According to previous studies, it indicates that the parental attitude in which the father and mother practicing will influence the development of self-confidence among students which in turn will influence the academic performance at school as well. It was found in the research that democratic parental attitudes have a moderately positive impact on the students' educational performance.

VI. Recommendation of Study

Therefore, in order to increase students' educational performance, families might be advised to exhibit democratic attitudes. Furthermore, the study was found that authoritarian parental attitudes and protective demanding attitudes have a positive impact on the students' education but weakly favourable. Therefore, school principals, teachers and education authorities might meet with parents and help families correct their wrong attitudes. School principals might identify students with low self-confidence and need to conduct a self-motivation program for community members. Missionaries in this area are a vital few to conduct a training program or religiosity blessings with encouragement for child psychology, adolescence, mental health, mindfulness, and moral boosting in order to develop a strong bond between student and parents for a healthy mental mood during adolescence. The result of this study can further be utilised for policy makers. The Ministry of National Education, municipalities, public training centres and NGOs might offer these trainings in the form of informative seminars. Further, Researchers would like to encourage future researchers carrying out a similar study on primary school and high school students. And further encourage for future researchers to conduct the same study for primary and higher education to find the disparity in research findings.

VII. Implications of The Study

Pomerantz et al. (2007) stressed that the effectiveness of both home-based and school-based facilities are methods that improves academic performance. Authoritarian attitudes directed their children to achieve their desired expectations under constant supervision. In this process, even minor mischief of children are not unheeded, but are emphasized, and an effort is made to correct them. Children raised with an authoritarian attitude, either become silent, docile and meek or resentful and aggressive (Sargin, 2001; Ersoy & Ugur, 2015). However, most researchers argue that in both cases the child is full of hatred and fear. Ersoy and Ugur (2015) concludes that contrasted to authoritarian parents, parents that demonstrate democratic attitudes will extend more comfortability in terms of social adaptation and education (Ersoy & Ugur, 2015). Authoritarian attitudes hinder children's independent character development and influenced by outside inspections. Further, the author elaborated that this kind of attitudes will lead for children to increase violence level especially for boys and decrease the level of self-respect.

Family circumstances can play a major role in parental attitudes towards children's education. The longitudinal study conducted by DeWitt et al. (2013) revealed that students who reported to have parents with more positive attitudes towards science tended to have higher educational and occupational science aspirations. Fakeye (2010) showed that there was a positive relationship between student's attitude and their academic achievements. They consider attitude to an individual's way of seeing and reacting to a social phenomenon and assert that it varies from person to person. Ersoy & Ugur (2015) stressed that these children are enabled to decide for themselves and could not be able to do anything without asking others, and even they express their desires by whining due to poor entrepreneurial skills. Since parents are not given an environment in which to improve their manipulative skills, these children are embarrassing, inelegant, and show poor self-confidence.

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